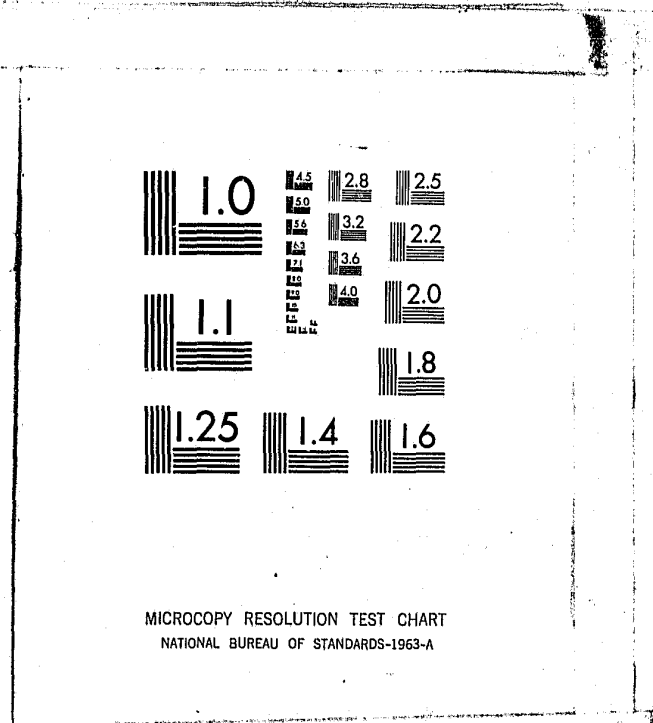National Criminal Justice Reference Service

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National Institute of Justice
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7/29/81

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Law Enforcement and Older Persons

Instructors Guide

prepared for
The Law Enforcement Assistance Administration,
U.S. Department of Justice
by
National Retired Teachers Association
American Association of Retired Persons

PF 1394 (680)

National Retired Teachers Association-American Association of Retired Persons

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TABLE OF CONTENTS

INSTRUCTOR GUIDELINES

Content

Law Enforcement and Older Persons: Instructors Guide is a comprehensive training curriculum designed for use by criminal justice trainers. Four major subject areas are sectioned by module. Each module is divided into lessons which contain:

* *Training objective(s)*. Given at the beginning of the lesson.

* *Lesson plan*. A skeletal outline of the student text for instruction and notes.

* *Supporting visual aids*. In the form of vugraphs, identified at the appropriate places within the lesson plan by a star symbol (*) and the number of the vugraph (Example:*37). All sheets for acetate reproduction are found in the back of this Guide in numerical sequence.

* *Major principles discussed*. Highlights of the lesson, the same as the summary statements found in the student text.

* *Key terms and concepts*. Lists main ideas and terminology in the lesson

* *Discussion questions*. Thought-provoking issues related to the subject area.

* *Examination*. Based on training objectives, test questions on the subject area are located at the end of the lesson on separate page(s) for possible reproduction.

* *Answer key*. Correct answers to test questions, immediately preceding examination page(s).

The following eight lessons contain student exercises, which are referenced in the lesson plan, and are found after the answer key at the back of the lesson:

* Module I
  Lesson One

* Module II
  Lesson Four

* Module III
  Lesson One (2 exercises)

* Module IV
  Lesson One (2 exercises)
  Lesson Two

1

Lesson Three (2 exercises)
Lesson Four
Lesson Five

Each exercise contains the required training time, purpose, objectives, and implementation instructions. Student handout sheets required for implementation are provided for reproduction. The trainer must determine appropriateness for students as well as time constraints. All have been designed and tested to reinforce the subject matter, and stimulate individual and group creativity on the part of the participants.

AUDIO-VISUAL SUPPLEMENT

Lesson Two of Module I in part describes the vision and hearing changes that: (1) accompany the aging process, and (2) are necessary for a law enforcement officer to know. These changes are simulated by a 35 mm slide package depicting vision changes, and a cassette tape representing hearing changes. The slides and tape are available on a loan basis from NRTA-AARP, and should be used where indicated in the lesson plan.

Audience Recommendations

Law Enforcement and Older Persons: Revised Edition is recommended training for all law enforcement personnel in all levels of responsibility within a department. There are some lessons, however, which are most applicable to law enforcement officers in specialized areas. These are listed below, with recommendations as to their most appropriate audiences:

1. Module III, *Communication Principles*

   • Lesson Two, *Programming With Older Persons*, is written for the law enforcement officer who is responsible for presentations and interaction with community groups, or must develop brochures or literature for an older readership.

   • Lesson Three, *News Media Relations*, is written for officers involved in programs for and/or with older persons and public information/news media officers.

2. Module IV, *Volunteers In Law Enforcement*

   • Lessons Two through Five of *Volunteers in Law Enforcement* contains necessary information for officers who are or will be conducting programs using older volunteers.

The remainder of *Law Enforcement and Older Persons: Revised Edition* is recommended training for all law enforcement personnel.

Resource Programs: Models and Current Cases

The text of *Law Enforcement and Older Persons: Revised Edition* contains a section which is not found in the Instructors Guide, entitled *Resource Programs: Models and Current Cases*.

This section supplements Module IV training. Students are provided descriptions of ten model resource program types, and seven case reports which document successful programs.

The ten model resources program types include:

• Operation Identification
• Security Surveys
• Crime Prevention Education
• Crime Reporting Systems
• Neighborhood Surveillance and Patrols
• Protective Senior Escort Service
• Health and Personal Security
• Victim/Witness Assistance
• Court-Watch Programs
• Direct Police Support Services

The seven case reports describe activities in:

• Jacksonville, Florida (Duval County)
• Pinellas County, Florida
• Huntington, West Virginia
• Sun City, Arizona (Maricopa County)
• San Diego, California
• San Ana, California
• Cottage Grove, Oregon

From The Authors

Law Enforcement and Older Persons: Revised Edition and *Instructors Guide* represent years of training experience and product development. The design and content decisions *in all cases* were made to facilitate its implementation by you, the trainer. We wish you well in your endeavors, and would appreciate any information on your use of the materials.

MODULE ONE
AGING

Graying of America
Process of Aging
Psychology of Aging

I

LESSON ONE
GRAYING OF AMERICA

TRAINING OBJECTIVES

1. The student will be expected to know and understand how the aging of the population in America impacts upon the role of the police.

2. The student will be expected to know and understand the nature of victimization of the elderly and the steps which law enforcement agencies must take as victimization rates, trends, and tendencies shift.

3. The student will be expected to know and understand why the nature of the law enforcement function in the United States is steadily becoming more service delivery-oriented.

LESSON OUTLINE

I. Introduction

    A. Older Citizens Require Special Law Enforcement Efforts For:

        1. Protection
        2. Service delivery

    B. The Graying Of America Is A Present As Well As A Future Reality

        1. Demographic changes will have important implications in the areas of:

            a. Politics
            b. Social structure
            c. Economics

        2. Impact of changes requires that police administrators move away from a reactive role and anticipate future service delivery needs

II. Attitudes About Aging

    A. Older Americans Believe Aging "Happens To Someone Else"

    B. Crime Is The Most Serious Issue Identified By The Elderly

I-1

1. Law enforcement agencies must address the "perception of crime" problem, regardless of the actual victimization rates for older persons in their jurisdictions

2. Other problems of concern to older persons will also affect law enforcement service delivery methods

C. Officer Must Personally Understand His Own Attitudes About Aging

1. Key factor in the success or failure of his role as a law enforcement officer who is providing services to the elderly

2. Has a profound effect upon his ability to work effectively with older adults

III. Who Are The Elderly?

★1

A. Attempts To Adequately Identify The Elderly Population Have Generated Conflict Among Specialists In Aging

B. These Conflicts In Defining The Elderly Result Because Gerontologists Have Rejected A Strictly Chronological Definition Of Old Age, Arguing That Factors Other Than Birthdays Are More Prominent In Determining Whether An Individual Is "Old"—Such Factors Include:

1. Measures of physical functioning
2. Employment status
3. Life activities
4. Self-perception
5. Interaction of these variables with others

C. Gerontologists Have Been Working To Create Specialized Definitions Of The Older Population, Using Such Terms As:

1. Young-old (ages 55 to 65)
2. Middle-old (ages 65 to 75)
3. Old-old (ages 75 and over)

IV. Size And Growth Of Population

A. Law Enforcement Agencies Soon Will Be Faced With An Increased Population Of Older Citizens, Who Will Create:

1. Increased service demands
2. Changing victimization rates

B. The Older Population (60 And Older) Comprises Approximately 15 Percent Of The Total Population

C. The Growth Of The Older Population As A Whole Is Expected To Continue Well Into The Future

★2,3

1. Medical technology, higher living standards, and better health care have enabled more people to reach the age of 60

2. Life expectancy at birth also has been increasing

D. Scientists Are Pursuing Three General Strategies To Increase Both The Number Of People Who Do Reach Old Age And The Life Expectancy Of This Group—These Strategies Are:

1. Disease control

   a. Research into the prevention, diagnosis, and treatment of heart disease, cancer, and stroke

   b. A medical breakthrough to reduce deaths from these diseases could result in an increase in life expectancy at advanced age

   c. Would have the effect of extending "middle age" rather than extending "old age"

2. Control of the process of aging

   a. Investigation into the nature and causes of the process of aging itself, with the possibility of actually slowing the process

   b. Many promising areas of research are being pursued:

      (1) Genetics
      (2) Bionics
      (3) Transplants

3. Control of societal conditions affecting aging

   a. Various societal conditions and stresses accelerate the process of aging

   b. Can be modified to slow the process itself as well as enhance the quality of later life

E. Even Without Any Of These Medical Technologies, Older Persons Still Represent An Increasingly Larger Proportion Of The Population

F. This Group Has Certain Needs Which Are Only Dimly Recognized And Served And Which Could Be Changing In The Future

1. There will be greater demands placed upon society to meet the essential needs if the elderly for:

   a. Retirement security
   b. Housing
   c. Food
   d. Clothing
   e. Transportation
   f. Medical care
   g. Delivery of services

2. The old-old (those over 75) are the fastest increasing part of the 60+ population—communities will have to provide comprehensive support systems for these people

V. Political Participation

A. Older Persons Are A Growing Political Force

1. There is a growing sense of political activism and concern among the elderly over issues which dramatically affect their lives

2. Traditionally, the elderly's voting percentages are higher than those of other age groups

3. As their numbers increase, the elderly will have a greater power to command the attention of public officials who will need their votes to survive

B. Many Older Persons Are Members Of Boards Of Trustees And Advisory Councils: Often Generous About Contributing Their Time To Help Manage Established Institutions of Society

C. Older Persons Are More Likely Than Younger Citizens To Become Personally Involved In Community Political Activites

1. As influential community residents and leaders, the elderly can exert influences upon community attitudes toward the police department—attitudes can be:

   a. Positive/supportive
   b. Negative/hostile

2. It is in the best interests of the police department to enlist the support of the community's older leaders

D. Older Persons Take A Leadership Role In Society From A National Perspective

1. Have begun to develop more aggressive postures toward the Congress and state legislatures

I-4

2. Particularly active in areas of legislative activity which may have a negative impact upon the welfare of the elderly

3. There are several national organizations which either represent exclusively the needs of the elderly or which have large programs for the elderly or the professionals who work with them

VI. Education

A. The Elderly Today Have Completed Fewer Years Of School Than The General Population

1. One in every eight members of the older age group is functionally illiterate

2. The rural elderly usually have less schooling than the urban elderly

B. The Median Years Of Education For Those Over Age 60 Are Rising Steadily—The Future Older Population Will Be Better Educated

VII. Economic Status

A. The Economic Situation Of An Older Person Involves:

1. Income
2. Participation in the labor force
3. The effects of retirement

★4

B. Most Older People Have the Financial Resources To Be Self-Sufficient, But Very Large Numbers of Older Persons Find Themselves With Lower Incomes And Assets Than Younger Persons

1. The average income of the older family is approximately half of the income of the average younger family

2. The elderly spend larger amounts of money on housing, food, and medical care than younger persons

C. Since Many Older Persons Live on Fixed, Reduced Incomes, They Have An Increased Need For:

1. Community support services
2. Police assistance

★5

D. The Amount of Older Men In The Labor Force Has Been Decreasing Steadily

I-5

E. Many Myths About Older Workers Have Been Addressed By Recent Research Studies In Business and Industry — Studies Have Found That Older Persons Maintain:

1. High levels of productivity
2. Low accident rates
3. Low absenteeism
4. Low job turn-over rates
5. Fewer difficulties in finding or keeping jobs

★6

F. Retirement May Result in Poverty

1. Usually reduces income by one-half or two-thirds

2. The proportion of older persons living below the poverty level is much higher for those who live alone than for those living with families

3. The limited and reduced incomes of the elderly will mean that many older crime victims will experience a relatively more severe economic loss when their money is stolen from them

G. Participation In The Work Force

1. Changes in the retirement age will cause fundamental changes in:

   a. The economy
   b. The way older persons live and view themselves

2. Recent legislation eliminated mandatory retirement for federal government employees and raised the mandatory retirement age to 70 in the private sector

3. The increased size of the labor force will have significant effects upon society

   a. There will be increased productivity and socialization for older persons

   b. There may be a problem providing jobs for all who wish to work

   c. Providing enough jobs will require various innovations in working arrangements, such as:

      (1) Shared work
      (2) Part-time work
      (3) A shortened work week
      (4) Serial careers

4. If older persons continue to work, this will have a direct effect upon the availability of jobs and the opportunities for promotion.

5. Forced retirement:

   a. Shortens life expectancy
   b. Has negative effects on health

6. Forced retirement issues directly affect law enforcement

VIII. Residence and Mobility
★7

A. Geographical Distribution Of The Elderly Population Shows That Every Community Will Have Older Residents

1. Almost half of the older population lives in seven states

   a. California
   b. New York
   c. Florida
   d. Illinois
   e. Ohio
   f. Pennsylvania
   g. Texas

2. Some areas have proportionately more older persons than other areas and have different demographic trends

B. Compared To Younger Persons, The Elderly Are Much Less Likely to Move

C. The Largest Number Of Older Persons Live In Urban Areas

1. Most of them live in central cities
2. The remainder reside in the urban fringe or small rural towns

D. Most Older Persons In Future Years Probably Will Reside In Urban Areas, But Will Not Be As Concentrated In The Central Cities As They Are Today

IX. Marital Status and Living Arrangements

A. Most Older Men Are Married And Live With Their Wives—Few Live Alone

B. Older Women Are Much More Likely To Be Widowed Than Married And A Substantial Number Of Them Live Alone

C. Several Factors Explain The Higher Proportion Of Widows Among Older Women

1. There is a sizeable gap in life expectancy between older men and women—women live about four years longer on the average

2. Older widowers have a higher remarriage rate than older widows

D. If Present Trends Continue, The Differences In The Ratio Of Men To Women Will Continue To Grow

E. Contrary To A Prevailing Stereotype, Most Older Americans Live In Normal Communities And Not In Institutions

  1. The most common living arrangement is the two-member family (husband and wife)

  2. Only five percent of older people live in institutions

     a. Percentage has been rising as the old-old (those over 75) population increases

     b. The majority of those persons who are institutionalized live in nursing homes and not mental institutions

  3. Most older persons live in a family setting

     a. This proportion decreases with advancing age as more of the elderly live alone or with someone other than their spouse

     b. The number of older persons who live with their children has decreased in recent years—the current trend is for older persons to live alone and maintain their own homes, resulting in greater independence as well as greater isolation

  4. New living arrangements will probably develop, such as the multi-adult household composed of a number of adults who are unrelated to each other

F. Law Enforcement Agencies Need To Identify The Older Population In Their Own Jurisdictions And Anticipate Demographic Trends And Their Effects Upon Service Needs

  1. Police planners must:

     a. Address the size and growth of the older population
     b. Anticipate interstate migration rates of older persons to their areas

  2. Each law enforcement agency will need to collect and interpret data on the older population in its own jurisdiction

     a. Older population should be broken down by age categories and identified by locale
     b. Socio-economic descriptions of this population should be collected

  3. The following agencies can provide data on aging:

     a. Any library serving as a repository of U.S. Government documents
     b. U.S. Bureau of the Census

     c. U.S. Administration on Aging
     d. State commissions or offices on aging
     e. Local area agencies on aging
     f. Most textbooks in social gerontology
     g. Local or state health departments
     h. City or county planning departments
     i. Local health planning agencies
     j. Local council of governments
     k. University departments of planning or urban studies
     l. Voter registration records
     m. County vital statistics office
     n. University urban research centers

  4. Once the information is collected, the police executive can apply this knowledge to various departmental operations, such as:

     a. Crime analysis
     b. Crime prevention programming
     c. Departmental policies for handling older victims, witnesses, or offenders

X. Minority Elderly

A. Law Enforcement Officers Should Understand The Unique Cultural Differences Of Elderly Minorities And Become Sensitive To The Compounded Victimization Difficulties An Older Minority Person May Experience

B. Older Black Americans

  1. The number of black elderly has steadily increased during this century

  2. Projected life expectancy is shorter than for older whites

  3. Older blacks are geographically distributed in a pattern similar to that of the total black population

     a. Largest concentrations are found in the southern states
     b. Most older blacks live in central city areas
     c. About one-fourth live rural areas

  4. Black women tend to outlive black men

  5. A greater percentage of older blacks than older whites live in poverty

  6. The black elderly are more likely to suffer from chronic illnesses and are less likely to seek professional medical care than are older whites

7. There is an increased likelihood that the older black family will have dependent children living with them

C. Older Hispanic Americans

1. Three largest subgroups are:

   a. Mexican-Americans
   b. Puerto Ricans
   c. Cubans

2. Most Hispanic Americans live in the five southwestern states of:

   a. Arizona
   b. California
   c. Colorado
   d. New Mexico
   e. Texas

3. Hispanic families generally live in metropolitan areas

4. Older Hispanic males are likely to be married while older females are not

5. Many older Hispanics suffer from a limited command of the English language

D. Older Asian Americans

1. Composed primarily of:

   a. Japanese
   b. Chinese
   c. Filipinos
   d. Koreans
   e. Samoans
   f. Vietnamese and Cambodians in some urban areas

2. Asian Americans are concentrated in urban areas

3. One out of every five elderly Asian American is single

4. Some Asian American elderly have problems that are more intense and complex than the problems of the general aged population

   a. Suicide rate is three times higher than the national average

   b. Many have no source of income—not eligible for Social Security

c. Language problems deny them the knowledge of how to obtain benefits and support

★8

E. Providing For Service Delivery

1. Minority groups have very low rates of institutionalization for their elderly

2. Minority elderly as a whole:

   a. Have greater fears
   b. Experience more crime
   c. Are often unwilling to bring their problems to law enforcement agencies

3. Law enforcement agencies need to:

   a. Identify elderly minority residents

   b. Contact community leaders

   c. Establish lines of communication through support systems in the minority community

   d. Tap bilingual resources to enhance mutual trust and crime reporting

4. Any programs which are developed by law enforcement agencies must be responsive to the backgrounds, values, lifestyles, and concerns of the elderly minority groups in the community

XI. Mental And Physical Status

A. Humans Develop And Adjust Throughout All Stages Of Their Lives

1. Older people are subjected to more than their fair share of life's challenges and stresses, which threaten their sense of well-being

2. One of the most common stresses for older people is the need to adjust to losses, which often follow one right after the other

   a. The losses in later life become particularly difficult to handle when they are experienced simultaneously or in rapid succession

   b. An older individual may be forced to adjust to a loss of:

      (1) Work
      (2) Income
      (3) Status

(4) Choice
(5) Valued roles
(6) Social contacts
(7) Participation in society
(8) Home
(9) Physical health
(10) Mobility
(11) Spouse
(12) Loved ones
(13) Friends

★9

B. Later Life Is Also Accompanied By A Series Of Gains and Retentions

1. Changes, whether gains or losses, will differ in their onset for each individual

2. Some losses and other changes with age may be reversible

3. Some changes or losses are immediately evident

4. Other changes are unknown or unnoticed, becoming evident only as a cumulative effect, known as a "sleeper effect"

C. Interplay Between Physical And Mental Health Is Significant

1. Older adults experience numerous physical changes that require important adjustments in their physical and mental health processes

2. Although older adults need a increasing amount of time to recover from physical and mental stress, most older persons' lives are characterized by good mental health

3. Most members of the older population have accommodated themselves to health difficulties and they function with whatever limitations are imposed

4. There is a dual nature to the health of the elderly

   a. The objective reality indicates declining health, eventually culminating in death

   b. Subjective reality as perceived by large numbers of older persons is "I'm really fine."

5. Chronic health problems increase sharply with advancing age

6. A principal consequence of these chronic health problems is an enforced limitation or total prevention of normal activities

7. Older people also experience a large number of acute conditions involving the restriction of activities or the need to seek medical attention

a. Average at least one such episode each year

b. The most common acute conditions are:

   (1) Respiratory diseases
   (2) Injuries to the skeletal structure

8. Health care is expensive

9. The mental and physical status of the elderly depends upon:

   a. Their ability to function independently

   b. Their reliance upon personal support from:

      (1) Spouses
      (2) Children
      (3) Close friends
      (4) Neighbors

10. In the absence of personal support, the community has the responsibility to provide basic services for older persons in crucial areas, such as:

    a. Income maintenance
    b. Health
    c. Transportation

XII. Abuse Of The Elderly

A. There Is Increasing Evidence That A Number Of Middle-Aged Children (And Older Spouses) Are Physically And Psychologically Abusing Their Aging Parents (Or Spouse) In A Manner Similar To Child Abuse

1. Referred to as "granny bashing" or "gram-slamming"

2. It is probable that these situations will increase as greater numbers of parents live into old age and require care from relatives

B. The Minority Of Cases Reported To Police And Social Services Agencies Involve Both Physical And Psychological Abuse

1. The physical abuse does not necessarily involve severe beatings, but includes shoves, slams, or shakings which are quite harmful to older persons

2. Physical abuse also occurs in the inappropriate administration of drugs by family members

3. Other forms of abuse include:

    a. Theft or misuse of the older person's money or property
    b. Forced departure from the family home
    c. Forced entry into a nursing home
    d. Neglecting to meet the physical and emotional needs of the elderly person

C. There Are Two Types Of Legal Interventions Available

    1. To institutionalize the abused older person
    2. Punish the abuser

D. Police Officers Need To Make Special Efforts To Identify The Existence Of The Problem In Their Own Communities And Take Appropriate Action

XIII. Community Support Services

A. Successful Community Support Systems Have To Be Measured In Human Terms:

    1. Lives saved
    2. Suffering and disability reduced
    3. Productivity enhanced
    4. The "quality of life" made more rewarding

B. Daily Living Requirements Present Difficulties For The Older Person—These Problems Include:

    1. Transportation
    2. Crises in shopping
    3. Visiting friends/relatives
    4. Getting to medical, social, cultural, and entertainment facilities

★10 C. Each Community Needs To Provide The Following Types Of Support Services:

    1. Medical care

        a. Physican and/or geriatric nurse practitioner
        b. Visiting nurse services
        c. Homemaker—home health services
        d. Physical, occupational, and speech therapy
        e. Dental care
        f. Ambulatory health care

    2. Housing alternatives

        a. Safe and affordable housing
        b. Age-mixing or age-segregation

        c. Retirement communities
        d. Mobile home parks
        e. Boarding houses
        f. Congregate housing

    3. Communications and transportation assistance

        a. Telephone reassurance
        b. Escorts

    4. Financial assistance

        a. Legal aid and counseling
        b. Pre- and post-retirement counseling

    5. Nutrition programs

        a. Meals-on-wheels
        b. Nutrition counseling

    6. Social programs

        a. Community centers
        b. Volunteer opportunities
        c. Paid employment opportunties

D. The Growth Of The Older Population Will Have An Impact Upon Most Communities

    1. The growing demands and concerns of older persons will increase each community's responsibilities and require the delivery of more services

    2. The tax resource base and fiscal allocations will be directed toward older constituents —as a result, there will be an impact on economics, requiring that community support services put as much money into direct services and as little into administrative overhead as is possible

    3. A particularly difficult issue will be to establish the extent of outreach programs to get to older persons who do not actively seek services

XIV. Trends In Victimization

A. National Surveys Show That The Elderly Are Not Necessarily Victimized By More Crime Than The Rest Of The Population

    1. There are certain crime types which are more frequently committed against older persons than against younger age groups:

        a. Robbery
        b. Pursesnatching

c. Fraud and bunco
d. Burglary
e. Vandalism

2. Other crimes in which older persons are not frequent victims now may become crime problems in future years for this age group:

    a. Assault
    b. Auto theft
    c. Murder
    d. Rape

3. Overall victimization rates, trends, and tendencies will shift with the growth of the older population and changing demographics

4. In the communities which experience dramatic changes in the size and composition of their older populations, law enforcement agencies will need to:

    a. Clearly identify the crime problems
    b. Accurately assess the causes and effects of the victimization of the elderly
    c. Be capable of confronting the problem

B. The Causes And Effects Of The Victimization Of The Elderly Are Compounded By The Aging Population's General Attitudes, Characteristics, And Needs

1. Many of these attributes also increase the elderly person's vulnerability to crime

★11

2. Five key factors in understanding the victimization of the elderly are:

a. Economic

    (1) The high incidence of reduced income among the elderly underlies their needs and problems—present and future

    (2) Any loss of economic resources has a greater impact when the economic status of the victim is low

b. Environmental

    (1) The high concentrations today of elderly residents in central cities and the greater likelihood that older persons will live in high crime neighborhoods puts them in close proximity to the groups most likely to victimize them

    (2) This trend is not likely to continue in the future

c. Situational

    (1) The majority of older persons live alone and the current trend is for more elderly persons to maintain independent households

    (2) Older persons who live alone lack many of the social supports which can help them overcome the consequences of the victimization experience

    (3) The need for community support systems and increased police service delivery is likely to increase

d. Physical

    (1) Physical aspects of aging increase the vulnerability of the elderly to crime

    (2) Older persons experience sensory perception changes and may not perceive threatening situations quickly enough to avoid them

e. Psychological

    (1) The elderly person's fear of criminal victimization is greatly influenced by the media

    (2) Some studies suggest that the elderly person's fear of crime leads to self-imposed confinement, resulting in a reduction of the number of victimizations which might have otherwise occurred

    (3) The overall effect of this is to seriously diminish the quality of many older persons' lives

★12

C. Attitudes Of The Elderly Toward Law Enforcement

1. Older persons in general have positive attitudes toward law enforcement

2. These attitudes are subject to change, depending upon the effectiveness of police interactions with older persons who are requesting assistance

D. Crime Reporting By The Elderly

1. About 50 percent of the elderly report crime

2. The major variables in crime reporting are:

    a. The amount of money involved
    b. Clues as to who committed the crime
    c. The feeling that reporting would aid in the apprehension of the criminal

3. The majority of elderly non-reporters do not report crimes because:

    a. They tend to feel that either the police will not or cannot do anything about it

    b. The crime is not worth reporting

4. There are older persons with a high propensity to call law enforcement for assistance with a wide variety of problems

5. Law enforcement agencies need to develop approaches to each of these groups—suggestions include:

    a. Non-reporters—the barriers or obstacles to reporting should be removed

    b. Unrealistic callers—the police can overcome this problem to a great extent by educating the public and older persons in particular about what to expect from the police

    c. Chronic callers

        (1) This small group of older persons may have psychological problems or may simply be lonely

        (2) They should be referred to appropriate programs, either for medical assistance or social contact

E. Strategies For Effective Police Service Delivery

1. The ways and means to provide improved police service delivery to the elderly will require proactive organizational strategies

2. These strategies should confront four problem areas:

    a. Actual victimization of the elderly

    b. Older persons' fears and perceptions about victimization

    c. Attitudes toward law enforcement

    d. Crime reporting by the elderly

3. Possible strategies include:

    a. Crime analysis

        (1) Each department should collect, analyze, and disseminate the facts about local patterns and trends of the victimization of older persons

        (2) Department personnel can act only when the problems are identified

    b. Victimization surveys

        (1) Such surveys can augment reported victimization information to provide a more realistic picture of crime problems

        (2) Surveys can also help identify barriers to crime reporting, the actions taken by older crime victims, and the various support services older victims or witnesses may need

    c. Programs

        (1) Crime prevention programs specifically designed for older audiences and targeted to help older individuals and groups to deal with actual and perceived victimization problems should be top priority

        (2) Other programming can educate the older public about law enforcement capabilities and advocate crime reporting

    d. Police training

        (1) Officers need training to understand and be able to communicate effectively with older persons in both crime and non-crime situations

        (2) If comprehensive community support systems are unavailable, law enforcement officers can provide the help and reassurance that some older persons may require

    e. Police operations—in order to provide effective service delivery to older persons, some departmental operating procedures might need to be modified

    f. Support services

        (1) Providing support services to older persons will further the department's mission, enhance the image of law enforcement, and develop stronger links among the department, older persons, and the community

        (2) Law enforcement officers should have a complete understanding of existing community services—they should refer older persons to these agencies and vice versa

        (3) They can also identify the need for additional support services or for changes in existing ones

        (4) Law enforcement professionals should increase their involvement with the elderly

    g. Legislation—efforts to reduce crimes against the elderly and reduce their fear of crime must be carried out at both the state and community levels; NRTA/AARP advocates:

(1) Establishing comprehensive programs of indemnification to victims of crime

(2) Establishing orientation services and special assistance for elderly handicapped victims/witnesses to facilitate their appearances in court

(3) Sponsoring crime prevention programs aimed at increasing citizen participation in an effort to reduce crime and improve police training programs

(4) Encouraging personnel of the criminal justice system to expand law enforcement training to include segments on communicating with and understanding older persons in order to enable such personnel to deal effectively with the elderly

XV. Futures In Law Enforcement

A. The Issues Involved In The Future Role Of Law Enforcement Are Necessarily Dependent Upon A Great Many Assumptions About The Society The Police Will Serve

★13

B. Crime Types And Frequencies

1. Particular categories of crime have skyrocketed in frequency over the last 15 years

2. A significant percentage of these crimes are committed by juveniles and young adults

3. If these crimes are at least to a degree age-related, the aging of the population will result in:

   a. A decline in numbers within the younger categories
   b. A potential decrease in these identified crime types

4. The very conditions which could decrease one crime type could increase another

   a. The potential for computer-enacted crimes, such as fraud, theft, and embezzlement, is rapidly increasing

   b. Increases are being noted in a variety of white-collar crime types, including fraud and bunco

C. Victim Characteristics

1. Crime statistics over the past several years have shown a steady increase in the victimization of the elderly by certain crime types

2. Many reasons are apparent for this increase, including the physiological, economic, psychological, and situational aspects of aging

3. Each of these factors contributes to the vulnerability of this age group to the opportunistic crime types perpetrated upon it

4. As the older population increases in future years, victimization of the elderly can be expected to increase as well

D. Tax Resource Base

1. As the American economy is impacted by a continued economic slow-down, coupled with increasing inflation, the resources necessary for the delivery of all services to its communities can be expected to decline

2. This creates increasing competition among all governmental agencies, including law enforcement, for the dwindling fiscal allocations necessary for effective service delivery

3. Faced with ever-increasing demands for service and continued budget-cutting, law enforcement will necessarily change many traditional approaches to dealing with crime problems

4. Increased use of community resources for fiscal and manpower needs may become the only method of effectively dealing with community problems

E. Police Service Delivery

1. The very nature of the law enforcement function has been steadily shifting toward one of social service delivery

2. What this social responsibility brings about is an increasing awareness and need to act upon an ever-increasing range of problems

   a. Community mechanisms that deal with these problems have become more and more reliant upon the law enforcement officer to immediately respond and refer them to the appropriate agency

   b. As this continues, the task of the line officer increasingly becomes one of social service delivery and referral, as opposed to strict enforcement of the laws

3. Propagation of crime prevention and community relations has significantly increased the community interaction with law enforcement

F. Law Enforcement Impact And Response

1. The patrol function will deal less with traditional street crime and more with service delivery in the future

2. The investigative function will be forced to cope with the highly sophisticated white-collar and computer crimes in future years to a much greater degree

3. Crime prevention will become ever more critical in its ability to effectively organize communities to share the responsibility for law and order

4. The cost-effectiveness of law enforcement will continue to be a major concern of communities—the changing population make-up and resultant problems will bring about more crime-specific targeting, drawing again upon the increased use of crime data and analysis

5. These changes in law enforcement can come about only through effective education and training—standardization of training at all levels of law enforcement, along with increased practitioner input in college curricula, will lead to a comprehensive and organized system of skill development and awareness

6. The responsibility for the new directions of law enforcement will continue to lie in its administration

    a. The administrator must establish the parameters of this social service referral function within the interdepartmental roles and relationships

    b. Effective implementation of law enforcement operations will demand a systematic crime data collection, analysis, and dissemination function

MAJOR PRINCIPLES DISCUSSED

1. *The population of America is aging, resulting in important demographic changes which will require police administrators to move away from a reactive to a proactive role.*

Crime is the most serious issue identified by the elderly in national surveys. Law enforcement agencies must address the "perception of crime" problem among the elderly in their communities, regardless of actual victimization rates. In addition, each law enforcement officer must understand his personal attitudes about aging in order to work effectively with the elderly.

2. *National surveys show that the elderly are not necessarily victimized by more crime than the rest of the population, but there are certain crime types which are more frequently committed against older persons.*

The causes and effects of the victimization of the elderly are compounded by the aging population's general attitudes, characteristics, and needs. Many of these attributes also increase the elderly person's vulnerability to crime. As the population grows older and demographics change, overall victimization rates, trends, and tendencies will shift. In the communities which experience dramatic changes in the size and composition of their older populations, law enforcement agencies will need to: (1) clearly identify crime problems; (2) accurately assess the causes and effects of the victimization of the elderly; and (3) be capable of confronting the problem

3. *The nature of the law enforcement function has been steadily shifting toward one of social service delivery.*

What this social responsibility brings about is the increasing need for the police to act upon an ever-increasing range of problems. The task of the line officer is becoming one of social service delivery and referral, as opposed to strict enforcement of the laws. To be effective in the future, the police will need to rely more upon crime analysis and crime-specific targeting, with administrators taking a leadership role to establish the parameters of the social service referral function within the department.

KEY TERMS AND CONCEPTS

Reactive style of policing
Proactive style of policing
"Perception of crime" problem
Conflicts in defining the elderly population
Factors involved in determining whether a person is "old"
Young-old person
Middle-old person
Old-old person
Scientific strategies to increase longevity
Genetics
Bionics
Transplants
Essential needs of the elderly
Older persons as a growing political force
Why older persons take a leadership role in society
Educational trends among the elderly
Economic status of the elderly population
Myths about elderly workers
Effects upon society of changes in the retirement age
Innovative trends in working arrangements
Impact of forced retirement
Geographical distribution of the elderly population
Marital status and living arrangements of the elderly population
Multi-adult household
Role of police planners as community demographics change
Victimization problems of older Black Americans
Victimization problems of older Hispanic Americans
Victimization problems of older Asian Americans
Methods of providing law enforcement services to older minority group persons
Common physical and mental gains, losses, and retentions accompanying the aging process
"Sleeper effect"
Interplay process between physical and mental health in the elderly
Chronic health problem
Acute health problem

Personal support systems for the elderly
Abuse of the elderly
"Granny-bashing" or "gram-slamming"
Legal intervention methods for dealing with abuse of the elderly
Community support services
Difficulties involved in the daily living process for the elderly
Types of community support services required by the elderly
Impact upon communities of growth in their older populations
Victimization trends among the elderly
Types of crime most frequently committed against the elderly
Key factors in understanding the victimization of the elderly
Attitudes of the elderly toward law enforcement
Variables affecting crime reporting by the elderly
Why some elderly persons do not report crimes
How law enforcement agencies can deal with elderly non-reporters
How law enforcement agencies can deal with elderly unrealistic callers
How law enforcement agencies can deal with elderly chronic callers
Strategies for effective police service delivery to the elderly
Crime analysis
Victimization survey
Legislative procedures for reducing the victimization of the elderly
Issues involved in the future role of law enforcement

DISCUSSION QUESTIONS

1. Is there a "perception of crime" problem among the elderly in the communities where the students are employed? How visible is this problem? What are the police doing to reduce the fear of the elderly concerning crime in their communities?

2. How can a law enforcement officer's *personal* attitudes toward aging affect his ability to communicate effectively with older persons? What can law enforcement administrators do to help officers change negative personal attitudes about aging and the elderly? What can individual officers do to improve their ability to communicate with elderly citizens?

3. In the communities where the students are employed, how are the elderly defined? Has the older population been growing? If so, what impact has this had upon police department activities and upon the community as a whole?

4. What impact will scientific efforts to extend the life span have upon law enforcement? If the life span is extended for several years, what changes will law enforcement agencies need to make in their policies and operational procedures?

5. Based upon the material presented in this lesson, do students feel it is realistic and necessary to force police officers to retire at age 50 or 55, as many law enforcement agencies do? Why or why not?

6. What roles do older persons play in the political life of the communities where students are employed? How significant is the older population as a "political force" in the life of the community? What impact do older persons, when considered as a "political power group," have upon the operations, policies, and budget of the police department?

7. How does the economic status of older persons affect police operational activities? What is the economic status of the elderly population as a whole in the communities where the students are employed? If the elderly population increases significantly, what impact will this demographic change have upon the police department?

8. What are the significant elderly minorities in the communities where students are employed? What are the major problems faced by these minority elderly persons? How do the police departments assist them in avoiding victimization?

9. Have the police departments where the students are employed dealt with any cases of abuse of the elderly? How do these abuse situations come to the attention of the police? Why are these cases so difficult to detect and handle?

10. Does the law enforcement agency have a *responsibility* to provide support services to the elderly, such as telephone reassurance and volunteer opportunities? Why or why not?

11. What are the five key factors in understanding the victimization of the elderly? How do the problems faced by the elderly affect crime reporting by them?

12. Every law enforcement agency deals with the problem of elderly chronic callers at one time or another. How do the police departments where the students are employed handle chronic callers? Is the police dispatcher's response helpful or negative? If chronic callers are now handled in a negative manner, what steps can be taken to improve the situation?

13. How can the law enforcement agencies where students are employed improve service delivery to the elderly?

14. Do the students agree or disagree with the issues presented in the lesson regarding the future roles of law enforcement? What are their views concerning the future roles of the police, both in the United States and in their own communities?

ANSWER KEY

1. C; 2. E; 3. C; 4. A; 5. B; 6. False; 7. A; 8. B; 9. A; 10. True; 11. B; 12. A; 13. False; 14. B; 15. True.

EXAMINATION: MODULE I, LESSON ONE

1. Law enforcement agencies must address the:

   A. Older person's perception of the crime problem
   B. Actual victimization rates for older persons
   C. All of the above

2. Which of the following, if any, are factors to be considered in determining whether an individual is "old":

   A. Measures of physical functioning
   B. Employment status
   C. Self perception
   D. A & B only
   E. A, B, and C

3. Disease control, control of the aging process, and control of societal conditions are three strategies designed to increase:

   A. The number of people who reach old age
   B. The life expectancy of people who have reached old age
   C. Both of the above
   D. None of the above

4. The average income of the older family is approximately _____ of the income of the average younger family.

   A. One half
   B. Three fourths
   C. Equal to that
   D. Slightly greater than that

5. The percentage of older persons living in poverty is steadily _____.

   A. Increasing
   B. Decreasing

6. Older men are more likely to live alone than older women.

   True   False

7. Older black families are _____ likely to have dependent children living with them than are older white families.

   A. More
   B. Less

I-27

8. One function of the concentration of minority groups in ghetto areas is that they have very _____ rates of institutionalization for their elderly.

    A. High
    B. Low

9. Which of the following best typifies the attitudes of the elderly toward their health problem?

    A. Accommodation, resulting in a limitation of activities
    B. Little concern, due to frequent and complete medical care
    C. Appeasement from support of family, friends, etc.

10. Perpetrators in cases of abuse of the elderly are generally relatives of the older person, as well as someone whom the older person is dependent upon.

             True   False

11. Victimization rates, trends and tendencies can be expected to:

    A. Remain the same regardless of the growth of the older population
    B. Shift with the growth of the older population and changing demographics

12. Which group is more satisfied with the performance of their local police agencies?

    A. Older persons
    B. Younger persons

13. In order to enhance service, law enforcement agencies need to develop a single, uniform approach in dealing with groups of the elderly (e.g. non-reporters, unrealistic callers, and chronic callers) that contact police for help.

             True   False

14. _____ organization of strategies, such as police training and legislation, are thought to be a means of providing improved police service delivery.

    A. Reactive
    B. Proactive

15. Reliance upon law enforcement officers for referrals to community agencies typifies the changing role of the law enforcement function to that of service delivery.

             True   False

PROCESS OF AGING

TRAINING OBJECTIVES

1. The student will be expected to know and understand the proper procedures for communicating effectively with visually impaired older persons.

2. The student will be expected to know and understand the proper procedures for communicating effectively with hearing impaired older persons.

3. The student will be expected to know and understand proper precautions to help make an older person's environment more suitable to his changing physiological needs.

LESSON OUTLINE

I.   Sensory Perceptions

★ 14,15

    A. As People Grow Older, Significant Changes Occur In The Various Sensory Perceptions

      1. Changes reduce the quantity and quality of sensory information received

      2. As aging progresses, less sensory information is conveyed to the brain

      3. The central processes of the brain which are responsible for interpreting the sensory information are progressively slowing down—the older individual takes more time to process and react to sensory information

      4. There is no consensus about the general age at which sensory deficits begin

        a. The onset of a deficit may occur as early as the mid-twenties
        b. Many sensory changes may never occur, depending on the individual

      5. Changes in the sensory perceptions proceed at different rates

        a. Changes are usually gradual—an older person may not be aware of sensory limitations

        b. An older person's struggle to adapt and cope with sensory perception changes can be frustrating and anxiety-provoking

        c. Most older persons successfully adjust to the effects of the aging process

6. By understanding the sensory perception changes that may come with aging, the law enforcement officer can provide services more effectively and with greater understanding

B. Vision

★16

NRTA-AARP has developed a set of slides which depict the changes in vision related to aging as described in this text.

1. Changes in vision related to aging vary widely from person to person

   a. Changes are not strictly dependent upon chronological age or general health status

   b. About three-fourths of all older women and over half of all older men experience moderate to severe changes in visual functions

2. Visual functions tend to decline because of changes in the structure of the eye, diseases, and injuries

   a. Visual functions which may change with age include:
      (1) The capacity to see details
      (2) Capacity to focus at varying distances
      (3) Capacity to adjust to changes in the intensity of light or darkness
      (4) Capacity to distinguish colors

   b. Changes in vision will affect different people in different ways

3. Visual acuity

★17

   a. Definition: the ability to discriminate fine detail when objects are placed at varying distances

   b. Usually measured and expressed numerically

   c. The probability of losing sharp visual acuity increases as one grows older

   d. A loss in visual acuity affects the ability to read small print

   e. Visual acuity is seriously affected by lighting conditions

   f. There are many ways in which law enforcement personnel can enhance visual acuity for the aged
      (1) Large lettering should be used in written communications
      (2) The visual field should be simplified
      (3) Provide adequate lighting

4. Farsightedness

   a. Definition

      (1) Technically known as presbyopia

      (2) A condition which facilitates the ability to see distant objects clearly but makes it more difficult to focus on objects at close range

   b. Caused by a loss of elasticity in the lens of the eye

5. Nearsightedness

   a. With increasing age, the eyeballs sometimes elongate, enhancing the ability to see near things more clearly than distant ones

   b. When the elderly are nearsighted, they may need to hold objects closely to see them clearly

★18 6. Focusing ability

   a. This visual function combines the images seen by two eyes so that the things we see are three dimensional and in sharp outline

   b. The ability to focus requires rapid, flexible adjustments in the lens, so that the eye can make instant shifts in focusing

   c. With increasing age, the lens loses its elasticity and it cannot adjust focus rapidly on objects at varying distances

   d. Three behavioral symptoms may indicate a slowdown in the older person's focusing ability:
      (1) Uncontrolled eye movements
      (2) Inability to follow an object in motion
      (3) Slow visual coordination

★19 7. Depth Perception

   a. Definition: the ability to judge the distance of objects and the spatial relationships of objects at different distances

   b. In most situations, there are important environmental cues which can augment an older person's depth perception abilities

★20 8. Peripheral vision

   a. Definition: the ability to recognize objects in the outer portion of the field of vision

   b. The normal eye has a three-degree cone of vision in which objects appear in clear detail

c. Peripheral vision generally begins to constrict after the age of 45 and continues its decline after age 65 with greater shrinkages

    (1) Shrinking peripheral vision limits the older person's ability to detect objects on either side of his line of vision—he will see only things directly in front of him

    (2) Mobility and balance may be less steady and certain

d. Changes in peripheral vision limit an older person's ability to pay attention to the surrounding environment

★21   9. Glare resistance

a. The eye's sensitivity to the intensity of light and darkness changes with age

b. Beginning around the age of 40, this change affects a person's ability to adjust to bright light

c. Glare can be either direct or diffuse

    (1) Direct glare comes from a concentrated light source such as car headlights or sunlight reflecting off a store window

    (2) Diffuse glare refers to the overall intensity of light, a common problem on bright days after a snowfall

d. Lighting conditions constantly affect visual perceptions

e. In artificial light, the older eye functions more comfortably under incandescent lights than under fluorescent lights

★22   10. Dark adaptation

a. The older person will have difficulty seeing at night long before he notices that he is having problems during the day

    (1) This problem is caused by the fact that the diameter of the pupil decreases with age, thus allowing less light to enter the eye

    (2) As a result, the aging eye needs more light to see well

b. The eyes of an older person may also require a longer period of time to adjust from light to darkness

c. There are no devices presently available to improve this condition in the older eye —a delicate balance is required to get enough light to the eye while preventing glare

★23   11. Color vision

a. The ability to see and identify different vivid colors changes with age

b. The lens of the eye actually yellows with age, thus reducing the quality of light entering the eye and filtering out colors
    (1) When this occurs, all colors tend to fade, with red fading the least
    (2) Blue colors fade most and tend to merge into greens

c. Loss of color vision can have serious consequences for the older person

d. Color blindness is not age-related—this tendency generally is inherited

e. The effective use of crime prevention displays and hand-out literature can be maximized by using high contrast colors

12. Severe vision problems

★24   a. Low vision—in most states, a person is considered legally blind if, with the best eye, he can see no more at a distance of 20 feet than a person with a normal sight can see at a distance of 200 feet .

b. Blindness is the total inability to see because of visual loss brought on by disease or injury or total degeneration of function

    (1) Cataracts affect the lens of the eye, changing it from clear to cloudy

    (2) Glaucoma is a most serious eye condition among the aged and can result in total blindness or near blindness

★25   c. Visual hallucinations: it is not uncommon for persons in their fifties to "see" floating spots

★26   13. Skills for dealing with vision changes

a. Verbal reinforcement: the officer should always tell the older person who he is and what he is doing—this technique can help offset most vision changes

b. Simplify visual field

c. Use clear lettering

d. Use high-contrast colors

e. Facilitate focusing ability

f. Provide suitable lighting

g. Positioning: the officer will need to adjust his proximity to suit the older person's visual capacity, especially if the older person is nearsighted or farsighted

C. Hearing

NRTA-AARP has developed a hearing tape, Tuning In, which describes common hearing changes and provides a 5 minute student exercise.

1. Hearing impairment is America's most common chronic disorder, yet most people are not aware of how their own hearing may be affecting their ability to communicate

   a. Hearing loss may be the most isolating sense loss that occurs

   b. Since our ability to hear affects our ability to understand the speech of others and to monitor our voices, a hearing loss can dramatically affect our ability to communicate

      (1) A person with a hearing loss may speak unnecessarily loudly or may not speak clearly

      (2) He may not react to a verbal message or a sudden noise and he may even have a reduced attention span

   c. It has been estimated that a loss of hearing in one or both ears significantly affects one in four persons over age 60

   ★27

   d. "Normal" hearing has been defined as the ability to recognize comfortably all the distinguishing features of speech under usual hearing conditions—normal conversation presents no problem

   e. Mild hearing loss: some older persons misunderstand what is being said during a "normal" conversation—they may be experiencing a subtle imbalance in their hearing ability

      (1) They can tune in clearly on specific sounds, although they cannot hear some others

      (2) A person with this type of hearing loss can even be unaware that he does not hear everything

      (3) Other people are more conscious of an individual's hearing loss than is the person who is suffering the loss

   f. Moderate hearing loss: older persons who experience an overall distortion of practically all sounds have this problem

g. With severe hearing loss, older persons hear sounds but distinguish few words

   (1) Some may request that words be repeated

   (2) They are at times confused as to what is expected of them and may blame others for giving poor directions

h. The deaf are unable to recognize sounds or work combinations even when amplified

2. Causes of changes in hearing

   ★28

   a. Hearing loss may have a hereditary basis or it may result from environmental influences, such as:

      (1) Accidental, recreational, and occupational exposure to noise
      (2) Climate
      (3) Stress
      (4) Strain

   b. Hearing loss may also result from changes in:

      (1) The structure of the ear
      (2) Diseases
      (3) Medications
      (4) Injuries

   ★29

   c. Causes of volume hearing loss include:

      (1) Outer ear: accumulation of wax or a foreign body in the outer ear canal

      (2) Middle ear: infections, holes in the eardrum, tumors or fluid caught behind the middle ear

      (3) Inner ear: noise exposure, drugs, vascular problems, or injuries to the head

   ★30

   d. Hearing loss resulting in a distortion of sounds generally is caused by changes in the inner ear—the two major causes affecting an elderly person's ability to hear clearly are:

      (1) Presbycusis, which is a permanent hearing impairment brought on by hardening of the inner ear bones—results in a diminution in the ability to hear the loudness and the clarity of sound

      (2) Meniere's syndrome: results in hearing loss, equilibrium difficulties, a feeling of fullness in the ear, and a loud, low-pitched tinnitus (head noise)

e. A variety of other problems may be associated with hearing loss, such as:

    (1) Inflammatory diseases
    (2) Viral disorders
    (3) Drugs
    (4) Traumatic injury or a noise trauma
    (5) Metabolic disorders
    (6) Vascular insufficiencies
    (7) Disorders of the central nervous system

★31   f. Tinnitus sometimes accompanies the various underlying causes of hearing loss

    (1) This is a condition in which the older person suffers from "head noises" or ringing in the ear

    (2) The condition may be temporary or permanent depending upon the degree of the impairment involved

3. Volume

    a. During the early and middle adult years, hearing loss usually is minimal

    b. As people age, they may begin to note a reduction in their ability to hear sounds as loud as they truly are or to hear sounds with complete clarity

★32   c. The healthy normal ear can detect very faint sounds and can tolerate extremely loud sounds

    (1) Hearing impairments may lead to a reduced ability to hear the fainter sounds or speech of normal loudness

    (2) Losing the ability to hear faint background sounds has a psychological effect—the older person may tend to feel removed from things happening around him

    d. Generally, when an older person has simply lost the ability to hear the intensity or volume of sounds, he has still retained the ability to hear the clarity of words, even though the loudness fades

★33   4. Hearing level

    a. Hearing is generally measured by determining the level where sound can just barely be heard across the range of seven different pitches— called the "threshold of acuity" or "hearing level"

    b. "Hearing level" explains a surprising phenomenon occurring in older persons who have hearing impairments—soft sounds are inaudible and loud sounds actually sound louder

★34   5. Clarity

    a. Hearing impairments may also lead to a distortion of sound

★35   b. Crucial to the ability to hear clearly is the ability to hear the pitch of sounds

    (1) The normal ear can detect sounds across a very wide pitch range, from very low to very high sound frequencies

    (2) With age, some people lose their hearing in only a portion of the pitch range—they continue to hear certain sounds normally but fail to hear higher-pitched sounds

    (3) Changes in the ability to hear the pitch of sound can increase the amount of verbal confusion

    (4) Increasing the volume will not help a person who has lost the ability to hear high-pitched sounds

    c. For the older person who has problems distinguishing sounds, this difficulty can result in feelings of:

    (1) Defeat
    (2) Frustration
    (3) Anger
    (4) Embarrassment
    (5) Anxiety
    (6) Withdrawal

    d. Another problem arises if the older person does not admit he cannot hear clearly or does not appear to be confused

★36   6. Background noise

    a. Everyone has the ability to selectively hear one sound from among a group of sounds

    b. But there are definite limits to this ability— unwanted sounds and noises can interfere with hearing what a person wants to hear

    c. The ability to hear clearly is significantly affected by background noises

    (1) A person's ability to understand speech in the presence of background noise begins to deteriorate at about age 30, and it declines steadily thereafter

    (2) Generally, older persons experience difficulty in separating background noises from the speech or sounds they want to hear because the background noise contains many low-pitched sounds

d. This kind of hearing loss can lead to inconsistent behavior

    (1) Because many sounds are heard normally, the older person will respond at times to faint commands and questions

    (2) At other times he may misunderstand what is being said and give an incorrect reply to a question or fail to respond at all

★37   7. Skills for dealing with hearing changes

  a. A person who suffers from a hearing loss must take advantage of every opportunity to use other skills in communicating, such as speechreading

    (1) The process of visually receiving cues from all lip movements, facial expressions, body postures and gestures, and the environment

    (2) When he encounters a hearing impaired person, the law enforcement officer will need to provide cues and gestures to support speechreading by the listener

  b. The officer will be able to communicate most effectively with hearing impaired people by following these suggestions:

    (1) Reinforce and rephrase

    (2) Gain attention

    (3) Positioning—the best distance when speaking to an older person is from 0.9m to 1.8m (3 ft. to 6 ft.)

    (4) Speaking—the officer should carefully monitor his speaking voice for volume, pitch, pace, and enunciation

    (5) Control noise

    (6) Encourage participation

II. Physiological Aspects of Aging

★38 A. If Law Enforcement Officers Are Aware Of The Physiological Changes That Occur In The Elderly, They Can Recommend Appropriate Precautions That Will Reduce The Risk Of Injuries

  B. Muscular System

    1. After the age of 30, the individual usually shows a gradual decline in physical strength and speed

    2. While muscle loss is normal and typical for the elderly, the greatest loss occurs in inactive people.

    3. The older person's inability to maintain higher muscular activity relates to:

      a. Reduced muscle mass
      b. A decline in nervous activity
      c. A slower rate of chemical reactions
      d. Reduced blood supply

    4. Even in a resting state, the older person will show a decline in the following physiological functions:

      a. Nerve impulse speed
      b. Cardiac output
      c. Blood flow and filtration rate
      d. Basic metabolism
      e. Sex hormone excretion

  C. Organ Systems

    1. The older adult will usually be slower, weaker, and more easily fatigued, since many older people confront different rates of aging in various organ systems

      a. During the aging process, all organ systems lose cells and tissues that are not replaced

      b. Organ systems generally do not deteriorate rapidly

    2. Because of these changes occurring in the organ systems, an injury can create special problems for the elderly

  D. Skeletal System

    1. Joints slowly and inevitably undergo degenerative changes and stiffen

      a. Degenerative joint disease is not unusual; it is present in varying degrees in many people

      b. Severe incapacitation from degenerative joint disease will be found in about five percent of the older population

    1. Osteoporosis is a degenerative bone disease not limited to, but frequently found in, the older adult

  E. Sleep Disturbance

    1. The elderly sleep better and feel more secure when they hear the usual noises of daily living

2. Older people sleep less deeply and have more frequent awakenings

F. Isolation Problems

★39

1. In the majority of older persons who have exhibited psychological problems, it is possible to find isolation of several kinds:

   a. Emotional isolation—the person rejects friends, withdraws from social activities, and withdraws into apathy

   b. Social isolation

   c. Physiological isolation—age brings changes in the sensory perceptions, producing difficulties with seeing and hearing

2. These isolation problems tend to alter the individual's ability to maintain a healthy mental status

G. Minimizing Hazardous Situations

★40

1. There is very little that can be done to halt or reverse the organic, muscular, mobility, and balance changes that occur in the elderly as part of the aging process

2. From a crime prevention point of view, there are several steps which law enforcement officers can take to help make an older person's environment more suitable to his changing needs—the most common problem areas include:

   a. Safe home design
   b. Adequate lighting
   c. Kitchen dangers
   d. Other hazardous areas:
      (1) Stairways
      (2) Heating units
   e. Pedestrian hazards

MAJOR PRINCIPLES DISCUSSED

1. *Society's stereotypes and myths about aging reflect many attitudes held by law enforcement officers about older persons; these erroneous attitudes negatively affect an officer's ability to communicate effectively with older victims and witnesses.*

There may be certain changes in the sensory perceptions of an older crime victim or witness which affect his ability to describe what was seen, what was heard, or even to deal with the fast pace of an interview situation. However, certain facts about an aging individual can be manipulated by the law enforcement officer to maximize the older person's ability to

communicate. Various vision and hearing changes related to aging may require different communication techniques and skills on the part of the officer. By recognizing that older persons may have vision and hearing problems, and by taking steps to compensate for these problems, law enforcement practitioners will enhance their ability to meet the service needs and victimization concerns of the elderly.

2. *Aging, physiologically and psychologically, is an individual matter.*

Many sensory functions hold up reasonably well with aging. Aging is not synonymous with illness and some of the common sensory perception changes occurring in old age may become more treatable in the near future. Different organ systems in the same individual may age with different times of onset and at different rates; the onset and rate varies from one individual to another. The majority of older persons will successfully adjust to changes in their sensory perceptions and other effects of the aging process.

KEY TERMS AND CONCEPTS

Sensory perceptions
Sensory deficits
Why visual functions decline with age
Visual functions which may change with age
Visual acuity
How law enforcement officers can enhance visual acuity for older persons
Farsightedness or presbyopia
Nearsightedness
Focusing ability
Behavioral symptoms which indicate a slowdown in focusing ability
Depth perception
Peripheral vision
Glare resistance
Direct glare
Diffuse glare
Dark adaptation
Color vision
Low vision
Blindness
Cataract
Glaucoma
Visual hallucinations
Skills for dealing with vision changes
How hearing loss affects a person's ability to communicate
"Normal" hearing
Mild hearing loss
Moderate hearing loss
Severe hearing loss
Deafness
Causes of changes in hearing
Causes of volume hearing loss
Presbycusis

Meniere's syndrome
Tinnitus
Hearing level or "threshold of acuity"
Pitch range
How background noise affects a person's ability to hear clearly
Skills for dealing with hearing changes
Speechreading
Physiological changes which occur as part of the aging process
Muscular system problems which occur with aging
Organ system problems which occur with aging
Skeletal system problems which occur with aging
Degenerative joint disease
Osteoporosis
Emotional isolation
Social isolation
Physiological isolation
How law enforcement officers can help make an older person's environment more suitable to his changing physiological needs

DISCUSSION QUESTIONS

1. What can a law enforcement officer do to determine whether an older crime victim or witness has vision problems? What "clues" will the victim or witness display?

2. What procedures should law enforcement officers adopt after approaching an older driver who has been stopped for a traffic violation? Why?

3. How can many of the standard defensive positions used by law enforcement officers when interviewing citizens affect their ability to communicate effectively with older persons? Why? How should officers position themselves when talking to older persons?

4. When a crime prevention brochure aimed at an older audience is being designed, what important considerations should be kept in mind? Why?

5. What can a law enforcement officer do to determine whether an older crime victim or witness has hearing problems? What "clues" will the victim or witness display?

6. What should an officer who is conducting an interview do if he realizes an older crime victim or witness has hearing problems?

7. What hearing problems commonly affect law enforcement officers? Why?

8. If an officer is preparing a robbery and rape prevention program for elderly women, what important factors about the physiological aspects of aging should he keep in mind? Can a program which is presented to college-age women be presented to elderly women? Why or why not? What changes in the program content are necessary?

ANSWER KEY

1. False; 2. True; 3. C; 4. False; 5. A; 6. B; 7. True; 8. D; 9. A; 10. C; 11. A; 12. B; 13. E; 14. False; 15. False; 16. E; 17. B; 18. False; 19. True; 20. True; 21. True; 22. C; 23. B; 24. A.

EXAMINATION: MODULE I, LESSON TWO

1 . Changes that the aging process may effect on sensory perceptions may be assumed to occur at approximately the same time in every person's life.

                True   False

2. It can be expected that in any representative sample of blind persons in the United States, 50 of the sample will be comprised of persons 65 years of age or older.

                True   False

3. The ability to discriminate fine detail when objects are placed at varying distances, and which is measured numerically (e.g., 20/20, 20/40), is know as _____.

    A. Focusing Ability
    B. Depth Perception
    C. Visual Acuity
    D. Peripheral Vision

4. Farsightedness, which results from a reduction in elasticity of the lens behind the cornea, is one form of visual impairment rarely found in older persons.

                True   False

5. The condition which allows one to see things at a closer distance more clearly than things at a far distance is described as _____.

    A. Nearsightedness
    B. Farsightedness

6. The inability to follow an object in motion may be an indication of a slowdown in the older person's _____ ability.

    A. Depth Perception
    B. Focusing
    C. Visual Acuity
    D. Peripheral Vision

7. The diameter of the pupil is known to decrease with age, therefore older persons generally need more light to see well.

                True   False

8. Which of the following may be associated with color blindness:

   A. Difficulty in perceiving traffic signs which fade into the background
   B. Difficulty for an older pedestrian to perceive a green traffic light against a blue sky.
   C. It is not age related
   D. All of the above
   E. None of the above

9. The one adjustment that can be made when dealing with an audience of older persons and that will best aid those with conditions of: nearsightedness; farsightedness; peripheral vision problems; focusing problems; and visual acuity is _____.

   A. Positioning
   B. Use of high contrast colors
   C. Increased lighting
   D. Use of clear lettering

For questions 10-12, select the description which best characterizes each diagnosis. Use each description only once.

Diagnosis	Description
10. Mild hearing loss _____	A. An overall distortion of practically all sounds
11. Moderate hearing loss _____	B. Can hear sounds but few words
12. Severe hearing loss _____	C. Misunderstands what is being said

13. Which of the following may be considered as a contributor to hearing loss?

   A. Noise pollution
   B. Disease
   C. Injury
   D. B and C only
   E. A, B, and C

14. The loss of ability to hear intensity or volume of sounds always indicates a similar loss of ability to hear the clarity of words.

         True   False

15. The inability of an older person to hear loudly and clearly may be corrected simply by loud speech.

         True   False

16. The process of speechreading, as an aid in the communication process, includes receiving cues from:

   A. Lip movements
   B. The environment
   C. Body posture
   D. A, and C only
   E. A, B, and C

17. The optimum distance to be maintained between the speaker and an older person is:
   A. 1-3 feet
   B. 3-6 feet
   C. 6-10 feet
   D. 10-15 feet

18. Due to the fact that the hearing impaired elderly take longer to respond, the officer should avoid encouraging that type of person to communicate with him.

         True   False

19. Hearing loss is often related to feelings of depression and suspicion in older persons.

         True   False

20. Muscle loss is a normal consequence of the aging process.

         True   False

21. A slowdown or malfunction in one organ system will usually create a greater demand on other parts of the body.

         True   False

Isolation has been found in older persons who have exhibited phychological problems. For the following questions, match the type of isolation given on the left with the description on the right which best describes it. Use each description only once.

22. Emotional isolation _____	A. age brings changes in sensory perception
23. Social isolation _____	B. retirement
24. Physiological isolation _____	C. rejection of friends

LESSON THREE
PSYCHOLOGY OF AGING

TRAINING OBJECTIVES

1. The student will be expected to understand why decreases occur in the mental abilities of older persons and know how to respond effectively when he encounters a confused older person.

2. The student will be expected to be able to describe the symptoms of mental disorders in the elderly.

3. The student will be expected to understand the process of learning as it applies to older adults and know how to optimize the performance of the older adult in a learning situation.

LESSON OUTLINE

I.   The Myth Of Senility

    A. "Senility" Probably Is The Most Misunderstood Word In The Vocabulary Of Aging

        1.   Senility is not a normal or natural or inevitable part of aging

        2.   Careful research has failed to document visible failings in mental abilities as we grow older

        3.   Decreases may occur because of less efficient vision, hearing, and coordination rather than from any specific brain changes

    B. Definition

        1.   Senile dementia, organic brain syndrome (OBS), or disorientation is a change in mental abilities and personality because of generalized brain damage

        2.   Some of the most common physical factors associated with the onset of OBS are:

            a. Head injury
            b. Infection
            c. Metabolic disorder
            d. Toxic chemicals
            e. Drug reactions
            f. Vascular
            g. Brain cell loss
            h. Other problems, such as multiple sclerosis

★41　3.　The most common characteristics of OBS are:

    a.　Orientation: disorientation about time, place, or person

    b.　Memory: mild to severe memory loss; unable to recall recent events

    c.　Perception: impairment of judgment, occasional auditory and visual hallucinations

    d.　Intellect and thought: weak intellectual ability, slowed stream of thought; inability to learn new information

    e.　Behavior: inappropriate behavior; emotional instability

4.　Once brain damage has occurred, the person will suffer stresses which may bring about personality changes

C.　Reversible Organic Brain Syndrome

1.　Results from a temporary malfunctioning of the brain cells

2.　Can be caused by:

    a.　Alcoholism
    b.　Anemia
    c.　Malnutrition
    d.　Congestive heart failure
    e.　Diabetes
    f.　Drug reactions
    g.　Head injuries
    h.　Infections

3.　Treatment usually involves dealing with the underlying physical disorder

D.　Irreversible Organic Brain Damage

1.　In irreversible OBS, the brain damage is permanent

2.　Brain function will progressively decline

3.　The three most common forms of irreversible OBS are:

    a.　Senile dementia
    b.　Strokes
    c.　Cerebral arteriosclerosis

4.　In more and more cases, physicians are diagnosing pseudodementia—a severe but reversible form of depression that can appear identical to senile dementia

★42　5.　Law enforcement officers might find these suggestions helpful when dealing with confused older persons:

    a.　Ensure that the older person is receiving information

    b.　Establish a familiar environment

    c.　Communicate slowly and, if possible, break down the information into independent steps

    d.　Moderate anxieties, fears, and agitations, as necessary; reinforce reality and do not react to delusion responses

    e.　Maintain a tolerant, calm, unflustered manner

6.　There is no direct or simple cause and effect relationship between brain damage and the presence of impaired mental functioning.

★43　E.　Diet, Drugs, And Alcohol

1.　The underlying reasons for behaviors generally associated with brain damage in older persons include:

    a.　Health problems
    b.　"Normal" physical changes
    c.　Dietary deficiencies
    d.　Food and drug interactions
    e.　Drug abuse

2.　The law enforcement officer has a responsibility to carefully assess the reason for an older individual's behavior—or serious consequences may result

3.　Dietary deficiencies can bring about:

    a.　Confusion
    b.　Fatigue
    c.　Irritability
    d.　Insomnia

4.　Older persons are very susceptible to food and drug interactions

    a.　The most hazardous interaction is between drugs often prescribed for depression and high blood pressure and certain foods

    b.　Some drugs can affect the way the body uses food

5. There are three primary areas of drug abuse among the elderly:

   a. Over-the-counter medications and home remedies
   b. Prescription drugs
   c. Alcohol and illicit drugs

6. Drug-drug interactions are a significant problem for the elderly since multiple and un-monitored use of medications is commonplace

   a. Different physicians may not have checked on previously prescribed medications before prescribing

   b. The rate of adverse drug-drug interactions increases as the number of drugs prescribed increases

   c. The drugs most frequently prescribed for the elderly are:

      (1) Hypnotics
      (2) Pain relievers
      (3) Sedatives

   d. Drug-drug interactions will intensify, negate, or alter the effect of one or both drugs

7. Alcohol is believed by some to be the most abused drug among the elderly

   a. Misuse can involve drug-drug interactions or excessive use, leading to addiction

   b. Alcohol does not mix well with a wide variety of medications often used by older persons

   c. Alcohol may increase the risk of hypoglycemia, or result in excessive sedation and loss of balance

8. The law enforcement officer should be cautious in making an assumption of alcohol intoxication on the basis of staggering gait, slurred speech, and an odor of alcohol on the breath

   a. An older person may actually have:

      (1) Diabetic acidosis
      (2) Hypoglycemia
      (3) Uremia
      (4) Impending or completed stroke
      (5) Other cerebral impairment problems

   b. By attempting to determine the causes of behavioral problems in an older person, the officer can decide the proper action to take

II. Mental Disorders

   A. The Community Expects Its Law Enforcement Agency To Deal With Mentally Disordered Persons Because Of The Potential For Violence And Their Frequent Disturbance Of Public Order

      1. The officer is expected to resolve problems rather quickly and usually without much information about the individual's past history

      2. In order to perform satisfactorily, the officer needs to be able to recognize the symptoms of mental disorders in the elderly, as well as techniques to deal with these problems

   B. Contrary To Popular Belief, The Overwhelming Majority Of Older Persons Live Normal, Emotionally Stable Lives

   C. The Psychological Mental Disorders Of Old Age May Persist From Youth And Adulthood Or They May First Appear In Old Age

      1. Carry-over mental disorders: the psychological conditions are brought into old age and are usually modified to some extent by the aging process

      2. Age-specific mental disorders: psychological conditions appear for the first time in old age

   D. Neurotic Reactions

★44

      1. Definition

         a. The neurotic person generally recognizes that his feelings and reactions are inappropriate

         b. Neurosis is regarded by most modern authorities as a response to anxiety, developing from actual or perceived stress

      2. Symptoms of neuroses appear to be nearly universal

         a. Most people at some time are likely to develop some form of neurosis

         b. Since the quantity and intensity of stress in late life is increased, the older person's vulnerability to neurosis becomes greater

      3. Neurotic reactions in the elderly encompass a variety of emotions and behaviors, including:

         a. Grief
         b. Stress

c. Anxiety

d. Depression dissociative reactions

e. Obsessive-compulsive behaviors

f. Hypochondria

4. Grief

    a. Definition: the normal emotional reaction to an actual loss, which involves a clear, conscious recognition of the actual loss

    b. Grief resolution requires acceptance of the new situation

    c. Resolution may be difficult or impossible when the older person has mixed feelings about the loss

    d. When grief is prolonged and it gains momentum, it may merge into a depression

5. Stress

    a. The older person's responses to emotional or situational stress is influenced by prior life experiences

    b. Stress reactions are normally of short duration

    c. As a person ages, he will have to cope with accumulating stresses, but at the same time, the physical and mental energy needed for coping is diminishing

    d. The older person must find adaptive techniques to cope adequately with the stresses within his body as well as those within his environment; he must:

        (1) Preserve self-esteem
        (2) Avert further disorganization
        (3) Maintain order and equilibrium in his life

    e. One of the most stressful factors in an older person's life is becoming dependent and losing control over his own life

    f. The losses and stresses of old age are real and inescapable

        (1) Even the anticipation of losses causes internal stresses for the older person
        (2) It matters little whether the loss is real or imagined
        (3) Imagined losses contribute to even greater internal stresses

6. Anxiety

    a. Anxiety is a complicated psychophysiological response

    b. Physiological symptoms which accompany anxiety include:

        (1) Muscular tenseness
        (2) Restlessness
        (3) Rapid heart rate
        (4) Excessive sweating

    c. The psychophysiological response to anxiety changes with age
        (1) Anxiety in old age may be related not to a specific event but to the more general aspects of growing old

        (2) Older adults experience many situations which produce anxiety; conversely, they do not experience very many situations which reduce anxiety

    d. Anxiety reactions may be acute or chronic

        (1) In an acute anxiety attack, the older person may show panic and be temporarily incapacitated—an anxiety reaction is frequently mistaken for a serious organic disorder, such as a heart attack

        (2) In chronic or prolonged anxiety states, the older person will experience changes in appetite and insomnia—he will feel irritable and experience fear, dread, panic, nervousness, apprehension, or uneasiness

7. Depression

    a. Depression is the most common symptom of neurosis in the elderly

    b. The depressed older person will seem to be inattentive and suffering from memory impairments; he will have a loss of energy and initiative

    c. Too often, an older person who is essentially depressed will be diagnosed for organic brain syndrome, institutionalized, and treated inappropriately

8. Dissociative reactions

    a. In dissociation, a portion of the personality seems to operate more or less independently

    b. An older person may experience a loss of memory and leave his usual environment

9. Obsessive-compulsive behaviors

   a. Examples of obsessive-compulsive behaviors are easily observable:

      (1) Ear pulling
      (2) Eyebrow raising
      (3) Finicky cleanliness

   b. Often included with these reactions are socially undesirable behaviors, including:

      (1) Exhibitionism
      (2) Kleptomania
      (3) Pyromania
      (4) Voyeurism

10. Hypochondria

    a. The hypochondriac displays persistent overconcern with health, in an obsessive type of preoccupation with bodily functions

    b. This symptom is common in older women and can be quite difficult to change

11. There are wide differences in neurotic reactions among older individuals

    a. The same environmental stresses that bring on acute anxiety in one person may leave another relatively undisturbed and disable still another

    b. Two concepts about neurotic emotions and behaviors have useful application for law enforcement officers who deal with the elderly:

       (1) A person's previous life experiences will take emotional precedence over subsequent events

       (2) A number of advantages are derived from neurotic emotions and behaviors

    c. Often, older persons with inadequate personal support from their relatives, friends, and neighbors will rely on neurotic activities to get the sympathy, help, and understanding they need

E. Psychoses

   ★45

   1. Psychoses commonly designate severe or major psychiatric disorders in which the people who are labeled psychotic do not seem to realize that there is anything wrong with them

2. Schizophrenia

   a. Late life schizophrenia encompasses a number of similar patterns of reactions to the stresses of life

   b. Generally, there are disturbances of feeling and thinking and a withdrawal from the outside world

   c. The older schizophrenic will abandon realistic interpersonal relationships and, in their place, construct delusions and hallucinations— these people are typically:

      (1) Apathetic
      (2) Seclusive
      (3) Rejective of social contact
      (4) Dull
      (5) Unresponsive

3. Paranoia

   a. Many psychiatrists consider paranoia to be a variety of schizophrenia

   b. Mild paranoid reactions are not entirely outside the range of normal experience

   c. Paranoid reactions are more frequent in old age, particularly in older persons who are socially isolated and have vision problems or hearing losses

   d. Paranoid delusions will range from hostile to grandiose

   e. Paranoid older persons often call for and respond well to police officers

4. Paraphrenia

   a. Sigmund Freud suggested the term "paraphrenia" to describe a middle-aged patient whom he analyzed as suffering from paranoia as well as schizophrenia

   b. Late life paraphrenia is a mental state characterized by a thought disorder with paranoid delusions, with or without hallucinations—yet the intellect, personality, and memory remain healthy

   c. Older persons with paraphrenia have not had previous personality disorders

   d. Paraphrenia commonly occurs after age 60

   e. The proximity to the paraphrenic of the external enemy, intruder, or foreign body indicates the severity of the disorder

   f. The paraphrenic's behavior and thoughts can subside for intermittent periods

g. The paraphrenic may survive for a long period of time and generally does not recover

5. Emotional psychoses

   a. Includes manic-depressive psychoses and psychotic depression

   b. In manic-depressive psychosis, the individual has no insight into the abnormal nature of his mood

      (1) He experiences periods of depression followed by manic attacks
      (2) These moods are recurring, sometimes cyclical, attacks

   c. During depression the person neglects his appearance and slows down to the point where he seems unable to move or to talk

      (1) Insomnia, decreased appetite, and weight loss are common symptoms

      (2) Depressive attacks have a longer duration than the manic ones, especially as the disorder progresses

   d. The poor judgment of manics and the possibility of suicide and violence among depressives are traits which often demand law enforcement attention

      (1) The older psychotic depressive often has convinced himself that his depression and suffering are intolerable—this individual is dangerous to himself

      (2) In other instances, older persons with emotional psychoses are a danger to others

      (3) It is advisable to hospitalize older persons with emotional psychoses

III. Suicide After Sixty

   A. Older Americans Are Deadly Serious About Killing Themselves

      1. Each year the proportion of suicides among older persons outweighs that of any other age group

      2. People aged 60 or older comprise about 15 percent of the population but account for 25 to 30 percent of the total number of reported suicides

   B. Retirement Appears To Have A Severe Effect Upon Many Older Men Who Later Kill Themselves

★46

C. The Association Of Suicide With The Inability To Cope With A Vital Loss Has Been Well Documented—Such Losses Might Be:

   1. Severe physical illness, extraordinary pain, chronic conditions, or terminal illness
   2. Mental illness
   3. Threat of extreme dependency and/or institutionalization
   4. Death of a spouse or relative
   5. Retirement
   6. Alcoholism and drug abuse
   7. Loss of a best friend or cherished neighborhood
   8. Any cumulative effect of multiple misfortunes

D. The Majority Of People Who Kill Themselves, Regardless Of Age, Appear To Consult A Physician Shortly Before Their Lethal Acts

   1. There is also a great need for more public education about how to recognize and respond to clues the older person presents

   2. It may become necessary for the police officer to refer older persons to suicide centers

   3. Some of the clues to suicide include:

      a. A suicide attempt or threat
      b. A statement of one's desire to die
      c. A gun purchase

   4. Other behaviors warrant careful attention, such as:

      a. Tears for no apparent reason
      b. A changed will
      c. Funeral plans made shortly after the death of a loved one
      d. Arrangements to donate one's body to science
      e. Giving away valued possessions
      f. Breaking a long-standing behavior
      g. Putting one's business affairs in order

IV. Law Enforcement Response

   A. Each law enforcement officer should know well those portions of the state's statutes that define the authority and responsibilities of the law enforcement officer with regard to persons suffering from mental disorders

   B. Individual jurisdictions may also have specific regulations on mental cases, or will have either established policy or informal procedures for the voluntary or involuntary admission of persons to psychiatric facilities

C. The individual officer needs to be familiar with these regulations and procedures

D. Some responsible person within the law enforcement agency must be aware of and maintain a working liaison with those agencies within the community that are equipped and trained to deal with older persons who are suffering from brain damage or mental disorders

V. Learning

A. The Ability To Learn Is A Complex Process

B. Almost Any Older Person Can Learn Almost Anything He Wants To, Given Time And Assistance

1. Although there are substantial individual differences in learning ability, little of the variability is related to age

2. Adult learning reflects both the innate ability, practical values and accumulated experience that the individual combines in performance

C. At Present, There Is No Instrument To Estimate Adult Learning Ability

1. But there are certain teaching procedures and educational practices that optimize the performance of the older individual

★47
2. Some factors which can affect the older adult's learning ability include:

a. Personal characteristics

(1) Physiological condition and health can affect learning in various ways

(2) Steps should be taken to minimize the extent to which physiological condition and health interfere with learning

(3) Personal outlook and personality characteristics, such as open-mindedness or defensiveness, can affect the way in which an adult deals with specific types of learning situations

b. Situational characteristics

(1) Over-arousal, such as defensiveness and anxiety, interfere with effective learning, while moderate levels of arousal do not

(2) Support and assistance is especially important for adults with few recent educational experiences

(3) Unsuitable training methods may introduce anxiety and lead to failure, which will shake older people's confidence

c. Expectations

(1) Most older adults approach learning activities with specific expectations about what they will gain from the experience

(2) Older adults are more likely to emphasize reasons for learning that are related to content and activity

(3) When the material is not meaningful, there is a marked decline in learning with age

(4) One way in which older adults can clarify their expectations is to have an example or model of what they should know or be able to do

d. Relevance

(1) The older adult's motivation and cooperation in learning is more likely when the tasks are meaningful and of interest to him

(2) Usually, when an older adult sets out to learn about something, he makes use of past experiences and past reactions to increase his ability to learn and use knowledge

(3) Questions, prompting devices, organizers, and directions can guide the older person's attention and help establish the connection between his current knowledge and the new information

D. Intelligence

1. The concept of intelligence, as well as the instruments used to measure it, are usually defined in terms of the abilities and skills deemed to be most important during youth and early adulthood

2. Longitudinal studies have shown no change in intellectual functioning with age

3. Intelligence is measured by testing:

a. Verbal skills
b. Memory
c. Spatial perception
d. Arithmetic abilities

4. Any precipitous decline in intelligence is not indicative of normal aging but instead results from a drop in the health status of the individual

E. Memory

★48

1. Memory is an important part of the ability to learn

2. The memory function can be described as a three-step process involving:

   a. Registration: the input of information into a system
   b. Storage: the retention of that information for subsequent use
   c. Retrieval: the process of obtaining information from stored information

3. Most psychologists advocate that different processes are involved with short-term memory as opposed to long-term memory

4. The problem of "interference" may explain why older persons experience memory losses

   a. They may be more susceptible to conditions which interfere with memory

   b. Interference with registering data may have occurred prior to learning—an older person may be unwilling or unable to accept and internalize new information which conflicts with his experiences

   c. Interference also can occur during learning— outside interferences all compete for the elderly person's attention

   d. Interference can occur after learning— information that appears to be irrelevant, insignificant, or of little value is not retained

5. There are many techniques to enhance an older person's memory—these include:

   a. Presentation pacing

   (1) A slower presentation rate will enable older persons to increase their ability to retain information and avoid information overload

   (2) Instructors should consider taking a short break frequently

   (3) Older persons will also learn better if the training is spaced at intervals over a period of several weeks rather than concentrated in an intensive course

   b. Response pacing

   (1) A longer response time will enhance the older adult's ability to retrieve needed information

   (2) Older persons are more susceptible to interference with retrieval of information

   c. Organization

   (1) Organization of the information with mediators and mnemonic groups serves to increase learning and improve memory

   (2) Older persons should be given specific instructions to increase their use of organizational techniques

F. Problem-Solving

1. The characteristics of problem-solving tasks that are most associated with a decline in learning ability with age are tasks that are:

   a. Fast paced
   b. Unfamiliar
   c. Complex

2. The pacing can be slowed down, more care can be taken in providing directions, and complex tasks can be broken down

3. The critical area of problem-solving for older adults is previous learning

   a. An older person tends to repeat his errors
   b. Unlearning an incorrect response is particularly difficult for him

G. Officers Can Help Older Adults Learn Effectively

★49

1. Emphasize abilities and experience
2. Establish a comfortable learning climate
3. Meet learning expectations
4. Minimize interference
5. Increase presentation and response pacing
6. Organize and structure information
7. Remove obstacles to problem-solving

MAJOR PRINCIPLES DISCUSSED

1. *Senility is not a normal or natural part of the aging process.*

Law enforcement officers should not confuse "senility" with erratic behavior on the part of older persons. Rather than suffering from any specific changes in the brain, the older person may be having difficulties expressing himself or moving about in public because of less efficient vision, hearing, and coordination. When dealing with confused older persons, the law enforcement officer should: (1) ensure that the older person is receiving information; (2) establish a familiar environment; (3) communicate slowly and, if possible, break down the information into independent steps: (4) moderate anxieties, fears, and agitations and reinforce reality, and; (5) maintain a tolerant, calm, unflustered manner.

2. *Law enforcement officers need to be able to recognize the symptoms of mental disorders in the elderly in order to deal with these problems effectively.*

The community expects its law enforcement officers to deal with mentally disturbed persons because of the potential for violence and their frequent disturbance of public order. However, contrary to popular belief, the overwhelming majority of older persons do not suffer from mental problems: most older people live normal, emotionally stable lives. But there are mental disorders of old age, either carryover or age-specific, which the law enforcement officer needs to know how to recognize so that he can effectively assist the older person who is suffering from a mental problem. Someone within the law enforcement agency should be assigned the responsibility for maintaining a working liaison with those agencies within the community that are equipped and trained to deal with older persons who are suffering from brain damage or mental disorders.

3. *Law enforcement officers who conduct crime prevention programs for older persons or who train older volunteers should familiarize themselves with the process of learning as it applies to older adults.*

Contrary to popular belief, there is no evidence to demonstrate that intellectual functioning decreases with age. Almost any older person can learn almost anything he wants to, given time and assistance. However, there are certain factors which can affect the older adult's learning ability; these factors include personal characteristics, expectations, and relevance of the subject matter. To overcome these problems, there are certain teaching procedures and educational practices which can be used to optimize the performance of the older individual—these include: presentation pacing, response pacing, and organization of the information with mediators and mnemonic groups to increase learning and improve memory.

KEY TERMS AND CONCEPTS

Senility
Senile dementia, organic brain syndrome (OBS), or disorientation
Physical factors associated with the onset of OBS
Common characteristics of OBS
Reversible organic brain syndrome
Causes of reversible OBS
Irreversible organic brain syndrome
Common forms of irreversible OBS
Cerebral arteriosclerosis
Psuedo-dementia
Suggestions for dealing with confused older persons
Delusion response
Problems caused by diet, drugs, and alcohol combinations
Underlying reasons for behaviors generally associated with brain damage in older persons
Consequences of dietary deficiencies
Food-drug interaction
Primary areas of drug abuse among the elderly

Drug-drug interaction
Problems involved in alcohol abuse by the elderly
Carry-over mental disorder
Age-specific mental disorder
Neurosis
Symptoms of neuroses
Emotions and behaviors associated with neurotic reactions in the elderly
Grief resolution
Older person's reactions to stress
Older person's reactions to anxiety
Physiological symptoms which accompany anxiety
Acute anxiety attack
Chronic anxiety attack
Depression
Symptoms of depression in an older person
Dissociative reaction
Obsessive-compulsive behavior
Exhibitionism
Kleptomania
Pyromania
Voyeurism
Hypochondria
Concepts about neurotic emotions
Psychoses
Schizophrenia
Symptoms of schizophrenia in older adults
Paranoia
Paraphrenia
Behavioral symptoms associated with paraphrenia
Emotional psychoses
Manic-depressive psychoses
Psychotic depression
Suicide as a problem of older persons
Losses which could lead to suicide among the elderly
Clues to suicide
Factors which affect an older adult's learning ability
Concept of intelligence
How intelligence is measured
Process of memory
Short-term memory
Long-term memory
Conditions which interfere with memory in older persons
Techniques to enhance an older person's memory
Presentation pacing
Response pacing
Mnemonic groups
Problem-solving process for older adults

DISCUSSION QUESTIONS

1. What preconceived ideas did the students have about "senility" before reading this lesson? How have their ideas changed? How did their previous ideas about the psychology of aging affect their work as law enforcement officers?

2. Julius Johnson, 68, a retired farmer subsisting on a Social Security check and limited savings, was stopped by Anytown Police Officer Bobby Jones after Officer Jones noticed that the state inspection sticker on Mr. Johnson's pick-up truck was 32 days past its expiration date. Mr. Johnson was very apologetic and said he "forgot all about it" and would get the truck inspected immediately, as soon as he retrieved his disabled wife from the hospital, where she was undergoing weekly blood tests for a heart condition. Should Officer Jones issue a citation, which carries a fine of $50 in his state? What would the students do?

3. Mrs. Nellie Bligh, 61, a cancer patient, entered the Good Health Pharmacy in Anytown to have seven prescriptions for various drugs refilled. While she was waiting for her prescriptions, Mrs. Bligh browsed at the magazine counter and began reading a paperback novel. When her name was called by the pharmacist, she put the $2.75 novel in her large purse and went to pick up her prescriptions, which she paid for in cash. She then left the store. A security officer followed her through the door and detained her for shoplifting. He summoned Police Officer Bobby Jones, who was patrolling the block on foot. The store has a policy of prosecuting *everyone* who is caught shoplifting. Mrs. Bligh began to tremble and cry and said she wasn't shoplifting, that she had never committed a crime in her life and had simply "forgotten about the book" when the pharmacist called her name. Is there reasonable doubt that this is a genuine shoplifting case? Why or why not? What should Officer Jones do?

4. As he was nearing the end of his tour of duty, Anytown Police Officer Bobby Jones, who was in full uniform, noticed an elderly man sitting on the curb at the intersection of Main and Oak Streets. Officer Jones approached the man, sat down next to him, and asked: "What are you watching?" The man looked at Officer Jones and replied: "I don't have anything a mugger would want, fellow, so if you don't scram right away, I'm going to yell for a police officer." At that point, the elderly man stood up and started yelling: "Help, police! I'm being robbed!" Several people on the sidewalk stopped and stared. What is happening here and what should Officer Jones do?

5. The elderly population of Anytown consists primarily of retired farmers and factory workers, who subsist on small savings accounts and Social Security checks. For a week the radio and TV news announcers had been forecasting "doom" for Social Security pensioners because Congress was debating whether to approve the president's request for a *cut* in Social Security benefits in order to balance the budget. By the end of the week, Anytown Police Chief Charles Brown began to notice that the number of incidents involving police contacts with elderly citizens had increased tremendously. These incidents included minor traffic accidents, disputes in taverns, a few simple assault cases, family fights, and more calls to the dispatcher at night from elderly widows who were concerned about prowlers. The chief had read this lesson and felt that the sudden increase in police contacts among the elderly population was due to chronic anxiety over income, which was exacerbated by the televised news about the possible Social Security benefit cuts. What should the chief do? Should he do anything? Is this anxiety over income a concern of the police department? Why or why not?

6. What can law enforcement officers do to prevent suicide among the elderly? Are there any effective prevention methods?

7. After numerous home burglaries had occurred in Anytown, Police Chief Charles Brown was able to determine that the majority of the burglaries were targeted at elderly residents in older houses. These houses did not have deadbolt locks on the doors or effective window locks. Most of them had dense overgrown shrubbery around windows, making it easy for burglars to conceal themselves. The department's crime prevention officer established an Operation Identification program and delivered lectures at the Anytown Retirement Club. He also visited each house in the target area and distributed brochures about burglary prevention. Two months later there was another rash of burglaries targeted at the homes of older residents. Chief Brown asked the crime prevention officer to make home visits to the people who had participated in the lecture series at the Retirement Club. The officer discovered during these visits that only a few of the older residents had implemented some of the anti-burglary methods he had suggested. Chief Brown then told him that lectures are not a good way to teach older persons about crime prevention—a more effective teaching method would need to be found. From what the students know about the learning processes of older adults, what type of program would they establish to teach the older residents of Anytown about burglary prevention?

ANSWER KEY

1. False; 2. E; 3. A; 4. A; 5. B; 6. B; 7. C; 8. False; 9. E; 10. C.

EXAMINATION: MODULE I, LESSON THREE

1. Senility may be thought of as an inevitable part of aging.

                    True   False

2. Certain behaviors by older persons which are mistakenly attributed to senility actually may be a result of:

    A. Dietary deficiencies
    B. Drug problems
    C. Alcohol abuse
    D. B & C only
    E. A, B, and C

3. Both quantity and intensity of stress increase in later life. What effect does this have on the likelihood of neurotic reactions by an older person?

    A. Increases the likelihood
    B. Decreases the likelihood

For questions 4, 5 and 6, match the given mental disorder with the appropriate category in which it would be classified. The categories are:

    A. Neurotic reaction
    B. Psychoses

4. Hypochondria _____

5. Paranoia _____

6. Schizophrenia _____

7. Which of the following groups has the highest rate of suicide?

    A. White females 45—60
    B. Black females 60—70
    C. White males over the age of 75
    D. Black males over the age of 75

8. Any decline in intelligence may be thought of as an indication of normal aging.

                    True   False

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9. It has been suggested that the process of "interference" may be an explanation as to why older persons experience memory loss. In which step(s) of the process of memory function can interference be found?

A. Registration
B. Storage
C. Retrieval
D. A & B
E. A, B, & C

10. The critical area of problem solving in the process of learning is:

A. Presentation pacing
B. Interference
C. Previous learning
D. None of the above

MODULE TWO
VICTIMIZATION OF THE ELDERLY

Crime Problem In Perspective
Crimes Affecting The Elderly
Impact Of Crime
Confronting The Problem

LESSON ONE
CRIME PROBLEM IN PERSPECTIVE

TRAINING OBJECTIVES

1. The student will be expected to develop an understanding of specific problem areas in which the elderly are victimized.

2. The student will be expected to understand the importance of crime analysis surveys as a tool for effective program planning.

LESSON OUTLINE

I.   Introduction

    A. Issue of Victimization of Elderly Is Complex: Requires Careful Analysis of Information From A Variety of Sources

    B. Victimization Studies

        1.   They are valuable tools in developing problem-solving approaches
        2.   But there are limitations on their scope of jurisdiction

            a.   Geographical locations of existing studies are overwhelmingly urban and suburban

            b.   Survey information rapidly becomes dated

            c.   Each jurisdiction needs to conduct its own surveys—a victimization study only applies to the jurisdiction in which it was conducted

II.   Law Enforcement Priorities

    A. Disparity of Responsibility For Law Enforcement In the United States

        1.   Creates many levels of decision-making: national to local
        2.   At each end of the spectrum there is a distinctly different law enforcement role

    B. Perspectives

        1.   Federal funds affect emphasis placed upon issues by all criminal justice agencies

2. Local level

    a. Police department affects citizens by emphasis it places upon specific issues

    b. Various population groups compete for law enforcement services and resources

    c. Organized community groups help shape law enforcement priorities

C. Developing A Comprehensive Law Enforcement Approach To Deal With Crimes Against The Elderly: Must Involve Law Enforcement Personnel At All Levels of System—National, State, Local

III. Identifying the Problem

    A. Four Victimization Studies Show That Elderly Persons Experience The Lowest Victimization Of Any Age Group

    B. A Closer Look
★50,51,52,53,54,55,56,57

      1. The four victimization studies identify specific problem areas in which the elderly are victimized *more frequently* than the general population

      2. Most frequent crimes against the elderly include:

        a. Personal larceny with contact (pursesnatching and pickpocketing)

        b. Crimes of violence (robbery)

        c. Swindles

      3. These crimes involve elderly victims *disproportionate* to their numbers in the general population—it is important that law enforcement agencies adopt prevention approaches which take these realities into account

    C. Conclusions

      1. Older persons experience low overall victimization by criminals, but are highly victimized by particular types of criminals

      2. Implementing programs to deal with these problems involves:

        a. Clearly identifying the crime problems within each community through crime analysis surveys

        b. Identifying the causes and effects of victimization of the elderly

National Retired Teachers Association–American Association of Retired Persons

MAJOR PRINCIPLES DISCUSSED

1. *While older persons experience the lowest overall victimization of any age group, for certain crime categories they are overvictimized.*

Older persons most frequently are subjected to the crimes of personal larceny with contact and swindles. These crimes cause trauma, economic losses, physical injuries, and negative behavioral changes in the victim. It is necessary for law enforcement personnel to recognize that the elderly suffer from these crimes disproportionate to their numbers in the general population.

2. *It is the responsibility of law enforcement personnel to implement programs to combat the criminal victimization of the elderly.*

For program implementation to be effective, the law enforcement agency must conduct crime analysis within its own community and accurately identify the causes and effects of victimization of the elderly.

KEY TERMS AND CONCEPTS

Victimization of the elderly
Victimization study
Local crime analysis survey
National Crime Survey
Personal larceny with contact
Consequences of personal larcenies
Victimization trends
Crime prevention program implementation procedures

DISCUSSION QUESTIONS

1. Victimization studies are valuable tools in developing problem-solving approaches to the issue of crimes against the elderly. However, they are limited in their jurisdiction. What are these limitations? Why is it important for each local police department to conduct its own crime victimization study when developing programs to deal with the victimization of the elderly?

2. Local law enforcement agencies generally set their own priorities for the allocation of resources and services. Should the implementation of programs to deal with crimes against the elderly be a *major* priority of *every* local law enforcement agency? Why or why not?

3. What role should the federal government assume in the development and implementation of crime prevention programs for the elderly?

4. What are the major findings of the victimization studies described in Lesson One? Can law enforcement personnel assume that these findings generally hold true in *all* communities in the United States? Why or why not?

National Retired Teachers Association–American Association of Retired Persons

5. What steps should a police department take to develop and implement a program to deal with crimes against the elderly?

ANSWER KEY

1. True; 2. True; 3. False; 4. False; 5. False.

EXAMINATION: MODULE II, LESSON ONE

1. Crime analyses at the local level are essential, due to the fact that a victimization study only applies to the jurisdiction in which it was conducted.

    True   False

2. At the local level, organized community groups help determine the issues which will be afforded priority status by the police department in their community.

    True   False

3. The 1975 National Crime Survey supported the contention that for crimes of violence and theft against persons of age fifty and over the rate of victimization is declining sharply.

    True   False

4. Recent studies in Detroit, Oakland, Los Angeles, and Wilmington have indicated that older persons are no more susceptible to robberies, pursesnatching and bunco than are other age groups within the same population.

    True   False

5. The nature of the law enforcement officer's role as a program implementer hinders his ability to effect changes necessary in crime prevention programming.

    True   False

LESSON TWO
CRIMES AFFECTING THE ELDERLY

TRAINING OBJECTIVES

1. The student will be expected to know and understand the specific types of crime situations in which older persons most frequently become victims.

2. The student will be expected to know and understand the causal factors which contribute to the victimization of the elderly.

3. The student will be expected to be able to identify the various types of offenders who most frequently victimize older persons.

LESSON OUTLINE

I. Introduction

    A. Crime Problems Affecting Older Persons Share Common Features Throughout The U.S.

    B. When Analyzing Data From Various Victimization Studies, Two Considerations Apply:

        1. Different studies use different types of age breakdowns for measurement purposes

        2. Each study has special circumstances surrounding it, such as sample size and area characteristics

        3. No two jurisdictions are exactly alike: each jurisdiction must consider its own unique situations when analyzing the crime problem

    C. To Make Reliable Decisions For the Delivery Of Crime Prevention Services To The Elderly:

        1. Program managers must receive reliable data and information about the needs of older persons in their communities

        2. Each locality must adequately determine its own crime problems

II. Crimes Of Increased Rate

A. Definition

1. The frequency of occurrence as compared to the younger population's victimization rate (proportionately)

2. Most common types involving the elderly as victims are:

   a. Robbery and pursesnatching
   b. Fraud and bunco

B. Robbery and Pursesnatching

1. Among the most fear-provoking crimes for the victim: involve an increased potential for injury

2. Most frequent types committed against older persons are strong-arm robbery and pursesnatching

   a. Do not involve weapons
   b. Often cause bodily harm to victim
   c. Little fear of resistance or retaliation on the part of the victim

3. Older persons are more easily victimized because of their predictable lifestyles: exhibit behavioral and psychological traits common to the aging process

   a. As a person ages, his ability to defend himself declines

   b. He is less likely to resist or retaliate with physical force

   c. He generally does not carry a weapon

   d. His ability to quickly identify dangerous situations decreases with age

   e. He is less likely to adequately identify the perpetrator

   f. He leads a clear, predictable life

   g. He often maintains regular schedules of travel, such as when cashing Social Security checks

   h. He is often dependent upon public transportation, which further regulates travel schedules and requires extended periods of waiting on sidewalks

   i. He often does not report the crime to the police, for fear of reprisal

II-8

4. The pursesnatcher generally chooses an older woman as a victim because:

   a. The main advantage is speed of escape for the assailant

   b. Their reaction time is slower

   c. Pursuit of the assailant becomes more difficult, if not impossible

   d. There is a tendency for older women to carry more items of value in their purses, including cash rather than checks or credit cards

C. Fraud and Bunco

1. Common characteristic for victimization of the elderly: advantage is taken of the confidence the victim reposes in the swindler

2. The schemes are *most often* committed against older persons because the elderly have psychological characteristics that make them susceptible to specific kinds of frauds—psychological victimization factors are brought about by:

   ★58

   a. Loneliness
   b. Grief
   c. Depression
   d. Sensory impairment
   e. Illness and pain
   f. Avarice
   g. Non-acceptance of aging

3. Elderly also susceptible because of economic realities

   a. Inflation eats away at fixed retirement incomes

   b. Older persons often are anxious to increase their incomes— fail to exercise caution

   c. Older persons who live alone have a difficult time obtaining a second opinion about a con artist's proposal and are told by the con artist that they "have to act quickly"

4. Successful con artists are astute students of human behavior

   a. Expert at manipulating people to go along with their schemes
   b. Exploit the desires and weaknesses of their victims
   c. Convincing, ingenious, and charming

5. Con artist uses a variety of methods to select potential victims:

   a. Random, person-to-person contacts

   b. Indiscriminate, house-to-house canvassing.

II-9

c. "Resident" mail

d. Random mailing list acquired from another group

e. A "soft touch" mailing list acquired from a legitimate charitable or religious organization

f. Offering prizes to people to induce them to suggest names of their friends who might be interested in the "product"

g. Subtle probing by the bunco artist of local people in order to elicit names of likely subjects for a swindle

h. Names from newspaper articles

i. Names from the obituary columns

j. Visual inspection of neighborhoods by roof repair, driveway repair, or home repair defrauders

k. Checking phone books for people having unusual Biblical first names, which are characteristic of older people

l. Females listed in phone books or on mail boxes, which indicates that they may live alone

6. There is no way, short of isolation, to prevent a con artist from contacting an older person as a potential victim

7. Common formats for bunco schemes include:

a. Bank examiner scheme
b. Pigeon drop
c. Home repair fraud
d. Building inspector fraud
e. Sales frauds
f. Medical quackery
g. "Work at home" frauds
h. Mail frauds

★59

8. A successful community education program to prevent fraud and bunco victimization must involve a review of the psychology of the victim/perpetrator interaction, which surfaces a spirit of larceny by the victim in order for the scheme to be accomplished

III. Crimes Of High Frequency

A. Definition

1. The frequency of occurrence as compared to other crimes affecting older persons (numerically)

2. Most common types involving older persons as victims are burglary and vandalism

B. Burglary

1. Not an age-related crime, but is usually determined in type and frequency by the locale

2. Most burglaries are committed by adolescents who live near the targeted residence

a. Victim is rarely present when crime is committed: little danger of physical harm
b. Because of youth and inexperience, burglar can be unpredictable if discovered

3. Housing of many older persons contributes to victimization

a. Many older persons live in public housing projects near high-crime areas—convenient for burglars

b. Other older persons live in old homes with many points of entry and overgrown trees and shrubbery, which provide cover for the burglar

4. Older persons generally are attractive targets for burglars

a. Tend to keep large sums of cash at home

b. Follow distinguishable travel patterns, which let burglars know when the house or apartment is empty

C. Vandalism

1. Older persons frequently are victims

2. Perpetrators usually are adolescents who select older persons to victimize because:

a. Older persons often are socially isolated from the rest of the community

b. Older persons more forcefully react when juveniles enter their property and this causes juveniles to retaliate

D. Other Crimes

1. Assault

a. Proportionately, older persons are under-victimized by this crime

b. However, older persons are more often victims of stranger-to-stranger assaults than any other age group

2. Auto theft: not a serious problem for the elderly

★60 3. Murder: older persons are victimized far less than average

★61 4. Rape

a. Rarely occurs against an older woman
b. A rapist who attacks older women usually is severely maladjusted

★62
IV. Factors Influencing Victimization

★63 A. Physical Factors—As Part Of The Aging Process, The Physical Capabilities And Sensory Perceptions Of Older Persons Decline, Which Increases Their Chances Of Victimization Because:

1. They are less aware of their surroundings and they:

a. May not see or hear approaching danger
b. May not be aware of an initial contact with an attacker and thus be unable to react
c. May not be able to identify the offender if he is apprehended
d. May not be able to read and understand the terms of a fraudulent contract

2. They have experienced a loss of muscular coordinating capabilities and they:

a. Are less able to defend themselves from attack
b. Are less likely to retaliate with physical force
c. Are less likely to pursue an assailant
d. Are less able to protect their property from attack

3. They have reduced reaction times and they:

a. Cannot react to a crime situation immediately
b. Are less able to understand a fast-talking bunco artist

B. Psychological Factors—Due To The Aging Process, Older Persons Experience Psychological Problems Which Increase Their Vulnerability To Criminal Acts Because:

1. They may be pre-occupied with economic, physical, or other personal problems, reducing their internal warning signals of a danger situation

2. They may periodically lose contact with the immediate situation

VI. The Older Offender

A. Problem Is Negligible Overall

★71,72
B. Older Persons Most Frequently Are Involved As Offenders In

1. Shoplifting
2. Alcohol-related violations

MAJOR PRINCIPLES DISCUSSED

1. *Certain types of crimes present serious problems to older persons; therefore, police programs must be directed against prevention of these offenses.*

The crimes which represent the most serious problems to older persons are robbery, pursesnatching, fraud/bunco, burglary, and vandalism. Older persons have a low victimization rate for the crimes of assault, murder, and rape; however, each time an older person is a victim of one of these crimes, injury or death results and the experience is traumatic. Inspection of police incident reports often reveals that the serious crimes of assault, murder, and rape against elderly persons often result as an escalation of a lesser offense, such as burglary or pursesnatching. Therefore, police programs aimed at deterring the lesser offenses against the elderly will further serve to reduce the more serious offenses.

2. *In order to effectively plan and implement programs to prevent the victimization of elderly persons, police must be aware of the factors which contribute to the victimization of the elderly and analyze the presence of these contributory factors within their own communities.*

Vulnerability factors can be categorized into the following areas: physical, psychological, environmental, and situational. These vulnerability factors touch virtually every facet of the lives of older persons. The best of efforts simply cannot change many of these factors, but law enforcement officers should be aware of the contributing circumstances and plan their programs and operations accordingly. An awareness of these factors which contribute to the victimization of the elderly serves to explain victimization from an overall point of view, but each police department must analyze the presence of these factors at its individual community level in order to plan effective programs.

3. *The perpetration of criminal acts is very much age-related.*

Offender profiles indicate that the majority of criminals who victimize older persons are between the ages of 15 and 21 (robbery, pursesnatching, and burglary). There are no readily available offender age breakdowns for such white-collar crimes as fraud and bunco; however, the talent necessary to commit such crimes can be found in all age groups. The older offender does not present a significant problem for police, with the exception of shoplifting, white-collar crimes, and alcohol-related crimes.

KEY TERMS AND CONCEPTS

Trends and tendencies for victimization of the elderly
Crimes of increased rate
Crimes of high frequency
Strong-arm robbery
Pursesnatching
Behavioral and psychological traits common to the aging process
Why older women are pursesnatching targets
Fraud and bunco schemes
Flim-flam
Swindle
Confidence game
Pigeon drop scheme
Con artist
Psychological factors which make older persons susceptible to fraud
Sensory impairment
Avarice
Methods used by con artists to select victims
Bank examiner scheme
Home repair fraud
Building inspector fraud
Sales fraud
Medical quackery
"Work at home" fraud
Mail fraud
Why older persons are targeted by burglars
Why older persons are targeted by juvenile vandals
Assaults against older persons
Older persons as victims of murder
Older women as victims of rape
Factors influencing victimization of the elderly
Physical factors which influence victimization
Psychological factors which influence victimization
Environmental factors which influence victimization
Situational factors which influence victimization
Offender profile
Qualities swindlers share
Older offender

DISCUSSION QUESTIONS

1. Why are robbery and pursesnatching the two most fear-provoking and frequent crimes committed against the elderly?

2. What can local law enforcement officers do to *decrease* the number of strong-arm robberies and pursesnatchings committed against older persons? Or is there nothing the police can do?

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3. They may be lonely

4. They may be depressed

5. They may be afraid

6. They may be more trusting

C. Environmental Factors—Many Older Persons Live In Central Cities And Their Chances Of Being Victimized Are Increased Because:

1. Central cities are generally high-crime areas with inadequate police protection

2. As neighborhoods change, the older residents become more isolated from the mainstream

3. They are forced to ride public transportation through areas they would normally avoid

4. They are more likely to be repeatedly victimized by criminals

D. Situational Factors

1. Older persons are more likely to live alone, which has negative consequences:

   a. They face a greater risk of physical attack, and have less of an ability to adequately defend themselves

   b. They are less able to protect their property when they leave the house

   c. They have less opportunity for consultation concerning dubious bunco schemes which rely on immediate decisions

2. Older persons tend to maintain a routine lifestyle—their patterns are easily identifiable by criminals

   a. The robber knows when the older person is carrying large amounts of cash and the route he will be taking

   b. The burglar knows when and for how long the older person's house or apartment will be vacant

   c. The con artist knows the best times and places to "accidentally" encounter the older person

V. The Offender Profile

A. Criminal Offender Usually Is An Opportunist And The Older Person Presents An Excellent Target

B. National Profiles Of Typical Offenders

★64   1. Robbery: typical offender is

        a. 15-21 years old
        b. Male
        c. Black

★65   2. Pursesnatching: typical offender is

        a. 15-19 years old.
        b. Male
        c. Black

★66   3. Aggravated assault: typical offender is

        a. 17-29 years old
        b. Male
        c. White in slightly over 50 percent of cases

★67   4. Violent crime: typical offender is

        a. 15-24 years old
        b. Male
        c. White in slightly over 50 percent of cases

★68   5. Vandalism: typical offender is

        a. 11-17 years old
        b. Male
        c. White

★69   6. Burglary: typical offender is

        a. 15-20 years old in slightly over 50 percent of cases
        b. Male
        c. White

★70   7. Fraud and bunco artists share several qualities:

        a. Totally lacks conscience and mercy toward his victims
        b. Amoral, exploitative, psychopathic (possible neurosis or character disorder), and a liar
        c. Self-assured and free from remorse
        d. Lacks affection or empathy for others
        e. Intelligent, affable, and is a skilled salesman
        f. Winning personality, shrewdness, agility, and a sense of timing
        g. A good actor at home in any number of roles

3. One method of decreasing robbery and pursesnatching incidents against older persons is to teach personal safety habits. When conducting such a class in a public housing project or for residents of a high-crime area, what safety tips should a police officer include in his lecture? What behavioral and psychological traits common to the aging process must the police officer be aware of when he is teaching older persons how to avoid being victimized by robbers and pursesnatchers?

4. Fraud and bunco schemes are most often committed against older persons, but the victim must be a willing participant in most schemes in order for the scheme to succeed. Often there is an element of greed on the part of the victim. How does the victim's greed handicap the police in developing programs to prevent fraud against the elderly or in apprehending con artists?

5. Several older widows of professional men live alone in a neighborhood of older houses valued at $100,000 or more. The adult children of these widows either live in newer sections of the city or have moved to other states. These women have been targeted by a traveling family of con artists as "easy pickings." What particular frauds are likely to be attempted against these women and why? What steps can the police take in a neighborhood such as this to prevent victimization of the elderly by con artists?

6. How do newspapers, particularly in smaller towns and cities, inadvertently contribute to the victimization of older persons by con artists? What can the police learn from newspapers to prevent elderly persons from being victimized and what steps should the police take if they are aware that con artists are operating in their community?

7. Lesson Two lists 12 methods which con artists employ to select potential victims. Are there other methods in addition to those listed? If so, what are they?

8. Criminals who develop "work at home" frauds and medical quackery frauds rely upon newspaper and magazine advertising and occasionally direct mail to obtain their victims. One often sees a major newspaper exposing a fraud in its news columns while running a large display ad for the fraudulent scheme in another section of the same edition of the paper. Should police assume a responsibility to work with local media representatives to prevent fraudulent advertising or is this a responsibility of the Federal Government and the individual media organizations? What responsibilities should publishers assume to help prevent victimization of their readers by con artists? What advice can the police give elderly persons about detecting fraudulent offers they receive through the mail or see in published advertisements?

9. What can the police do to teach older persons how to *decrease* their chances of being burglarized? What factors should the police be aware of when planning a burglary prevention program for the elderly?

10. Is there anything local police can do to prevent older homeowners from becoming victims of juvenile vandals? If so, what measures have proven effective and why?

11. What data do police need to obtain about offenders when developing a crime prevention program for the elderly? Why is this information important if the program is going to be successful?

12. What effect has inflation been having upon crimes committed *by* older persons? Why?

ANSWER KEY

1. Rate; 2. Frequency; 3. True; 4. True; 5. Depression, sensory impairment, illness and pain, avarice, non-acceptance of aging; 6. Locale; 7. True; 8. Have experienced a loss of muscular coordinating capabilities; 9. True; 10. False; 11. Regularity/predictability; 12. B; 13. C; 14. A; 15. True; 16. Drunkenness, shoplifting.

EXAMINATION: MODULE II, LESSON TWO

1. The frequency of occurrence as compared to the younger population's victimization may be expressed proportionately as a crime _____.

2. The frequency of occurrence as compared to other crimes affecting older persons may be expressed numerically as crime _____.

3. A variety of behavioral and psychological traits common to the aging process, in addition to a predictable lifestyle, contribute to older persons being more easily victimized by robbers than younger persons.

<div style="text-align:center">True   False</div>

4. Reaction time, pursuit of the assailant, and the nature of items carried are all factors which become advantageous to the pursenatcher in his choosing older women as a target.

<div style="text-align:center">True   False</div>

5. Psychological victimization factors contribute to older persons becoming victims of confidence games more often than any other age group. Two of these factors are loneliness and grief. Name three others: _____, _____, _____.

6. The factor which usually determines type and frequency of burglary is _____.

7. Self-imposed or perceived fear isolation contributes to vandal's selection of an older person as a target.

<div style="text-align:center">True   False</div>

8. The decline of physical capabilities and sensory perceptions of older persons increases their chances of victimization because they are less aware of their surroundings, have reduced reaction times, and _____.

9. Fear of reprisal may discourage an older person from reporting a crime to the police.

<div style="text-align:center">True   False</div>

10. Chances of being victimized are decreased for an older person when he or she resides in a central city neighborhood.

<div style="text-align:center">True   False</div>

11. The characteristic of their daily activities which makes older persons extremely susceptible to criminals is _____.

For questions 12-14 match each type of offender with the group of characteristics that most accurately describes him. Make sure to use each group only once.

12. Robber _____ A. 52.3% are male, and 69.8% are white.

13. Vandal _____ B. 53.8% are 15-21 years old, 93% are male, and 59% are black.

14. Burglar _____ C. 57.4% are 11-17 years old, 92% are male, and 83% are white.

15. The ability of a con artist to defy physical description is a direct function of his ability to assume various roles.

<div align="center">True   False</div>

16. On a national level, older persons are most frequently charged with the crime of _____.

<div align="center">

LESSON THREE
IMPACT OF CRIME

</div>

TRAINING OBJECTIVE

The student will be expected to know and understand the economic, physiological, and psychological impact of criminal victimization upon the elderly.

LESSON OUTLINE

I. Introduction

    A. Ramifications Of Criminal Incidents Upon Older Victims Are Not Clearly Understood By Criminal Justice System Personnel

★73 B. Ramifications Include:

        1. Economic impact of victimization
        2. Physical injuries from criminal attack
        3. Psychological trauma of exposure to crime

II. The Most Forgotten Victim

    A. Criminal Justice System Has Not Paid Sufficient Attention To Victims

        1. Victim must assist in prosecution of offender
        2. Victim must bear the costs incurred

    B. The Negative Consequences Of The Prosecution Process Are Accented For The Older Victim

        1. Court process tends to increase older person's fear level

        2. Some states are developing programs to assist older victims (as well as other victims)

            a. Victim Compensation Program: remuneration benefits are limited

            b. Victim/Witness Assistance Program: provide procedural and emotional support for victim throughout the criminal justice process

III. Economic Loss

    A. Average Income Of Most Older Persons Is Fixed And Below That Of The General Population

★74 B. Fixed Incomes Of Elderly Are Seriously Affected By Inflation

★75 C. When An Individual's Income Decreases, His Chances of Being Victimized Increase

      1. The percentage of income an older person loses each time he is victimized is a significantly greater part of his total income

      2. The older crime victim who is poor must sacrifice necessities such as food and housing

      3. Monetary losses increase a poor older person's chances for future victimization

IV. Physical Injury

    A. Aging Process Causes A General Deterioration In Bodily Capabilities And Resiliency

      1. Chronic physical problems are more prevalent among older persons than younger persons

      2. When a older person is injured as opposed to a younger person, three consequences will result:

          a. The injury will be more serious
          b. The injury will take longer to heal
          c. The injury will disrupt normal activities to a greater degree

    B. The Older Victim Who Is A Target Of A Crime Is Much More Likely To Be Injured Than Is A Younger Person

    C. Injuries To Older Victims Are More Severe

      1. Older person may never fully recover
      2. This increased physical impairment can lead to a greater vulnerability to crime

V. Psychological Impacts

    A. Self-Concept

★76   1. Self-image may be devalued by the following factors related to aging:

          a. Series of losses
          b. Reduction of income/purchasing power
          c. Inadequate housing
          d. Limited access to transportation
          e. Problems with mobility
          f. Poor nutrition
          g. Breakdown of social network
          h. Loss of spouse
          i. Loss of peer relationships
          j. Loss of meaningful roles
          k. Decrease in vision, hearing, and muscular coordination
          l. Slowed reaction time

      2. Being victimized aggravates the already reduced self-concept an older person has

    B. Social Isolation

      1. Community tends to say the victim is partly to blame

      2. Community reactions intensify the social isolation felt by older victims and add to psychological traumas of victimization

    C. Vicarious Victimization

      1. When a neighbor is victimized, the crime problem is brought to a personal level

      2. The media sensationalizes a serious crime against an older person and citizens begin to think their neighborhood is having a "crime wave"

    D. Fear of Crime

      1. Older persons are more fearful of crime than are their younger counterparts

      2. Fear is caused by:

          a. Actual exposure to crime
          b. Vicarious victimization
          c. Location and type of neighborhood in which they live

      3. The most important determinant of fear is the perception of the crime problem by the individual—some studies show that personal victimization has very little effect upon the levels of fear experienced by an individual

      4. One of the primary influences upon perceptions of crime levels by citizens is their exposure to the crime of vandalism: vandalism generates in the victim a great fear of crime in general

5. Another contributing factor to fear levels is death of a spouse

    a. Older widow or widower feels isolated and lost in a hostile world
    b. They direct this sense of loss and isolation to a specific fear of crime

★77   6. Effects of fear on an older person's lifestyle can be pervasive

    a. Lock themselves into their homes
    b. Further isolate themselves socially
    c. Become afraid to go out for medical treatment
    d. Do less shopping, which leads to undernutrition and malnutrition

★78,79,80,81

MAJOR PRINCIPLES DISCUSSED

1. *When older persons are victimized by criminals, the impact upon them is much greater than society has been willing to recognize.*

First, the older victim suffers the trauma induced by the criminal justice process itself. System personnel, for the most part, have not learned that the criminal justice process has negative consequences for an older victim and further increases his fear level. Second, the older victim who is living on a fixed income suffers economic losses far greater than those suffered by younger victims. Third, because of the physical deterioration brought about by the aging process, the older person is likely to suffer permanent physical harm as the result of a criminal attack. Finally, these problems, in combination with the normal psychological changes common to the aging process, tend to produce a great sense of isolation and fear in the older victim, which can lead to further victimization.

2. *In order to implement effective crime prevention awareness and education programs for the elderly, law enforcement officers must develop an understanding of why older persons in their communities have such a fear of crime.*

Law enforcement officers must learn the consequences of crime upon older persons in their communities and develop programs to help older victims cope with the criminal justice process and the aftermath of victimization. It should be a responsibility of law enforcement, in conjunction with social service agencies, to help older victims of crime survive the economic, physical, and psychological traumas brought about by criminal attacks.

KEY TERMS AND CONCEPTS

Crime typology
Economic impacts of victimization upon an older person
Negative consequences of the criminal justice process upon victims
Victim Compensation Program

Victim/Witness Assistance Program
Fixed income
Inflation
Impact of physical injuries upon an older victim
Devaluing of an older person's self-image
Intensification of social isolation for older persons
Vicarious victimization
Factors related to aging
Reactions of the community to the victim
Causes of a fear of crime in the elderly
Negative effects of a fear of crime

DISCUSSION QUESTIONS

1. Why are the negative consequences of the criminal justice process more severe for an older person? What can be done to remedy this problem?

2. What impact does plea-bargaining by the criminal defendants and the extensive use of probation have upon the older victim?

3. What steps should a community take to offset the economic losses suffered by an older victim who is on a fixed income? What happens to the older crime victim on a fixed income when the community does nothing to help him?

4. Why do criminals often feel a need to severely harm older victims? Can law enforcement officers or the criminal justice system do anything about this problem?

5. How does the process of aging contribute to a negative self-concept for an older person? Does this devaluing of the self-concept contribute to the victimization of the older person by criminals? If so, in what way?

6. Why does American society feel a need to accuse the victim of contributing to the crime? What impact does this have upon older victims?

7. Why are older persons more afraid of crime than younger people?

8. What can the police do to lessen the fear of crime in the elderly?

ANSWER KEY

1. True; 2. Victim Compensation; 3. Fixed income; 4. True; 5. False; 6. Injury takes longer to heal, injury disrupts normal activities to a greater degree; 7. True; 8. Sentimental loss/violation of the sanctity of one's home; 9. True; 10. False; 11. False; 12. False.

EXAMINATION: MODULE II, LESSON THREE

1. Not enough attention is being focused on victims of crime, particularly older victims.

    True   False

2. Older victims are disadvantaged to a great degree by the criminal justice system. In response to this, specific programs to support the older person have been developing. One such program is known as Victim/Witness Assistance, another is _____.

3. Purchasing power of the older consumer declines each year mainly due to inflation and its affect on _____.

4. Chances of being victimized are inversely proportional to a family's income level.

    True   False

5. Monetary losses incurred by older victims have no bearing on their chances of becoming victims of crime in the future.

    True   False

6. Consequences of an injury differ for an older person as opposed to a younger person. For example, the injury to an older person will typically be more serious. Describe another consequence that distinguishes the older from the younger victim: _____.

7. Visibility as a physical impairment and vulnerability to crime are directly related.

    True   False

8. Older victims of burglary experience further reduction of an already diminishing self-concept due not only to a monetary loss but also to _____.

9. Fraud against older persons is often a very under-reported crime. The primary reason for this may be described as a fear of being characterized as senile as well as preservation of ego.

    True   False

10. Fear levels experienced by older persons, which are caused by actual exposure to crime, vicarious victimization, and the location and type of neighborhood in which they live, are generally very representative of the actual crime level.

    True   False

11. Fear of crime in an older person may increase social activity and therefore decrease isolation in an effort to guard against become victimized.

    True   False

12. For an older person the death of a spouse serves to strengthen the will and thereby reduce fear of crime.

<div align="center">True   False</div>

LESSON FOUR
CONFRONTING THE PROBLEM

TRAINING OBJECTIVES

1. The student will be expected to understand the *importance of identifying* specific crime problems confronting older persons.

2. The student will be expected to develop an understanding of the *methods* which he can use to identify specific crime problems confronting older persons in the jurisdiction where he is employed.

3. The student will be expected to know and understand the *role* of law enforcement in community crime prevention planning and how this role interacts with the roles of other community agencies.

LESSON OUTLINE

I. Introduction

    A. To Reduce Victimization of the Elderly, Law Enforcement Agencies Need to Move From Traditional Reactive Policing to Proactive Policing

    B. Proactive Policing Approach Requires That Law Enforcement Agencies:

        1. Adequately identify the problems
        2. Develop multi-faceted approaches to address the problems
        3. Recognize that law enforcement agencies by themselves cannot alleviate the problems

II. Crime Analysis

    A. Definition

        1. Law enforcement agencies must have problems defined in clear reliable terms before they can develop strategies for tactical or strategic responses

        2. Crime analysis process provides data to support all operations of police agency

        3. Defined as a set of systematic, analytical processes directed at providing timely and pertinent information relative to crime patterns

a. Definition relies on the *processes* employed

b. A complete description of crime analysis is determined by the level of analysis deployed—the detail of the analysis will establish its uses

B. Purposes

1. Crime analysis provides for:

   a. Data which has universal utility throughout the agency

   b. Data which has been compared to other department data and reviewed for consistency

   c. Data which may be collected, collated, stored, and disseminated with a centralization of staff effort

   d. Data which can be placed in a format to provide the user with a clear understanding of its implications on agency operations

2. Crime analysis enables decision-makers to respond to community needs with the aid of data which accurately describes the problems

C. Uses

1. Limited only by the level of sophistication which the agency decides upon

★82 2. Types of uses

   a. Develop crime pattern bulletins for patrol

   b. Identify special crime problems according to areas of interest

   c. Assist special task forces in determining program targets and ways to approach the problems

   d. Increase the percentage of cases closed

   e. Provide investigative leads to detectives

   f. Assist crime prevention eforts by determining crime, victim, offender, and location characteristics and thus the viability of particular crime prevention approaches

   g. Be used to generate citizen support for such crime-specific programs

h. Measure and evaluate the results of crime-specific and overall prevention efforts

i. Assist in-house decision-making processes that determine priorities and resource allocations, such as administrative and budgetary concerns

j. Assist with community crime prevention environmental decisions, such as housing, lighting, and related topics

k. Project future problem areas to be encountered

3. Situations preventing a comprehensive crime analysis approach:

   a. All data pertinent to a crime situation has not been collected, due to the varying degrees of importance the department places in the reporting process

   b. What data is extracted from the crime situation is not systematically collected and stored for efficient retrieval

★83 D. Report Form

1. Crime analysis depends primarily on the offense report for raw data: if the offense report is inadequate or not completed accurately, then crime analysis efforts are severely crippled

2. To determine if the offense report form meets crime analysis needs, the following questions should be asked:

   a. Is the descriptive data complete?

   b. Is data organized so that significant data elements are listed at the same place on the report for ease of data extraction?

   c. Is there space available for a description of the suspect's method of operation?

3. Patrol officers who will be using the offense report form must be trained to complete it properly

E. Data Collection

1. The process of categorizing data from the report form is extremely important

   a. Must be systematic to account for all incidents from all areas of interest

   b. Must be timely to allow for the most effective use of the data by the department

2. Data should be categorized as specifically as possible

    a. Should include a breakdown of crime types

    b. Age categories should coincide with available census data for jurisdiction to allow for comparison with existing data

F. Victim Survey

  1. Information about the factors leading up to the crime is essential for developing effective countermeasures—patrol officers often cannot ask for this information immediately after the crime

★84 2. Victimization survey does not have to be limited to identified victims only

★85 3. Local victimization survey will capture valuable information about crime problems within the jurisdiction

G. Offender Survey

  1. Will generate detailed information about a crime situation from the offender's point of view—goes directly to the source in determining casual factors

  2. Factors which must be considered include:

    a. Motivation and veracity of offender must be taken into account
    b. Consistent response tendencies usually will indicate usable information

H. Data Collection and Collation

  1. Crime analysis data collected from:

    a. Incident reports
    b. Victim surveys
    c. Offender surveys

  2. Each source must be consistent with the others

  3. Once they have been collected, data are then arranged in an organized format so that comparison among sources is quick and efficient

I. Data Analysis

  1. Definition: Systematic combination of the information collected into relevant patterns, trends, and relationships

★86 2. Variables included in the process are:

    a. Victim characteristics
    b. Offender characteristics
    c. Location of victim's residence in relation to crime scene
    d. Location of offender's residence in relation to crime scene
    e. Victim's activities before crime
    f. Offender's activities before crime
    g. Type of crime
    h. Time of occurrence
    i. Location of crime scene
    j. *Modus operandi*
    k. Losses suffered by victim
    l. Injuries suffered by victim
    m. Other extenuating circumstances

★87 3. Through this process, detailed victim and offender profiles can be developed, and high-risk times, places, and occasions can be identified

  4. Computers aid in data analysis

J. Incident Analysis

  1. Process involves inspecting the actual incident report to determine which activities may be contributing to the occurance of a particular crime; prevention measures can then be designed to deter these crimes

  2. Process is costly, but provides benefits:

    a. Can eliminate the need for costly countermeasures to combat escalating crime problems—helps define proper crime prevention needs and techniques

    b. Can help officers effectively control initial crimes of a less serious nature

K. Victimization Analysis

  1. Process by which the overall impact of crimes affecting a particular community is determined

  2. Purpose is to find out what types of crimes are affecting victims in the following categories:

    a. Daily routine and activities
    b. Feelings of fear
    c. Financial situation
    d. Health status
    e. Security measures taken
    f. Attitudes toward police

3. Process should also help police determine how often citizens do not report crimes, and the reasons why they fail to report

4. Provides police with information about precautionary measures victims are taking to prevent continued victimization

L. Dissemination And Evaluation

1. Results of the findings from the crime analysis processes must be carefully directed to the appropriate areas of the department

2. Rapidity with which the information is disseminated will dictate the uses it may have

★88   3. Crime analysis process also can be used to monitor and evaluate departmental activities—evaluation should include crime analysis process itself

III. Crime Prevention

A. Definition: The Anticipation, Recognition, And Appraisal Of A Crime Risk And The Initiation of Action To Remove Or Reduce This Risk

1. Cornerstone of crime prevention program is community awareness

2. Overall crime problems for older persons consist of:

   a. Strong-arm robbery
   b. Pursesnatching and pickpocketing
   c. Fraud/bunco
   d. Burglary
   e. Vandalism

3. Local crime analysis is necessary to adequately determine local crime problems in order to develop a crime prevention program designed to meet community needs

   a. Each individual crime prevention technique must be directed in its approach
   b. Direct approach includes:

     (1) Methods of preventing and deterring a street attack
     (2) Methods of securing and protecting property
     (3) Early warning signals of and ways to combat fraud/bunco schemes

★89   c. Also a responsibility of crime prevention officers to educate older persons about unnecessary fears

B. Training

1. Necessary to prepare law enforcement officers for their leadership role in the community concerning the victimization of older persons

2. Training program should center around:

   a. The needs of the older person, including:

     (1) The realities of aging
     (2) The crime problem

   b. How to deal with older persons and groups

   c. The availability and capacity of older persons:

     (1) For community self-help involvement
     (2) For community/law enforcement involvement
     (3) As a community resource

   d. The capabilities of the department in dealing with these needs

   e. The availability of other community resources

3. Leadership role for crime prevention in the community belongs with the police department

C. Community Resources

1. Law enforcement agency must develop joint programming efforts with other institutions in the community—actively seek cooperation of such organizations as:

   a. Other law enforcement agencies
   b. Social service agencies
   c. Area agencies on aging
   d. Other governmental agencies
   e. Community groups
   f. Banks and savings and loan associations
   g. Local chamber of commerce
   h. Schools
   i. Churches
   j. Prosecuting offices
   k. Media agencies

2. Cooperative programs will:

a. Help departmental programs

b. Help ensure community acceptance of programs

c. Establish foundation for future cooperative efforts, with a definite role for the law enforcement agency as a manager of community resources

3. Law enforcement agency itself is a community resource and should play an active role in community planning—must take the initiative, not wait to be called upon

D. Legislative Action

1. Strong support for law enforcement from community groups can lead to a much closer look at the impact of current and proposed legislation as it relates to the criminal justice system

2. Cohesive community involvement has effectively addressed such law enforcement concerns as:

a. Reducing "revolving door" justice

b. Reinstating into the correctional system the idea of punishment as a deterrence to crime

c. Securing stricter penalties for white collar crimes, including fraud and bunco

d. Increasing victim compensation measures

EXERCISE, P. II-39

MAJOR PRINCIPLES DISCUSSED

1. *To effectively reduce criminal victimization of the elderly, law enforcement agencies must accurately identify the problems in their own communities.*

   Problem identification is accomplished through crime analysis efforts. An effective crime analysis program enables a law enforcement agency to direct resources to respond to community needs. By utilizing crime analysis, the law enforcement agency is able to become proactive, rather than reactive, in its efforts to prevent and control victimization of the elderly.

2. *To prevent criminal victimization of the elderly, police must take a leadership role in the crime prevention efforts of their communities.*

   The law enforcement agency has a definite role as a manager of community resources. As the agency responsible for community crime control, the police department must marshal other community resources in its crime prevention efforts. Community agencies will be able to help the police department communicate with older citizens and teach them how to avoid victimization.

KEY TERMS AND CONCEPTS

Reactive policing
Proactive policing
Proactive program to reduce victimization of the elderly
Crime analysis
Crime-specific program
Crime prevention environmental decisions
Uses of crime analysis
Crime pattern bulletins
Purposes of crime analysis
Offense report form's importance to the crime analysis process
Systematic and timely data collection process
Victimization survey
Offender survey
Data analysis process
Variables included in data analysis
Victim and offender profiles
Incident analysis process
Benefits gained from incident analysis
Victimization analysis process
Directed crime prevention approach
Elements of crime prevention training program for police officers
Types of community resources for crime prevention
Relationship between crime prevention programming and legislative action

DISCUSSION QUESTIONS

1. How can crime analysis benefit a police department during the annual municipal or county budget process?

2. Why is crime analysis necessary if a law enforcement agency wants to develop crime prevention programs to reduce victimization of the elderly? Isn't it less expensive to simply "copy" a successful program developed by another police department?

3. What are the major problems a law enforcement agency faces in developing and implementing crime analysis? How can these problems be overcome?

4. How can elderly volunteers benefit a department's crime analysis efforts? What specific tasks can volunteers perform?

5. Discuss how various community agencies and organizations can help a law enforcement agency establish and implement crime prevention programs for the elderly. What benefits can the law enforcement agency expect? Problems? What experiences have students had while seeking the cooperation of community agencies to assist with crime prevention efforts? Were these experiences positive or negative? If negative, how did the students deal with the problems?

ANSWER KEY

1. True; 2. False; 3. True; 4. False; 5. False; 6. True; 7. Offense report; 8. Systematic; 9. Local; 10. Data analysis; 11. Incident; 12. Number and type of uses; 13. True; 14. False; 15. False; 16. True.

EXERCISE

Exercise: Elderly Victimization Problem-Solving

Time: About 30 minutes

Purpose: To Conclude Lesson 4

Objectives:

1. To define law enforcement service roles for dealing with the victimization concerns and needs of older persons.

2. To identify possible actions and resources to attack crime problems of the elderly.

3. To increase awareness of the law enforcement officer's ability to solve community problems.

Process:

Newspaper articles can be helpful to train new ways of attacking persistent problems experienced by older persons. Students often do not perceive that they can become community problems-solvers until they see several examples of how they can meet older persons' needs.

This simple exercise applies to urban and rural settings. The instructor may choose to use only the example given or to provide editions of local newspapers for students to select articles that illustrate local problems.

Present an example of elderly victimization problem-solving, such as the one described below. Indicate needs and resources, a few ideas that brainstorming might suggest and possible actions.

EXAMPLE

Needs	Brainstorming	Actions(s) Planned
Crime prevention **Bessie Williams Hospitalized After Youth Snatches Purse** A 73-year-old woman was hospitalized late yesterday afternoon after a young purse snatcher knocked her down and fled with both her purse and her groceries. Bessie Williams of 6022 Warsaw Avenue was returning from a grocery store less than a block from her home when the incident occurred.	Vigilante force to patrol Deliver groceries to elderly Ask Department of Human Resources to provide vans or cabs Use school bus to take elderly shopping once a week Go to stores with elderly shopper	Set up escort service for elderly citizens

An Elderly Victimization Problem-Solving worksheet is provided.

Break the class into small groups. Have the members of each group define the need indicated by the article, brainstorm possible ways of meeting it, go back over the suggestions to evaluate them for desireability and feasibility, and present specific proposals for action to the entire group.

Elderly Women Terrorized By Brutal Attacks; Three Arrests Made

By Staff Writer

She is 72 years old, a widow, and she was alone, as usual, late last Thursday night when two men forced their way into her house on North Street, a quiet residential neighborhood. She had seen them earlier in the afternoon in her backyard and nervously had called a neighbor, but not the police.

The intruders beat her about the face so severely that her eyes were swollen shut. They dragged her through the house, breaking her collar bone and arm, and sexually attacked her.

They destroyed everything—mirrors were broken, the refrigerator was ransacked, the baby crib mattress she kept in readiness for her infant grandchildren's visit was ripped to shreds.

They heaped the debris on top of her and left her for dead. She lay there 12 hours before she was discovered.

When police saw the carnage, the immediately linked it with a similar incident that occurred three months ago in the same neighborhood. On Nov. 14, two men came to the door of an 83-year-old woman who lived near and streets and told her they were delivering a package from the post office.

She refused them entry, but half an hour later, her curiosity got the better of her and she opened her door. She was jumped by two men who forced their way inside her house. While one man searched the house, the other tried to rape her. She fought off the sexual attack, but her shoulder was broken in the process.

After the second attack, four detectives began to work around-the-clock. "These are . . . real animals and they have got to be stopped," said detective

On Wednesday night police arrested , 20, of St. and two 16-year-olds who lived in the same area, just north of the women's homes.

Police and prosecutor refused to comment on why the three were arrested. All were charged with burglary, robbery, and felonious assault. Other charges are expected to follow soon, police said.

The two 16-year-olds were being held without bond and in lieu of $100,000.

Crimes of such brutality are unheard of in this neighborhood of modest, well-tended homes that nestle around Hospital, neighbors say. Residents say they are frightened, their fears only partially allayed by the three arrests.

"I'm retired military," said one neighbor who asked not to be identified. "I was in World War II and I was in Korea and I've never had anything shake me like this.

"My wife is just a basket case," he said.

He said he is thinking of moving and expects that other neighbors will follow suit. "There are five widows that live in this neighborhood," the neighbor said. "I can't imagine that any of them feel very comfortable here right now."

Before the arrests, the detectives had said the assailants may have been looking for money to support drug habits, although they could not explain why the attacks were so vicious.

"We are talking here about vulnerable, elderly people," said detective "But this was just the worst I've ever seen. They didn't have to go through all of this to get it [what they wanted]."

Some neighbors yesterday questioned how the women would be able to survive such attacks emotionally once they have recovered physically.

The 83-year-old woman attacked in November has left the hospital and now is living with relatives. The woman attacked last week was listed yesterday in "serious" condition in Hospital.

"It was all so brutal . . . I just don't know how she'd feel about living in her house again after what happened," said , a neighbor who lives across the street from last week's victim.

"It will be very hard for her. It is very hard all the way around," said.

Action(s) Planned

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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EXAMINATION: MODULE II, LESSON FOUR

1. In order to reduce victimization of the elderly, as well as their fear levels, law enforcement agencies need to move from a traditional emphasis on reactive policing to a new focus on proactive policing.

    True   False

2. Reactive policing is better suited to accomplish the public service function than proactive policing is.

    True   False

For questions 3-6 answer TRUE if the given statement is either characteristic of, or a specific function of crime analysis. Answer FALSE if it is neither.

3. Provides for data which has universal utility throughout the agency.

    True   False

4 Decreases the percentage of cases closed.

    True   False

5. Discourages citizen support for crime-specific programs.

    True   False

6. Projects future problem areas to be encountered.

    True   False

7. Crime analysis depends primarily on one source for the raw data it necessitates. That source is the _____.

8. In order to maintain consistency for comparison with available data, the process of data collection for crime analysis must be conducted in a _____ manner.

9. Valuable information about the crime problem within a specific jurisdiction may be obtained by use of a _____ victimization survey.

10. The combination and collation of collected information into relevant trends is also called the process of _____.

11. _____ analysis helps define proper crime prevention needs and techniques and thereby aids in control of initial crimes which have the potential to escalate into more serious crimes.

12. The rapidity of the distribution of information gathered in crime analysis dictates the _____ that information may have, which in turn is a measure of the value of the crime analysis process.

13. Crime prevention can be thought of as attacking the problem of crime before it occurs. The critical factor in crime prevention programming is community awareness.

<p style="text-align:center">True   False</p>

14. Crime prevention techniques must be directed in their approach. However, the officer need not educate an older person about unnecessary fears he/she may have since those fears will aid in the prevention process.

<p style="text-align:center">True   False</p>

15. Common benefits to the entire community are shared when law enforcement officers are trained to assume a leadership role among older persons in that community who have been victims. This factor may be depended upon to self-initiate cooperation of community organizations in crime prevention programs.

<p style="text-align:center">True   False</p>

16. Cohesive community involvement in crime prevention programming can potentially have a great deal of influence on legislation relating to the criminal justice system.

<p style="text-align:center">True   False</p>

MODULE THREE
COMMUNICATION PRINCIPLES

Communicating With Older Persons
Programming With Older Persons
News Media Relations

LESSON ONE
COMMUNICATING WITH OLDER PERSONS

TRAINING OBJECTIVES

1. The student will be expected to know and understand the elements of the communication process which are particularly important in working with older persons.

2. The student will be expected to develop an awareness of the factors which inhibit effective communication with older persons, such as his own biases, value judgments, and assumptions.

LESSON OUTLINE

I. Introduction

    A. The Law Enforcement Officer's Most Practical "Tool" Is His Ability To Communicate Effectively

        1. About 70 to 80 percent of an officer's on-duty time is spent talking, listening, reading, or writing

        2. An officer's ability to communicate skillfully probably is the most significant determinant of his professional effectiveness

★90   B. Communicating Effectively Is A Skill

        1. Must be learned
        2. Requires practice

    C. Communicating With Older Persons Differs From General Communication In Two Ways:

        1. Emphasis
        2. Articulation

II. Communication Is Purposeful

★91   A. Purpose Influenced By Role

        1. The purpose or objective of a conversation between a police officer and an older person varies according to the role of each—officer must assess what the older person needs from the conversation

III-1

2. Patrol officer needs to leave the older person with a positive attitude about the encounter

3. Officer might need to inform and enlighten older persons and convince them to modify their behavior to prevent further victimization

4. Officer must be aware of his own actions and attitudes when communicating with older persons

5. Officer must be sensitive to the older person's abilities and point of view

B. Purpose Implies Planning

1. Logic dictates that communication should be planned in order to be as effective as possible

2. Police officers often confuse efficient and effective communication

   a. Efficiency is an input to output measure—finds the most economical, or cheapest, way of doing something

   b. Effectiveness measures the extent to which an activity accomplishes its goals—considers qualitative aspects

   c. The most efficient approach to an undertaking may not be the most effective—particularly true of the communication process

   d. Communication is effective if the person who receives the message is satisfied with its content (substance) and the way it was delivered (form)

3. Planning a communicative act does not need to be complicated: some forethought should be given to conversations with older persons who seek help from the police

4. When planning a communicative act with an older person, the officer should consider the "stakes" involved

   a. Pay-offs vary according to individual needs and perceptions

   b. Pay-offs affect the officer's behavior even if they are are not consciously recognized

   c. If the officer is aware of the pay-offs, he can develop a plan to attain them

III. Overview Of The Communication Process

   A. Theoretical Model Views Communication As Taking Place Within An Arena In Which
★92 People Use Words As Symbols For The Ideas They Want To Transmit

III-2

1. Ideas are sent through two channels

   a. Verbal: ideas are put into a language code, or words
   b. Non-verbal: behavioral clues which show the true meaning of the words

2. Communication arena includes the immediate physical area around the communicators

3. Critical elements of the theoretical communication model are:

   a. People (the communicators)
   b. Verbal and non-verbal transmission channels
   c. Communication arena

B. People: The Communicators

★93
1. A person's personal background, cultural experiences, and value system influence what he says and what he hears

2. Self-awareness is a fundamental component of effective communication

   a. Particularly true in a law enforcement contact, since the officer plays the role of problem-solver

   b. Officer is responsible for making the communication work— he must know how to accomplish this quickly

3. The police officer's natural suspiciousness, carried to extremes, can hinder effective communication

★94
4. Communication can also be hindered by the officer's personal feelings about, and attitudes toward, older persons

5. Officer must develop an understanding of how his personal attitudes influence his behavioral responses toward older person—officer should be aware of his personal "hot spots" (ideas, words, or behaviors which provoke an emotional response before the officer has a chance to think about it)

EXERCISE ONE, P. III-15

6. A person's experiences affect how he interprets data

   a. Receiver behavior: the manner in which a person interprets things

   b. Sender behavior: how a person expresses thoughts, feelings, and ideas

7. The communication awareness process is bi-directional

III-3

a. Knowing oneself is only half of the battle—a person must also be sensitive to the attitudes and perceptions of the other person in the communicative process

b. Officer must try to understand how the other person will react to what he says and does

c. Officer can usually expect a favorable reaction from older persons

d. Some older people share a "should/would" attitude toward police officers

   (1) Person expects more from the police officer than he really believes he will receive

   (2) Derived from the television portrayals of policing

e. To communicate effectively, the officer must probe sensitively to determine the older person's expectations for service

C. The Verbal Transmission Channel

★95

1. People often misuse words and confuse others

2. "Container myth" is one of the most common word-related errors

   a. Words do not have meanings by themselves: people give them meanings

   b. Officers must test whether the words they are using are being heard with the intended meaning

3. Officers should avoid using police jargon when communicating with older persons

4. Word level: officer must take care to match the words he uses to the listener's knowledge level

5. Circumlocution: officer should avoid using words that are so ambiguous or imprecise that they do not focus on the subject

D. The Verbal Reception Channel: Feedback

1. The person communicating with the officer can be imprecise or unclear—it is the officer's responsibility to interpret correctly the verbal information he receives

2. The feedback process enables the communicator to determine whether his message is getting through as desired

3. Active listening is the most difficult challenge in communication

   a. Least developed skill in most people

III-4

b. To get an older person to listen, an officer can first gain his confidence with "small talk"—a 10 to 15 minute conversation in which the officer sincerely asks questions about the older person's personal life and carefully listens to the responses

   (1) Puts the older person at ease
   (2) Officer can then turn the conversation toward the business at hand

4. Officer should let the older person talk—their long-term memory is often better than short-term memory; older persons can often recall details if the officer does not quickly close the conversation

5. Officer should pay careful attention to "feedback" from the older person

   a. Indicates how "close to the mark" the officer's communicative efforts are coming

   b. Officer should avoid "closed" questions—those that only require a yes or no answer

   c. It is helpful if the officer builds new questions out of the older person's last response and selects "topic statements" out of the "sets of thoughts" in the dialogue

E. Controlling The Verbal Channels: Some Techniques

1. Officer should control interviews by mastering communication skills rather than relying on his "weight of authority" represented by the uniform and badge: authoritative behavior causes defensive reactions in the interviewee and builds unnecessary barriers

2. A crucial element of control is understanding the role of the interviewer

   a. Reactive behavior: interviewer makes an emotional, subjective, personal, or value judgment of the other person

   b. Interactive behavior: interviewer attempts to understand the other person and obtain factual, relatively unbiased information—this behavior is more beneficial

3. The interviewee may resort to defensive behavior

   a. Lying

      (1) Interviewee wants to protect his image and look good
      (2) Covers up elements of the truth that threaten him

   b. If the interviewer reacts to defense mechanisms, he will generate even more defensive behavior in the interviewee

III-5

c. The officer's best option for maintaining control is to understand the dynamics of the interviewee's defensive behavior and how it can potentially affect him

4. Tactical response can help keep the officer in the role of interactor

   a. Mirror response: officer repeats—or "mirrors back"—what the interviewee has said

   b. Paraphrasing: officer repeats in his own words what the interviewee has just said

   c. "Feeling" response

      (1) Officer should attempt to find out how the interviewee feels about the present situation and what his attitudes are toward the officer

      (2) Officer helps the interviewee identify his attitudes, verbalize them, and determine what they are related to

5. Vocal characteristics, or how the officer uses his voice, can create communication problems with older persons

   a. Many older persons have hearing difficulties

   b. Officer must try to speak clearly and comfortably and avoid shouting at the older person or exhibiting frustration, which may anger the older person

F. The Non-Verbal Channels: "Body Language"

1. Officer should not underestimate the value of reading and accurately interpreting non-verbal communication signals, or "body language"

2. "Body language" is a valuable communication channel

   a. Difficult to fake

   b. Officer can achieve a broader understanding of older person's point of view by observing non-verbal cues

   c. Officer also should make certain he does not send out the wrong verbal cues to the person being interviewed

3. Types of non-verbal cues

   a. Congruent: cues match the words being spoken

   b. Incongruent: non-verbal cues suggest something different than the words being spoken—listener has a vague feeling that the speaker is lying

4. Several non-verbal signals are important for the officer who is communicating with an older person

★96

   a. Establishing and maintaining periodic eye contact—indicates interest and concern

   b. Interviewee sends clues to the officer with hand signals, such as clenching his fists to indicate that he supports what he is saying

   c. Arm and hand gestures used in combination may indicate openness or hostility

   d. The officer's posture is important when dealing with older persons—officer should lessen the negative consequences of his authoritative role by sitting down

   e. Touch is important to the older person and the officer may need to touch the older interviewee to comfort him

G. The Non-Verbal Channels: Proxemics

★97

1. Proxemics refers to the measurement of space around people

   a. People react to persons who intrude into their personal space

   b. Reaction depends upon who the person is, the circumstances of their intrusion, and how close they come

2. Each person is surrounded by four zones—as another person moves from the outer edge of the farthest circle toward the center, he increasingly becomes a nuisance or threat

   a. "Public" zone: the farthest from the person, extending 15 to 25 feet or more—usually non-threatening for most people

   b. "Social" zone: extends from four to 12 feet—the area in which casual conversations may be carried on

   c. "Personal" zone: extends from one and one-half to four feet from the body

      (1) Usually restricted to persons one knows well

      (2) Others who intrude into this zone can make the person uncomfortable unless there is a sound social reason for the intrusion

   d. "Intimate" zone: extends from one and one-half feet to actually touching the person and is restricted to people who are actually invited to be that close

3. In most non-crime situations, officers deal with people either in the personal or social zones

a. A person may react negatively if the officer intrudes into the personal zone without being invited

b. Officer is generally trained to position himself defensively at a 45 degree angle on the weaker side of the person he is talking to: this position may be disadvantageous if the officer is talking to an older person

   (1) Can complicate communication if the older person suffers from poor eyesight or hearing disabilities

   (2) This position usually requires the officer to intrude into the personal zone, which could irritate or confuse the older person

c. The officer should ask the older person's permission to enter the personal zone

H. The Arena In Which Communication Occurs

1. Setting in which communication takes place influences both the content and the form of the message being sent and received

2. Type of space

a. Older person will be most comfortable in a setting which is familiar to him, such as his home

b. If the interview with an older person takes place out of doors, the officer should be aware of the many distractions that impede the smooth flow of information

   (1) Older person may suffer from visual difficulty known as glare resistance

   (2) Older person may suffer from a higher noise threshold than the officer and may not hear words clearly

c. Older person will probably be uncomfortable during interviews conducted in a police station

   (1) Office setting is sterile and formal

   (2) Officer can alienate the older person by sitting behind a desk; this creates an authoritative "social distance"

3. Props

a. Props used purposefully may increase the officer's effectiveness

b. Props include all physical objects that can be manipulated as part of the communicative act

c. Officer should be careful how he uses props: should not use them to increase his authoritative status when interviewing older persons

d. Officer can use props to test an older person's sensory perceptions and obtain clues about visual ability and coordination

e. Officer should make certain the prop does not become a distraction during the interview

IV. The Cause Of The Communicative Contact: Crime-Related and Non-Crime-Related Situations
★98

A. Older Persons As Offenders

1. Officer should not stereotype the older offender as a vagrant or "dirty old man"

2. Officer should realize that older offenders are generally apprehended for the same offenses as persons in other age groups

3. Officers should understand that the following situations may influence deviant behavior by older persons

   a. Loss: an inability to adjust
   b. Health problems
   c. Physical and social restraints which drive the older person to "break free"

4. Officer should realize that the older person may be acting out some form of social delinquency to compensate for the stresses and losses that are part of the aging process

B. The Older Person As A Crime Victim

1. Older persons often do not report crimes because:

   a. They feel the police could not do anything and there was no reason to report
   b. They feel the incident was too trivial to report to the police
   c. They have a fear of reprisal if they report the incident

2. Dealing with the elderly victim of a crime requires sensitivity on the part of the officer

   a. Officer should strive for effectiveness, not efficiency

   b. Officer should be honest and try not to give the older person an unreasonable expectation for solution of the crime or recovery of his property

C. The Older Person As A Crime Witness

1. Interviewing the older witness requires skill and patience

2. Older persons as a group generally may be classified as very effective witnesses

3. Methods for interviewing older witnesses

   a. Officer should first identify himself and his department

   b. He should explain his role and responsibilities

   c. Can establish a level of confidence by engaging in "small talk"

   d. Should attempt to keep older persons on the subject but should not be too quick to break off rambling discourse because older persons generally take longer to recall facts

   e. If the officer is writing a report during the interview, he should explain to the older person what he is writing down

   f. The officer should explain exactly what will be done in the investigation and should follow up with the older person to keep him informed about how the investigation is progressing

D. Older Persons In Non-Crime Situations

★99

  1. Chronic caller

   a. Officer can provide them some assistance by establishing working relationships with social service agencies for referrals

   b. Officers should not treat chronic callers lightly—their problem may be real and serious

  2. Older driver

   a. Often has great difficulty accommodating visually to varied distances and adapting to dark and light changes

   b. Officer on patrol can note traffic signal and sign problems which can affect the older driver and report these problems to the proper city agency for correction

   c. Officer should assess the capabilities of the individual older driver and refer him for re-examination if necessary

  3. Wandering older adult: his situation may vary from hopeless to discretionary

4. Family problems: good communciation skills will help the officer bring these situations under control effectively

EXERCISE TWO, PAGE III-21

MAJOR PRINCIPLES DISCUSSED

1. *An officer's ability to communicate skillfully probably is the most significant determinant of his professional effectiveness.*

Developing effective communication skills requires practice. The officer must learn the elements of communication, how messages are transmitted and received, and factors which inhibit effective communication. When communicating with older persons, the officer should be aware that he may have to utilize special communication techniques because of visual or auditory problems which the older person may have. Effective communication with older persons requires patience on the officer's part. The officer who makes an effort to communicate with older persons will often find that they provide him with valuable and needed information.

2. *In order to communicate effectively with older persons, the officer must be aware of his own biases, value judgments, and assumptions about the aging process.*

Officers must be sensitive to the older person's attitudes and points of view; he must realize that the older person also is seeking information and assistance from the communicative act. The officer should leave the older person with a positive attitude about the encounter. His communication with the older person should be effective—the older person should be satisfied both with the content of the message and the manner in which it was delivered.

KEY TERMS AND CONCEPTS

Communication
Elements of the communication process
Planning a communicative act
Efficient communication
Effective communication
Qualitative aspects of communication
Communication "pay-offs"
Theoretical model of the communication process
How ideas are communicated
Verbal communication channels
Non-verbal communication channels
Behavioral clues
Communication arena
Influences upon how a person communicates
Value system
Self-awareness
How communication can be hindered

Personal "hot spots"
Receiver behavior
Sender behavior
Bi-directional communication awareness process
"Should/would" attitude toward police officers
"Container myth"
Police jargon
Word level
Listener's knowledge level
Circumlocution
Verbal reception channel
Feedback process
Active listening process
"Small talk"
Long-term memory
Short-term memory
"Closed" questions
"Topic statements"
"Sets of thoughts"
Techniques for controlling verbal channels
Officer's "weight of authority"
Role of the interviewer
Reactive behavior
Interactive behavior
Defensive behavior
Defense mechanisms
"Mirror" response
Paraphrasing
"Feeling" response
Vocal characteristics
"Body language"
Types of non-verbal cues
Congruent non-verbal cues
Incongruent non-verbal cues
Important non-verbal signals
Proxemics
Personal space
"Public" zone
"Social" zone
"Personal" zone
"Intimate" zone
Officer's defensive positioning habit
Glare resistance
Noise threshold
Authoritative "social distance"
Props
Sensory perceptions

Older persons as offenders
Older persons as crime victims
Why older persons may not report crimes
Older persons as crime witnesses
Techniques for interviewing older witnesses
Chronic caller
Problems faced by older drivers
Wandering older adult

DISCUSSION QUESTIONS

1. What are some of the major reasons why a police officer should make certain he always leaves an older person with a positive feeling after a conversation or interview?

2. Why aren't police department efficiency measures applicable to conversations between officers and citizens? What impact would the "super efficient" officer have upon the department's image in the community if he rushes through conversations with citizens? Is this type of officer really effective? Why or why not?

3. The "generation gap" which exists between older citizens and younger police officers can contribute to communication problems. What factors should an officer take into consideration when he is planning to talk with an older person? What personal attitudes, biases, and prejudices should the officer be aware of—both his own and the older person's—which may hinder effective communication between them?

4. What typical behavioral patterns do officers exhibit which may confuse or alienate older persons during a conversation or interview? What does the older person do to confuse and alienate the officer? How can these problems be overcome by both parties for a more effective conversation or interview?

5. What steps can an officer take to get an older person to *listen* more effectively and answer questions accurately in the following types of situations?

   a. Interview in the older person's home after a burglary.

   b. Scene of automobile accident in which the older person is a witness.

   c. Scene of automobile accident in which the older person is a noninjured participant.

   d. Scene of a street mugging in which the older person is a victim.

   e. Police department office where the older person has come voluntarily to offer information about suspected narcotics sales at his neighbor's house.

6. What steps should an officer take if an older person begins to obviously lie or resort to defense mechanisms during an interview?

7. George Gregory, 21, who has been arrested and charged with homicide, has stated that he was with his grandfather watching TV when the murder supposedly took place. His grandfather, Peter Gregory, 72, is hard of hearing and also has poor eyesight. In addition, he takes medicine for a heart condition, which causes him to drop off to sleep frequently. How should the investigating officer approach Peter Gregory to question him about his grandson's alibi? What possible problems could the officer expect to encounter during the interview and how can he deal with them? What must the officer do to obtain the most effective interview possible?

8. What non-verbal communication signals are common to different ethnic, racial, and age groups? What important non-verbal cues should the officer look for when interviewing older persons?

9. When dealing with an older person who has committed a crime, what special factors should the officer be aware of? How should the officer handle the older offender?

10. What steps can an officer take to communicate to older persons in his community that it is important to report *all* criminal acts against them? Why don't many older people report crimes in which they are a victim?

11. Older persons often make very effective witnesses. What important factors should an officer take into consideration when interviewing the older witness? Why is it so important for the officer to keep the older witness informed about the progress of his investigation?

12. Mary Washington, 75, is a widow who lives alone in a town of 10,000 people. Her four children, who live in a city 25 miles away, visit her only on Sundays. Every Wednesday afternoon she bakes cookies and then calls the police department to report a "prowler in her yard who is trying to break into her house." The department sends an officer to investigate and Mrs. Washington insists that the officer stay for cookies and tea. The officers usually stay for about 30 minutes, since there aren't many calls for police services on Wednesday afternoons. The captain thinks this is a waste of police services and has labeled Mrs. Washington as a "chronic caller and old pest." He told the dispatcher to ignore her Wednesday afternoon calls. When the chief heard about the captain's order, he overruled it and told the dispatcher to continue to send an officer when Mrs. Washington calls. Who took the best action—the captain or the chief? Why? What can be done to help Mrs. Washington? Or is she just "an old pest" as the captain claims?

ANSWER KEY

1. True; 2. True; 3. True; 4. False; 5. Receiver behavior; 6. False; 7. Feedback; 8. Active listening; 9. Small talk; 10. False; 11. Interacting; 12. Speaking clearly and comfortably; 13. Non-verbal; 14. Personal or social; 15. Personal; 16. False; 17. False; 18. True.

EXERCISES

Exercise One: Removing Emotional "Hot Spots"

Time: About 30 minutes

Purpose: To highlight personal behavior issues in Lesson One

Objectives:

1. To identify personal biases which create obstacles to effective communications with older persons.

2. To develop behaviors to remove barriers to communication.

Process:

Being unaware of personal value and attitude biases produces "hot spots" which can greatly interfere with and disturb the student's communication strengths. Once "hot spots" are identified and alternative behaviors considered, the student can overcome many obstacles to effective communications with older persons.

Phase One: Identifying "Hot Spots"

Hand out a "Hot Spots" Checklist to each student. Explain that this exercise will not be graded; its purpose is to give the individual student insight into his personal biases which can in turn affect his communication abilities. Have students complete the checklist and total their ratings.

Discuss stereotypes, totals and ratings with the class.

1. Stereotypes

Who did you visualize as you made your responses?

How old was the younger person?
What did he or she look like?

How old was the older person?
What did he or she look like?

Often people conceive of the typical older person as a nice little old lady. However, officers will find themselves dealing with a great variety of older adults with unique personalities and attributes.

2. Totals

Which column total is greater?
Do you have more "hot spots" for older or younger persons?

Is your overall total 50 or under?
You may have great emotional control or you may be unaware of some "hot spots" you possess. Do you find yourself able to handle older persons without emotional involvement?

Is your overall total 100 or over?
You may be too critical or are overreacting to your "hot spots." Does your performance reflect the high score?

There are no good or poor scores; only honest or dishonest ones.

3. Ratings

Underline those items rated 3 or 4 for both columns. The source of your "hot spot" in these cases is the situation itself.

Circle those ratings which are higher for an older person than for a younger person. What are the underlying reasons for your reaction? These personal value and attitude biases may create obstacles to communicating with older persons.

"HOT SPOTS" CHECKLIST

Read through the checklist and rate your *immediate* reaction to each situation.

1 = Cool	Seldom distrubs me.
2 = Lukewarm	Occasionally disturbs me.
3 = Hot	Frequently disturbs me.
4 = Steaming	Always disturbs me.

On a day when everything goes wrong how do I react on the job when:

A Younger Person	An Older Person	
1.		does not listen to me?
2.		will not stop talking?
3.		will not talk very much?
4.		cries?
5.		shows hostility toward me?
6.		flirts with me?
7.		lies to me?
8.		constantly asks me questions?
9.		does not respond to me the way wanted?
10.		has poor personal hygiene?
11.		touches me?
12.		has irrational victimization fears?
13.		hallucinates or acts confused?
14.		expects me to perform miracles?
15.		does not remember what I said?
16.		is dominant and overbearing?
17.		is extremely despondent?
18.		is lonely and wants to talk?
19.		has severe physical handicaps?
20.		treats me like a child?
21.		tries to buy me off?

TOTAL

Phase Two: Removing "Hot Spots"

Read over the items again and select three "hot spots" involving older persons that you would like to change.

While students select items, pass out Removing "Hot Spots." Give students 10 minutes to work through the process and conclude the exercise with a general discussion.

What have you learned?
Do you feel this exercise has increased your awareness?
How will you change your behavior in the future?

REMOVING "HOT SPOTS"

1. What do I actually do when this situation happens? Be as specific as possible.

   HOTSPOT #1: _____
   _____

   HOT SPOT #2 _____
   _____

   HOTSPOT #3: _____
   _____

2. What emotion is triggered? (Such as anger, pity, frustration, anxiety.)

   HOTSPOT #1: _____
   _____

   HOT SPOT #2 _____
   _____

   HOTSPOT #3: _____

3. What would you like to be able to do?

   HOTSPOT #1: _____
   _____

   HOT SPOT #2 _____
   _____

   HOTSPOT #3: _____
   _____

4. Mentally picture yourself performing the new behavior— what you are saying, how you appear and the response you expect from the older person.

5. Removing your hot spot will require action. Without practice, the new habit will not be acquired. Imagining how you could be or wishing for change will not work without actually doing it.

Exercise Two: Empathic Role Play

Time: About 50 minutes

Purpose: To reinforce major principles discussed and conclude Lesson One

Objectives:

1. To practice interview skills and communication techniques for older persons.

2. To understand communication difficulties often experienced by the elderly.

Instructor Preparation:

Read the entire exercise and prepare the following materials:

1. Obtain a sufficient number of eyeglass frames to supply to older victims/witnesses. (These are available from optometrists; old sunglasses may be used as well.) Tape saran wrap over the empty lenses so that vision is partially impaired.

2. Purchase a package of cotton balls or borrow a sufficient number of sound suppressors from the firing range to provide one pair to each victim/witness.

3. Make copies of critique forms for observers.

Process:

The Empathic Role Play is divided into four main phases; role assignment, crime simulation, interview, and assessment.

Phase One: Role Assignment

Students will be assigned one of three roles:

1. Older victims/witnesses
2. Investigating officers
3. Observers

The instructor must initially divide the class. The number of students assigned to each role will vary according to class size. The following example breaks down role assignments and materials for 25 students.

Students	Role Assignment	Materials
5	Older victims/witnesses (1 victim and 4 witnesses)	glasses
		ear gear
10	Investigating officers (5 teams of 2)	pencil
		paper
10	Observers (5 teams of 2)	pencil
		critique forms

III-21

Instruct the older victims/witnesses to put on eyeglasses and ear gear to simulate vision and hearing impairments common in older persons. They will be taken to another room (out of the view of the rest of the class) where a crime will be committed. Then, they will return to the room to be interviewed by investigating officers responding to the crime. Explain to the class that one person will be a victim while the rest will be witnesses.

The teams of officers will each elicit a description of the incident and the suspect from an older victim/witness.

The observers, in teams of two, will critique the interviews. Observers must not participate in or interfere with the interview. The investigators are not permitted to read the observers' critiques.

Groups

Divide class into groups—one team of investigating officers with one team of observers (in the example cited above, there are 5 groups). Each group will be assigned one older victim/witness. Inform the older victim/witness that they will be taken to another room where the crime will occur.

Phase Two: Crime Simulation

The simulated crime scene can be a pursesnatching, pickpocketing, armed robbery, etc. The instructor will need to provide a purse or wallet to the intended victim and pre-arrange for a volunteer to commit the crime. It is preferable to select someone who is not a class member and not readily recognized by the students.

Remove the older victim/witnesses from the class. Instruct the victim that his cooperation is required and he must let the crime occur. Also warn the witness that they may not interfere or retaliate against the offender. Ensure the safety of the volunteer!

Arrange for the crime to be committed with an element of surprise. Have the intended victim and witnesses put on their gear; lead them through a long corridor or down a stairway where the offender waits. Having the incident occur *before* it is expected adds realism.

Phase Three: Interview

After the crime has occurred, bring the victim and witnesses back to the classroom to be interviewed. Tell them to retain their gear during the interview. Assign one victim/witness to each group of officers/observers.

Give investigating officers 15 minutes to complete the interview. Students should maintain their respective roles until the interviews are complete.

Phase Four: Assessment

Have each team of interviewing officers give their descriptions of the incident and the suspect.

Record on chalkboard or flip chart. When all descriptions are received, have the class compare the information and decide its reliability.

Bring the "suspect" into the class and compare his traits with the students' information. Get reactions from victim/witnesses about the suspect and the incident. Point out that the victim's instinctive reactions, such as clutching a purse, clearly demonstrate the likelihood for injury when older persons are victimized.

Have each team of observers critique the interviews. Then, ask the investigating officers and victim/witnesses to give their reactions to the interview process. Have the class conclude the exercise by identifying interview skills and communication techniques most appropriate for older persons.

EXAMINATION: MODULE III, LESSON ONE

1. The majority (approximately three-fourths) of an officer's on-duty time is spent communicating via talking, listening, reading, or writing.

    True   False

2. The purpose of communication between an officer and an older person will be determined by the officer's assessment of what his role and objectives in that particular encounter are.

    True   False

3. A person's perception of an incident will in part be a function of his background, cultural experiences, and values.

    True   False

4. Due to the nature of the communication process between an officer and an older person, the officer's biases, attitudes, and personal feelings are irrelevant in that process.

    True   False

5. The internal process by which a person interprets things may be called _____.

6. Recent studies have found that, as a group, younger persons have a more favorable attitude toward law enforcement officers than do older people.

    True   False

7. The verbal reception channel by which the communicator can determine whether he has communicated successfully is known as _____.

8. Under normal circumstances, a speaker can hold the undivided attention of his audience for only fifteen to forty-five seconds at one time. This fact supports the notion that the most difficult challenge in communication is _____.

9. A ten to fifteen minutes conversation conducted for the purpose of making the older person comfortable and establish a rapport is known as _____.

10. An officer should not allow a long period of time to respond when questioning an older person because for many older persons short term memory is better than long term memory.

    True   False

11. When an interviewer makes a value judgement of the person with whom he is speaking, he is *reacting* to the individual. When the objective of the interviewer is to understand the person with whom he is speaking he is to be _____ with that individual.

12. In dealing with an older person who has a hearing difficulty, the officer may affect skillful communication by _____ .

13. Eye contact, hand signals, gestures, posture, and touch are all some form of body language. Body language is a valuable information process because it is so difficult to fake. Body language is classified as a _____ channel of communication.

14. For purposes of communication, the space around a person is said to be segmented into four areas. These areas are known as the intimate zone, the personal zone, the social zone, and the public zone. In most non-crime situations the officer will deal with people in either their _____ zone or their _____ zone.

15. The officer may test the hearing and eyesight of an older person by moving into that person's _____ zone.

16. Deviant behavior by older persons may be a reaction to the aging process. For this reason it is logical to stereotype the older person who is an offender.

<div align="center">True   False</div>

17. Loss of property is extremely important to an older person. For this reason, even when the probability of recovering stolen property is remote, the officer should try to ease the emotional strain by instilling expectations for the successful solution of the crime.

<div align="center">True   False</div>

18. Age should be used as a factor in assessing what techniques to use in interviewing.

<div align="center">True   False</div>

LESSON TWO
PROGRAMMING WITH OLDER PERSONS

TRAINING OBJECTIVES

1. The student will be expected to know and understand the importance of the *planning process* in the development of educational and information programs for older persons.

2. The student will be expected to know and understand the skills necessary to present educational and information programs to older persons.

3. The student will be expected to know and understand how to effectively utilize visual and audiovisual aids in educational and information programs for older persons.

LESSON OUTLINE

I. Introduction

    A. Law Enforcement Agencies Regularly Conduct Educational And Informational Programs For Various Segments Of The Community

        1. The elements of a successful program presentation do not vary significantly from one target group to another

        2. But the emphasis given to each element does differ, as does the ability of each audience to participate in the learning process

    B. Lectures and films, followed by discussions or question-and-answer periods, prove to be better learning experiences for older persons than do formal lecture presentations

        1. In all situations, basic communicative skills are needed to deliver the message effectively

        2. To present a program to an older audience, the speaker's talk must be:

            a. Properly paced
            b. Well-organized
            c. The speaker needs to know how to use memory cues and visual aids

        3. Other factors also contribute to effective programming for older persons:

a. Supportive environment
b. Audience participation
c. Meaningful content

4. Practical consideration of physical factors is equally important:

   a. Outside interference
   b. Rest breaks
   c. Lighting
   d. Room temperature
   e. Accessibility to the meeting area

II. Program Planning
★100

A. Students: Who Are The Targets?
★101

1. Students are the most crucial variable in program planning

   a. The outer ring of the program planner's "target" contains the most general descriptions of the audience

   b. Each successive ring further refines what is known about the audience

   c. In the bullseye, one finds the most specific characteristics of the audience

2. The first step in planning a program presentation is to assess the characteristics of potential participants

   a. The crime prevention officer responsible for presenting the program should ask a series of increasingly specific questions to ensure that he fully understands the audience's composition and needs

   b. Questions he should ask are:

      (1) What is the source of the program?
      (2) Has it been requested specifically by a sponsoring group or agency?
      (3) Is it one of a series scheduled in advance by the law enforcement agency?
      (4) Is it part of a more encompassing program?

★102
   c. The answers to these questions will begin to establish the context for the program presentation:

      (1) What occurrence or concern led to the program request?

      (2) If there were no specific occurrences or concerns, why did the group decide to request a program on this specific topic?

      (3) Who in the group specifically wants the program?

      (4) What are the characteristics of the group?

3. The planner must examine his own motives for selecting the topic, location, and audience: a successful program is one which says something the participants need to hear

4. If the planner is preparing a short presentation which will be part of a larger program, such as a day-long workshop, he must add several questions to those identified earlier:

   a. What is the overall topic of the workshop or conference?

   b. Who are the sponsors and what are their intentions?

   c. What are the other elements of the program?

   d. How are the participants being recruited?

   e. What is the sponsor "promising" the participants?

   f. Will every participant be a part of the planner's session, or will they be choosing from among a "menu" of workshops or presentations?

5. The purpose for analyzing the audience is to help in making decisions about:

   a. What to say
   b. Why it should be said
   c. Where to say it
   d. How to say it

B. Training: What To Say And Why
★103

1. The more general the topic, the more applicable it is to a variety of audiences

2. The more narrow the topic, the more relevant it is to a specific audience

3. If an objective of the program is to stimulate action on the part of the audience, then the message must be applicable specifically to that audience

4. The program planner must develop a list of objectives for each program
★104,105,106
   a. At the top of this list will be the most general and fundamental goal or purpose of the specific program presentation

(1) Will help the planner develop more specific objectives

(2) The fundamental goal statement must reflect whether the program aims merely to inform members of the audience or whether it aims to change the behavior of program attendees

b. The program plan should list the objectives in concise, simple language

C. Atmosphere And Requirements: Where And How To Say It

1. The physical environment is a critical factor in successfully delivering a program

a. If the physical facility is inadequate and cannot be modified, then the program must be structured to work around the worst physical features

b. The best way to determine the adequacy of a location is to visit it sufficiently in advance of the presentation to select an alternative site if necessary

c. Several considerations in planning how to present a program focus on the room itself

★107

(1) What is its size and shape?

(2) What is its seating capacity?

(3) What kind of tables and chairs are available?

(4) Is the room convenient to other rooms which will be used?

(5) What is the entrance/exit layout?

(6) Are the building and room accessible to the handicapped?

★108

(7) What is the adequacy of such factors as heating or air conditioning, among others?

★109

(8) Does it have built-in or readily available chalkboards, projectors, screens, and so forth?

(9) Are there any charges for the equipment needed?

d. Other questions focus on the building and area within which the meeting room is located

★110

(1) Is the neighborhood perceived as safe? Is it actually safe?

(2) What is the accessibility to public transportation?

III-30

(3) What is the parking availability?

(4) Is the meeting room being used for other programs immediately before, after, or during the planned presentation?

2. Five conditions need to be given special attention:

a. Interference

(1) Outside interference, distractions, and noise in the program area must be kept at a minimum

(2) It will also help to structure the program so that only one thing happens at a time

b. Lighting

(1) Programs should be conducted in a well-lighted room

(2) Uncontrolled natural light can create glare problems

(3) In conditions of artificial lighting, older persons will need more light than younger age groups for comfortable vision

c. Temperature

(1) Older adults find it difficult to adjust to temperature changes
(2) Cool or fluctuating room temperatures are the most uncomfortable

d. Physical problems

(1) Older adults may experience acute discomfort if they are forced to sit for a long period of time

(2) Rest breaks should be provided about every 20 or 30 minutes so that participants can move about

e. Accessibility

(1) The planner must consider time, place, and transportation factors

(2) Mornings and afternoons are generally the times that older persons prefer to go places

(3) The location should be convenient both in terms of available transportation and access to the room where the program is to take place

★111

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III. Presentation Skills

A. Almost Anything Which Must Be Absorbed Is Subject To Some Degree Of Organization

1. Informational and educational materials must be organized in advance by the speaker to help older adults learn

2. One useful way to accomplish this is to index and categorize smaller topics into larger ones

3. The whole program should be summarized for the older audience before individual topics are discussed in detail

4. This technique has obvious benefits, both for the speaker and the audience

   a. It forces the speaker to take the objectives he has identified and translate them into presentation modules

   b. Each module becomes a building block for the overall program

   c. Older persons also benefit from the redundancy of both the written outline and the spoken word

B. The Presentation Should Focus On Incidents Which Have Occurred In The Neighborhood As One Way to Drive Home Important Points

1. This requires some research

2. The audience must hear the truth—however, the facts should not cause a frightened over-reaction

   a. The speaker should provide facts but should not embellish them with unnecessary "war story" illustrations

   b. He should move quickly to understandable and reasonable prescriptions for minimizing risks to the listeners

3. Research on the topic is the single most critical determinant of a speaker's success

C. Public Speaking

★112

1. An educational or information program usually revolves around a lecturer, speaker, or moderator

2. Audiences react to the tone or mood set by a speaker

   a. If the speaker is tense and uncomfortable, then the audience reaction will be similar

b. If the method of presentation is stiff and formal, then the audience response will mirror that formality

c. It is never good practice to read a speech

3. Notes help the speaker keep to the general format and flow of the presentation

   a. Refreshing one's memory by looking at notes is acceptable

   b. Scanning the faces in the audience also promotes attention and allows the speaker to take the "participative pulse"—to determine if the audience understands what he is saying

4. The speaker must recognize that older persons may be suffering from restricted peripheral vision

   a. The best place for him to stand is directly in front of the largest segment of the audience, preferably on the same level

   b. Room lighting must be on the speaker's face and not in the eyes of the audience

   c. If the speaker's face is clearly visible, it will facilitate lip-reading

5. The speaker should talk in a normal tone without shouting or mouthing words and should project his voice to the last row in the audience

   a. Public address systems do not always help when talking to an older audience, since amplification can cause distortion for people with hearing aids

   b. Shouting does not help either, since it raises the speaker's pitch

   c. Women's voices may pose problems for people suffering from pitch-related hearing difficulties

6. A chalkboard or flip chart can be used to reinforce what is being said, but explanations of charts or illustrations should be made only when facing the audience

7. Gestures and props are useful to illustrate the message the speaker is attempting to deliver

   a. They must agree with the spoken word
   b. They must be timed properly

8. Stepping out from behind the lectern occasionally helps to establish a feeling of openness—people feel the speaker is relating to them informally

   a. Moving back behind the lectern tends to reestablish control
   b. If a lectern is not available, the speaker must take care not to move around too much

(1) Pacing back and forth in front of an audience of older persons will make it difficult for them to concentrate

(2) It will also cause variations in volume level as the speaker moves away from one segment of the audience and then moves back again a few seconds later

9. Pace of the presentation

   a. An older audience requires a relatively slow delivery pace

   b. Careful attention to non-verbal clues of misunderstanding or boredom will tell the speaker if the pace is comfortable

   c. The pace should suit the audience, not the speaker

   d. Sufficient time must be allowed for audience response, as well as for them to process the information being provided

10. Memory cues

   a. Older persons do not tend to use memory aids unless they are instructed to do so

   b. Developing memory cues to highlight points and to help participants associate the information with their own life and environment will help to get the point across

   c. One common approach is to form a single word out of key letters (acronym)

   d. When illustrating an important point or giving definitions or directions, the speaker should use oral and written presentations to aid the memory

      (1) Chalkboard
      (2) Handouts
      (3) Rephrase the same idea in different words
      (4) Encourage the audience to take notes

IV. Visual Aids

   A. Visual Aids Can Reinforce The Spoken Word And Help An Older Audience Remember Ideas

   1. Many older persons have difficulty seeing details—all visual material must be verbally reinforced

   2. Because a person's peripheral vision tends to constrict with age, all visual objects, devices, and materials should be positioned directly in front of audience members—clearly within their field of vision

a. Older persons should not be forced to focus their vision at varying distances within a short time period

b. Often it is helpful to pass visual materials through the audience

3. There are six useful rules relating to the decision to use visuals:

★113

   a. When the visuals are to be used in conjunction with oral or other audio materials, they must be directly related to the audio content

   b. Excessive redundance between visuals and the spoken portion of the program should be minimized

   c. Visual displays should not be punishing

      (1) They must be legible—project clear and bright images
      (2) They should not be ambiguous
      (3) They should be simple and clean in design

   d. Visuals should not be distasteful to the audience

   e. It is best to design visuals in a horizontal format

   f. Color usually adds to learning

★114

   B. Films

   1. A movie can be an important visual aid in any program—films often supplement instruction and add credibility to the presentation

   2. Several cautions should be observed when using films:

      a. The facts presented in the film must be up-to-date
      b. The film must be compatible with the intent of the program

   3. When previewing a film to determine its suitability for older persons, the following elements should be evaluated:

      a. Narration

         (1) Vocal quality should be low-pitched, slow, and relatively loud
         (2) The narrator must be enthusiastic and consistent

      b. Plot

         (1) The film's plot requires good organization

         (2) Actors, locations, and props must be clearly visible to those in the rear of the room.

c. Acting

    (1) The actors must speak clearly

    (2) They must be identifiable and believable

d. Message

    (1) The film's message must be presented in a manner with which an older audience can identify

    (2) Its purpose should be to inform as well as to entertain

e. Length—the film should not be longer than 20 minutes to avoid over-reaching the older adult's attention span

C. Posters

1. Posters can provide flexibility in a presentation

2. Posters must be large enough to be seen

    a. Loose, individual posters are best

    b. They can be held by the instructor and then passed throughout the audience

    c. Posters should be simple and easy to comprehend, with illustrations as realistic as possible

D. Hand-Out Literature

1. Hand-out literature for older persons is the most frequently used visual aid

    a. It can be a record of the program and will assist the older person in remembering what he has learned

    b. It can be used to further supplement law enforcement goals

2. Hand-out literature must be factual and concise

3. Printing and layout

    a. The type size, type style, and spacing should be selected to facilitate readability
    b. Color selection requires high contrast without creating a harsh effect on the eye
    c. Avoid paper tapes that reflect light, such as glossy finish paper stock
    d. Headings, text, and illustrations should have simple lay-outs

E. Demonstrations

1. Older persons can actively participate in the program by taking part in demonstrations or in role-playing skits

2. Use of whistles and lock displays are helpful—the audience can participate by learning how to use these devices

V. Creating A Positive Learning Environment

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A. The Older Persons Themselves Must Be Motivated To Absorb The Information Into Their Lives

B. Supportive Environment

1. Most older adults experience some anxiety in a learning situation

    a. May be reflected in passivity, hostility, or refusal to interact
    b. Conversely, it may result in excessive demands for interaction

2. Being in a peer group rather than an audience with different age levels will be more comfortable for the older person

3. A supportive environment is a comfortable environment

    a. The speaker should avoid being too formal

    b. Chatting with members of the audience before the presentation begins and during intermissions will help

C. Participation

1. An older audience generally will include men and women from diversified social, economic, racial, and cultural backgrounds

2. This experience can be tapped and audience participation encouraged by positively reacting to audience questions and comments

3. It is a good general rule never to ignore a question or comment from the audience

4. Audience participation can be encouraged by program presentors in a variety of ways

    a. Request definitions from the group

        (1) Make certain obscure words or phrases are defined

    (2) Avoid jargon except where it is a necessary part of the instruction

  b. Do not do all the talking

    (1) Encourage the group to verbalize concepts
    (2) Help the audience draw conclusions

  c. Foster self-discovery

  d. Illustrate concepts by sharing personal experiences that can serve as examples of the ideas you are attempting to teach

  5. When using specific examples of traumatic events, the speaker should exercise caution

D. Meaningful Content

  1. To stimulate a desire for participation, information must be meaningful

    a. Ideas and thoughts must be related to an older person's personal experiences or to events familiar to that group

    b. Analysis of the audience and of their crime and service problems during the program planning phase will begin to tell the presentor what meaningful topics can be discussed

  2. What may seem important to a law enforcement officer may be of little or no concern to an older person

E. Personal Commitment

  1. Behavior on the part of the presentor must show that he cares about the audience and its problems

  2. When dealing with the older population to enhance their survival skills, the law enforcement program speaker must not let his cynicism show through

MAJOR PRINCIPLES DISCUSSED

1 . *Programs with lectures and films followed by discussion or question-and-answer periods are well-suited to older audiences; however, proper planning by the program speaker is absolutely essential.*

A plan serves as a road map—it does not have to be followed point-by-point. Essential to the planning process is specifically identifying who the members of the audience are. The program planner must ask a series of key questions to focus in on the audience since a successful program says something the people in the audience need to hear. The program planner, to be effective, needs to know *what* to say, *why* to say it, *where* to say it, and *how* to say it.

2 . *A variety of presentation skills contribute to the success of an information or educational program for older persons*

These skills include research, public speaking, pacing, providing memory cues, and using visual aids effectively. Many crime prevention officers fall into the trap of thinking that because they have presented one, two, or even dozens of programs that they can go into a new one and "wing it." When they do this, they risk providing a disservice to the participants, who regard the law enforcement speakers as a representative of a critical, lifeline service. Professional performance requires cultivation of presentation skills.

KEY TERMS AND CONCEPTS

Factors which contribute to successful programming for older persons
Elements of the program planning process for older audiences
Developing objectives for a presentation to an older audience
Physical facility factors which must be considered in the program planning process
Organizing a program presentation
Importance of research in planning a program
Speaker's tone and mood
Avoiding the peripherial vision problems of an older audience
Avoiding hearing-related problems of an older audience
Value of gestures, props, and movement
How to pace the presentation
How to use memory cues
How to select and use visual aids
How to select films for older audiences
How to design posters and hand-out literature for an older audience
How to create a positive learning environment for an older audience

DISCUSSION QUESTIONS

1 . When presenting a crime prevention program to an older audience, why is careful planning so important?

2. Why must the program planner carefully assess the potential audience for the crime prevention program? What could happen if he simply uses a "canned" program for an older audience?

3. How can the physical environment in which a crime prevention program is presented to an older audience help or hurt the effectiveness of the program? What can the program planner do to make certain the physical environment is suited to the needs of an older audience?

4. What are the most important public speaking techniques law enforcement officers should use when they are addressing an older audience? Why?

5. What are some of the non-verbal signals which will tell the speaker if the audience is: (1) attentive; (2) bored; (3) disbelieving; (4) concerned; or (5) in need of a short break?

6. What visual and hearing problems common to older audiences need to be compensated for by the speaker? How can he overcome these problems effectively?

7. Would it be appropriate to show a film on traffic safety to an older audience if the film contains vivid photos of dead teenagers who were involved in collisions after drinking and driving? Why or why not? What type of traffic safety film is more appropriate for the older audience? Why?

8. What useful rules are there relating to the development of visual aids for older audiences?

9. How can the law enforcement officer who is presenting a crime prevention program create an atmosphere that will capitalize on the motivations of older adults?

10. What important points should the law enforcement speaker keep in mind to avoid "turning off" an older audience? Why?

ANSWER KEY

1. True; 2. Program Attenders; 3. False; 4. False; 5. False; 6. False; 7. False; 8. Audience; 9. Visual; 10. Acting, message, length; 11. Motivation; 12. False.

EXAMINATION: MODULE III, LESSON TWO

1. In order to accurately assess the composition and needs of the audience, the first step in planning a program presentation is to acquire knowledge about characteristics of potential participants.

    True   False

2. The fundamental goal statement of the program must specify the purpose of the program as either an information source or a method by which changing the behavior of _____ may be accomplished.

3. The physical environment in which the presentation takes place is not an important factor in successful delivery of the program.

    True   False

4. Presentation of material to older persons should be done so that the material is organized into as many separate topics as possible. The greater the number of subtopics the higher the degree of comprehension will be for older persons.

    True   False

5. Quality of delivery is the most critical factor in a presentation. A good delivery can often compensate for incomplete researching of the topic.

    True   False

6. For the speaker, occasionally glancing at his notes is an unacceptable practice. It tends to have a distracting effect on the audience.

    True   False

7. In order to compensate for vision and hearing problems common to older persons, the speaker should stand on an elevated platform and use a public address system.

    True   False

8. The pace of the presentation should be geared to suit the _____ .

9. A type of aid used to reinforce points that have been made orally, and which helps older persons better remember ideas is known as a _____ aid.

10. When previewing a film which will be presented to an older audience, five elements must be evaluated carefully. Two of these are narration and plot, name one other _____ .

11. A positive learning environment serves to enhance the individual _____ of members of the audience.

12. Program content must be directed toward the needs and concerns of the program sponsors.

    True   False

LESSON THREE
NEWS MEDIA RELATIONS

TRAINING OBJECTIVES

1. The student will be expected to develop an understanding of how local media organizations can assist with the law enforcement agency's crime prevention program for older persons.

2. The student will be expected to develop an understanding of effective media relations policies and techniques.

LESSON OUTLINE

I. Introduction

    A. Good Relationships With Local News Media Outlets Are Crucial To The Overall Effectiveness Of Police Operations

    B. The Director Of Programming For The Elderly Must Be Familiar With The Department's Media Relations Policies and Procedures

        1. Must establish a working relationship with the department's public information officer or person in charge of media relations

        2. Media relations activities can benefit the department's program for older persons

            a. Media is a vehicle for communicating with older persons to prevent victimization

            b. Department can alert others in the community about problems faced by older persons

            c. Media program conveys an image of professional concern on the part of police officials

II. Policy Considerations
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    A. Policy Statement Should Define The Agency's Basic Position Regarding Its Responsibilities To Provide Information To The Media

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B. Cooperation With Media Agencies

1. Media have a legal right to information about government operations as long as the provision of such information is not specifically precluded by law

2. Productive cooperation requires efforts by both the media and the law enforcement agency

   a. Law enforcement agency must develop procedures to provide the media with timely, accurate information

   b. Media representatives must recognize legitimate needs of the law enforcement agency to occasionally withhold information that relates to on-going investigations

C. Releases Of Information.

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1. Who?

   a. Consideration must be given to who in the law enforcement agency is authorized to speak to media representatives

   b. Who in the media is authorized to receive such information?

   c. Officer directing the program for older persons should seek to be identified as the agency spokesman regarding crime problems of the elderly

2. What?

   a. Law enforcement agencies may prohibit personnel from releasing certain types of information or the release of certain types of information may be prohibited by state statutes

   b. Information provided to the media through news releases or conferences must conform to the agency's guidelines concerning what facts can legitimately be released

3. When and Where?

   a. Reporters require two kinds of information:

      (1) Information involving a developing news story
      (2) Feature information, such as for a story on crime prevention techniques

   b. Director of the program for older persons should be directly involved in providing information for feature stories

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c. Information should be provided sufficiently in advance of a planned event so that it can be printed or broadcast in time

   (1) The director of the program for older persons should know the deadlines of local media outlets

   (2) Should know where to deliver the information

   (3) Should know proper format for the information

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   d. With sensitive issues, the program director should make every effort to be responsive and answer questions without permitting himself to be "put on the spot"

   e. The program director should be aware of the setting in which the information is delivered—may need to make special provisions for TV crews

4. Why and How?

   a. It is to the law enforcement agency's advantage to provide timely information to media outlets

   b. Contacts with media representatives can be both formal and informal

      (1) Formal contacts include news releases and conferences, structured announcements, and responses to media inquiries

      (2) Informal contacts include social visits, calls to "keep in touch," and messages of thanks for published or broadcast stories which benefit the program for the elderly

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D. Terms and Definitions

1. Department must establish a precise vocabulary for use in its programs which deal with older persons

   a. Department should select the term for older citizens which the community prefers

   b. The definition should specify the age range included

2. Members of the department should be sensitized to the need for using standard terminology and for avoiding the use of stereotypes

3. The program director should share the department's approved vocabulary with members of the media

   a. Provides insight on the thoroughness of the department
   b. Ensures common understanding

III-45

c. Provides insight to the department's philosophical stance toward older persons

III. Know The Media

A. Identify The Outlets: There Are A Variety Of Media Outlets In Every Community

1. Daily newspapers
2. Weekly newspapers
3. Radio and television stations
4. Neighborhood newspapers and newsletters
5. "Shoppers" or "throwaway" newspapers
6. Regional magazines
7. Specialized magazines

B. Develop A Media Profile

1. Helps determine where information should be distributed

2. Should include:

a. Name of publication or broadcast station
b. Frequency of publication or newscasts
c. Affiliation (locally owned or owned by chain or network)
d. Circulation or area of coverage
e. Deadlines
f. Names of relevant personnel and addresses and phone numbers
g. Special considerations, such as preferred types of stories

3. Should be kept up-to-date

IV. Media Cultivation

A. Involves Efforts To Create Conditions Under Which Media Outlets Will Be Positive In Their Coverage Of The Department And The Program Dealing With The Elderly

B. On-Going Process—Key Elements Include:

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1. Be accessible
2. Provide background information to make the reporter look good
3. Initiate information flow
4. Generate ideas
5. Set the context
6. Follow through

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V. Internally Prepared News Releases

A. Preparing The News Release

1. Style

a. Most newspapers follow specific rules governing grammar, spelling, and abbreviations

b. The department should adhere to a specific style, such as that of the Associated Press

2. Structure: news releases should be written according to a structural style known as the "inverted pyramid"—significant facts are presented early in the story

3. Format: news releases should follow a standard format

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B. Public Service Announcements (PSAs)

1. Definition: the Federal Communications Commission (FCC) requires radio and TV stations to provide a certain amount of air time to public and non-profit organizations for short messages—each station must fulfill this obligation as part of its licensing requirement

2. Design for a PSA

a. Attention: grab the listener or viewer
b. Interest: promise a benefit—how will the listener or viewer gain?
c. Desire: make the listener or viewer want to do something
d. Action: tell the listener or viewer what to do

3. A TV PSA usually requires slides or video tape for the visual element: it is advisable to seek professional advice when preparing these

C. Special Events

1. Everything that can be done in advance of the event should be

2. Prepared information: the director of the program for older persons should prepare a media kit containing background information about the department, the on-going program for older persons, and the specific event

3. Logistical support

a. Media information table is helpful if a significant number of reporters are expected to attend the event

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b. Serves as a reference center for reporters and film crews

c. Staff members at the media table should maintain:

    (1) Telephone
    (2) Directories
    (3) Media sign-in sheet
    (4) Supply of media kits
    (5) Staff business cards

4. Media workroom: reserved work area for journalists may be helpful, depending upon the size of the event

5. Electronic media: radio and TV journalists have special needs:

a. Connection box to allow taping from the public address system
b. TV cameras benefit from bright stage lights
c. Sufficient electrical outlets

6. Arranging interviews

a. The media coordinator of the event should be able to suggest people and topics for interviews

b. Should provide photographs of speakers to reporters

MAJOR PRINCIPLES DISCUSSED

1. *The department's program for older persons can derive numerous benefits if the department has established an effective working relationship with local media outlets.*

Media relations activities can be beneficial to the director of the department's programs for older persons. Such activities enhance the department's ability to communicate with the target group, heighten the awareness of the entire community to the problems of older persons, and improve the department's image.

2. *Police personnel are prohibited from releasing certain types of information, either by the agency itself or by state statutes.*

The media has a legal right to receive certain types of information from law enforcement agencies. However, departmental policies may prohibit the release of specific types of information, such as the names of victims of sexual assaults. In addition, some states prohibit, by statute, the release of specific types of information, such as the names of juvenile offenders. Each department must develop a media relations policy statement which spells out the types of information which can and cannot be released to the media. It might be advisable to develop a policy to withhold certain

information about older victims, such as exact addresses, in order to help prevent further victimization.

3. *The director of the program for older persons should serve as the department's spokesman for information about crime problems involving the elderly; however, he should coordinate his activities with the department's public information officer or media spokesman.*

The director of the program for older persons should become proficient in media relations techniques. This involves: knowing who the media representatives are; developing an on-going working relationship with them; understanding what types of information they need; and learning how to prepare news releases and public service announcements, conduct news conferences, and plan for media coverage at special events.

KEY TERMS AND CONCEPTS

News media
Media relations function
Public information officer
Media relations policy statement
Media relations benefits for a program designed for older persons
Department spokesman
Legal rights of the media
Rights of law enforcement agencies to withhold specific types of information
Methods for releasing information
Media credentials or "press passes"
Developing news story or "hot" news
Feature story
Media relations "do's and don't's"
Formal media contacts
Informal media contacts
Coordinating media efforts within the police department
Media contact and activity report
Importance of developing standard terminology for use by department personnel when referring to older persons
Types of media outlets
Developing a media profile
Cultivating the media
Key elements of effective media relations
Background information "media kit"
"Tickler" file
Generating ideas for the media
Positive media philosophy
News release
Public service announcement (PSA)
How to prepare a news release
How to prepare a public service announcement
How to plan for media coverage of special events

DISCUSSION QUESTIONS

1. How can the department's press relations unit benefit the crime prevention officer who works with the problems of older persons?

2. In the state where the students are employed, what laws govern the releaase of information to the media? Do the law enforcement agencies where students are employed have policy statements governing the release of information to the media? If so, what are the provisions of these policies? In the opinion of the students, what information should be prohibited from being released to the media? Why?

3. Should specific information concerning the victimization of older persons be withheld from the media? Why or why not? What types of specific information do students think should be withheld when older persons are the victims of crimes?

4. Why should every program targeted at older persons have a carefully developed public information component?

5. Why is it important to coordinate media contact efforts if more than one departmental employee or unit is involved? What could happen if this is not done?

6. What media outlets exist in the communities where students are employed? How can each of these media outlets exist with crime prevention programs for the elderly? How can police employees enlist the support of media personnel to help with crime prevention programs for the elderly?

7. Have students attempted to establish on-going relationships with media representatives but were rejected? Why do students think the rejection occurred? Is there any way to remedy this problem? How?

8. Media cultivation is an important component of a law enforcement agency's efforts to communicate with its citizens. But for officers designated to work with the media, there can be certain pitfalls which must be avoided. What are these pitfalls and how can officers avoid them?

ANSWER KEY

1. True; 2. False; 3. False; 4. False; 5. False; 6. False; 7. Accessibility, provide background information, initiate information flow, generate ideas, set the context, follow through; 8. Beginning; 9. Media profile; 10. Reciprocal; 11. Accurate information on the subject; 12. Attention; Interest; Desire; Action.

EXAMINATION: MODULE III, LESSON THREE

1. Media relations activities directed at older persons may serve to increase the awareness of other people in the community who may face the same types of problems encountered by older persons.

        True   False

2. The media have a legal right to information about governmental operations including information about on-going investigations.

        True   False

3. Policies which regulate release of information by a police department to the media need only be concerned with who the designated spokesperson of the department will be.

        True   False

4. Law enforcement agencies might consider withholding information from the media about older crime victims such as addresses or names of victims of sexual offenses. This is not a problematic situation since the release of such information is always regulated by statutes.

        True   False

5. When being questioned by the media in a crisis situation, the safest approach one may take is to answer "off the record".

        True   False

6. The use of consistent, standard terminology in describing the department's efforts in dealing with older persons is not desirable. This practice tends to create an "all business" attitude and depicts an air of indifference toward older persons.

        True   False

7. Media cultivation as an on-going process can be a major factor in keeping media coverage of the police department objective. There are six key elements in the cultivation process. Name two of the elements: _____ and _____.

8. Preparation of a news release that will have a good chance of being used requires adherence to and understanding of a particular style, structure, and format. The "inverted pyramid" theory of structuring a news release suggests that the most significant facts be presented at the _____ of the release.

9. Constructing a _____ _____, which should include the name of the publication or broadcast outlet as well as its circulation or coverage, can aid in determining distribution of information.

10. In reference to the relationship between a law enforcement officer and the media, a major advantage to being accessible to the media is that the process of accessibility will be a _____ one.

11. In many law enforcement agencies, the officer responsible for programming for older persons has had few occasions to deal with the media. This is not necessarily a problem since this officer possesses the basic skill necessary for a successful media relationship, which is: _____.

12. Public service announcements may be via various media outlets. The acronym AIDA has been suggested as a good design for a public service announcement. What do the letters A I D A stand for?

A _____

I _____

D _____

A _____

MODULE FOUR
VOLUNTEERS IN LAW ENFORCEMENT

Older Persons As Volunteers in Law Enforcement
Starting A Local Volunteer Program
Implementing A Volunteer Program
Recruiting, Selecting And Placing Older Volunteers
Support And Training Of Older Volunteers

LESSON ONE
OLDER PERSONS AS VOLUNTEERS IN LAW ENFORCEMENT

TRAINING OBJECTIVES

1. The student will be expected to know and understand how the older volunteer can benefit a law enforcement agency.

2. The student will be expected to know and understand the abilities possessed by older volunteers and how these abilities can be utilized by the law enforcement agency to fulfill its service delivery obligations.

3. The student will be expected to know and understand the nature of volunteer programs for older persons in law enforcement.

LESSON OUTLINE

I.   Introduction

    A. From The Earliest Civilized Times, Police Agencies Have Been Aided By Civilian Volunteers

        1. Various academicians attribute the belief in volunteerism in America to the pioneer's religious sense of responsibility to his fellow man

        2. The frontiers could not have been settled without the help of citizen-neighbors who banded together to assist one another

    B. With The Advent Of The Industrial Revolution, The Need For Professional Police Services Became Apparent

        1. By the 1870s every major city in the U.S. had a fulltime paid police force

        2. The concept of volunteering for police duty gradually disappeared, both in the U.S. and abroad

    C. World War II Created Severe Manpower Shortages And Greatly Increased Civil Defense Requirements

        1. The reserve/auxiliary volunteer concept developed and grew during this period as a partial alternative to the personnel shortages of law enforcement agencies

2. Many police departments established courses to teach the volunteers basic police procedures

D. Law Enforcement Agencies Have Been Training Civilian Volunteers Both For Enforcement And Non-Enforcement Duties Since The Korean War

E. The Demand For Trained Volunteers In Law Enforcement Programs Far Exceeds The Available Personnel

1. The untrained volunteer can be trained in formal classes and on-the-job by professional police officers

2. These volunteer programs stress participation and a partnership between the private and public efforts needed for effective law enforcement

3. One source of volunteers that has barely been tapped in law enforcement is that of senior citizens

4. Many service delivery functions can be assumed by civilian volunteers, freeing the police officers for enforcement duties

II. Law Enforcement Interest In Older Volunteers

A. Because Of Shrinking Budgets, Police Executives Are Transferring Various Duties To Paraprofessionals And Volunteers

1. Older persons as a group have been identified as a valuable resource to meet the need for volunteers

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2. They provide many benefits to a law enforcement agency and can augment service delivery needs

B. From A Management Perspective, Volunteers Provide Many Benefits To A Police Department

1. Internal police operations are improved as sworn personnel are freed from low priority and time consuming tasks

2. Fulltime employees are able to make fuller use of their technical skills and training

3. Professionalism increases, both for the department and for each officer

C. When Volunteers Increase Community Involvement In Law Enforcement Activities, The Political Support For The Department Increases

D. Volunteer Programs Can Also Be Viable Tools For:

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1. Effecting change in the community

2. Representing departmental concerns for the quality of police service delivery

E. Volunteerism Can Improve The Proficiency Of The Entire Criminal Justice System

1. More crimes will be reported
2. Communities find that more criminals are apprehended and prosecuted as a result of the alertness of volunteers

III. Characteristics Of Older Volunteers

EXERCISE ONE, p. IV-6

A. Many Law Enforcement Agencies Select And Prefer Older Persons As Volunteers

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1. Older persons possess certain abilities and characteristics which match the law enforcement organization's needs

2. Among these are the following attributes:

a. Available
b. Skilled
c. Conscientious
d. Dependable
e. Influential
f. Informed
g. Supportive

B. The Activities Of Older Volunteers In Law Enforcement Agencies Throughout The U.S. Reflect The Value Of The Unique Qualities They Possess

IV. Older Volunteer Programs In Law Enforcement

A. Community Services

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1. Older volunteers, in supplementing responsibilities traditionally assigned to law enforcement agencies, have:

a. Contacted citizens

b. Maintained liaisons with social service agencies and other community organizations

c. Assisted with citizen referrals

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d. Arranged meetings and lectures

e. Conducted tours of the police department

f. Implemented community service projects under the sponsorship of the police departments

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2. Another area of community service—crime prevention education programs—focuses attention on older volunteers performing active roles to protect themselves

a. In some cases, older people provide crime prevention education and delivery programs to the entire community

b. In other crime prevention programs, older volunteers:

(1) Serve as beat representatives
(2) Organize residential public housing security and escort teams
(3) Cooperate in Neighborhood Watch and vacation checks
(4) Promote crime reporting
(5) Work with community leaders, businesses, and youth groups

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B. Police Services

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1. Older volunteers assist in:

a. Evidence packaging
b. Identification lab work
c. Proofing lab reports
d. Supplementing communications
e. Providing follow-up on investigative tasks
f. Assisting with administrative and clerical functions
g. Helping with specialized tasks, such as search and rescue

★128
2. The most diverse police support roles are provided by volunteer posses

★129
C. Court Services

1. Older volunteer program activities in court services reflect the ambiguity and dissatisfaction many older persons feel toward the court system

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2. The volunteers:

a. Watch the court process while following a case
b. Research criminal records
c. Work with the district attorney
d. Keep performance records for all judges in the jurisdiction
e. Analyze questionable legislative proposals

V. Roles And Opportunites For Volunteer Assistance
EXERCISE TWO, p. IV-7.

A. Older Volunteers Have Been Fulfilling The Following Roles In Many Police Departments:

1. Community services
2. Crime prevention
3. Public relations
4. Communications
5. Crime analysis
6. Patrol
7. Clerical
8. Investigation
9. Traffic control
10. Consulting on technical problems

B. Current Volunteer Programs In Law Enforcement Which Utilize Older Persons Clearly Demonstrate That The Advantages Outweigh Any Problems

MAJOR PRINCIPLES DISCUSSED

1. *Since the earliest days of United States history, volunteers have been assisting law enforcement agencies.*

The demand for trained volunteers in law enforcement far exceeds the available personnel. Many law enforcement agencies are turning to older volunteers as a source of needed manpower for specific jobs, since the older volunteers possess specific attributes which are valuable to a police or sheriff's department. These attributes include availability, skills, conscientiousness, dependability, influence, and support. In addition, older volunteers are often well-informed about the problems and needs of the community's residents.

2. *Law enforcement agencies have been finding that volunteer programs can be viable tools for increasing the professionalism of the department and improving overall operations.*

Older volunteers are able to supplement certain responsibilities traditionally filled by fulltime officers, thus freeing the officers to concentrate on enforcement activities. Among the community service activities which older volunteers are successfully handling in many law enforcement agencies are: citizen contacts, maintaining liaisons with social service agencies, assisting with citizen referrals, arranging meetings and lectures, conducting tours of the police department, and implementing community service projects under the sponsorship of the police department. Older volunteers are also able to assist with crime prevention programs and certain types of police services, such as providing follow-up on investigative tasks.

KEY TERMS AND CONCEPTS

History of volunteers in law enforcement
Reserve/auxiliary concept
Paraprofessional
Why law enforcement agencies are selecting older volunteers

Characteristics of older volunteers
How older volunteers assist with community services programs
How older volunteers assist with crime prevention programs
How older volunteers assist with police services programs
How older volunteers assist with court services programs

DISCUSSION QUESTIONS

1. What is the history of volunteers in the state where the students are employed? Are volunteers accepted in law enforcement agencies? If so, what role do they fulfill? If not, why not?

2. How can the older volunteer assist the law enforcement agencies where the students are empoyed? What **specific** roles can they fulfill?

3. In general, how can older volunteers be utilized in law enforcement agencies which are facing personnel shortages due to shrinking budgets?

ANSWER KEY

1. Providing services; 2. True; 3. Positive; 4. False; 5. True; 6. Skilled, influential, informed, supportive, dependable; 7. False.

EXERCISES

Exercise One: Stereotyping

Time: About 5 minutes

Purpose: To introduce Section III, Characteristics Of Older Volunteers

Objectives:

1. To list attitudes about older volunteers.
2. To identify stereotypes about older people.

Process:
Ask students to give the first word that comes to mind when they think of older volunteers.
List rapidly on newsprint or chalkboard, getting one word from each student, if possible. Keep the list visible. Summarize what has been said. We tend to think of older volunteers as _____, _____, and _____. Of course, we realize that many elderly do not fit these patterns. Can you suggest some exceptional older people? (Such as Albert Einstein, John Wayne, Dwight D. Eisenhower, Omar Bradley, and Pablo Picasso.) Realizing that older persons are a very heterogeneous group, I would like to examine the unique characteristics older volunteers can demonstrate in law enforcement work.

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Exercise Two: Role Identification

Time: About 20 minutes

Purpose: To introduce Section V, Roles and Opportunities For Volunteer Assistance

Objectives:

1. To list positions in the department where volunteers could be involved.
2. To identify advantages derived from older volunteers.
3. To construct solutions to potential problems arising from older volunteers.

Process:

Hand out Role Identification worksheets. Instruct students to list some jobs in their departments where volunteers are not being used and where they might be used to good advantage. These may be:

(1) Jobs which are not getting done which might be done by a volunteer.

(2) Jobs which take time from police work which might be done by a volunteer.

Please fill in the first two columns on the sheet and then the second two columns. Allow about 5-8 minutes.

Feed-in From Group

We would like to quickly list one volunteer position from each person.

Put positions on newsprint or chalkboard.

Get one from each persons who responds. (If this goes quickly or if time permits, you may want to pick up a second position.)

Let's take a look at some of the advantages in the use of volunteers.

(Get a general response.)

What are some of the problems and possible solutions?

(Get response and limited discussion, but do not let the exercise run too long.)

Please save these sheets. We will refer to them in the third lesson.

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Positions in your Department Where a Volunteer Might Be Used	Advantages for Your Agency	Potential Problems	Possible Solutions
• Community Organizer			
• Schedule Programs			
• Public Speaker			
• Security Surveys	• Peer Acceptance	• Transportation	• Car Pool
• Neighborhood Watch	• Cost Effective	• Supervision	• Periodic Reporting
• Operation Identification	• Frees Staff Time	• Training Time	• On-the-job Training

EXAMINATION: MODULE IV, LESSON ONE

1. The two primary functions of police officers are enforcement of laws and providing services to the community. The need for volunteers in law enforcement is demonstrated by the fact that roughly three fourths of the police officers time is spent _____.

2. The use of volunteers increases professionalism both for the department and for each officer.

   True   False

3. As the police department delegates meaningful duties to volunteers, the community's opinion of the department becomes more _____.

4. Volunteers cannot realistically assist law enforcement agencies in reducing crime.

   True   False

5. Reports from several industries that have studied older persons who continue to work have shown that age and experience actually improve performance.

   True   False

6. Many law enforcement agencies prefer older persons as volunteers, based on several qualities which are generally attributed to older persons. Two of these are availability and conscientiousness, name two others _____.

7. Older persons who serve as volunteers perform many community service duties. They may not however, assist in duties normally carried out by sworn personnel, such as evidence packaging, search and rescue, etc.

   True   False

LESSON TWO
STARTING A LOCAL VOLUNTEER PROGRAM

TRAINING OBJECTIVES

1. The student will be expected to know and understand the factors which need to be considered when planning a volunteer program for a law enforcement agency.

2. The student will be expected to understand the importance of obtaining agency commitment *before* attempting to establish a program which utilizes volunteers.

LESSON OUTLINE

I.   Introduction

    A. Before Development Of A Volunteer Program Can Begin, The Law Enforcement Agency Must Address Four Issues:

        1. Agency commitment
        2. Agency costs
        3. Potential liability
        4. Departmental environment

    B. Careful Analysis Of These Issues Can Help The Department Prevent Or Reduce Potential Problems

II. Agency Commitment To The Volunteer Program

    A. First Step For The Department Involves:

        1. Make administrators aware that a volunteer program could be developed for the department

        2. Show them how a volunteer program could benefit both the department and the community

    B. The Idea For The Volunteer Program Must Be Presented At Various Levels Of The Department

1. Discussed with personnel who would be most likely to work with older volunteers

    a. Make them aware of the program's potential

    b. Allow them to express support or resistance while the program is still in the planning stages

2. Outside community groups can provide assistance in explaining the program's objectives

C. Assess Reactions Of Agency Personnel In Terms Of Their Levels Of Commitment

1. There will most likely be mixed reactions

2. Reactions fall into five groups:

    a. Supportive
    b. Tolerant
    c. Ambivalent
    d. Isolationist
    e. Resistive

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3. Program developer must consider the departmental position or rank level of responding employees when assessing agency commitment

    a. Supportive responses from upper-level administrators can overcome ambivalent and even resistive responses from lower-ranking employees

    b. Supportive responses from lower-level employees are useless if top administrators are resistive

    c. If a workable volunteer program is going to be implemented, it requires at least a tolerant response from upper-level administrators and an ambivalent response from the lower-level employees who will work directly with the older volunteers

4. Agency commitment is an essential element for program success

III. Agency Costs

A. Volunteer Programs Do Cost Money—These Costs Must Be Budgeted

B. Two Budgetary Issues Of Primary Concern To The Police Department Are:

1. Volunteer program's costs relative to the benefits, or services rendered

2. The source of funds to support the program

C. Estimating And Accounting For Agency Costs Are Important Because:

1. Agency may have to secure additional funds to operate the program or reallocate existing financial resources

2. Agency needs to make valid cost comparisons to see if the volunteer program actually provides needed services at a reduced cost

D. Cost Estimates For A Volunteer Program Are Minimal But Are Difficult To Categorize

1. Some costs are readily identifiable, such as meals for the older volunteers

2. Volunteer programs have many hidden costs, such as paid staff time for recruiting, placing, training, motivating, and supervising volunteers

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E. Cost Items To Be Considered In Developing And Maintaining A Volunteer Program Include:

1. Police personnel costs
2. Fringe benefits for police employees
3. Travel costs for volunteers and police employees
4. Equipment
5. Supplies
6. Contract costs for consultants, if they are utilized
7. Other costs, such as insurance coverage for volunteers
8. Indirect costs for contingencies

F. Source Of Funds Must Be Identified

1. Can come from a budget line item in the department's budget

2. Funds can also be reallocated from other areas in the department's budget

3. Department might consider federal, state, and local funding sources

IV. Potential Liability

A. The Possibility Exists For Incidents To Occur Which Lead To Legal Liability

B. Situations Can Arise From Tort Claims

1. They are civil, rather than criminal, wrongs which bring about liability

2. Liability may lead to an award of money damages

C. Best Defense Against Civil Litigation Is To Avoid It In The First Place

  1. Police departments must plan for potential liability problems confronting volunteer programs

  2. Many states have enacted statutory programs to prevent liability-related problems from interfering with the operation of volunteer programs

  3. In states where laws do not entirely eliminate potential liability situations, departments should secure private insurance coverage for volunteers

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D. Types of Liability Inherent In Volunteer Programs

  1. Tort claims against the state

    a. Injured parties can recover for the tortious acts of a state's agents and employees

    b. Volunteers are often considered to be agents of the state and the state is liable for the volunteer's acts

  2. Tort claims against the department or volunteer program: volunteers who are harmed or injured may attempt to hold the program or department accountable

  3. Tort claims against the volunteer

    a. Volunteer can be held personally liable for tortious acts

    b. In practice, the legal tactic is to sue the employer (such as the police department or the state)

    c. To help prevent these claims, departments must train all volunteers to use confidential information appropriately

E. Liability Remedies

  1. Remedies are contained in:

    a. City or county charter (or other applicable special acts)
    b. General or professional liability insurance policies
    c. Workmen's Compensation Act
    d. Local rules and regulations
    e. Court decisions

  2. It is essential for department officials to consult legal counsel about liability remedies

  3. Best method of protection for the volunteer program is private insurance coverage

  4. Volunteers can be placed under the department's existing insurance policies by:

    a. Defining the volunteers as employees or agents of the state
    b. Amending the policy to specifically cover volunteers
    c. Making volunteers "salaried employees" by paying them one dollar a year

  5. Liability between the department and the volunteer can also be controlled by:

    a. Workmen's Compensation Laws, which have been extended to cover volunteers in some states

    b. Waivers

    c. *Posse comitatus* laws applicable to many sheriffs' departments

  6. When the volunteer is properly trained and adequately supervised, liability situations rarely occur

V. Departmental Environment

  A. Implementation Of a Volunteer Program Brings About Changes In:

    1. Administrative operations
    2. Chain-of-command
    3. Relationships among co-workers
    4. Physical location of personnel

  B. Because of Changes, Departmental Environment Must Be Mapped Out And The Needs And Requirements Of The Organization In Relation To The Volunteer Program Must Be Understood And Addressed

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  C. Administrative Requirements

    1. More people to supervise and coordinate: police officers working with volunteers may require supervisory training

    2. Scheduling may become more complex

    3. Additional space may be needed to accomodate volunteers

    4. Internal communications requirements

      a. Volunteers should be given a sense of belonging to the police department

      b. Information on organizational policies and administrative practices should be provided to volunteers

c. Departmental employees should be encouraged to communicate with the volunteers

5. Discipline must be maintained

6. Performance standards must be kept at high levels

7. Performance must be constant to eliminate unproductive or counterproductive practices

D. Staff Relationships

1. Every effort must be made to convince departmental employees to accept the volunteers

2. The introduction of volunteers into the department can produce tensions and resentments; tension can stem from several sources

   a. Myths about volunteers in general

   b. Myths that may affect relationships between older volunteers and fulltime employees

   c. Some officers feel volunteers are intruders

   d. Tension may result if volunteers are assigned tasks that officers received satisfaction from performing in the past

   e. Personnel who supervise volunteers may suffer stress from their increased responsibilities

   f. Some older volunteers may need help from staff members because of physical problems or learning disabilities

3. Proper training for both fulltime employees and volunteers can help reduce potential tensions

E. Unions and Police Associations

1. If a police department union exists, it needs to be consulted at the initial planning stage and involved along the way

2. Volunteer program manager must agree upon a working relationship with the union before any volunteer activity is initiated

3. Unions need to be made aware that volunteer programs can enhance their professional standing and ensure better pay levels

EXERCISE, p. IV-19

MAJOR PRINCIPLES DISCUSSED

1. *To be successful, a program utilizing older volunteers must have the firm support of police department personnel.*

   If departmental administrators are not supportive or tolerant, the volunteer program stands little chance of succeeding. To gain this support, the program coordinator must present the *idea* of the volunteer program at all levels of the department and provide employees with an opportunity to express their support or resistance while the program is still in the planning stages. If resistance is encountered, considerable work must be done to generate a positive agency attitude.

2. *A police department which wants to establish a program utilizing older persons as volunteers must carefully consider the costs to the agency, potential liability, and the impact which the program will have upon the departmental environment.*

   A failure to consider each of these issues and their ramifications can lead to the inappropriate implementation of a program or create unintentional resistance once the program has been established.

KEY TERMS AND CONCEPTS

Agency commitment
Volunteer program idea
Levels of commitment to the idea of a volunteer program
Assessment of organizational commitment to volunteer program idea
Typical agency cost items for a volunteer program
Prorating personnel salaries and fringe benefits
Typical transportation costs for volunteer program
Assessing equipment costs
Typical volunteer program supply costs
Contract costs
Pinpointing other costs for a volunteer program
Indirect, or contingency, costs
Cost analysis
Possible funding sources for a volunteer program
Potential liability problems
Tort claim
Civil litigation
Comprehensive liability protection plan
Tort claims against the state
Tortious act
Employee of the state
Agent of the state
Negligence
Tort claims against the department or the volunteer program
Tort claims against the volunteer

Personal liability
Issue of confidentiality
Potential liability remedies
Workmen's Compensation Act
Waiver
Posse comitatus laws
Components of the departmental environment
Administrative requirements when establishing a volunteer program
Internal communication requirements for a volunteer program
Staff-volunteer relationship problems
Common myths about volunteers
Sources of tension related to a volunteer program
Involvement of police unions with the volunteer program

DISCUSSION QUESTIONS

1. What are the *key factors* to be considered before a police department attempts to establish a program which uses older persons as volunteers? What is likely to occur if these factors are not carefully considered?

2. It has often been said that "police officers have a tendency to resist anything that is new or which changes existing conditions within the police department." What does a statement like this tell a police officer who wants to establish a program utilizing older persons as volunteers in his agency? What important steps should the officer take *before* he attempts to implement the program? What should the officer do if he immediately encounters employee resistance to the program idea *before* he even has an opportunity to explain what the program will involve?

3. What can a police volunteer program coordinator do to *prove* that a volunteer program involving older persons is beneficial to his department?

4. Officers Bill Dallas and Sam Houston work in two different towns in the same county. They became friends while attending a crime prevention seminar. Both officers have been asked by their chiefs to develop programs to reduce residential burglaries in their towns, which have increased by 25 to 35 percent in the past two years. Many of the victims of the burglaries are elderly persons and several of them have been injured by the burglars. Officers Dallas and Houston decided that an effective approach to help reduce the number of burglaries would be to develop volunteer programs utilizing older persons to conduct residential security surveys and community education programs. In the town where Officer Dallas is employed, Northfork, there is a police union. Officer Houston works in Southfork, which does not have a union. Both officers presented their plans for the volunteer programs to their agency *command* staffs and the commanders' responses toward the plans ranged from supportive to tolerant. Both chiefs were highly supportive. Neither officer presented the program idea to lower-level employees. The chiefs decided that commanders would describe the programs to line officers once they were ready to be implemented and the first volunteers were "on board." One year later the program in Southfork was evaluated and found to be highly successful. There has been a seven percent decrease in the number of burglaries as compared to the previous year. However, in Northfork, Officer Dallas

found that his program could not get off the ground because of the hostility of departmental employees toward the older volunteers. After a shaky start, the program was abandoned within six months. What went wrong in Northfork? Would it have been possible to establish a successful crime prevention program using older volunteers in Northfork? If so, what necessary steps should have been taken by Officer Dallas and the chief of police to make certain that the program was accepted by departmental employees?

5. What steps can a police department take to prevent or avoid liability problems connected with a program which uses older persons as volunteers? What is the *most effective method* of preventing civil suits which allege that the older volunteer committed a tortious act? What police activities are likely to involve the greatest amount of liability problems if older volunteers are allowed to participate in these activities? Why?

6. The older person may require support from paid staff members to help him with physical problems or learning difficulties. If paid staff members have to devote extra time and care to some older volunteers, is the volunteer program worthwhile and beneficial to the department in the long run? Why or why not?

ANSWER KEY

1. Agency commitment; 2. False; 3. Sources of funds to support the program; 4. False; 5. Tort claims against the volunteer; 6. True; 7. True; 8. False; 9. False; 10. False; 11. False; 12. Initial.

EXERCISES

Planning For A Volunteer Program

Time: About 30 minutes

Purpose: To conclude and reinforce the major principles discussed in Lesson Two

Objectives:

1. To study the dimensions of instituting a volunteer program and to devise strategies for dealing with the problems through analysis.

2. To identify obstacles and constraints to a volunteer program.

3. To present a process through which a planned program can be developed and carried out.

Process:

Explain that the following exercise is divided into three main phases: problem specification, problem analysis, and change strategy. The key to successful utilization of the exercise is the selection of one issue among many for close analysis with the intent of carrying out some specific actions in relation to it. The general process of change is carried out through an application of the following steps:

1. A systematic diagnosis of the situation which is to be changed;
2. An analysis of the possibilities and limitations for change;
3. Development of an action plan for initiating and maintaining the change; and
4. Continuous evaluation and replanning as the change effort progresses.

Phase One: Problem Specification

Ask the group to identify the situation which they would like to change to enable them to institute a volunteer program in their agency. When this has been done, have the group respond to the questions (listed below), recording them on newsprint or blackboard.

Think about the situation which you wish to change within your agency. Respond to each item below as fully as necessary so that someone who is not familiar with your agency can understand the problem.

1 . I understand the specific situation to be that . . .

2. The following people from my agency are involved in the problem:

   Their needs are . . .

3. Other factors relevant to the problem are . . .

4. I would choose the following aspect of the situation to be changed first if it were in my power to do so:

Phase Two: Problem Analysis

After responses from the group have been recorded, explain Phase Two. Forces tending to raise the level of communciations within the agency about the problem you have identified are counteracted by forces tending to lower that level. Forces tending to raise the level of communications might be:

1. The need for one officer to obtain cooperation from another officer;

2. Changes in departmental policy; and

3. Manpower cutbacks or limitations.

These forces, and others like them, would be called driving forces. Among the forces tending to lower the level of communication, called restraining forces, there might be:

1. Difficulty in reaching officers;

2. Unresponsiveness of certain officers to the officer in charge of developing a volunteer program; and

3. Changes in agency personnel.

Demonstrate items 1 through 5 (below) to the group and assist them in completing these items in reference to their own situation.

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1. If I consider the present status of the situation as a temporary balance of opposing forces, the follwing would be on a list of driving forces working toward establishment of a volunteer program (Fill in the spaces to the right of the letters. Leave spaces to the left blank.)

   <u>5</u> a. COMMITMENT TO PROGRAM BY CHIEF

   <u>5</u> b. INTEREST SHOWN BY COMMUNITY GROUP

   ___ c. _____

   ___ d. _____

   ___ e. _____

   ___ f. _____

2. The following would be on a list of forces restraining change, the obstacles and constraints to establishment of a volunteer program.

   <u>5</u> a. OPPOSITION TO PROGRAM BY UNION

   <u>3</u> B. BUDGETARY CONSTRAINTS

   ___ c. _____

   ___ d. _____

   ___ e. _____

   ___ f. _____

3. In the spaces to the left of the letter in item 1, rate the driving forces from 1 to 5 using the following scale:

   1. It has *almost nothing* to do with the drive toward change in the situation.

   2. It has *relatively little* to do with the drive toward change in the problem.

   3. It is of *moderate importance* in the drive toward change in the problem.

   4. It is an *important factor* in the drive toward change in the problem.

   5. It is a *major factor* in the drive toward change in the problem.

4. In the spaces to the left of the letter in item 2, rate the forces restraining change using the number scale in item 3.

Phase Three: Change Strategy

There are two general change strategies which may be employed. One is to increase the strength of the driving forces. The problem with this strategy is that it tends to increase the tension in the system, causing new restraining forces to appear. As a result, this approach may result in changes which are temporary in nature.

The second approach is to eliminate or reduce the strength of restraining forces. This approach is used less frequently because it quite often requires changes in the attitudes and/or behaviors of the person making the analysis.

The general change strategy process consists of selecting two or more restraining forces and outlining a strategy for reducing their potency. Questions to be considered in developing any change strategy should include:

a. Exactly what is to be accomplished, what is the specific goal and/or objective to be obtained?
b. What behaviors are implied in achieving the goal or objective?
c. Who is going to do it and how?
d. Can it be done given the constraints operating in the situation?
e. Can others see the behavior?

EXAMINATION: MODULE IV, LESSON TWO

1. The one essential factor in any decision to establish a volunteer program is _____.

2. A program idea is presented so that reaction within the organization may be evaluated. The reaction is measured purely in terms of volume of response with no consideration for position or rank within the department.

        True   False

3. There are two budgetary issues relevant to volunteer programming. One is "costs relative to benefits", the other is _____.

4. One advantage in estimating costs for a volunteer program, as opposed to other programs, is that all costs related to a volunteer program are readily identifiable.

        True   False

5. The possibility exists, in a volunteer program, for incidents to occur which lead to legal liability. The three types of liability inherent to volunteer programs are: tort claims against the state; tort claims against the department or volunteer program; and _____.

6. The best method for protecting all potential defendants in cases that involve a tort claim, against some aspect of a volunteer program, is to secure general, private insurance coverage.

        True   False

7. In some states the liability relationship between the department and the volunteer is controlled by the state's Workmen's Compensation Law.

        True   False

8. Implementation of a new program in a police department will initiate changes in those sections of the department where the new program is located. Other parts of the department can be assumed to remain unchanged as a result of the new program.

        True   False

9. Volunteers should continually be reminded of their relative position in the department, and therefore should not be provided with information on organizational policies and administrative practices.

        True   False

10. Older persons make less desirable volunteers than do younger persons because older persons maintain a lower level of work productivity.

        True   False

11. Professional staff resistance to volunteers tends to decrease as the volunteers assume more diversified duties.

<div align="center">
True   False
</div>

12. If a police union or association exists it needs to first be consulted at the _____ planning stages of the volunteer program so that misunderstandings and disagreements do not stall the progress of the program.

LESSON THREE
IMPLEMENTING A VOLUNTEER PROGRAM

TRAINING OBJECTIVES

1. The student will be expected to know and understand how to plan, initiate, and monitor a volunteer program for older persons.

2. The student will be expected to know and understand the importance of the program evaluation process and develop a basic comprehension of the various types of informal and formal evaluation methodologies which can be used to assess the effectiveness of a volunteer program.

LESSON OUTLINE

I.   Introduction

    A. Program Implementation Requires A Great Deal Of Effort And Involvement On The Part Of Many People

    B. Strong Commitments Are Needed From Everyone Involved With The Volunteer Program

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    C. Implementation Involves Three Major Phases

        1. Planning
        2. Initiation
        3. Monitoring

    D. Volunteer Program Coordinator Plays A Critical Role In Overseeing Implementation Processes

        1. Absence of strong program management in any of the three implementation phases can result in program failure

        2. The program phases run in a continuous loop

            a. New program phases continue to be initiated and monitored
            b. An effective program becomes self-perpetuating

II. Planning Phase

    A. Purpose: Establishes The Nature And Scope Of The Program Within The Agency

    B. Careful Planning Must Precede Program Implementation

        1. Planning process cannot be skipped

        2. Effective planning process involves two steps:

           a. Consider the agency's needs
           b. Actually design the volunteer program

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    C. Planning Principles For Volunteer Programs

        1. Planning should define the scope and purpose of the volunteer program

           a. Represents the integration of agency and staff needs with volunteer resources

           b. Planning is a dynamic process which must involve everyone who will be affected when the program is implemented

           c. Program plans should be flexible enough to allow for future changes

        2. It is possible to both underplan and overplan a program

           a. The scope of the planning process and the time involved should reflect the resources which can be allocated to the program

           b. Planning process usually requires two to six months

        3. Planning activities should begin by focusing on a few areas at a time

        4. Planning process should involve the agency's chief administrators

           a. Should review and approve the program plans as they are developed

           b. Their commitment is required to promote the involvement of staff members at other levels

           c. They establish the policies necessary to implement the programs

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    D. Needs And Climate Assessment

EXERCISE ONE, P. IV-44

        1. Addresses the questions of:

           a. What can volunteers do in the agency?
           b. Where can they do it?

        2. Several procedures and techniques can be used to answer these questions

           a. Planning task force or committee to identify needs
           b. Questionnaires or surveys
           c. Program manager can informally talk to employees throughout the agency

        3. A task analysis of various jobs in the department may identify some areas for the utilization of volunteers

        4. Once the job task list is compiled, three other planning operations should be initiated

           a. Job tasks requiring similar levels of responsibility and capability should be grouped to define a job or position for the volunteer to fill

           b. Those jobs or positions which require more responsibilities and commitment from volunteers should be separated from those which require less

           c. A priority ranking should be assigned to those positions which are more important to the agency's needs and which should be filled first

        5. The program planner should develop jobs at every skill level

           a. Each job category should have some interesting and challenging components

           b. Program planner should avoid dumping all the menial and unpleasant tasks on volunteers

        6. It is a good rule to start small—do not try to meet all the agency's needs at once

        7. Program manager must analyze the organizational climate to determine where the volunteers should be placed

           a. Resistance by staff members can create an unfavorable work climate for the volunteers
           b. Environment should be one of support and appreciation

        8. Planning should consider the physical environment where the volunteers will be working

EXERCISE TWO, p. 45

E. Program Design

1. Provides the program director with a step-by-step guide for:

   a. Developing the program
   b. Initiating it
   c. Monitoring it

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2. Design defines:

   a. The goals and objectives of the program
   b. Its structure
   c. Operational procedures
   d. Timeliness
   e. Budget
   f. Staffing needs

3. Design indicates:

   a. What resources will be needed

   b. Who will do:

      (1) What
      (2) When
      (3) How
      (4) For what purpose

4. Design steps involve:

   a. Develop the program's goals (the end result of the volunteer program effort)

   b. Develop objectives (specific actions that need to be taken in order to achieve a given goal)

   c. Draw up a work plan detailing the activities that need to be undertaken to reach the objectives—should indicate:

      (1) Time frames in which each activity will take place
      (2) Who will be involved in the activity

   d. A budget should be developed outlining the costs to establish and operate the program

   e. Recruitment, selection, and placement procedures should be established

5. Design should incorporate needed adjustments in the schedules of full-time employees.

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6. Design should consider training needs

7. Methods for monitoring and evaluating the program need to be described

8. The design plan should address necessary administrative changes that will accompany program implementation

   a. Should specify new agency policies and procedures which will be necessary to implement the program

   b. Consideration should be given to any unwritten policies which will interfere with the effectiveness of the volunteer program

9. The organization of the program itself and its relation to the department's organizational structure should be spelled out

   a. Good program design describes lines of authority

      (1) Within the volunteer program
      (2) Between the program and the agency

   b. Areas of responsibility for volunteers and agency personnel should be clearly indicated

   c. Individuals with policy-making responsibilities should be identified

10. The administrative structure of a volunteer program should be decided upon—there are two types:

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   a. Viewing the volunteer as an unpaid staff member

      (1) Volunteers are placed in the agency directly under the supervision of paid staff members
      (2) Requires that agency personnel must develop skills as supervisors
      (3) Program director must provide employees with training and orientation to the volunteer program

   b. Viewing the volunteer as part of an independent auxiliary

      (1) Volunteers operate as a fairly self-contained unit managing their own organization

      (2) Volunteers handle their own recruiting, screening, and training

11. A formal endorsement of the program design should be obtained from the agency's chief administrators

IV-29

a. Emphasizes that the agency has fully committed itself to a particular plan of action

b. Major work can then begin on the initiation phase of the implementation process

III. Initiation Phase

A. Addresses The Actual Activities Involved In The Program Start-Up Process

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1. Program development activities
2. Intervention activities

B. Program Development

1. Those activities which are necessary to prepare for the first volunteers in the agency

2. Activities are directed toward either full-time employees or the volunteers

   a. Most efforts usually focus on orienting full-time employees

     (1) An effective working relationship between staff and volunteers is critical to program success

     (2) Special training or orientation sessions should be provided to employees in units where volunteers will be placed

     (3) Some type of supervisory training may be helpful

   b. Orientation sessions should inform personnel about:

     (1) What to expect from older volunteers
     (2) What each person's responsibilities are
     (3) How problems will be handled

   c. Objectives of staff training programs are:

     (1) Develop positive and realistic attitudes toward what older volunteers can do
     (2) Provide staff members with the skills necessary to supervise the volunteers

3. Other agency program development activities should involve:

   a. Obtaining supplies and equipment needed by the volunteers

   b. Making sure the physical location where the volunteers will work is prepared for them.

c. Informing all agency employees about the volunteer program start-up date—includes formal dissemination of any new policies

4. Program development activities which focus on the volunteers include:

   a. Recruiting

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     (1) Preparation of job descriptions for the positions which the volunteers will be expected to fill

     (2) Prepare and distribute written promotional materials about the volunteer program; audiovisual materials may also be helpful

   b. Selection

     (1) Program director begins contacting community sources of volunteers
     (2) Conduct interviews and select volunteers

   c. Training—classes for volunteers should be realistic and include:

     (1) List the most important elements of the volunteer's job and focus on the areas of performance which are of paramount importance

     (2) Explain how the job fits into overall agency operations

     (3) Contrast examples of desirable and undesirable job performance

     (4) Provide the volunteer with an opportunity to handle the job on a tentative basis

     (5) Identify criteria which supervisors will be using to evaluate the volunteers

     (6) Identify what is expected of the volunteer in terms of appearance, conduct, confidentiality, and supervision

     (7) Provide the volunteer with an opportunity to acquire the skills needed for a particular assignment

   d. Placement of volunteers in jobs

C. Interventions

1. As the volunteers begin to work, problems and conflicts will arise

   a. Program managers must be especially alert and responsive to events which occur in the first two or three months

b. Corrective actions are more easily undertaken then while the program is still in a state of flux

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2. Anticipated problems include:

a. Agency staff encounter unanticipated "hidden costs" in terms of the time or efforts required of them

b. Volunteers may have similar complaints if their actual work deviates from the job for which they were trained

c. Other problems include:

(1) Insufficient training
(2) Unsuitable volunteers
(3) Personality conflicts in work groups

3. Expectations which are not met when the actual program begins can lead to:

a. Faltering commitments
b. Increased tension on the part of both agency staff and volunteers

4. When problems arise, the volunteer program director must intervene

a. Left to solve the problems themselves, the groups may develop isolationist positions of "win-lose" strategies to handle the problem

b. Program director should attempt to facilitate a participative problem-solving approach to the issue—this approach includes:

(1) Define the source of tension or conflict as a mutual problem which can be solved through cooperation

(2) Analyze the problem

(3) Emphasize goals and objectives which are held in common

(4) Develop alternative solutions

(5) Decide upon the best solution

(6) Convert the solution into action

5. Successful intervention involves all parties who have a vested interest in the outcome—must emphasize a climate of:

a. Mutual respect

b. Trust
c. Flexibility

IV. Monitoring Phase

A. Administrators Must Establish Procedures To Maintain Records And Program Data

1. Necessary for purposes of:

a. Management
b. Evaluation
c. Future planning

2. Main thrust of the monitoring phase is the development of a data base and information system that would enable the program director to know:

a. The who, what, when, where, and how of daily program operations
b. Whether these operations are in conformance with the program design
c. Whether the program is accomplishing its goals and objectives

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B. Record-Keeping

1. Represents the cornerstone of a good evaluation plan—no evaluation can be conducted without the facts or data elements supplied by program records

2. What types of data should be collected?

a. If the program objectives have been written to have the quality of measurability, then the objectives will dictate what types of information should be collected

b. Program design and agency policy and procedures will dictate whatever else needs to be acquired

3. Standard files which should be maintained are:

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a. Volunteer file, which includes:

(1) Background information on each volunteer
(2) Dates and types of training he received
(3) His work assignment

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b. Program file, which should contain a catalog of the different volunteer jobs in the agency, including:

(1) Job descriptions
(2) Location of each job

(3) Name or rank of the supervisor

(4) Number of volunteers needed

(5) Hours to be worked

(6) A running, updated listing of volunteers

4. Records should incorporate qualitative as well as quantitative data on the services provided by the volunteers

a. Supervisory assessments of volunteers

b. Periodic progress reports

5. The maintenance of files should be a continuous activity

a. Accuracy is of primary importance

b. Duplicate, irrelevant, or miscellaneous information should not be collected

c. Emphasis should be placed on the consolidation and centralization of all information files

6. Good record-keeping provides continuity to the volunteer program

C. Evaluation

1. Types

a. Informal—a review of program reports and files by program administrators

b. Formal—methodology, designs, and surveys are developed

2. Who should conduct the evaluation?

a. Agency may use its own employees

b. An outside consultant is recommended if:

(1) There is internal tension among volunteers, staff members, and the program administrator

(2) There is a question of continuing the program

3. Evaluation reports should be:

a. Timely

b. Clearly written

c. Meaningful—assess any significant elements of the program

4. Evaluation addresses:

a. The program itself

b. The individuals working in the program

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5. The study design used will vary depending upon the purpose and the evaluation questions being addressed

a. The purpose of the evaluation must be clearly formulated before the data is collected and analyzed

b. Can incorporate the elements of several types of evaluation designs:

(1) Effort/monitoring design: determines what has been done and how well it has been done

(2) Outcome/impact design: determines how well the program is working and what effect it is having

(3) Cost/benefit efficiency design: determines if the program benefits or services provided are reasonable and justifiable

(4) Process design: determines how the program works, what factors have brought about its current state of operation, and results

6. A chronic and consistent problem with evaluation has been the under-utilization of results

a. Results must be acted upon

b. Requires that findings of the evaluation be distributed to those personnnel in the agency and program who can address the issues raised

c. Meetings should be arranged to discuss the evaluation results and recommendations

d. Plans should be developed to resolve any problems identified

V. Overall Program Management

A. Sound Management Principles Must Be Applied Throughout The Three Phases Of The Implementation Process

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B. Volunteer Program Managers Must Be Able To:

1. Make decisions

2. Motivate people

3. Coordinate their work effort

4. Communicate with them

5. Delegate authority to them

C. Program Manager Must Develop The Flexibility Needed To Skillfully Respond To Many Different Types Of Situations And People

D. Program Managers Have Three Major Concerns In The Planning Phase Of Program Implementation

1. Develop strategies for involving agency staff members in the implementation process—can be accomplished by:

a. Providing staff members with ample opportunities to express their feelings about the program in a non-threatening environment

b. Exposing staff members to personnel in other agencies which use volunteers and asking representatives of these agencies to discuss:

(1) The types of services rendered by older volunteers

(2) Their strengths as "employees"

(3) Problems which may occur

(4) Methods of solving these problems

c. Soliciting and using suggestions and recommendations from staff members during the program planning phase

d. Identifying receptive individuals and working with them

e. Building the program so that volunteers will work with receptive staff members, not those who are negative

f. Being aware that some personnel will express verbal commitment but do little

2. Identify a few job task areas where superior performance by the volunteers will produce outstanding and immediately visible results

a. Points of maximum program impacts and benefits should be considered

b. Can be done by setting and sticking to priorities

c. Good management requires innovation, with a focus on:

(1) Future opportunities

(2) Avoidance of past problems

3. Properly delegating work and responsibility

a. No one person can do everything well, nor can one person do everything

b. Effective program management requires that other individuals take charge of certain program areas

c. Effective delegation requires:

(1) That the responsibilities being delegated to each person are defined clearly and comprehensively

(2) That the tasks delegated form some unified whole and are not bits and pieces

(3) That individuals are chosen for assignments which utilize their strengths and avoid their weaknesses

(4) That standards of performance are mutually set

(5) That individuals with delegated responsibility have a voice in decision-making

(6) That individuals with delegated responsibility are kept fully informed

d. The program manager must really allow individuals to perform without constantly "looking over their shoulder" and directing them

E. During The Initiation Phase Of Program Implementation, Managers Should Focus Concern On Coordination of Activities

1. Program activities should be planned in proper "real life" sequence and relationship to each other

2. Effective managers will oversee the entire program development operation

a. Ensure that the right hand knows what the left hand is doing

b. Make certain tasks are accomplished in their proper sequence

(1) Requires that all groups be kept informed about each other's progress

(2) Manager needs to conduct regularly scheduled coordination meetings

F. The Key To Successful Motivation And Recruiting Is To Identify And Emphasize The Role Of The Program In Meeting The Volunteer's Basic Human Needs

1. Why older persons volunteer:

a. Want to help others

b. Enjoy volunteer work itself

c. Have a sense of duty

d. Rewarding relationship with people served
e. Enjoy being with people
f. Work is extremely interesting

2. Program manager should keep these reasons constantly in mind when talking to other volunteers

3. Should design the jobs to fit the older person's needs:

a. For peer relationships with others
b. To achieve success through accomplishments

G. In The Monitoring Phase, Managerial Emphasis Should Focus On The Continuing Concerns Of Program Operation

1. These concerns include:

a. Public relations
b. Recruiting
c. Program diversification
d. In-service training
e. Funding
f. Evaluation

2. The interpersonal skills of the manager become increasingly relevant as the program recycles itself—guidelines include:

a. Recognize and relate to each person as a human being who has feelings, opinions, and goals that are as important to him as yours are to you

b. Realize that each individual has certain strengths and weaknesses

c. Recognize that people will do things for their reasons and not yours—translate your needs into theirs and the chances of a favorable response increase

d. Make the most of your time with someone—plan your meeting and rank those thing you want to discuss in terms of their importance

e. Keep individuals informed—when people are left out, they tend to reciprocate

3. Recognition and support of the older volunteers are especially needed in order to maintain their interest and enthusiasm for the program

H. Life-Cycle Of A Program

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1. Every program has a life-cycle

a. Chances of program success can be increased if everyone knows what to expect in terms of program commitment

b. There will be attitude shifts which develop in accordance with a predictable sequence

2. The stages of a program's life-cycle include:

a. Uninformed optimism

(1) A preplanning state of implementation—the program concept sounds good and there is verbal support

(2) Problems and obstacles have been discussed and feelings are strong that they can be overcome

b. Pessimism

(1) Real planning and program initiation begins, but problems and obstacles are tougher than expected

(2) The department may "forget" the program by withdrawing its financial and organizational support

(3) Volunteers may feel that their work is pointless

c. Realism

(1) If the pessimism state is overcome by determination, planning, and support, then the program is about to turn the corner

(2) Perceptions of what can be done are realistically explored

(3) The program begins to operate within the confines of the agency

(4) Volunteers know and accept their responsibilities and limitations

d. Informed optimism

(1) The services provided by the volunteers begin to be recognized as valuable contributions to agency functioning

(2) There is a fresh burst of energy and support

(3) Realistically feasible roles for volunteers are identified and efforts are expended into these areas

  (4) Problems and obstacles are handled more effectively

 e. Satisfied acceptance

  (l) The program's place in the agency is ensured
  (2) When new agency problems arise, the program is considered as a viable response

I. Director/Coordinator Of Volunteer Services

★*150*
 1. The most crucial management position in any volunteer program

 2. This person has primary responsibility for:

  a. Program implementation
  b. Program operation

 3. Program manager must be:

  a. Capable

  b. Carefully selected

  c. A paid supervisor within the agency

  d. Hired or involved in the very beginning of the program planning process

  e. A member of the law enforcement agency's administrative staff who has direct access to the agency's policy makers and chief administrators

  f. A person who is familiar with the community from which the volunteers will be drawn

 4. If the program uses more than 30 volunteers, then the program manager should work full-time

 5. The manager plays a crucial role in dispelling the myths about older volunteers

MAJOR PRINCIPLES DISCUSSED

1. *Careful planning must precede the implementation of the volunteer program.*

Program implementation requires a great deal of effort and involvement on the part of many people; because so many people are involved, the volunteer program must be planned carefully. The planning process establishes the nature and scope of the volunteer program within the agency and involves a consideration of the agency's needs along with actually designing the program. This

process involves four major principles: (l) It should define the scope and purpose of the volunteer program; (2) The scope of the planning process and the time involved should reflect the resources which can be allocated to the program; (3) Planning activities should begin by focusing on a few activities at a time; and (4) The planning process should involve the agency's chief administrators.

2. *If the agency expects its volunteer program to be successful in the long run, then agency officials must carefully monitor program activities in order to detect and deal with problems as soon as they surface.*

Program administrators must establish procedures to maintain records and program data in order to manage and evaluate the program and plan for the future. The main thrust of the monitoring phase is the development of a data base and information system which will enable the program director to know: (l) The who, what, when, where, and how of daily program activities; (2) Whether these operations are in conformance with the program design; and (3) Whether the program is accomplishing its goals and objectives. Recording-keeping represents the cornerstone of a good evaluation plan. However, before a record-keeping system is established, administrators must clearly formulate the purposes of program evaluations. Once evaluations are conducted, the results must be acted upon and problems which have been identified should be resolved.

3. *The absence of strong management for the volunteer program can result in program failure.*

The volunteer program coordinator plays a critical role in overseeing the program. Sound management principles must be applied throughout the program planning, initiation, and monitoring processes. The program manager must develop the flexibility needed to skillfully respond to many different types of situations and people. The interpersonal skills of the program manager become increasingly relevant as the program recycles itself.

KEY TERMS AND CONCEPTS

Major phases of program implementation process
Purposes of the program planning process
Planning principles for volunteer programs
Needs and climate assessment techniques
Job task analysis
Organizational "climate"
Purpose of the program design process
Steps involved in program design
Components of a program design
Types of administrative structures for a volunteer program
Volunteer program initiation phase components
Purpose of orientation sessions
Objectives of staff training programs
Program development activities which focus on volunteers
Components of training programs for volunteers

Interventions process
Components of problem-solving approach
Purposes of the monitoring phase of the volunteer program
Evaluation
Purpose of data base and information system
Components of a record-keeping system
Measurability of data
Volunteer file
Program file
Qualitative data
Quantitative data
Informal evaluation
Formal evaluation
Purposes of the evaluation process
Effort/monitoring evaluation design
Outcome/impact evaluation design
Cost/benefit efficiency evaluation design
Process evaluation design
Effective utilization of the evaluation process
Components of the program management process
Major planning concerns of program managers
Effective delegation process
Manager's role in coordinating program activities
Why older persons volunteer
Program manager's role in program monitoring
Guidelines for interpersonal relations between the manager and the staff
Program life-cycle components
Uninformed optimism stage of a program
Pessimism stage of a program
Realism stage of a program
Informed optimism stage of a program
Satisfied acceptance stage of a program
Qualities necessary to serve as a volunteer program manager

DISCUSSION QUESTIONS

1. Why is the planning process so important in a law enforcement agency which wants to establish a volunteer program using older persons? What should the planning process involve? Can any of the planning activities discussed in this lesson be safely skipped? Why or why not?

2. At the request of the mayor, the Anytown police chief agreed to establish a "Lifeline" program with older persons serving as volunteers. He appointed Patrol Officer Linda Houston as the program director. When Officer Houston began planning the program, she asked the chief if she could attend a command staff meeting to present her plans to the captains, majors, and deputy chief. But the chief told her they would be "too busy discussing enforcement priorities" at the forthcoming command staff meeting and that he would allot her time on the meeting agenda

"two months later" when the program was operational. "Once it's a going program, the commanders will understand it better when you explain it to them," the chief told her. What major problems has the chief caused for Officer Houston? Will she be able to implement an effective volunteer program? Why or why not? What would you do if you were Officer Houston?

3. How can the volunteer program manager determine where older volunteers can be used most effectively in a law enforcement agency? What procedures are involved?

4. Why is it important to spend time developing a comprehensive program design for the volunteer program? Is this really a necessary step in program implementation or is it a waste of time?

5. Deputy Ben Barnes of the Lizard County Sheriff's Department heard from his neighbor, Lt. Wiley Coyote, that the sheriff wanted to establish a volunteer program for the older residents of the county. Because he wanted to get off shift work and have a "9 to 5" job which would allow him to "moonlight" on a steady basis, Deputy Barnes pleaded with Lt. Coyote to "put in a good word for him" and help him secure the job as program coordinator. Lt. Coyote, who commanded the department's Community Relations Section, was given overall command of the volunteer program and was told to appoint a program coordinator—he selected Deputy Barnes because Barnes seemed to be so interested in the program. Deputy Barnes was told to "make the program operational in the next three months." That was the *total* amount of direction given to him; it was assumed he would use his own initiative to develop the program since he had pleaded for the job. Deputy Barnes called some neighboring sheriffs' departments and asked their volunteer program coordinators to "send me everything you got on your programs." He received descriptions of 10 different programs and decided to immediately implement five of these programs in Lizard County. Deputy Barnes did not know anything about planning processes, evaluation methodologies, data collection, record-keeping, program administration, or supervision; his total experience in the Sheriff's Department was as a road deputy and his "moonlighting" job consisted of stocking shelves in a grocery store. Because Deputy Barnes is the program coordinator, what chances for success do you give the Lizard County Sheriff's Department volunteer program for older persons? Why? What qualifications does Deputy Barnes lack as a program director? What was wrong with his program planning efforts? Is there any way his programs could possibly be effective?

6. Of the program development activities discussed in this lesson, which activities do you feel are most important? Why?

7. Why is the "interventions" process so important? What problems would you anticipate ahead of time in a program which brings older volunteers into a law enforcement agency?

8. Is the monitoring phase necessary once the volunteer program has been operating successfully for a year? Why or why not? Isn't it a waste of time and manpower to keep monitoring a program that has already proven itself to be effective?

9. Of the four types of evaluation designs discussed in this lesson, which is the most effective design for evaluating a volunteer program? Or are they all equally effective?

10. Officer Joan Monday has been placed in charge of the Cactus County Sheriff's Department volunteer program for older persons. There are 55 volunteers in the program and the sheriff wants the program to keep expanding, since the older volunteers have been providing a great deal of assistance as auxiliaries in the many small towns throughout the county. Officer Monday doesn't think she can add more volunteers because she is having trouble keeping track of the current volunteers. A "workaholic," she refuses to delegate any of her responsibilities and does not have any volunteers assisting her with the necessary and time-consuming office duties, such as record-keeping, data analysis, scheduling, counseling of volunteers, recruiting, and selection. What is Officer Monday doing wrong? How can she make her own job easier and expand the program at the same time? Do you think Officer Monday should be the program coordinator? Why or why not?

ANSWER KEY

1. Two; 2. Monitoring; 3. Every; 4. False; 5. True; 6. Program design; 7. True; 8. False; 9. True; 10. All parties; 11. Recordkeeping; 12. The individuals working within it; 13. False; 14. (E) I, II & III; 15. True; 16. Monitoring; 17. B; 18. A; 19. False.

EXERCISES

Exercise One: Needs And Climate Assessment

Time: About 10 minutes

Purpose: To introduce Section II, D, Needs and Climate Assessment

Objective: To demonstrate the use of an assessment survey.

Process:

What Do We Really Want To Find Out?

1. What is the present need for volunteers in the department?
2. What are the factors that hinder the use of volunteers?
3. What do we have going for us to help in establishing a volunteer program?
4. What would we like to see happen in the future (i.e., the goals for the volunteer program)?
5. What recommendations are suggested for the program?
6. What resources do we have?
7. What resources do we need?
8. What are the best solutions for making improvements?
9. List recommended solutions in order of their priority.
10. Try them out.
11. Evaluate the change.
12. Compare what we desire to what we actually have at the present time.

Tabulation Of Answers

Write each question and list all the responses under each question. List findings under your own questions, such as:

1. Where and how many volunteers could serve?
2. What skills could the volunteers have?
3. What changes would enhance acceptance of the volunteers?
4. What future in-service training would enhance volunteer acceptance?
5. In what programs are volunteers needed?
6. What programs need to be developed for the involvement of volunteers?
7. What are the attitudes of staff members toward volunteers?
8. What are the attitudes of clients towards volunteers?
9. What are the general directives for the agency?

Exercise Two: Task Analysis

Time: About 20 minutes

Purpose: To conclude Section II, D, Needs and Climate Assessment

Objective: To conduct a task analysis in the development of volunteer jobs.

Process:

The Modified Delphi Technique can be utilized to identify and rank volunteer roles and task functions in the areas perceived by department staff as important. The steps are as follows:

1. List the tasks which staff members have indicated they are interested in having volunteers work on. To the right of the list construct a matrix with the names of the participating staff across the top (See example).

2. Ask each participant to rank order the items on a sheet of paper *without conferring with one another*.

3. Collect the rankings and enter them in the appropriate places in the matrix. Determine the mean and range (highest and lowest rank given to the item) for each task.

4. Discuss reasons for the extremes in those items with the largest range. Attempt to reduce that range by discussing criteria used by the individuals in their rankings and attempt to reach agreement on the best criteria for rating the items.

5. By looking at all the items, it is possible to gauge the consensus among the participants as to the importance of each of the items to the group as a whole. By looking at the mean and range in the example below, it is readily apparent that item three is considered most important, followed by item two. Because the mean for items one and four are the same, it is not clear which of these two items is perceived as more important. When the mean for each of the items is relatively different from the other item means, group consensus is easily reached. When all or many of the means are similar, there may be disagreement and the ranking process should be repeated. In the example below, item four has the largest range, which indicates that the group varies widely in how important they perceive this task to be.

Volunteer Tasks	Patrol Officers						
	Tom	Joe	Bob	John	Steve	Mean	Range
1. Proofread incident reports	3	2	4	4	3	3.2	2-4
2. Follow-up low priority calls for service.	1	3	2	3	2	2.2	1-3
3. Operate a Telephone Reassurance Program.	2	1	1	2	1	1.4	1-2
4. Assist in crime analysis.	4	4	3	1	4	3.2	1-4

EXAMINATION: MODULE IV, LESSON THREE

1. According to the National Information Center on Volunteerism, Inc., one out of every four or five volunteer programs fails within the first _____ year(s) of operation.

2. Program implementation is comprised of three essential phases. Planning, initiation, and _____.

3. Strong program management is necessary in _____ phase of program implementation.

4. The scope and purpose of the volunteer program are defined in the initiation phase.

    True   False

5. The scope and purpose of the program should reflect the resources available or allocated to the program.

    True   False

6. The step by step guide for developing the program, which is comparable to a "master blueprint", is known as the _____.

7. Program development activities, one of two categories that make up the initiation phase, focus on orienting full time employees in an effort to encourage a working relationship between staff members and volunteers.

    True   False

8. Preparation of job descriptions for volunteer positions is one of the first program activities that needs to be completed. The description should include such things as objectives of the job; lines of accountability, etc. Time requirements, however, should never be specified.

    True   False

9. The volunteer training program is an accurate indicator of future job performance.

    True   False

10. Successful intervention by the program administrator hinges on involving _____ with a vested interest in the outcome.

11. The process by which the program analyzes whether it is doing what it set out to do is called evaluation. Evaluation relies on accurate _____.

12. Typically a program evaluation is concerned with the program itself and with _____.

13. In order to ensure that an appropriate study is done, the purpose of an evaluation study need not be formulated until after the data is collected and analyzed.

    True   False

14. Which (if any) of the below are major concerns of the program manager:

    I.   Develop strategies for involving agency staff members in the implementation process.

    II. Identify job/task areas where superior performance by volunteers produce immediately visible results.

    III. Proper delegation of work and responsibilities.

        A) I
        B) I & II
        C) I & III
        D) II & III
        E) I, II & III

15. The program manager may design jobs to fit the need of the older volunteer to have peer group relationships, as part of his effort to keep the volunteer motivated.

                    True   False

16. Managerial emphasis on continuing concerns of program operations should be the priority in the _____ phase.

Match the description in the left column with the correct element in the right column.

17. Sequential changes in individual and group attitudes toward the acceptance of a new program. _____

    A. Secondary element of a program's life cycle.

18. Sequence of events required to complete the objectives of the program. _____

    B. Primary element of a program's life cycle.

19. While the director/coordinator of volunteer services should be considered as a member of the law enforcement agency's regular administrative staff, he/she should never have direct access to the agency's policy makers.

                    True   False

LESSON FOUR
RECRUITING, SELECTING, AND PLACING OLDER VOLUNTEERS

TRAINING OBJECTIVES

1. The student will be expected to know and understand the principles and procedures involved in recruiting, selecting, and placing older volunteers.

2. The student will be expected to know and understand how to effectively interview an older candidate who volunteers to work for a law enforcement agency.

LESSON OUTLINE

I.   Introduction

     A. Process Of Recruiting, Selecting, And Placing Volunteers Must Be An On-Going Activity

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     B. Key Steps Involved Include:

        1. Developing contacts with resource agencies
        2. Developing personal contacts with candidates
        3. Conducting an orientation and information meeting
        4. Accepting formal applications for volunteer services
        5. Interviewing volunteer candidates
        6. Conducting a pre-service training and screening process
        7. Placing the volunteers within the agency

II. General Principles

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     A. Law Enforcement Agency Should Be Selective In Its Use Of Time When Recruiting And Placing Volunteers

        1. Best recruiting method is to seek services of outside resource agencies

            a. Can assist in attracting and selecting the types of volunteers the law enforcement agency needs

            b. Individuals who deal with older persons on a face-to-face basis can provide valuable assistance.

2. Older volunteers themselves can assist in recruiting

3. Quality of the volunteer program itself is an important recruiting attraction

    a. Law enforcement agency should assure volunteers they will be accepted within the agency

    b. Should highlight the significance and challenge of the work

B. Law Enforcement Agency Volunteer Program Director Should Identify A Variety Of Specific Job Assignments For Older Volunteers Prior To Initiating Recruiting Drive

    1. Should determine how many volunteers he needs to recruit

    2. Should take prospective volunteers on a tour of the police department to help them understand the agency's operations

    3. Recruiting efforts should focus on forming groups of volunteers who can work together on the same day and at the same time: enhances personal and social relationships valued by older persons

    4. File should be established to provide a source of volunteers to meet future needs

C. Recruitment And Placement Process Should Move As Quickly As Possible

    1. Keep interest of older persons alive
    2. Process should be continuous, not sporadic

III. Recruiting, Selecting, And Placing Volunteers
★152

A. Contact Resource Agencies

    1. Initiative is the key to a successful recruiting effort—volunteers must be sought out

    2. Best method of seeking volunteers is for the law enforcement agency program director to write a letter to service agency directors who are involved with older persons

        a. Lets the service agency director know the law enforcement agency will be recruiting older volunteers

        b. Provides general idea of the kinds of volunteers needed

        c. Seeks names of older persons who can fulfill police department needs

    3. Typical resource agencies for recruiting assistance include:

        a. Senior citizen centers
        b. Retired Senior Volunteer Program (RSVP)
        c. Social service agencies and public housing departments
        d. Area agencies on aging
        e. Labor unions and companies with a retired persons club
        f. Service Corps of Retired Executives (SCORE)
        g. Service clubs
        h. Retirement villages
        i. Bank officers
        j. Church groups

    4. A community coordinating agency, such as a volunteer bureau, may be particularly helpful

        a. Able to generate more publicity and reach more groups
        b. Often able to match a volunteer's skills with particular job categories

    5. Law enforcement agency program director may need to make presentations to various groups

        a. Should focus on kinds of work to be done and types of older volunteers who are needed

        b. Blanket recruiting messages should be avoided
★153

B. Develop Personal Contacts With Recommended Candidates

    1. Law enforcement agency program director should write a letter to each recommended older person

    2. Letter should explain:

        a. That the law enforcement agency is recruiting volunteers
        b. That the person is invited to an orientation meeting

C. Sponsor Orientation-Information Meeting

    1. Volunteer program is explained at this meeting, preferably by a uniformed officer

    2. Tour of department headquarters should be provided

    3. If the volunteer program is already operational, it should be a focal point of the tour

    4. Meeting serves as a further weeding-out process
★154

    5. Prospective volunteers should be given an information sheet to fill out—time limit for returning the sheet should be set
★155

D. Receive Formal Applications For Service

    1. Provide prospective volunteers with sufficient amount of time to make a decision—they need to:

        a. Think over the matter of volunteering
        b. Work out their own feelings about it
        c. Justify accepting the volunteer opportunity

    2. Unforeseen circumstances might prevent interested older persons from sending in their applications before the deadline

        a. Program coordinator should write them a letter and ask if they are still interested

        b. If they respond favorably, the program coordinator should follow up and let them know about future volunteer activities

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E. Interview Volunteer Candidates

EXERCISE, p. IV-58

    1. Interview should be structured with both the needs of the agency and the individual in mind

    2. Pre-interview preparation

        a. Interviewer who has little experience interviewing older persons must familiarize himself with the techniques and qualities of a good interviewer

        b. Interviews must be carefully conducted—blind acceptance and inappropriate placement of volunteers in an agency can do more harm than good for everyone concerned

        c. Basic goal of interview is to select and place those volunteers best suited for the available jobs—requires that the interviewer understand the jobs the volunteer will perform and the qualities needed to perform them

        d. To accomplish this task, the interviewer must:

            (1) Get to know the volunteer as a complete person

            (2) Convey to the volunteer the essential facts about the agency and the jobs available

        e. General guidelines for interviewing elderly candidates

            (1) Always be concerned about the individual candidate as a person

            (2) Listen attentively and hear accurately what the candidate has to say

            (3) A positive personal attitude helps to establish and maintain a favorable rapport

            (4) Adequate time without interruptions is necessary

            (5) The comfort needs of the older person should be taken into account

            (6) Awareness of his own personal biases is important to the interviewer

            (7) Interviews should not be conducted in a mechanical fashion—should be tailored to the individual volunteer

        f. Basic steps to follow when beginning an interview include:

            (1) Perform introductions and express appreciation for the volunteer's visit and interest in the program

            (2) Explain the purpose of the interview

            (3) Have the volunteer complete any necessary forms

            (4) Start with broad, open questions to get the volunteer to talk

        g. Interviewer should set a time limit in advance for the interview—usually shouldn't exceed one-half hour

        h. Personal characteristics which an interviewer should possess include:

            (1) Ability to converse easily with a stranger

            (2) Acceptance of people

            (3) Skill in observing or sensing other people's reactions, attitudes, concerns, and personality traits

            (4) Ability to speak clearly and explain matters in simple terms

            (5) Capacity to recognize individual strengths and potentials

            (6) Familiarity with the volunteer program

            (7) Ability to guide the conversation efficiently without sacrificing sensitivity or purpose

    3. During-interview activities

        a. Interviewer should tell the volunteer about:

(1) The agency or department's organizational structure and function

(2) The role and place of the volunteer in the agency and the particular tasks that will be performed

(3) The relationship between the volunteer's service and the total services provided by the agency

(4) The areas of volunteer and staff responsibility

b. Interviewer must ask questions about the volunteer's:

(1) Motivation
(2) Interests
(3) Skills
(4) Abilities
(5) Personality

c. Insights can be gained by using non-directive questions

★157

d. Interviewer should avoid some of the more common errors made by interviewers, such as:

(1) Making decisions too early in the interview
(2) Failing to understand or describe the job in sufficient detail
(3) Letting the pressure of duties shorten the interview time
(4) Doing more talking than is necessary
(5) Failing to direct the interview

e. Interviewer should use all five senses to get an impression of the volunteer's personality, especially as it relates to the job which needs to be performed

f. Often helpful to have some type of structured form which reflects a profile of worker characteristics needed to perform a particular job or task

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4. Post-interview decisions

a. Decision must be made whether or not to continue with the volunteer's application

b. Volunteers who are clearly unsuited for the job should be thanked for applying and told they can't be used

(1) Should be done with consideration and sensitivity
(2) If candidate asks why, he should be told

c. If the candidate is suited for the job, then arrangements should be made for further orientation and pre-service training

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F. Conduct A Pre-Service Training And Screening Process

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1. Successful candidates should be provided with pre-service training as soon as possible

2. Training may consist of:

a. Probationary or "try-out" period on the job
b. Formal training program for several volunteers
c. Combination of both training methods

3. Purpose of training or probation is to obtain a true idea of whether or not the placement will work out

a. Should be made clear to the volunteer that he is not obligated to continue if he doesn't like the job

b. Also should be made clear that the law enforcement agency reserves the right to terminate the volunteer's services

4. After the training or probationary period is over, a follow-up interview with the volunteer should be conducted

a. Helps improve the pre-service training program

b. Involves the volunteer in a participative decision-making process concerning his job placement.

G. Place The Volunteer Within The Agency

1. If the volunteer wants to drop-out, he should not be dissuaded

2. Some volunteers who are found to be unsuitable must be "de-selected"

a. Difficult to do since the person has volunteered and his services are being rejected

b. The best approach is honesty and courtesy

c. Helpful to have a reciprocal arrangement with other service groups so that volunteers unsuited for law enforcement work may be transferred to another type of agency

3. For volunteers who are accepted, several placement considerations may be relevant

a. Some thought must be given to which job is best for the individual volunteer

b. Volunteer should not be placed in jobs which are unchallenging or menial compared to his abilities

IV-55

c. Agency personnel and supervisors should also be considered when placing the elderly volunteer

4. Program director should follow up on those volunteers who have been placed

   a. Helps gauge the effectiveness of selection, training, and placement procedures
   b. Volunteer feedback is helpful in detecting problem areas

MAJOR PRINCIPLES DISCUSSED

1. *For the law enforcement agency which has established a program utilizing older volunteers, the process of recruiting, selecting, and placing volunteers must be an on-going activity.*

   The department should establish a "volunteer pool" in order to have qualified applicants available to fill volunteer program job vacancies. Otherwise, the agency's programs may stagnate from a lack of qualified personnel. Recruiting, selecting, and placing volunteers involves seven key steps; in order for the program to be effective, the director should follow each step in sequence. These key steps include: (1) Developing contacts with resource agencies; (2) Developing personal contacts with candidates; (3) Conducting an orientation and informational meeting; (4) Accepting formal applications for volunteer service; (5) Interviewing volunteer candidates; (6) Conducting a pre-service training and screening process; and (7) Placing the volunteers within the agency.

2. *The employee selected by the law enforcement agency to recruit, interview, and place elderly volunteers must possess special skills and abilities as an interviewer of older persons.*

   The basic goal of the interview process is to select and place those volunteers who are most clearly suited to the jobs or tasks which the law enforcement agency needs to have performed. This requires that the interviewer understand the jobs or tasks which the volunteer will do and the requirements or qualities needed to perform them. However, it also requires that the interviewer understand how to communicate effectively with older persons, their special needs during an interview situation, and how to establish rapport to elicit information. In addition, the interviewer must be a compassionate person who has the ability to tell a prospective volunteer that his services are being rejected, without appearing cruel—the interviewer must be a person who is sensitive and considerate of the feelings of older volunteers.

KEY TERMS AND CONCEPTS

Key steps in recruiting, selecting, and placing volunteers
Types of recruiting methods
Types of resource agencies
Retired Senior Volunteer Program (RSVP)
Service Corps of Retired Executives (SCORE)
Volunteer bureau
Blanket recruiting process

Purpose of orientation-information meeting
"Volunteer Program Information Sheet"
Pre-interview preparation process
During-interview activities
Post-interview decision-making process
Purpose of the interview
Techniques and qualities of a good interviewer
Guidelines for interviewing older volunteers
Non-directive questions
Common errors made by interviewers
How to reject an older volunteer's services
Purpose of preliminary training or probationary period
How to place a volunteer in a job
Purpose of placement follow-up process

DISCUSSION QUESTIONS

1. What experiences have students had in recruiting volunteers to work in their law enforcement agencies? Were these recruiting methods successful? Explain. What are the best methods for recruiting older volunteers? Why?

2. Develop lists of the resource agencies in the communities where students are employed which can help the law enforcement agency recruit older volunteers. What can these agencies do to help and how should they be approached for assistance?

3. What typical problems will the law enforcement volunteer program director encounter when interviewing prospective older volunteers? How can he overcome these problems in order to conduct an effective interview?

4. What major principles of communication with older persons, which were discussed in Module III, are important in the recruiting and selection processes? Why?

5. Martha Wilson, 63, a widow, volunteered to work 20 hours a week in the police department's records section as a clerk. She did well in the selection interview and her previous skills as a bookkeeper for her late husband's appliance business have proven to be very useful in her records section job, which involves checking officers' reports for completeness and filing and retrieving reports. However, after Mrs. Wilson had been working in the records section for one month, the director of the volunteer program began to receive complaints about her from the section supervisor. The complaints did not involve her work, which she handles more skillfully than many of the department's fulltime paid employees.

   Rather, they involve meddling by Mrs. Wilson in the lives of the younger women employees who work in the records section and in nearby offices. According to the records section supervisor, Mrs. Wilson frequently lectures the younger women about the "disgusting" way they dress, their "loose morals," and their "filthy language." While the records section supervisor, who is 42 years old, agrees that these observations by Mrs. Wilson are "basically true," she says the fact

that Mrs. Wilson is "butting into" the lives of the younger women has created morale problems in the records section and overall productivity has been decreasing. One young woman said she "couldn't take Mrs. Wilson's lectures anymore" and resigned. What should the volunteer program director do? Can this problem be resolved satisfactorily or will he need to dismiss Mrs. Wilson from the volunteer program? Can future problems like this be detected during the interview and screening process? If so, what is involved?

ANSWER KEY

1. False; 2. False; 3. True; 4. False; 5. True; 6. False; 7. False; 8. False; 9. True; 10. False; 11. True; 12. False.

EXERCISE

Exercise: Interview Volunteer Candidate

Time: About 20 minutes

Purpose: To reinforce Section III, E, Interview Volunteer Candidate.

Objective: To present guidelines for pre-interview preparation

Process:

This is not a substitute for a job description or the interview process. It is a tool for interviewing and ensuring a proper tailoring between the structured job and the volunteer.

1. Take the developed job description and complete the "Volunteer Worker Characteristics Form" in relation to the specific job. Rate those characteristics that an ideal volunteer candidate would have in relation to the performance of that job. This provides a profile of the qualities a worker would have which would make him most compatible with the position.

2. When conducting an interview with a prospective volunteer, use the "Volunteer Worker Characteristics Form" as part of the interview. Or, have the candidate fill it out. Explain that its purpose is to facilitate tailoring the job requirements to those of the volunteer.

3. Compare the ratings, item by item, between the "Volunteer Worker Characteristics Form" and the "Volunteer Worker Interview Guide". Note those items which have a considerable disparity between what the job requires (VWCF) and the volunteer candidate's personal characteristics (VWIG). For example, if the ability to generate ideas and plans (item 14) is rated very important on the "Characteristics Form" and is lacking on the "Interview Guide", this indicates that the volunteer does not prefer to generate ideas and plans, which may result in conflict in that job setting for the volunteer.

Note the number of items which have more than a two unit discrepancy.
Gaps between the worker's expectations and the qualities required by the job need to be discussed and resolved as part of the placement process.

VOLUNTEER WORKER CHARACTERISTICS FORM

Refer to the job description. On the lines below, indicate how important it is for a volunteer to have each of the following characteristics in order to do the job. If a characteristic is not all relevant to the job, mark the first column Does Not Apply.

Worker Characteristics	Does Not Apply	Not Important 1	2	3	Very Important 4
1. Able to work independently with little supervision.	___	___	___	___	___
2. Able to adapt to frequent changes in tasks/procedures.	___	___	___	___	___
3. Able to work well with other people.	___	___	___	___	___
4. Capable of operating office machinery.	___	___	___	___	___
5. Able to work in stressful environment.	___	___	___	___	___
6. Able to write well.	___	___	___	___	___
7. Able to speak clearly and intelligently.	___	___	___	___	___
8. Able to present neat appearance.	___	___	___	___	___
9. Able to supervise others.	___	___	___	___	___
10. Able to do highly detailed work.	___	___	___	___	___
11. Able to accept close supervision from others.	___	___	___	___	___
12. Able to work as part of a team or unit.	___	___	___	___	___
13. Able to identify problems when they occur and correct them.	___	___	___	___	___
14. Able to generate ideas and plans.	___	___	___	___	___
15. Able to follow lengthy or difficult problems.	___	___	___	___	___
16. Can meet attendance requirements.	___	___	___	___	___
17. Able to work overtime to finish tasks.	___	___	___	___	___
Any special skills, experiences, interests which could be relevant.					
18. _____.	___	___	___	___	___
19. _____.	___	___	___	___	___

VOLUNTEER WORKER INTERVIEW GUIDE

During, or immediately after, the interview, rate the volunteer on each of the following items (or have the volunteer rate himself).

Worker Characteristics	Not At All 1	2	3	Very Much 4
1. Likes to work independently with little supervision.	____	____	____	____
2. Likes to work in setting with frequent changes in tasks and procedures.	____	____	____	____
3. Likes to work with other people.	____	____	____	____
4. Likes to operate office machinery.	____	____	____	____
5. Likes to work under pressure or tough conditions.	____	____	____	____
6. Likes to write.	____	____	____	____
7. Likes to speak before others.	____	____	____	____
8. Concerned about appearance.	____	____	____	____
9. Likes to supervise others.	____	____	____	____
10. Likes doing work which requires attention to detail.	____	____	____	____
11. Prefers close supervision.	____	____	____	____
12. Likes to work as a team.	____	____	____	____
13. Likes to be faced with problems which need solutions.	____	____	____	____
14. Prefers to develop ideas and plans.	____	____	____	____
15. Prefers working on complex tasks.	____	____	____	____
16. Feels it is important to report to work regularly and on time.	____	____	____	____
17. Able to occasionally work overtime or extra hours, if necessary.	____	____	____	____
How would you rate your skills, interests, or experiences in:	____	____	____	____
18. _____.	____	____	____	____
19. _____.	____	____	____	____

Completed by: _____

Date: _____

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EXAMINATION: MODULE IV, LESSON FOUR

1. The process of recruiting, selecting, and placing volunteers must not extend beyond the point when a sufficient number of volunteers have been obtained.

<div align="center">True   False</div>

2. A generalized public appeal by way of the media produces a limited number of the specific type of volunteers desired.

<div align="center">True   False</div>

3. Recruiting done by people who are currently volunteers has proven to be one of the most effective methods of recruiting.

<div align="center">True   False</div>

4. The efforts of service agencies, businesses, and civic organizations may be well intended but are actually not very productive in assisting police in the recruiting phase.

<div align="center">True   False</div>

5. Personal contact should be established with each and every person who appears to be a possibility as a volunteer in the program.

<div align="center">True   False</div>

6. The orientation and information meeting is held to explain the volunteer program, tour the department's headquarters, and to tour the program itself if it is already operational. A successful meeting will generally persuade no more than ten percent of the people attending the meeting to volunteer to participate in the program.

<div align="center">True   False</div>

7. Older persons often need more time to decide whether or not to become volunteers. If an older person has not responded by the deadline, additional efforts to contact him/her for purposes of seeking a commitment should not be made.

<div align="center">True   False</div>

8. Interviewing older persons as potential volunteers should be a mechanical, systematic process with no variation from one person to the next.

<div align="center">True   False</div>

9. In order to determine whether or not the volunteer and the job are mutually suited to each other, the interviewer must assess, among other things, the motivation of the volunteer.

<div align="center">True   False</div>

10. Even if an immediate decision has been made by the interviewer to reject a particular applicant, that applicant should not be told of the decision at the time of the interview.

<div align="center">True   False</div>

LESSON FIVE
SUPPORT AND TRAINING OF OLDER VOLUNTEERS

TRAINING OBJECTIVES

1. The student will be expected to know and understand the importance of providing support and training programs which are responsive to the needs of older volunteers.

2. The student will be expected to know and understand the various types of methods which can be used by a law enforcement agency to train older volunteers.

LESSON OUTLINE

I. Introduction

    A. Successful Program Operation Depends Upon The Effective Utilization And Retention Of Older Volunteers

    B. The Program's Training And Support Functions Are Very Important In Retaining The Older Volunteer

II. Elements Of Support

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    A. Purpose Of Support Activities

       1. Development of a climate which provides a feeling of acceptance and worth to the volunteers

       2. Lack of support may:

          a. "Demotivate" a volunteer
          b. Have a negative impact on productivity

       3. Each element of support will be more gratifying to some volunteers than others

       4. All support elements should be developed and utilized to provide a comprehensive support system which will have maximim effectiveness

B. Peer Interaction

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1. Confidence-building or mutually supportive relationships with other volunteers are very important to older volunteers

    a. Whatever builds possibilities for peer support should be maximized

    b. This includes:

        (1) Team approaches
        (2) Cooperative projects
        (3) Social events

2. Volunteers supporting other volunteers have a "multiplier effect" in terms of:

    a. Satisfaction
    b. Productivity

C. Staff Interaction

1. Good relations between full-time staff and volunteers can ensure the retention of volunteers

    a. Volunteers expect care and concern on the part of their supervisors

    b. Increasing the skills of staff members who work with volunteers can be more important than training the volunteers

2. Staff members should know the names of volunteers and be friendly to them

D. Acknowledgement And Appreciation

1. Can be formal or informal but is very important to the volunteers

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2. Examples of volunteer reward suggestions include:

    a. Volunteer I.D. cards or lapel pins

    b. A swearing in ceremony

    c. A personal appreciation letter at the beginning of service or after a successful year of service

    d. A volunteer recognition certificate at the end of a term or for outstanding service

    e. "Volunteer-of-the-Month" or "Volunteer-of-the-Year" awards, noted in a program newsletter and/or in the public media

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    f. Publicized, "newsy" human interest items about the volunteers in the local media

    g. An honor roll of active volunteers

    h. Volunteer recognition banquets, picnics, and parties

3. Volunteers who are thanked know their efforts are recognized

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E. Performance Evaluation

1. Volunteers need to know honestly how well they are doing

2. Need to communicate their feelings and suggestions for improving the program

3. Regularly scheduled review periods provide support for both the volunteer and the program

    a. Purpose

        (1) Examine the volunteer program
        (2) Obtain the volunteer's suggestions for improvements

    b. Review can take place in a conversation

        (1) Volunteer should be free to express his feelings about the program and the way he is treated

        (2) Open conversation allows conflicts to surface and be resolved

F. Skills Development

1. Supportive supervisors will create an environment in which volunteers are productive because they are constantly stimulated to use new skills

2. Supervisor needs to know what skills the volunteer brings to the job—skills can be identified by asking the volunteer to complete a "Volunteer Program Information Sheet"

3. Supervisors should be on the watch for new skills as the volunteers master each task they are assigned

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G. Security Needs Satisfaction

1. Volunteers may require added encouragement and support to assure them they are needed by the agency

2. Older volunteers fear the unknown

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a. Will be insecure if they do not know what to expect
b. May worry about what might happen to them in the law enforcement agency
c. Often fear making a mistake
d. May hesitate to take on new tasks if they don't know what is required of them

3. Many fears can be alleviated through:

a. A careful orientation process
b. Linking the new volunteer with experienced volunteers
c. Sensitivity on the part of the professional staff
d. Allowing each older volunteer to progress at his own pace

4. Reassurance helps alleviate the volunteer's anxieties and facilitate better performance

H. Physical Needs Satisfaction

1. Volunteer's morale and productivity suffer if his physical needs and comforts are neglected

2. Physical needs which may need special attention include:

a. Transportation
b. A room to meet with other volunteers for relaxation
c. Hot meals
d. Refreshments
e. Out-of-pocket expenses

III. An On-Going Training System

A. Training Includes Anything That Helps Increase The Potential Of Volunteers
★166
1. Training of older volunteers should be:

a. Informal
b. Personal

2. General rule: volunteer should start on the job as soon as possible to capitalize on his interest and enthusiasm

a. General orientation sessions should be provided as a part of the recruitment and selection process

b. Orientation sessions should be presented informally

3. Volunteer's on-the-job training should be continuous

a. Initially related to the specific job

b. Gradually broadened to include information about:

(1) The total law enforcement agency
(2) Issues of special concern to older persons

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B. Orientation

1. Begins with the recruiting process

2. Enables the volunteer to look at:

a. Himself
b. His own skills
c. The job that needs to be done

3. Includes:

a. Tour of the agency

b. An opportunity for the candidates to talk with:

(1) Experienced volunteers
(2) Staff members

4. Might be helpful to let the new volunteer work briefly in a few different jobs so that he can make an informed choice

5. Group meetings should be held so that candidates can talk with each other

6. Candidates also need to meet with law enforcement agency officials to learn about the role they will play in the agency

C. Pre-Service Training

1. Can be provided by the volunteer's immediate supervisor if:

a. Job tasks are fairly complex
b. Orientation experience is narrow in scope

2. Practical and immediate assistance to the volunteer are necessary when he first begins work

a. His resources and skills are least known
b. His feelings of insecurity are most pronounced

3. Training techniques

   a. Ask the supervisor, trainer, or an experienced volunteer to hold a conversation with the new volunteer a few days after he begins work to give immediate attention to solving problems

   b. Pair the new volunteer with an experienced volunteer for a few days

   c. Hold group meetings to allow volunteers to discuss with each other and staff members

     (1) What happened
     (2) What can be done differently

   d. Ask new volunteers to record part of their work, such as a phone conversation, for a critique

4. Pre-service training should continue until the volunteers have gained enough experience and confidence to function on their own

D. In-Service Training

1. Purpose:

   a. Increase the volunteer's skills
   b. Keep him from falling into poor work habits
   c. Help him learn newer and better ways to do a job
   d. Stimulate his desire to assume greater responsibilities

2. Opportunities for using in-service training include:

   a. Meetings of the volunteers: share ideas about improving job performance with staff members and other volunteers

   b. Volunteers should be provided with opportunities to attend agency staff meetings

   c. Volunteers should be encouraged to participate in community continuing education programs

3. In-service training should be provided to volunteers who are promoted into positions of more responsibility and complexity

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E. Performance Review Training

1. Part of the feedback process

2. Purpose: improve the performance of both the program and the volunteer

3. Allows the supervisor to teach the volunteer the requirements of his assignment

4. Should be:

   a. Flexible
   b. Informal
   c. Adapted to the actual conditions of the work setting
   d. Part of the evaluation process

5. Periodic review and feedback meetings should be held at regular intervals

6. Periodic review training results in an improvement in the volunteer's:

   a. Knowledge
   b. Skills
   c. Job performance

7. Offers other benefits, such as:

   a. Reinforcing the volunteer in tasks which he is performing correctly

   b. Suggesting the need for redesigning present assignments or creating new ones as the result of volunteer performance

   c. Indicating the need for terminating or transferring the volunteer, or preparing him for higher responsibilities

   d. Helping the supervisor learn how he can work more effectively with the volunteers

F. The Training Itself Should Be Evaluated

1. As problems or shortcomings in the training program are identified, new training objectives should be developed

   a. Necessary changes should be made in:

     (1) The curricula
     (2) Methods
     (3) Instructors

   b. Revised training should be instituted

2. As part of the training process, it is helpful to know:

   a. The emotional reactions and feelings of the volunteers
   b. The usefulness, value, and clarity of the information provided
   c. The effectiveness of trainers and the group processes utilized
   d. Suggestions for future sessions and general comments

MAJOR PRINCIPLES DISCUSSED

1. *In order to retain the older volunteer, the law enforcement agency must provide support and training which is responsive to the needs and concerns of the volunteers.*

   Successful program operation depends upon the effective utilization of older volunteers. The program's training and support functions have considerable influence in retaining the older volunteer in the law enforcement agency. Key elements of support include: Peer interaction, staff interaction, appreciation or acknowledgement, performance evaluation, skills development, security needs satisfaction, and physical needs satisfaction. The underlying purpose of these support activities is the development of a climate which provides a feeling of acceptance and worth to the volunteers.

2. *An on-going training program should take into account the needs of the older volunteers for informal approaches and for development at one's own pace.*

   The training program should contain four essential elements: (1) Orientation which begins with recruitment and terminates with the successful placement of a volunteer in an assignment; (2) Pre-service training, which assists new volunteers with immediate problems until enough experience is gained to function on their own resources; (3) In-service training, which is a flexible program of opportunities to learn better ways of performing a job and preparation for transition to new jobs; and (4) Performance review training, which allows evaluation, instruction, and reinforcement on the basis of experience gained in the performance of the job.

KEY TERMS AND CONCEPTS

Key elements of support for a volunteer program
Purpose of support activities
Peer interaction needs of volunteers
Staff interaction with volunteers
Importance of acknowledgement and appreciation of older volunteers
Volunteer reward suggestions
Performance evaluation process for the volunteer program
Volunteer program skills development methods
"Volunteer Program Information Sheet"
Methods of satisfying the security needs of volunteers
Methods of satisfying the physical needs of volunteers
Elements of an on-going volunteer training system
Orientation as a training component
Pre-service training methods
In-service training methods
Performance review training
Elements of the performance review training process

DISCUSSION QUESTIONS

1. What important support factors do law enforcement agencies need to consider when establishing and implementing a program for older volunteers? How do these support elements differ from a program which uses high school students as volunteers? How are they similar?

2. Because of a decrease in revenue, which led the municipal government to institute a hiring freeze, the Anytown Police Department hastily established a volunteer program in which older volunteers were recruited to perform office tasks, thus enabling the department to use its sworn officers for street patrol duties. After the volunteer program was in operation for only three months, the program coordinator, who was the commander of the services bureau, discovered that approximately 50 percent of the original volunteers had resigned. Because of his numerous other duties, the program coordinator had not been paying much attention to the volunteers and the fact that so many of them were resigning came as a shock to him. What is probably missing from this program and what should the program coordinator do?

3. When the Sun County Sheriff's Department established its volunteer program, it assigned each older volunteer to a different work area or shift. Mrs. Maria Gomez, 59, was assigned to the records section to help Spanish-speaking citizens who requested reports and information. When she first began working in the department, her attitude and work performance were excellent. Now, three weeks later, the records section supervisor has reported to the volunteer program that Mrs. Gomez apparently does not like her volunteer job anymore—she reports to work late, watches the clock, and no longer "goes out of her way" to help citizens. The program coordinator observed Mrs. Gomez at work for two days and noticed that when the records section employees went to lunch, Mrs. Gomez was left alone to eat lunch at her desk. What does this indicate? What should the volunteer program coordinator do to improve this situation and retain Mrs. Gomez as a volunteer? Is there something wrong with the manner in which the volunteer program itself has been set up?

4. Why is the performance evaluation process an important component of a volunteer program for older persons? What can happen if the law enforcement agency ignores this component?

5. What important training needs should a law enforcement agency consider when it is establishing a volunteer program for older persons? How do these training needs compare to the training needs of full-time employees? Can the same training processes be used for both groups or do the older volunteers have special training needs?

ANSWER KEY

1. True; 2. Peer; 3. Staff; 4. False; 5. False; 6. True; 7. True; 8. Program; 9. False; 10. False.

EXERCISE

Exercise: Justice County Community Role Play

Justice County Community Role Play is a valuable training tool providing students with an opportunity to develop skills necessary to achieve exercise objectives by actual practice.

This exercise can be altered to accommodate 8 to 36 students, as the class will be divided into a minimum of 2 or a maximum of 6 groups, with a minimum of 4 and a maximum of 6 to each group. Exceeding these maximum limits of groups and/or persons per group will require additional roles beyond those provided by this exercise, as well as additional training time (from this point on, all descriptions and instructions will be for a class size of 36, with 6 groups of 6 individuals. The instructor will be able to vary this configuration to fit his class size or time constraints *after* he has read the exercise).

Time: 2 to 4 hours

Purpose: To practice applying basic principles and procedures to implement an older volunteer program into a law enforcement agency.

Objectives:

1. To outline plans for starting an older volunteer program to target crimes affecting older persons.

2. To practice skills in designing a program for developing, initiating and monitoring an older volunteer program by defining:

   a . the goals and objectives of the program
   b. its structure
   c. operational procedures
   d. time frame
   e. budget
   f. staffing needs

3. To practice skills in presenting and promoting program plans to a police or county administrative staff.

As the third objective states, this exercise is designed to provide participants with the opportunity to present program plans to *either* a panel of police administrators (internal review) *or* a panel of county administrators (external review). The instructor must determine at the outset which review panel better meets the needs and capabilities of the class. The implementation of this exercise is the same either way.

The instructor is strongly encouraged to read through the entire exercise *before* making any decisions or preparing any materials. After complete review, this seemingly complex exercise will become fairly straight-forward in its understanding and merits.

The implementation of this exercise falls into 4 steps: 1 - Problem Specification, 2 - Program Development, 3 - Program Presentations, and 4 - Role-Play Analysis.

IMPLEMENTATION

**Time
(minutes)**   I.   *Problem Specification*

5   A.   Introduce the exercise, explaining details of implementation

10   B.   Provide each student with training objectives and background information on Justice County, USA (SEE APPENDIX A). Review each sheet with the class, describing materials and situation, as follows:

1. *Justice County, USA*. Present description while referring to the map.

2. *Justice County Police Department*. Give data and point out the location of the headquarters and substations on the map.

3. *Demography and Victimization Data*. Review demography, district by district, explaining elderly victimization problem in each.

4. *Explain*: Victimization rates have risen sharply in recent times, attracting much public attention.

5. *Explain*: County Executive has told Chief to "Do something about it, now!"

6. *Explain*: The Chief has assigned the crime prevention unit to design a program which deals with the problem, but must do so on a very limited budget.

5   C.   Break the class into 6 groups of 6 individuals each. Each group (1 through 6) represents the Chief's crime prevention unit.

10   D.   Issue each individual his assignment, by group (SEE APPENDIX B). Explain to each group, as a group:

1. "You have been assigned to develop plans to implement the described program activity (SEE APPENDIX B)."

2. "Each of you in this group must carefully read the assignment instructions and work together to outline program plans and design for presentation."

3. "One of you must present your plans to a panel for approval. It is up to the group to pick that person."

4. "You will have 30 minutes in which to develop this program."

**Time
(minutes)**

E.   Explain to all groups, as a class, the following:

1. "You will be presenting your programs to a panel of _____."
(Either county or police administrators, depending on the decision of the instructor)

2. "You are now receiving a description of this panel's make-up." (SEE APPENDIX C)

5   F.   Pass out Program Review Panel description. (SEE APPENDIX C)

G.   Pass out program development materials to each group:

1. flip charts
2. markers

5   H.   Ask the class if there are any questions.

30   II.   *Program Development*

A.   Ensure that each group is developing sufficient justifications for an effective program presentation.

B.   Ensure that each group has selected a program presenter. Encourage students to prepare flip charts to describe their presentations.

C.   While groups are working, prepare classroom for program presentations.

D.   While groups are working, determine presentation configuration. Each group will have the opportunity to present their program as well as serve as the Program Review Panel. A sample configuration is as follows:

Presenter		Program Review Panel
Group 1	to	Group 2
Group 2	to	Group 3
Group 3	to	Group 4
Group 4	to	Group 5
Group 5	to	Group 6
Group 6	to	Group 1

E.   Relax until the 30 minutes of program development time is up.

Time (minutes)		
	III.	*Program Presentations*
5		A. Reconvene the class and review the purpose of the presentations.
		B. Explain to the class that each group will have the opportunity to present their program as well as review another.
5		C. Assemble Group 2 at the Program Review Panel table at the front of the classroom.
		D. Provide Group 2 members with their panel roles (SEE APPENDIX D). Assign each member to a specific role.
		E. Instruct panel members to direct questions to enhance the realism and credibility of the presentation.
20		F. Bring Group 1 program presentor to the front of the room and initiate presentation and review session.
20		G. Dismiss Group 1 presentor and Group 2 panel. Assemble Group 3 as panel, bring up Group 2 presentor, and initiate presentation.
20		H. Dismiss Group 2 presentor and Group 3 panel. Assemble Group 4 as panel, bring up Group 3 presentor, and initiate presentation.
5		I. Break
20		J. Assemble Group 5 as panel, bring up Group 4 presentor, and initiate presentation.
20		K. Dismiss Group 4 presentor and Group 5 panel. Assemble Group 6 as panel, bring up Group 5 presentor, and initiate presentation.
20		L. Dismiss Group 5 presentor and Group 6 panel. Assemble Group 1 as panel, bring up Group 6 presentor, and initiate presentation.
15	IV.	*Role-Play Analysis*
		A. Have the class critique the presentations and panel reviews.
		B. Review the basic principles and procedures of volunteer program implementation in a law enforcement agency.
		C. Have students identify strengths in program designs and ways for improvement.
		D. Discuss skills needed for effective presentations of programs to _____ (police or county administrative staffs).

APPENDIX A

1. Justice County Community Role-Play Training Objectives

2. Justice County Background Information

  a. Map
  b. County Description
  c. County Demography
  d. County Victimization Data

Exercise: Justice County Community Role Play

Time: About 2 to 4 hours

Purpose: To practice applying basic principles and procedures to implement an older volunteer program in a law enforcement agency.

Objectives:

1. To outline plans for starting an older volunteer program to target crimes affecting older persons.

2. To practice skills in designing a program for developing, initiating, and monitoring an older volunteer program by defining:

   a . the goals and objectives of the program
   b. its structure
   c. operational procedures
   d. time frame
   e. budget
   f. staffing needs

3. To practice skills in presenting and promoting program plans.

BACKGROUND INFORMATION

MAP OF JUSTICE COUNTY, U.S.A.

FORESTVILLE
District C

GOODLAND
District A

COALTOWN
District B
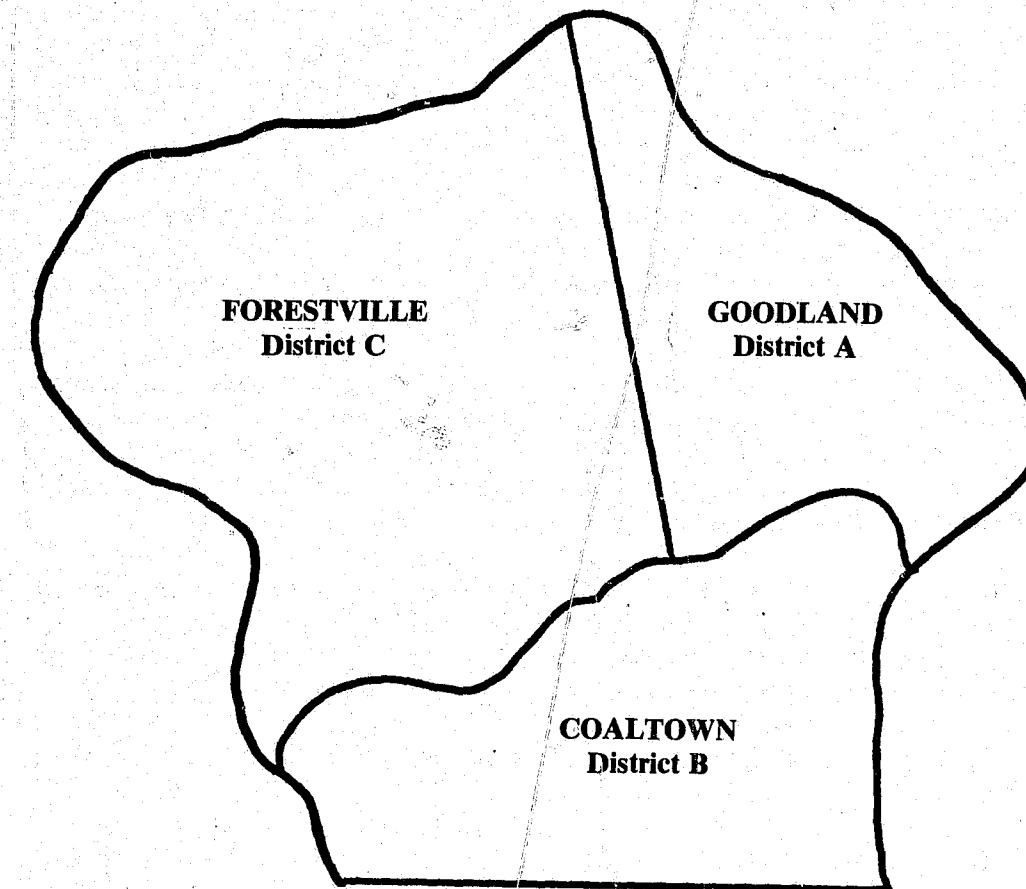
COUNTY AREA: 350 square miles   **Total Population: 147,900**

BACKGROUND INFORMATION
JUSTICE COUNTY DESCRIPTION

Justice County was chartered in 1914 as a county with a population of 1,325. It covers an area of 350 square miles and includes two major river systems. Today the population has grown to 147,900, broken down into three districts.

Goodland, District A, is predominantly upper middle class with little industrial foundation. It is the county seat and is the headquarters for several large commercial interests. Goodland is the new growth area for the affluent white-collar population, accompanied by the highest percentage of residential burglaries.

Coaltown, District B, is a much older area than Goodland. It is heavily industrialized and has a predominantly blue-collar population with many ethnic communities. Much of the street crimes occur here, but a potential for community involvement programs exists. It has become the location for all types of public housing and crime rate problems which occur in these areas. The Chamber of Commerce in this district is extremely powerful.

The unincorporated rural area, District C, is virtually unchanged from the inception of the County. The land area is by far the largest, as is the population spread throughout it. Agriculture is widespread; it has relatively few areas of public gathering except sporadic market places such as Forestville. The population is gradually decreasing and the level of income is considerably below that of Goodland and Coaltown. This is partially off-set by produce grown for at-home consumption, but in real dollars the area is declining. The highest percentage of elderly in the County live scattered throughout this district.

JUSTICE COUNTY POLICE DEPARTMENT

The Justice County Police Department dates back to early 1920's as a seven-man force. Today it consists of 224 full-time personnel (37 non-sworn) ranging from Patrol Officer to Chief. The department deploys from 15 cruisers at low activity levels to 27 at peak activity periods.

Field operations are based on the team policing concept and assignment rotation occurs at three month intervals. Such concepts as the 4/10 work week and staggered shifts are in effect. CID is semi-decentralized with a coordinating unit at headquarters.

The Crime Prevention Unit is relatively new in the Department and debate is still pervasive as to its usefulness. The top staff are somewhat skeptical themselves, and this particular assignment today will have implications on the future of the Unit.

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A-4

JUSTICE COUNTY
BACKGROUND INFORMATION

DEMOGRAPHY

DEMOGRAPHY	GOODLAND	COALTOWN	FORESTVILLE
Total Population	24,700	46,200	77,000
Percentage Over 65	19%	40%	55%
Minority Percentage	13%	48%	26%
Average Annual Income	$18,500	$12,300	$8,700
Area (square miles)	85	95	170
Housing			
Single Units	85%	35%	100%
Multiple Units	15%	65%	—

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JUSTICE COUNTY
BACKGROUND INFORMATION

VICTIMIZATION BY CRIME TYPE AND DISTRICT
FOR CRIMES AGAINST THE ELDERLY

CRIME TYPE	GOODLAND	COALTOWN	FORESTVILLE
Robbery	low	high	low
Aggravated Assault	medium	high	low
Burglary			
Residential	high	high	high
Commercial	medium	high	low
Larceny			
(Pursesnatching)	high	high	low
Auto Theft	low	low	low
Assaults	low	low	low
Vandalism	high	high	high

APPENDIX B

1. Group Assignments (One through Six)

2. County Resource Agencies

3. Guidelines For Program Design

4. Program Design Worksheet

GROUP ONE ASSIGNMENT
CRIME ANALYSIS ASSISTANCE PROGRAM

Justice County has experienced a sharp increase in the frequency of crime, particularly crimes against older persons. This increase has been noted by many influential people in the county; demands for action have become more intense in recent weeks.

The Chief of the Justice County Police Department serves at the pleasure of the County Executive, who is running for re-election this year and has been the target of citizens demands to act decisively in combatting the crime problem.

The County Executive has directed the Chief to "do something" immediately to remove some of the pressure that has been brought to bear upon his office.

The Chief has committed the Crime Prevention Unit to develop a County-wide program involving older volunteers to target crimes affecting the elderly. There is currently a hiring freeze in the County, so the program must be implemented with existing staff. Further, the department is faced with the prospect of no increase in funding for the next fiscal year, and there are legitimate concerns over the costs and benefits to accompany any new program.

To deal more effectively with County residents' sometimes inaccurate perceptions of crime problems, the Chief of the Justice County Police Department has decided that his agency should be conducting crime analysis on a much broader scale. He is committed to the idea of involving older volunteers for this purpose.

Study the County's victimization data (see Background Information) to select target crimes against the elderly for intensive crime analysis. Plan to attack major crime problems in *each* district. Work out ways to handle concerns, such as confidentiality of records, screening procedures, and remedies for potential legal liability situations. Select various County resource agencies to assist the department in identifying and involving older persons in the Crime Analysis Unit. Follow the guidelines for program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presentor to represent the Justice County Police Department's Crime Prevention Unit.

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GROUP TWO ASSIGNMENT
VICTIM-WITNESS ASSISTANCE PROGRAM

A recent study conducted jointly by the Justice County Attorney's Office and the Police Department has determined that a major problem in convicting offenders against older persons is the rigor and confusion of the court system itself.

While unpleasant for persons of any age, the following problems were highlighted in the study as being particularly troublesome to older persons:

1. Unnecessary repeat appearances at the courthouse in order to testify, only to find that for one reason or another, the case has been granted a continuance or postponement.

2 Unfamiliarity with and general alienation from the preconceived notions of the criminal justice process, both at the Police Station and at the County Court House.

In addressing and responding to these problems, the two departments recommended that the following process be established and adopted, using older persons as volunteers, most of whom are provided by the local chapter of NRTA-AARP:

- A victim/witness notification plan, for persons over 60 years of age, of up-coming or pending trial dates;

- A screening process of pending cases to diminish the frequency of unnecessary court appearances by older victims and witnesses;

- A system providing a supportive atmosphere in both the Police station and the court house for older victims and witnesses;

- A plan to ensure transportation to and from the police station and court house for older victims and witnesses; and

- Counseling for older crime victims.

The Chief has volunteered the Crime Prevention Unit's services in developing a program which will address these five points. As this program is to be conducted in conjunction with the county court authorities and the county attorney's office, there are numerous considerations to bear in mind.

Study the County's victimization data (see Background Information) to select target crimes against the elderly for victim-witness assistance. Plan to attack major crime problems in *each* district. Select various County resource agencies to assist the department in identifying older volunteers and assisting older persons in the criminal justice process. Follow the guidelines for program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presentor to represent the Justice County Police Department's Crime Prevention Unit.

GROUP THREE ASSIGNMENT
STREET SAFETY PROGRAM

Justice County has experienced a sharp increase in the frequency of crime, particularly crimes against older persons. This increase has been noted by many influential people in the County; demands for action have become more intense in recent weeks.

The Chief of the Justice County Police Department serves at the pleasure of the County Executive, who is running for reelection this year and has been the target of citizen demands to act decisively in combatting the crime problem.

The County Executive has directed the Chief to "do something" immediately to remove some of the pressure that has been brought to bear upon his office.

The Chief has committed the Crime Prevention Unit to develop a County-wide program involving older volunteers to target crimes affecting the elderly. There is currently a hiring freeze in the County, so the program must be implemented with existing staff. Further, the department is faced with the prospect of no increase in funding for the next fiscal year, and there are legitimate concerns over the costs and benefits to accompany any new program.

To deal effectively with older County residents' street crime problems, the Chief of the Justice County Police Department has decided that his agency should be conducting community crime prevention programs on a much broader scale. He is committed to the idea of involving older volunteers for this purpose.

Study the County's victimization data (see Background Information) to select target crimes against the elderly for programming. Plan to attack major street crime problems including auto theft in *each* district. Select various County resource agencies to assist the department in identifying older volunteers and inviting older persons to participate in program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presenter to represent the Justice County Police Department's Crime Prevention Unit.

GROUP FOUR ASSIGNMENT
NEIGHBORHOOD WATCH PROGRAM

Justice County has experienced a sharp increase in the frequency of crime, particularly crimes against older persons. This increase has been noted by many influential people in the County; demands for action have become more intense in recent weeks.

The Chief of the Justice County Police Department serves at the pleasure of the County Executive, who is running for reelection this year and has been the target of citizen demands to act decisively in combatting the crime problem.

The County Executive has directed the Chief to "do something" immediately to remove some of the pressure that has been brought to bear upon his office.

The Chief has committed the Crime Prevention Unit to develop a County-wide program involving older volunteers to target crimes affecting the elderly. There is currently a hiring freeze in the County, so the program must be implemented with existing staff. Further, the department is faced with the prospect of no increase in funding for the next fiscal year, and there are legitimate concerns over the costs and benefits to accompany any new program.

To effectively deal with older County residents' street crime problems, the Chief of the Justice County Police Department has decided that his agency should be conducting community crime prevention programs on a much broader scale. He is committed to the idea of involving older volunteers for this purpose.

Study the County's victimization data (see Background Information) to identify the extent of these crimes against the elderly. Plan strategies to organize Neighborhood Watch programs in *each* district. The programs must work in the affluent areas as well as in the public housing developments. Select various County resource agencies to assist the department in identifying block captains and helping to involve older residents. Follow the guidelines for program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presentor to represent the Justice County Police Department's Crime Prevention Unit.

GROUP FIVE ASSIGNMENT
OPERATION IDENTIFICATION PROGRAM

Justice County has experienced a sharp increase in the frequency of crime, particularly crimes against older persons. This increase has been noted by many influential people in the County; demands for action have become more intense in recent weeks.

The Chief of the Justice County Police Department serves at the pleasure of the County Executive, who is running for reelection this year and has been the target of citizen demands to act decisively in combatting the crime problem.

The County Executive has directed the Chief to "do something" immediately to remove some of the pressure that has been brought to bear upon his office.

The Chief has committed the Crime Prevention Unit to develop a County-wide program involving older volunteers to target crimes affecting the elderly. There is currently a hiring freeze in the County, so the program must be implemented with existing staff. Further, the department is faced with the prospect of no increase in funding for the next fiscal year, and there are legitimate concerns over the costs and benefits to accompany any new program.

To deal more effectively with County residents' property losses, including personal property and farm machinery, the Chief of the Justice County Police Department has decided that his agency should provide an Operation Identification program. He is committed to the idea of involving older volunteers for this purpose.

Study the County's demographic data (see Background Information) to identify ways to make engravers available throughout the County. Plan how to obtain the engravers. Select various County resource agencies to assist the department in identifying older volunteers and providing engraving assistance. Work out potential problems with retrieval of identification numbers to match with property—will the department have access to Social Security numbers/Driver's License numbers? Will older persons have the prerequisite number? Follow the guidelines for program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presentor to represent the Justice County Police Department's Crime Prevention Unit.

GROUP SIX ASSIGNMENT
RESIDENTIAL-COMMERCIAL SECURITY PROGRAM

Justice County has experienced a sharp increase in the frequency of crime, particularly crimes against older persons. This increase has been noted by many influential people in the County; demands for action have become more intense in recent weeks.

The Chief of the Justice County Police Department serves at the pleasure of the County Executive, who is running for reelection this year and has been the target of citizen demands to act decisively in combatting the crime problem.

The County Executive has directed the Chief to "do something" immediately to remove some of the pressure that has been brought to bear upon his office.

The Chief has committed the Crime Prevention Unit to develop a County-wide program involving older volunteers to target crimes affecting the elderly. There is currently a hiring freeze in the County, so the program must be implemented with existing staff. Further, the department is faced with the prospect of no increase in funding for the next fiscal year, and there are legitimate concerns over the costs and benefits to accompany any new program.

To deal more effectively with residential and commercial burglaries, the Chief of the Justice County Police Department has decided that his agency should be providing residential and commercial security surveys. He is committed to the idea of involving older volunteers for this purpose.

Study the County's burglary data (see Background Information) to attack major crime problems in *each* district. Work out ways to handle specific operations, such as owner requests for surveys, burglary follow-ups, compliance rates, and possible County-wide security legislation. Will older volunteers be trained to conduct commercial as well as residential security surveys. Select various County resource agencies to assist the department in identifying older volunteers and involving businessmen and residents in the program. Follow the guidelines for program design, using the worksheet to outline the program presentation. Develop visuals to enhance pertinent "selling" points.

The Unit will have 30 minutes for program development and 20 minutes to make the program presentation.

Select the program presenter to represent the Justice County Police Department's Crime Prevention Unit.

JUSTICE COUNTY RESOURCE AGENCIES

Volunteer Bureau

Area Agency on Aging

   Nutrition Programs, Meals-on-Wheels

   Telephone Reassurance

   Escort Service

Social Service Agencies

Public Housing Department

NRTA-AARP

Elks Club

Kiwanis Club

Lions Club

Chamber of Commerce

Alliance of Businessmen

Democratic Club

Republican Club

Local Senior Citizen Centers

Church Groups

Retired Senior Volunteer Program (RSVP)

Transportation Assistance

Bank Officers

GUIDELINES FOR PROGRAM DESIGN

1. Program name, overall concept, goals and objectives. How will the program benefit the police department? the community?

2. Acceptance and Support.

   Why should the department personnel accept the program? How will the community be involved?

3. Program Costs.

   Consider budget and any "hidden" cost items. Describe funding sources and community sponsorship. List major equipment and supplies needed.

4. Legal Liability.

   What are the potential legal liability situations and remedies?

5. Program Implementation Plan.

   Outline the necessary steps or tasks, sworn manpower requirements (especially volunteer coordinator/director), and time frame.

6. Older Volunteer Considerations.

   Describe roles for older volunteers and detail the recruitment, screening, selection, placement and training process (confidentiality may also be a program concern).

7. Program Monitoring.

   Plan evaluation activities, especially for program justification to the panel.

8. Publicity.

   What public relations and media exposure will occur?

9. Program Results.

   Reinforce the value of the program and the likelihood of achieving program goals.

B-8

PROGRAM DESIGN WORKSHEET

- Program Name _____

- Overall Concept _____
  _____
  _____

- Goals And Objectives
  1. _____
  2. _____
  3. _____
  4. _____

- Benefits _____
  _____
  _____
  _____

- Acceptance And Support _____
  _____
  _____

- Program Costs

  Personnel _____

  Fringe Benefits _____

  Travel _____

  Equipment _____

  Supplies _____

  Contract _____

  Other Costs _____

  TOTAL _____

B-9

PROGRAM DESIGN WORKSHEET (continued)

Funding Sources   _____

Sponsorship   _____

• Legal Liability

    Situations   _____

                _____

                _____

    Remedies   _____

                _____

                _____

• Program Implementation Plan

Tasks	Responsibility	Time
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

• Older Volunteer Considerations

    Roles   1. _____

            2. _____

B-10

PROGRAM DESIGN WORKSHEET (continued)

    3. _____

    4. _____

Recruitment   _____

            _____

Screening   _____

            _____

Selection   _____

            _____

Placement   _____

            _____

Training   _____

            _____

• Program Monitoring   _____

            _____

            _____

• Publicity   _____

            _____

B-11

PROGRAM DESIGN WORKSHEET (continued)

- Program Results

  _____

  _____

  _____

APPENDIX C

Program Review Panel Descriptions:

1. County Administrators

2. Police Administrators

PROGRAM REVIEW PANEL
JUSTICE COUNTY ADMINISTRATORS

The Crime Prevention Unit Supervisor has the dubious distinction of presenting the program to the County Administrators. The panel will decide by consensus, the merits of the program and approve or disapprove its implementation.

Each panel member will be concerned with the impact of the program on their offices as well as in their private and business lives.

Panel members include:
County Executive
County Treasurer
Chairman, County Council
Area Chamber of Commerce Representative
NRTA-AARP Regional Representative
Publisher, *Justice County Sun*

C-1

PROGRAM REVIEW PANEL
JUSTICE COUNTY POLICE STAFF

The Crime Prevention Unit Supervisor has the dubious distinction of presenting the program to the police administrative staff. The staff will decide by consensus, the merits of the program and approve or disapprove its implementation.

Each staff member will be concerned with the impact of the program on the department and on their operations.

The police administrative staff includes:

Chief
Field Operations Commander
Legal Advisor
Director, Fiscal Planning and Operations
Director, Community Relations Bureau
Administrative Operations Commander

C-2

CONTINUED

3 OF 5

APPENDIX D

Program Review Panel Role Descriptions:

1. County Administrators

2. Police Administrators

ROLE DESCRIPTIONS
PROGRAM REVIEW PANEL
JUSTICE COUNTY ADMINISTRATORS

1. County Executive

You are running for re-election on the Republican ticket, and need positive exposure with quick results. You hope to build your campaign platform on the reduction of crime in the county. You will be focusing your review and questions on the following program areas:

- Program Name _____
- Overall Concept _____
- Goals And Objectives _____
- Community Benefits _____

2. County Treasurer

You are running for re-election and will advocate strong fiscal austerity and control. You want to greatly curtail "extraneous" spending. You will be focusing your review and questions on the following program areas:

- Budget, Especially Hidden Cost Items _____
- Funding Sources _____
- Manpower Requirements _____
- Legal Liability _____

3. Chairman, County Council

You are running for re-election on the Democratic ticket, and will take credit for government responsiveness to the community. You are concerned that *each* district receive special emphasis. You will be focusing your review and questions on the following program areas.

- Target Groups _____
- Sites _____
- Program Activities _____
- Volunteer Involvement _____

4. Area Chamber of Commerce Representative

You have a strong business background and a conservative stance in the community. You are suspicious of idealistic ventures. You will be focusing your review and questions on the following program areas:

- Equipment And Supplies _____

- Community Sponsorship _____

- Time Frame _____

- Evaluation Activities _____

5. NRTA-AARP Regional Representative

You are concerned with meaningful volunteer roles and the process to involve older volunteers. You will be focusing your review and questions on the following program areas:

- Volunteer Roles _____

- Recruitment and Screening _____

- Selection And Placement _____

- Training _____

6. Publisher, *Justice County Sun*

You are an influential force in Justice County. Your newspaper is widely read and carries great weight. You judge ideas on their own merits and will be focusing your review and questions on the following program areas.

- Public Relations _____

- Community Involvement _____

- Cost-Effectiveness _____

- Police Accountability _____

ROLE DESCRIPTIONS

PROGRAM REVIEW PANEL
JUSTICE COUNTY POLICE STAFF

1. Chief

As the Chief, your main interest is media recognition and salability to the County Council. You believe in the theory of progressive policing, but aren't quite certain how to begin and have concerns about program results. You will be focusing your review and questions on the following program areas:

- Program Name _____

- Overall Concept _____

- Goals And Objectives _____

- Community Benefits _____

2. Field Operations Commander

You have been a motorcycle officer for 15 years, and believe in traditional policing practices. You have had a number of encounters with "cure-all" programs and are skeptical about expanding the police role. You will be focusing your review and questions on the following program areas:

- Program Activities _____

- Manpower Requirements _____

- Volunteer Involvement _____

- Target Groups _____

3. Legal Advisor

You are wary of potential liability suits arising from volunteer activities and would prefer that the department maintain a low profile for the moment. The department is currently self-insured and you feel a deep responsibility to analyze the legal implications of any police-related programs. You will be focusing your review and questions on the following program areas:

- Legal Liability _____

- Recruitment and Screening _____

- Selection And Placement _____

- Training _____

ROLE DESCRIPTIONS (continued)

4. Director, Fiscal Planning And Operations

You have been notified of possible budget cuts within the department as well as a substantial reduction in the amount of funding available to support department personnel. You must prepare the department for these cuts, so your goal is to push for programs which are truly cost-effective. You will be focusing your review and questions on the following program areas:

- Budget, Especially Hidden Cost Items _____
- Funding Sources _____
- Equipment And Supplies _____
- Evaluation Activities _____

5. Director, Community Relations Bureau

You are looking for strong community support for the department as well as yourself. Owing to your personal background, you are concerned about minority involvement and the preservation of your staff. You will be focusing your review and questions on the following program areas:

- Public Relations _____
- Community Sponsorship _____
- Community Benefits _____
- Police Accountability _____

6. Administrative Operations Commander

You have worked hard to support crime prevention within the department. Although you have met with only tacit acceptance, you are enthusiastic about crime prevention and a firm believer in the results and benefits derived. You may find yourself back out on the street should the Crime Prevention Unit fold. You will be focusing your review and questions on the following program areas:

- Time Frame _____
- Volunteer Roles _____
- Departmental Acceptance _____
- Program Results _____

D-4

EXAMINATION: MODULE IV, LESSON FIVE

1. The primary concern for older persons who serve as volunteers is job satisfaction.

        True   False

2. Volunteers who have a friendly understanding with others in similar circumstances are said to be involved in _____ interaction.

3. _____ interaction plays a critical part in the acceptance of the volunteer in the agency.

4. "A pat on the back for a job well done" means little to the older volunteer.

        True   False

5. Physical needs for the older volunteer may differ greatly from those of a younger volunteer. Even if the consequences are such that the volunteer must drop out the program, these needs must not be met.

        True   False

6. During orientation it may be useful to provide brief "try-out" experiences to the volunteers.

        True   False

7. As part of their ongoing, in-service training, volunteers should be invited and encouraged to attend meetings of paid staff members.

        True   False

8. The purpose of performance review training is to improve the performance of both the volunteer and the _____.

9. Periodic review training results in nothing more than resentment on the part of the volunteer.

        True   False

10. The emotional reactions and feelings of the volunteers should not be considered as part of the training program evaluation process.

        True   False

11. A probationary training period should be conducted so that both the agency and the volunteer can get a better idea of whether the actual placement in the program will be mutually acceptable.

        True   False

D-5

12. A follow up procedure is necessary to measure the effectiveness of the selection, training, and placement procedures. Accurate feedback can only be obtained from volunteers who stay on the job and therefore those who resigned shortly after placement should not be considered in the followup procedure.

<div align="center">

True   False

</div>

Vugraphs 1-168

Who Are The Elderly?

Benefits provided by:

**Age Discrimination
and Employment Act
Comprehensive
Employment Training Act**

**40
55**

Social Security

60

Older Americans Act

62

Medicare

65

Gerontologists define older as:

55 - 65   young-old

65 - 75   middle-old

75 & over   old-old

1

Growth of the Older Population
in the Twentieth Century

MILLIONS

Year	1900	1930	1970	2000
Value	3.1	6.6	20.0	31.8
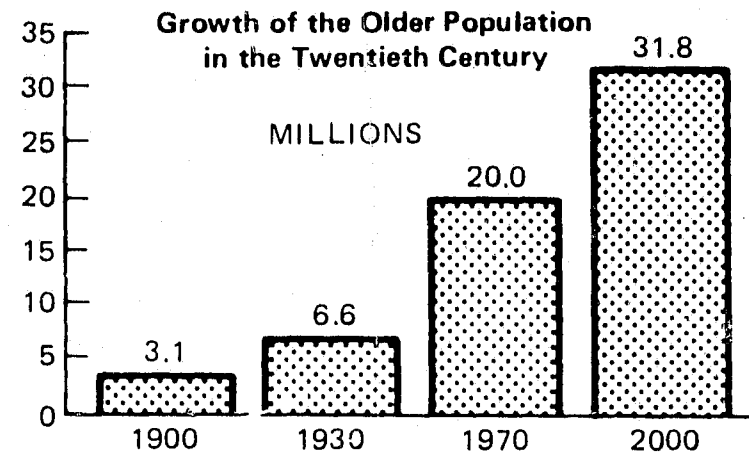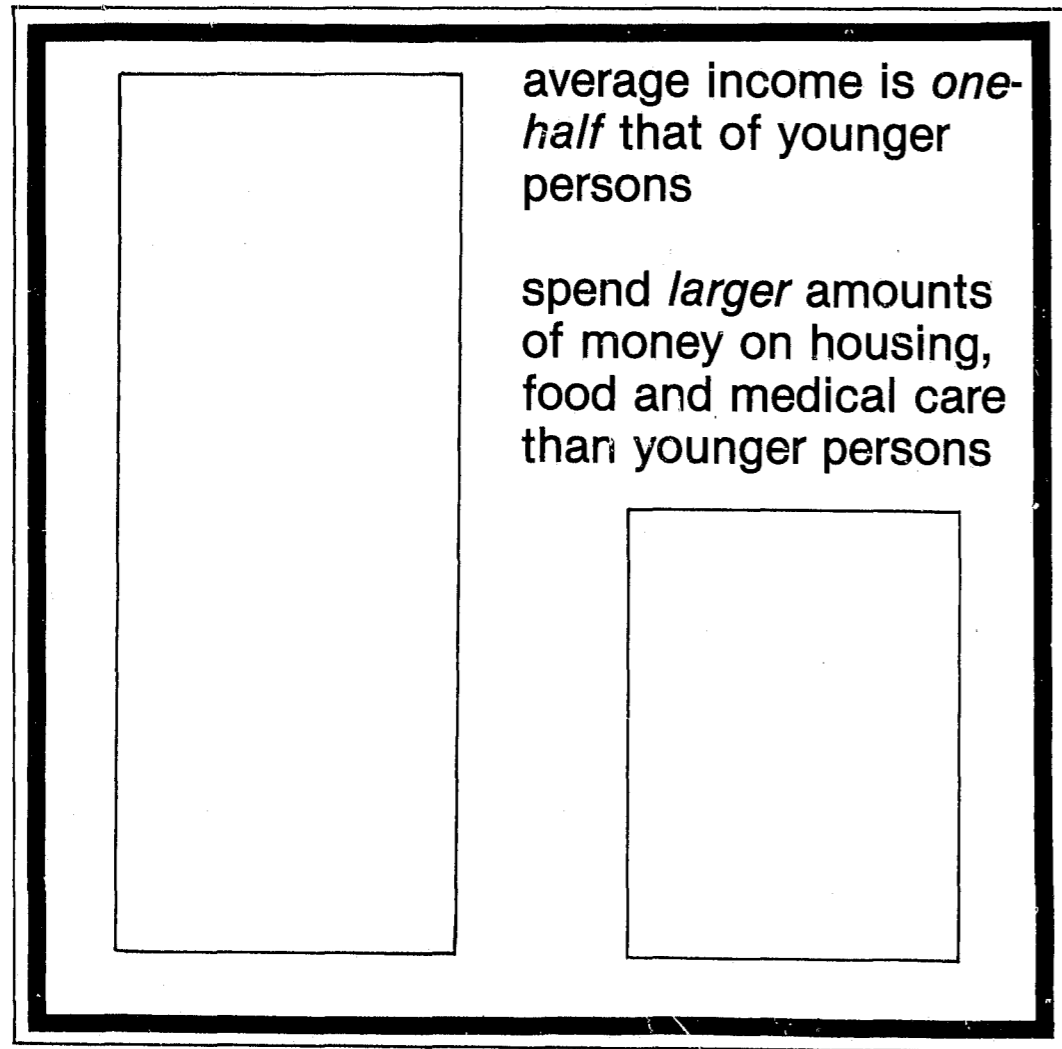
The Older Population in the Twentieth Century

Year	Number (000's)	% of Total	Men (000's)	Women (000's)	Ratio Women/Men
1900	3,080	4.1	1,555	1,525	98/100
1930	6,634	5.4	3,325	3,309	100/100
1970	19,972	9.8	8,367	11,605	139/100
1977	23,494	10.9	9,569	13,925	146/100
2000	31,822	12.2–12.9	12,717	19,105	150/100

Population of U.S.
1980 - 2000 By Age

35-54 years
-15 years
55+ years
15-24 years
25-34 years

1980   2000
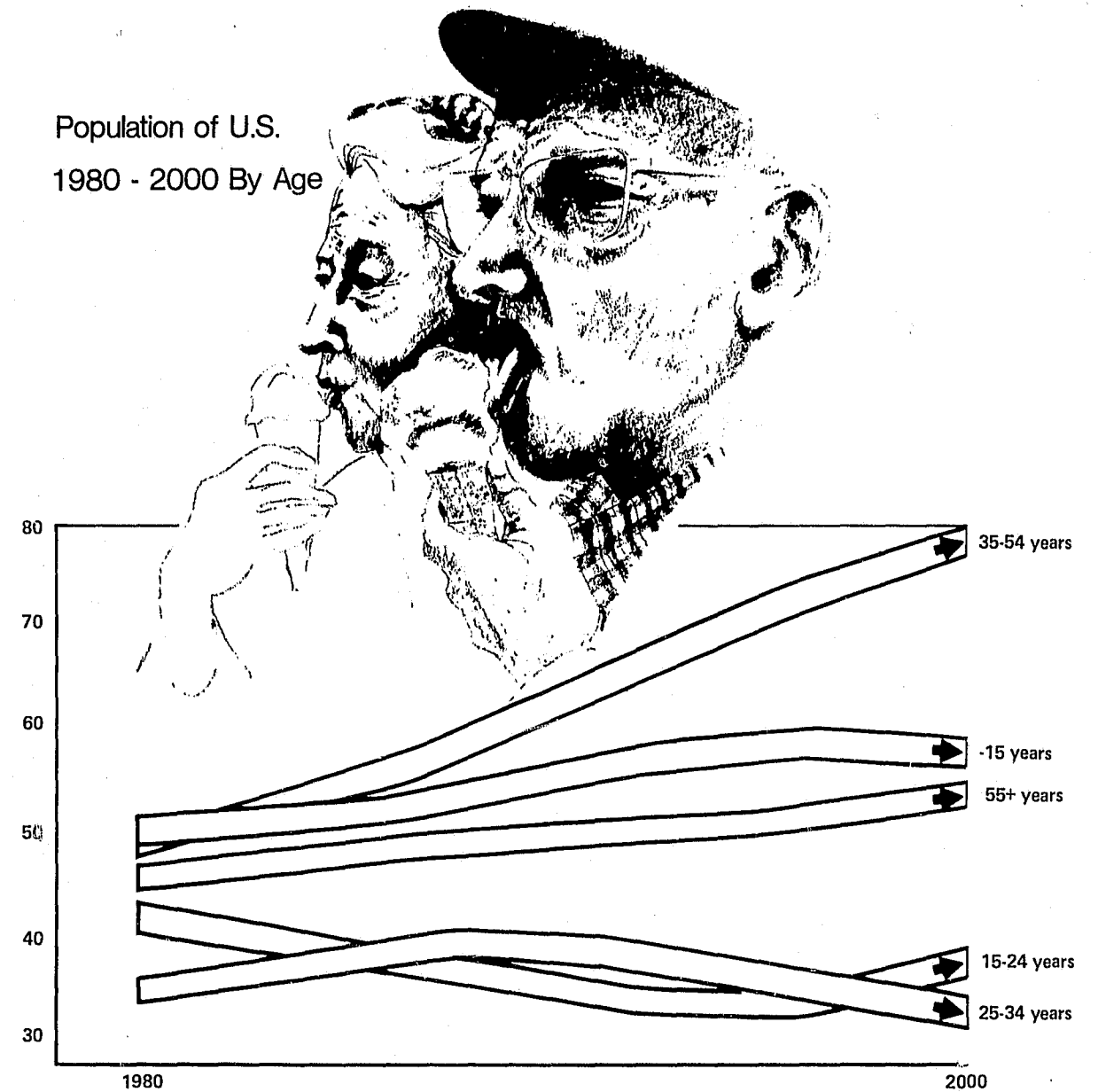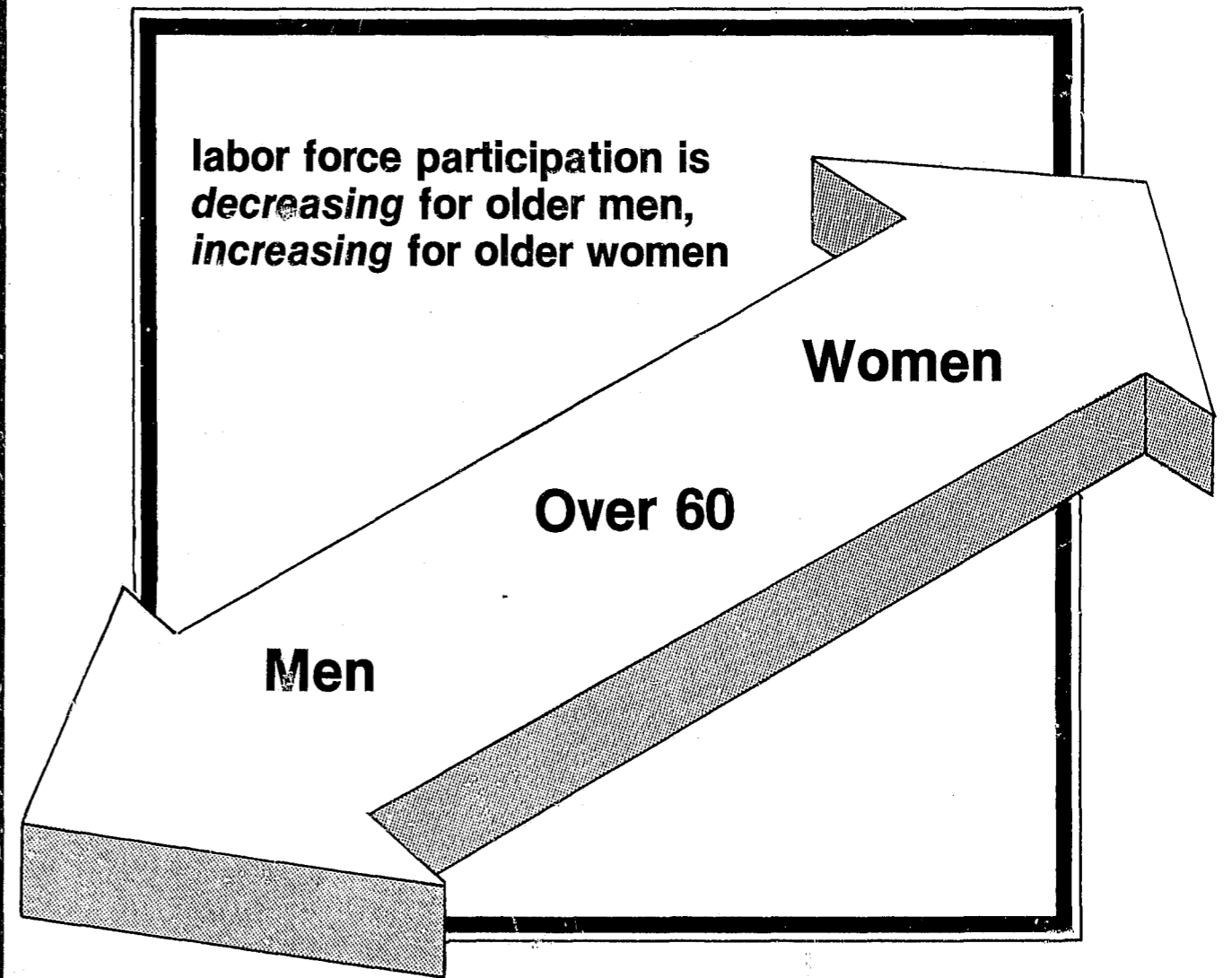
Income

average income is *one-half* that of younger persons

spend *larger* amounts of money on housing, food and medical care than younger persons

Employment

labor force participation is *decreasing* for older men, *increasing* for older women

Women

Over 60

Men

Retirement
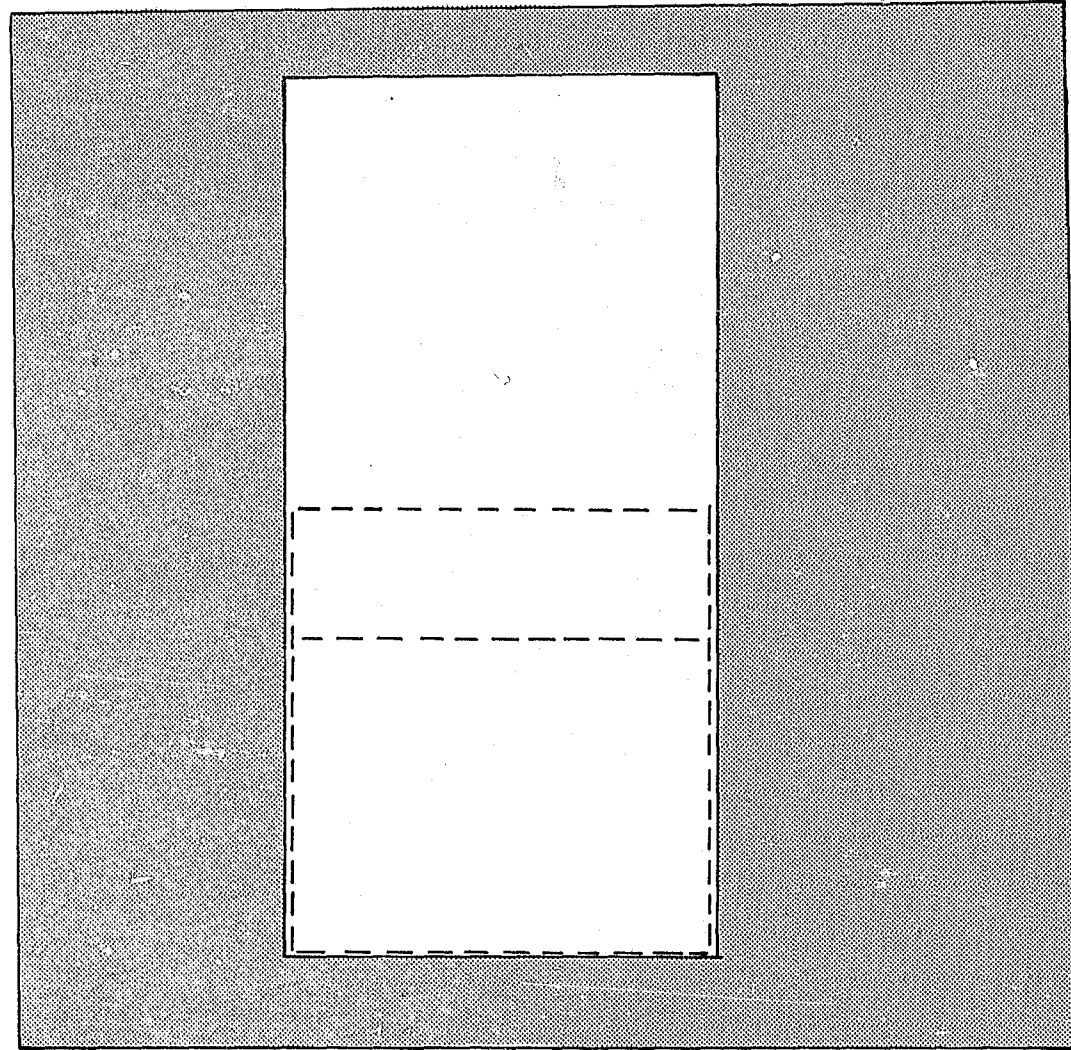
Generally reduces income by one-half to two-thirds

Many retired persons would rather be working

Proportion of Population 65+ Years Old: 1977

ALASKA

HAWAII

DISTRICT OF COLUMBIA

- 12.5% or more
- 11.5% to 12.4%
- 10.5% to 11.4%
- 9.5% to 10.4%
- Less than 9.5%

U.S.: 10.9%
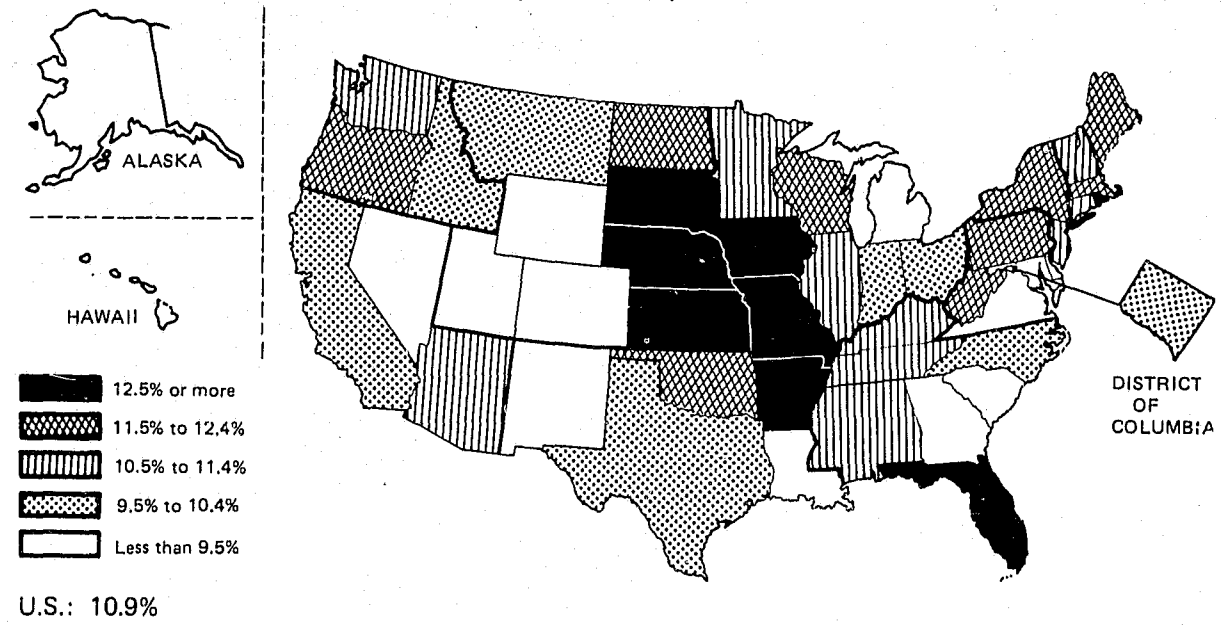
Minority Elderly

- **Lower Socioeconomic Status**
- **Communication And Language Barriers**
- **Experience "Old Age" At Younger Chronological Age**
- **Lower Rates Of Institutionalization**
- **Greater Crime Rates And Fears Than Other Older Persons**

8

Mental and Physical Status

Potential losses
- Health and strength
- Hearing and vision
- Reaction time
- Muscular dexterity

Retentions
- Knowledge
- Old learning
- Immediate memory
- Work productivity

Potential Gains
- Maturity, experience
- Frustration tolerance
- Accuracy
- Need for achievement

9

Community Support Services

Medical Care

Nutrition Programs

Housing Alternatives

Social Programs

Financial Assistance

Communications and Transportation Assistance

10
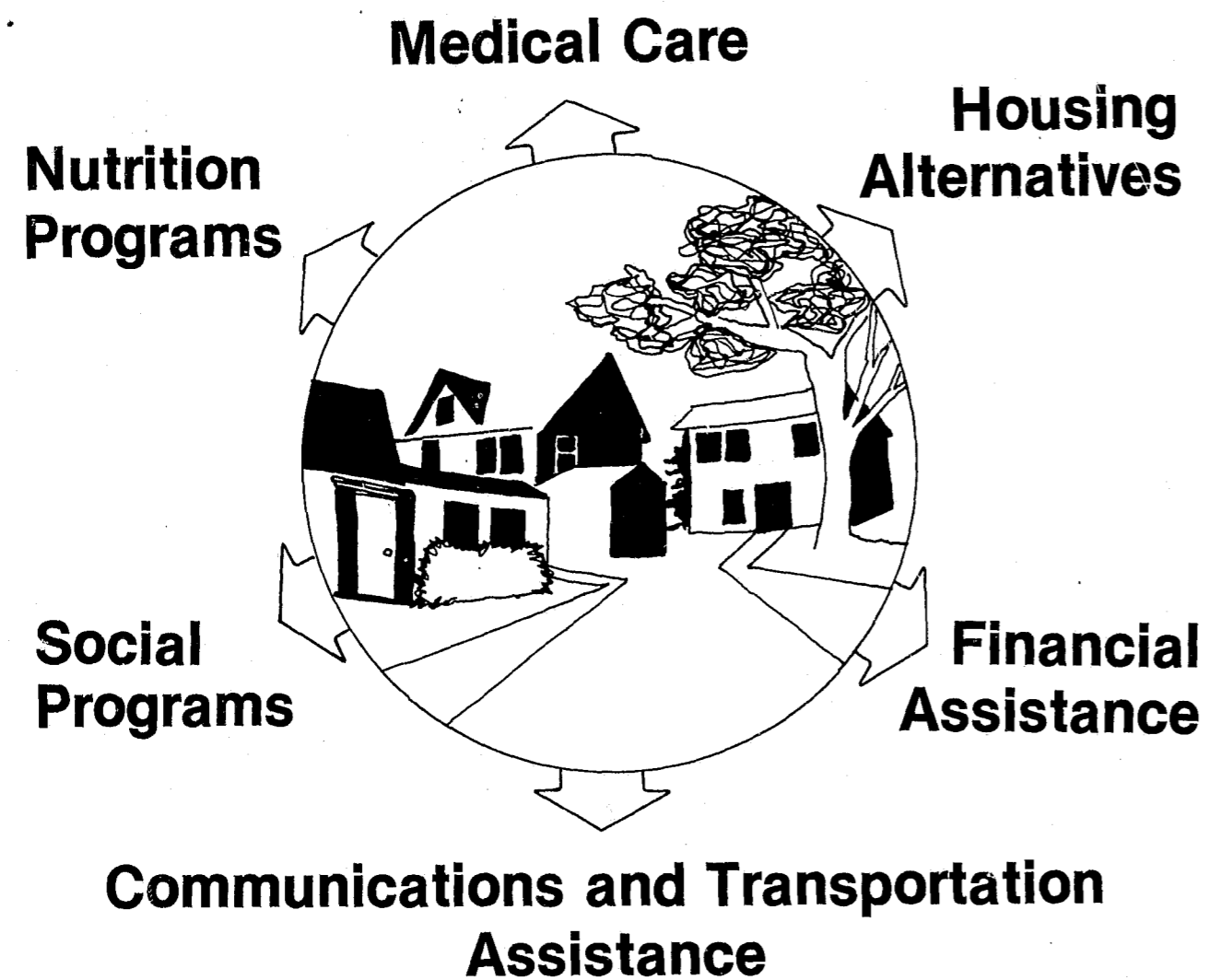
Trends In Victimization

Economic
greater impact with reduced income

Environmental
declining birth rates

Situational
more elderly living along

Physical
more vigorous older persons

Psychological
future fears, attitudes and values

11

Attitudes Of The Elderly Toward Law Enforcement
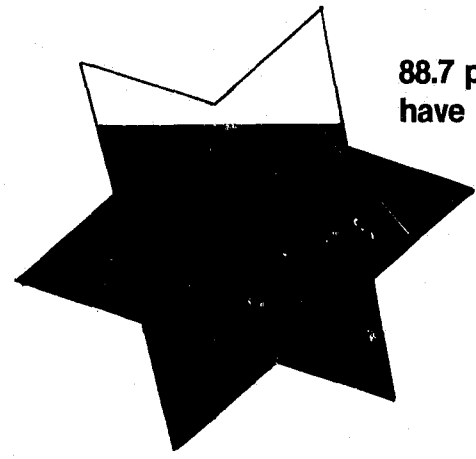
88.7 percent of the older persons surveyed feel that the police have one of the most difficult jobs in our society
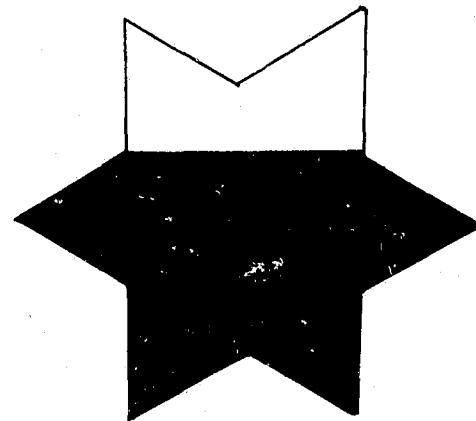
74.2 percent feel that they can always turn to the police for help regardless of the type of problem they are facing
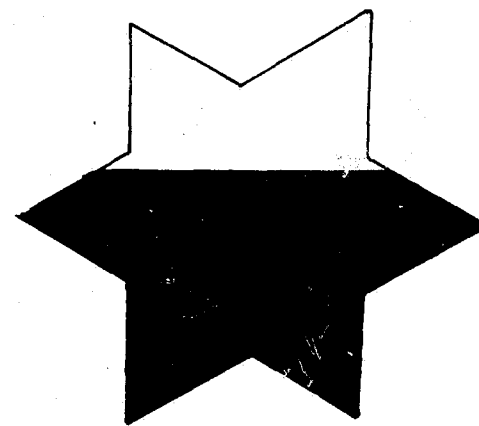
73.4 percent believe that the police are doing the best job they possibly can

12

Futures In Law Enforcement

Crime Types And Frequencies

Victim Characteristics

Tax Resource Base

Police Service Delivery

Law Enforcement Impact and Response
Patrol
Investigation
Crime Prevention
Training
Administration

13

Growth Of Older Population
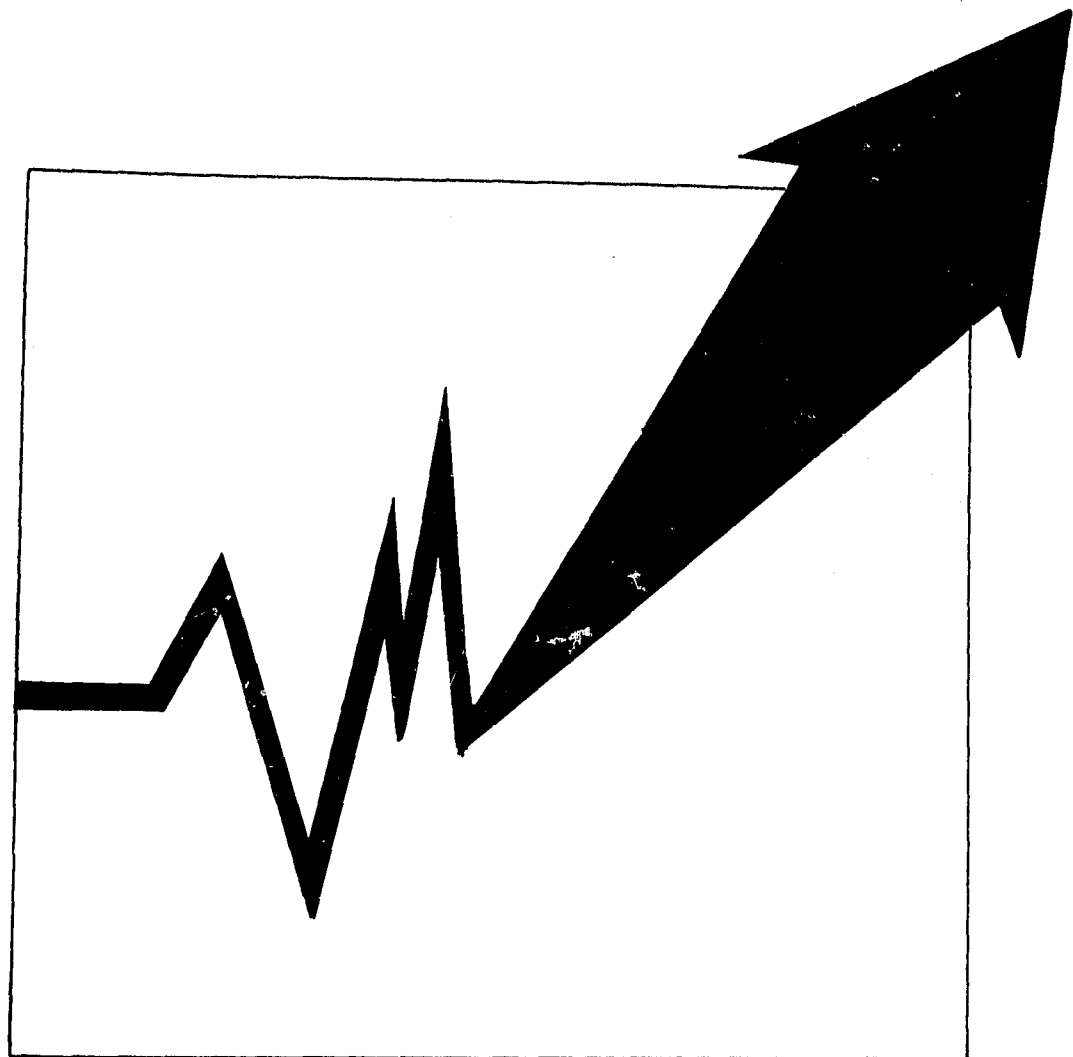
The net increase of older persons is about 1,400 per day or a half million per year

Sensory Perceptions

The older individual takes more time to process and react to sensory information
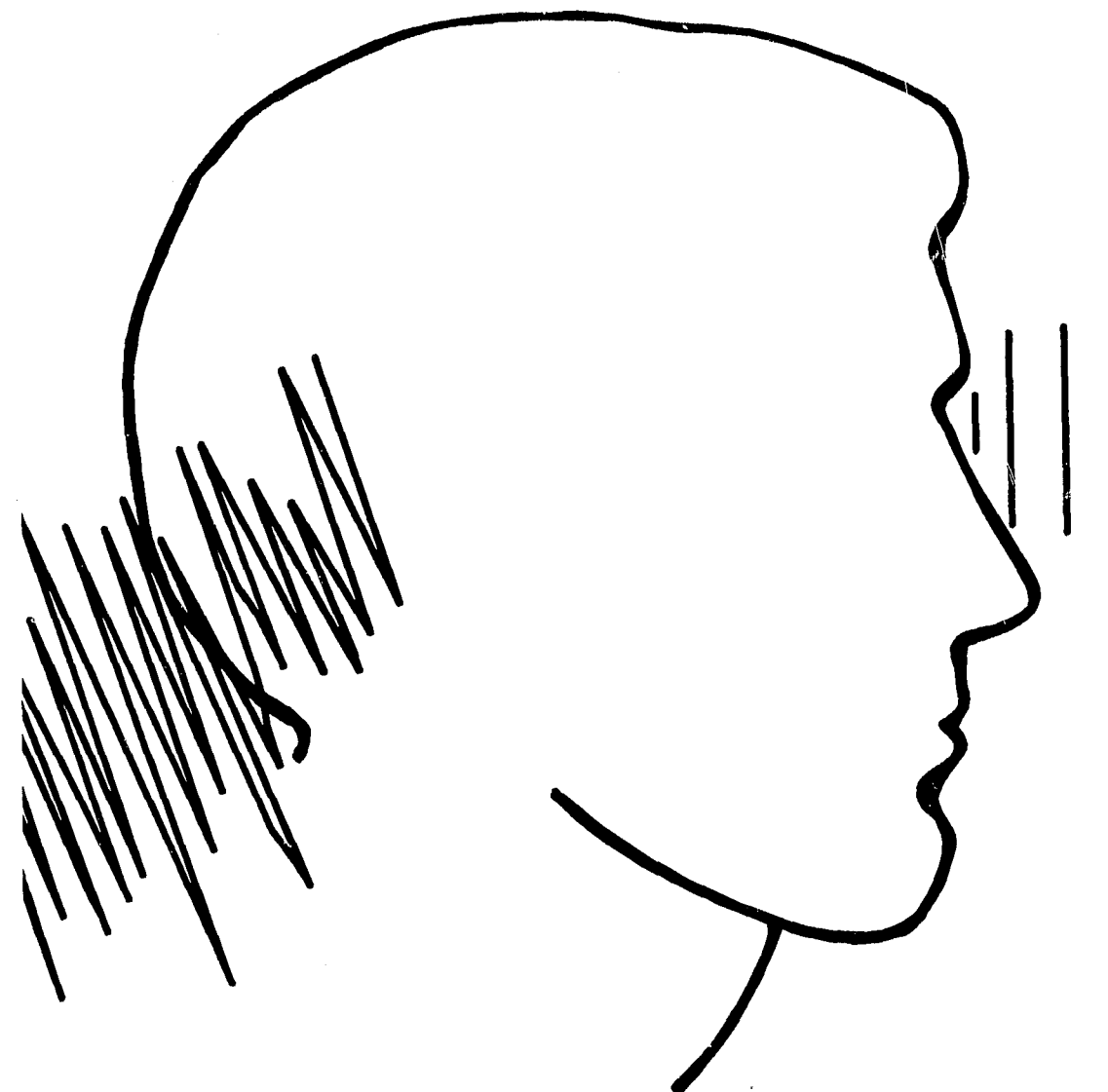
Vision
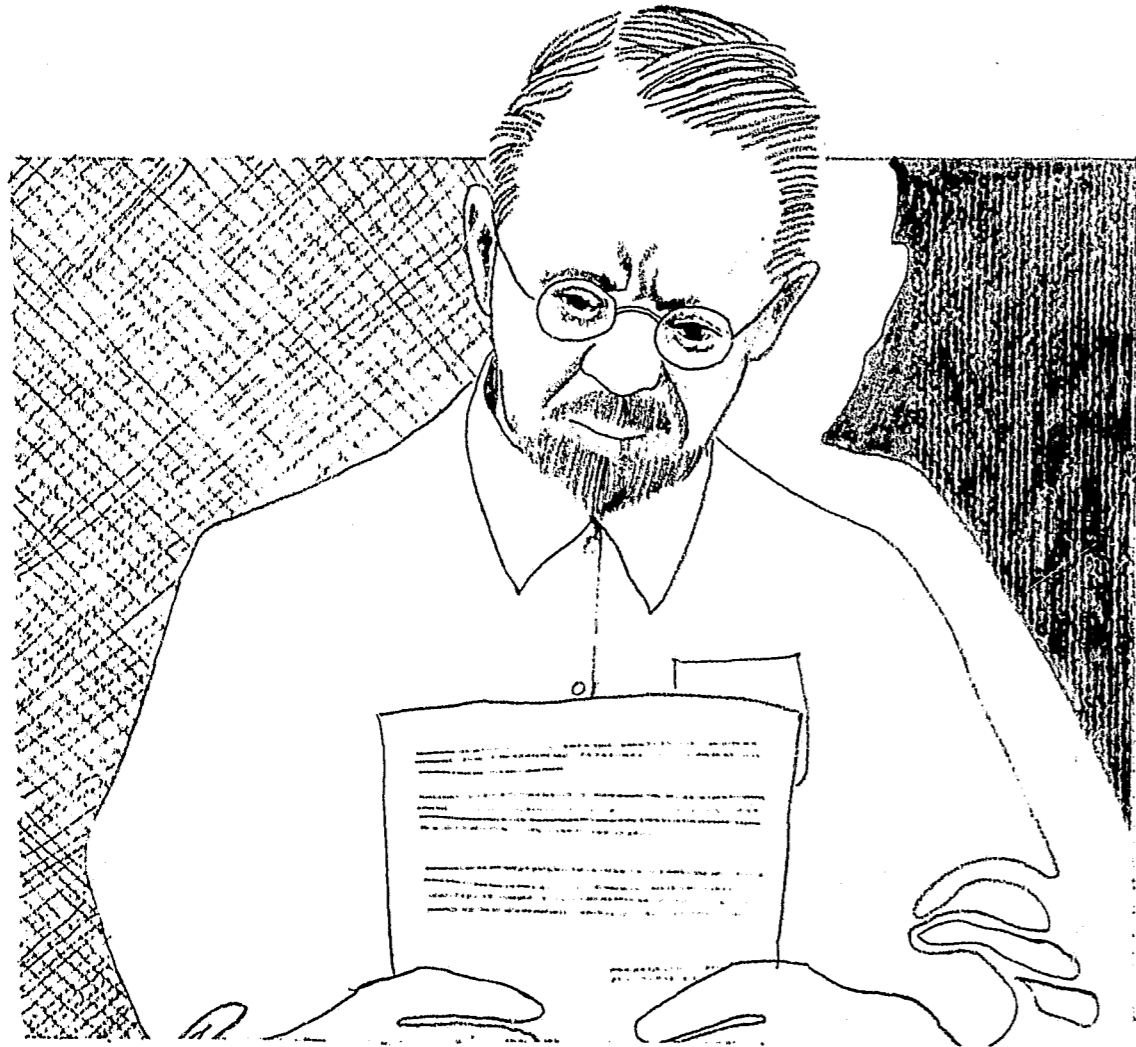
¾ of all older women and over ½ of all older men experience moderate to severe vision changes

Vision changes commonly affect persons 45 years of age and older

Vision

Visual Acuity — fine detail
Farsightedness — distant objects
Nearsightedness — near things

*Glasses may not meet needs
Outdated prescriptions or dirty lenses
may interfere with clear vision*

Focusing Ability

Rapidly adjust focus on objects at different distances

3 behavior symptoms may indicate a slowdown:

1. uncontrolled eye movements
2. inability to follow object in motion
3. slow visual coordination

18

Depth Perception

- **Judging distances and spatial relationships**

- **Affects mobility, especially floors, offices, corridors, stairs**
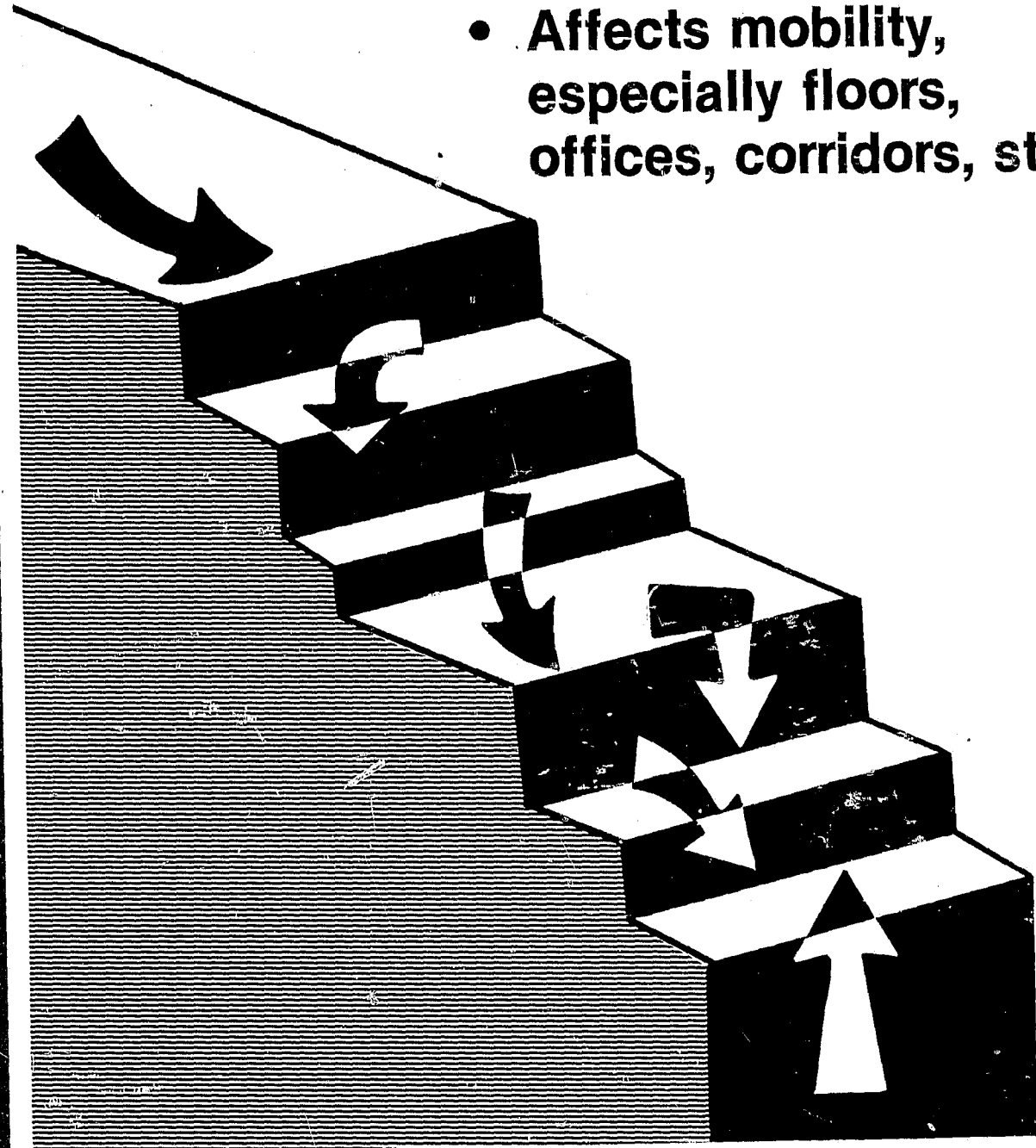
19

OBJECT

HORIZONTAL FIELD
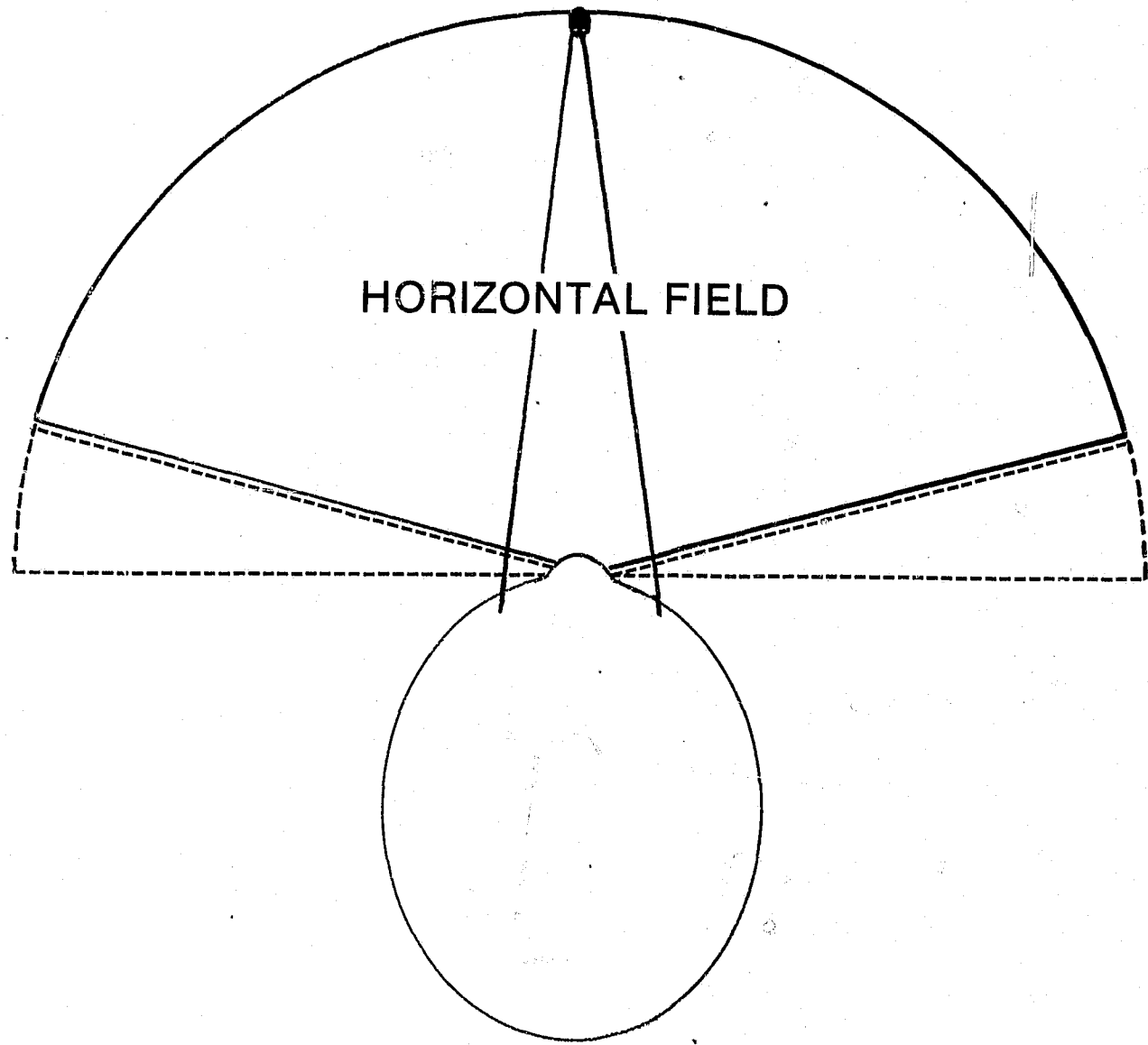
Glare Resistance

Direct glare   **Natural light**

Diffuse glare   **Artificial light**
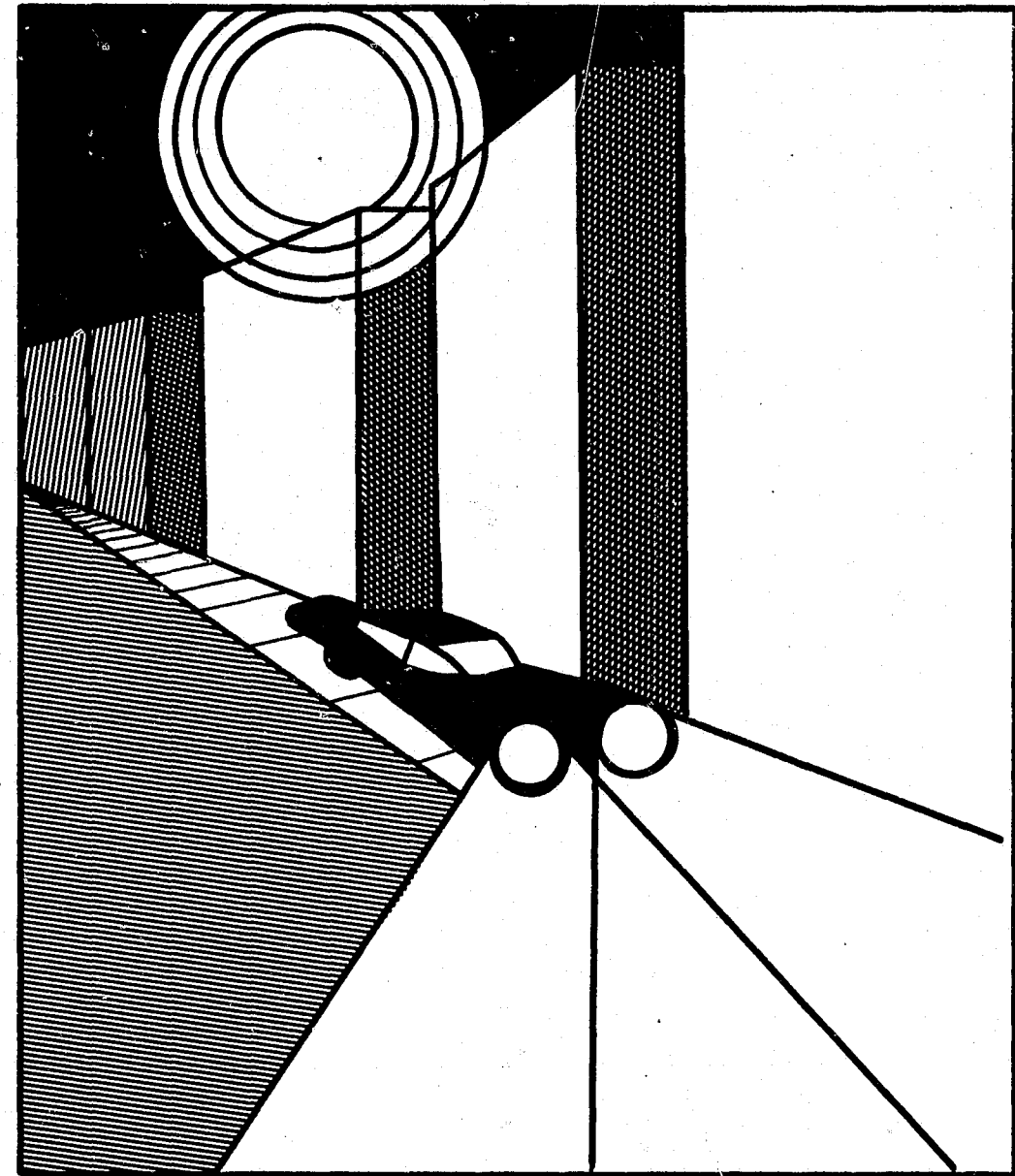
Dark Adaptation

- The aging eye needs more light to see well
- An older person may take longer to adjust from light to darkness
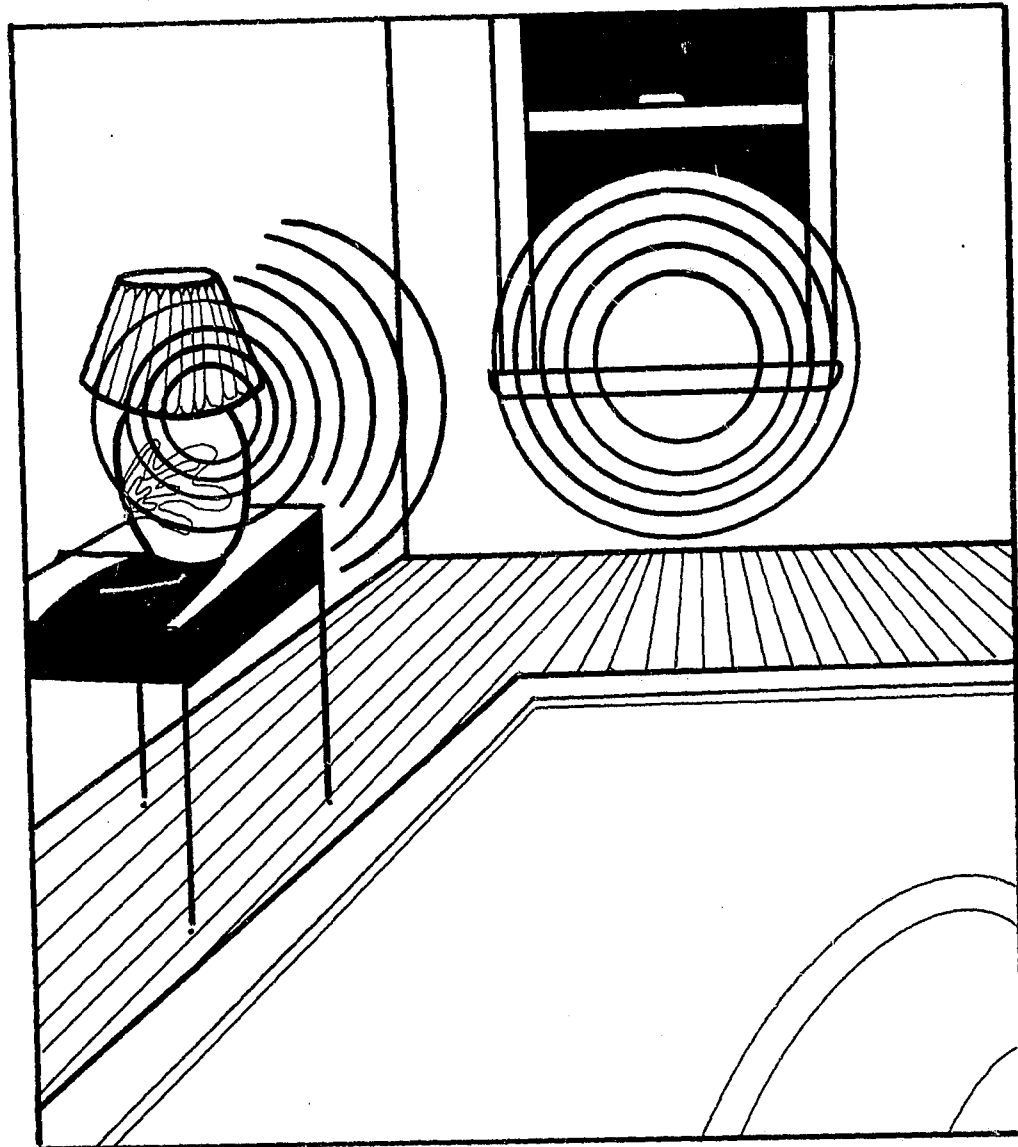
Color Vision

**Red colors fade least
Blue colors fade most and
tend to merge into green**
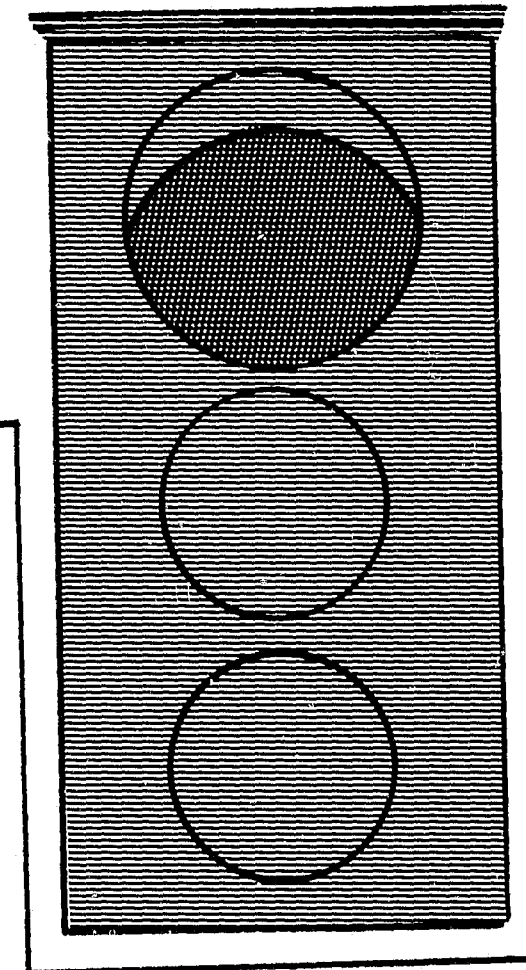
**Boundaries are unstable
Intense colors vibrate**

Blindness

3 greatest threats to vision:

Cataracts
Glaucoma
Diabetes

24

Visual Hallucinations

Moving shapes and shadows can cause special problems.
Such misperceptions may serve to increase feelings of vulnerability to crime
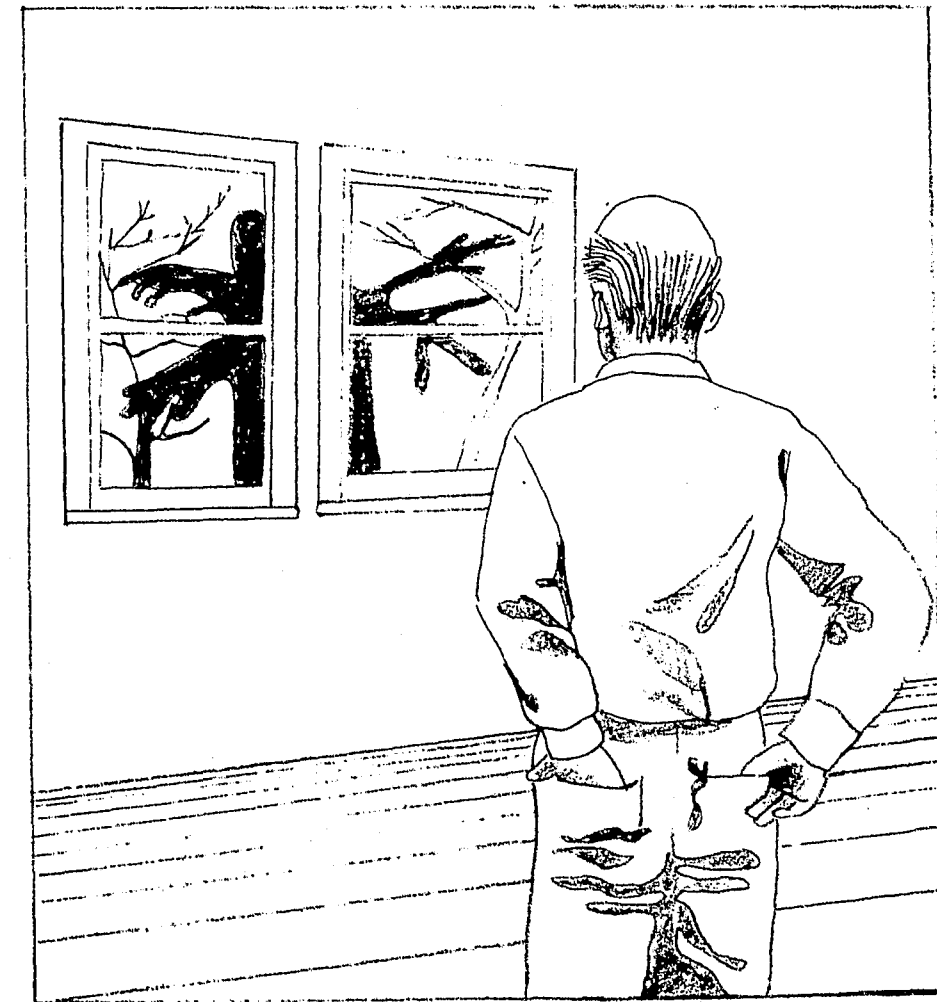
25

Skills For Dealing With Vision Changes

Verbal Reinforcement

Simplify Visual Field

Use Clear Lettering

Use High-Contrast Colors

Facilitate Focusing Ability

Provide Suitable Lighting

Positioning

Hearing

Normal
Can follow comfortably a normal conversation

Mild Loss
May not be aware that some sounds are not heard

Moderate Loss
Well aware of an inability to hear

Severe Loss
Can hear sounds, but distinguish few words

Deaf
Unable to recognize sounds or word combinations

Environmental Causes Of Changes in Hearing

Noise Exposure
Accidental
Recreational
Occupational

Climate
Stress
Strain
Noise Pollution

28

Causes of Volume Hearing Loss

Outer Ear:
Accumulation of wax or a foreign body in the outer ear canal.

Middle Ear:
Infections, holes in the eardrum, tumors or fluid caught behind the middle ear.

Inner Ear:
Noise exposure, drugs, vascular problems or injuries to the head.

29

29

Causes of Clarity Hearing Loss

Primary
> **Presbycusis**
> **Meniere's Syndrome**

Secondary
> **Inflammatory Diseases**
> **Viral Disorders**
> **Drugs**
> **Traumatic Injury**
> **Metabolic Disorders**
> **Vascular Insufficiencies**
> **Disorders of the Central Nervous System**

Tinnitus

Temporary or permanent ringing in the ears

Sounds:
> *Buzzing*
> *Clicking*
> *Roaring*
> *Crackling*

Causes:
> *Medication*
> *Hypertension*
> *Head Injury*

Volume

Ability to hear faint background sounds or speech or normal loudness

To counteract volume loss, SPEAK LOUDLY

Hearing Level

The level where sounds can just barely be heard

"You are speaking too loudly."
"You are hurting my ears."
"Don't shout at me . . . I'm not deaf!"

Clarity

"I can hear you, but I can't understand you."

The distortion of sounds is like an old scratchy recording of a song, which will sound muffled or fuzzy no matter how loud the volume is turned up
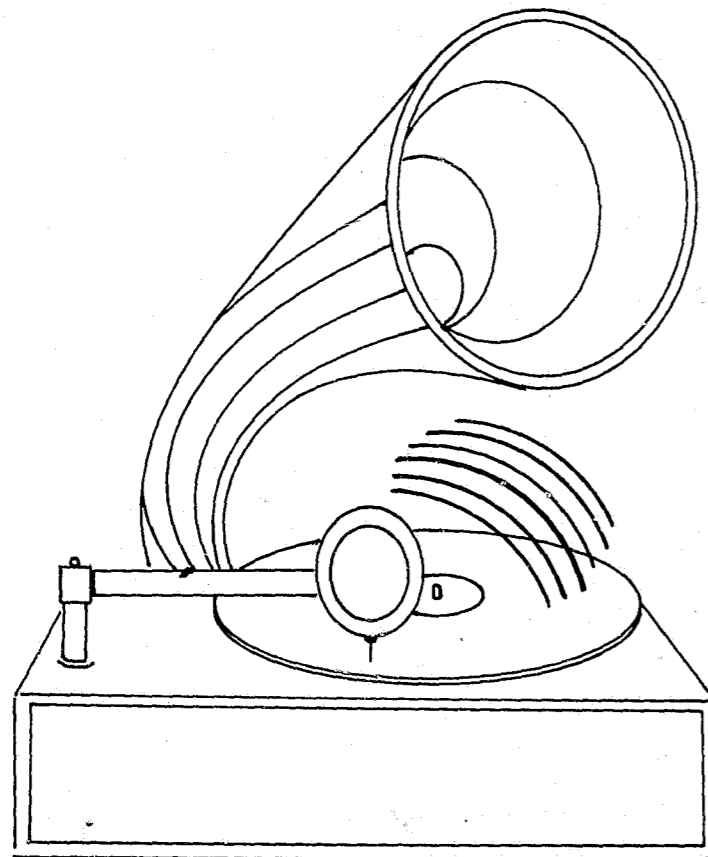
Verbal Confusion

Generally, older persons lose the ability to hear high pitched sounds so they may miss:

Key sounds

(f) (g) (t) (q) (th) (sh)

Key words

shot much hush thin saw

And the entire sentence is misunderstood

Background Noise

- **Noises from TV, appliances, music, traffic, planes, subways, air conditioning, restaurants, theaters, will interfere with hearing**

- **Speech becomes jumbled and mixed with the low pitch of background noise**

- **Establish a quiet listening situation**

- **Minimize background noises**

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Skills For Dealing With Hearing Changes

Reinforce and Rephrase

Gain Attention

Positioning

Speaking

Control Noise

Encourage Participation

37

Psychological Aspects of Aging

Muscular System
strength
endurance
agility

Organ Systems
rates of aging
reserve capacity
injury

Skeletal System
degenerative joint disease
osteoporosis
fracture

38

Isolation Problems

Emotional

Social

Physiological

39

Minimizing Hazardous Situations

Safe Home Design

Adequate Lighting

Kitchen Dangers

Other Hazardous Areas

The Older Pedestrian

40

The Myth of Senility

Characteristics of Organic Brain Syndrome (OBS)

- Disorientation
- Memory Loss
- Impaired Perception
- Confusion
- Inappropriate Behavior
- Chronic and Irreversible
- Acute and Reversible

41

Dealing With Confused Older Persons

1. **Can the older person see you and hear you?**

2. **Are the surroundings comfortable?**

3. **Present information slowly.**

4. **Reinforce reality and moderate anxieties.**

5. **Be tolerant and calm.**

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Diet, Drugs, and Alcohol

Health Problems

Diabetes
Strokes

Dietary Deficiencies

Malnutrition

Food And Drug Interactions

Depression And High Blood Pressure
Cheese, Wine, Cola, Coffee

Drug-Drug Interactions

Over-The-Counter Medications
Prescriptions
Alcohol

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Mental Disorders

Real Loss
Imagined Loss
Anticipation of Loss

Neurotic Reactions

Grief
Stress
Anxiety
Depression
Dissociative Reactions
Obsessive—Compulsive
Hypochondria

Mental Disorders
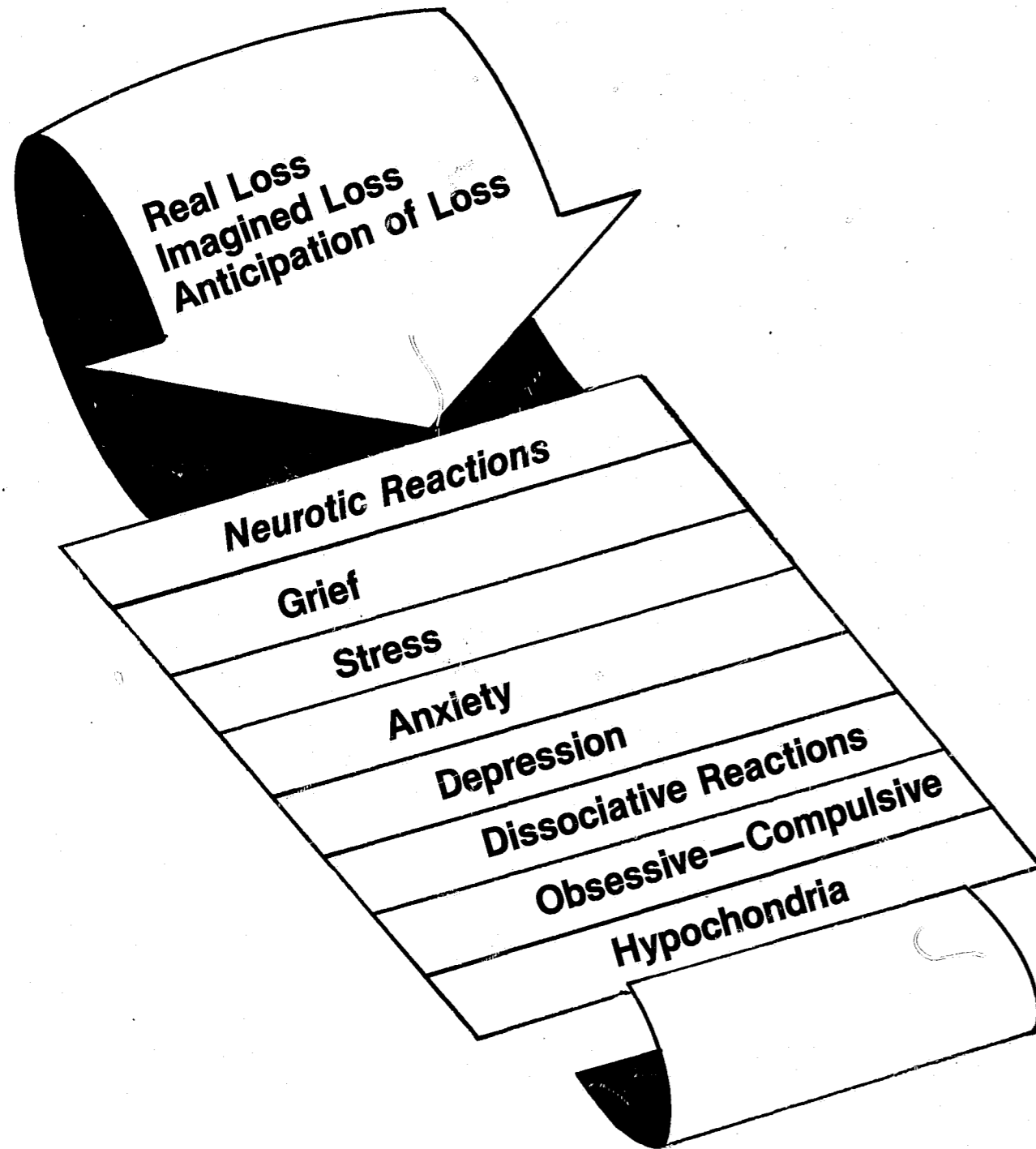
Disturbances in feeling and thinking	Psychoses
	Schizophrenia
Hostile Or Grandiose Delusions	Paraphrenia
	Paranoia
Depression	Emotional Psychoses
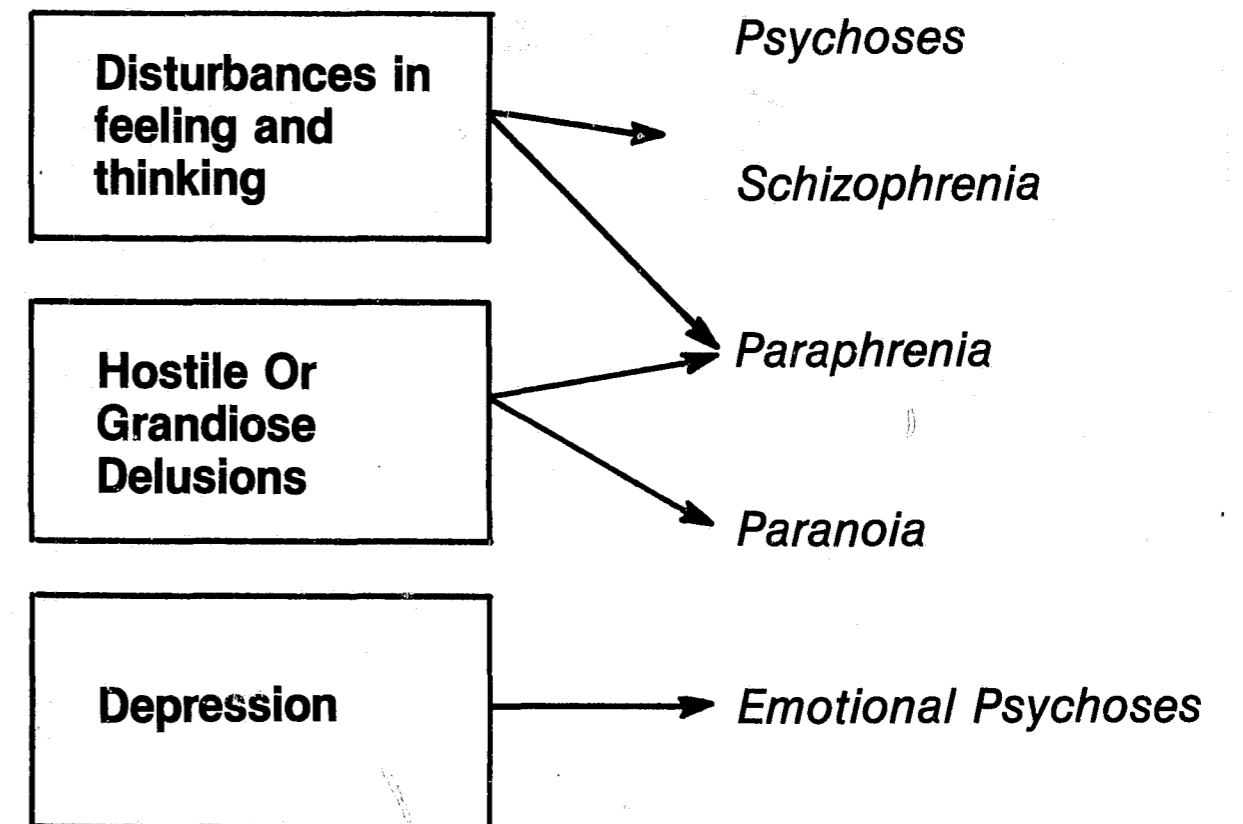
Suicide Rates in the United States in Relation to Age and Race

KEY:
- ——— white males
- . . . . non-white males
- ········· white females
- ·–·–· non-white females

SUICIDE RATES PER 100,000 POPULATION

50
45
40
35
30
25
20
15
10
5

10-14 15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59 60-64 65-69 70-74 75-79 80-84 85+
AGE IN FIVE-YEAR GROUPS

Source: The National Center for Health Statistics

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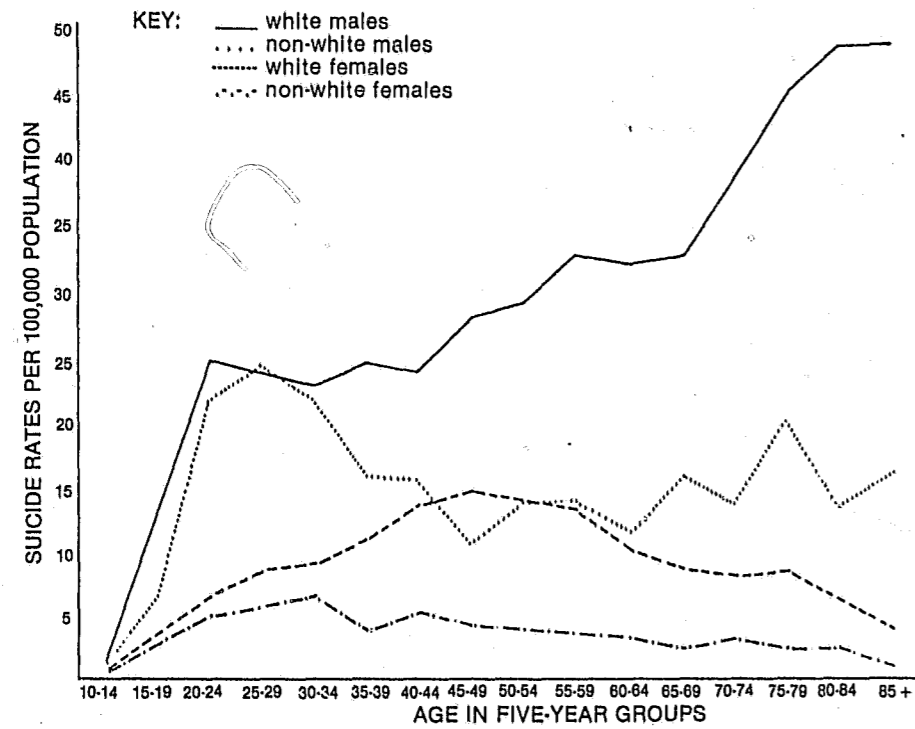
Learning Ability

Depends on:

Personal Characteristics

learning ability
experience
health
personality

Situational Characteristics

over-arousal
climate

Expectations

meaningful content

Relevance

prior learning
personal experience

47

Memory

Registration   Storage   Retrieval

Long-term

Short-term

Information   Information
Input   Recall

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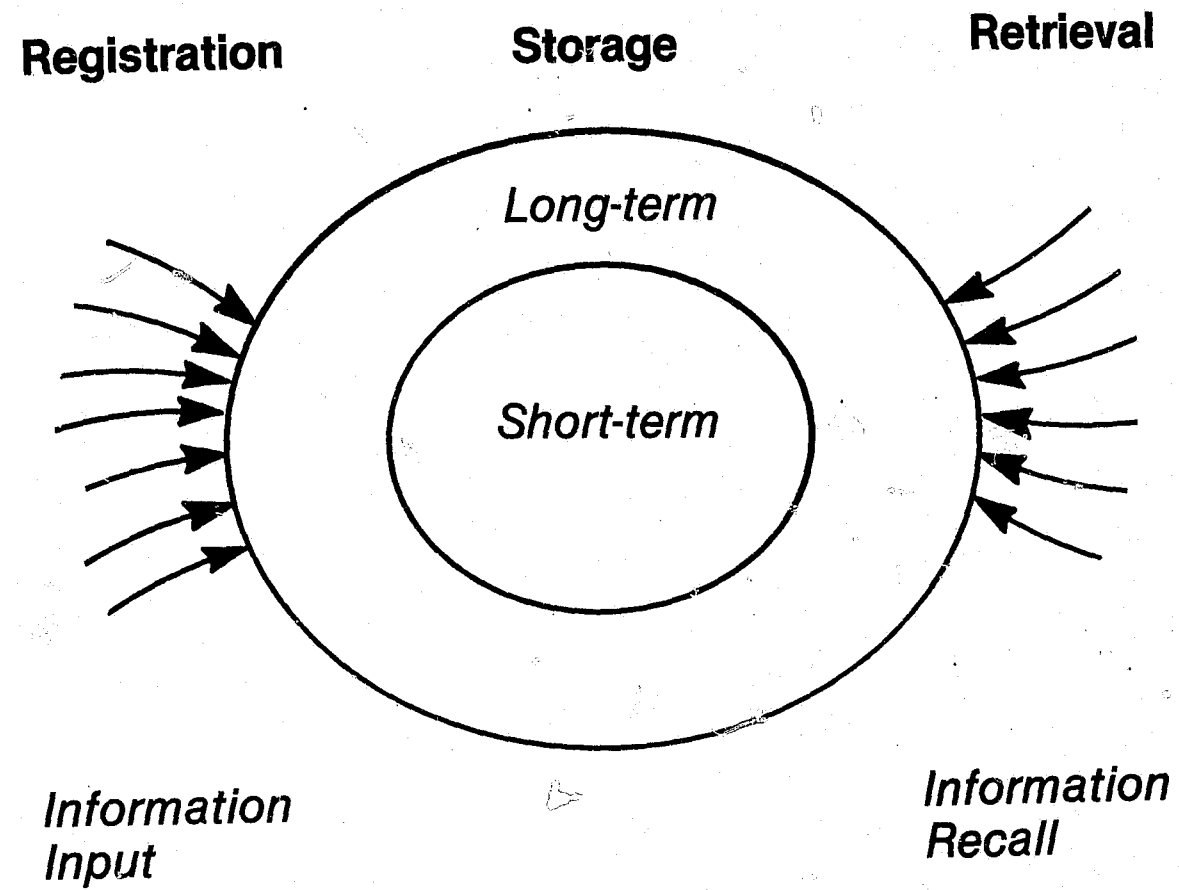
Older Adult Learning

Is Improved By:

Emphasizing Abilities And Experience

Establishing A Comfortable Learning Climate

Meeting Learning Expectations

Minimizing Interference

Changing Presentation And Response Pacing

Organizing And Structuring Information

Removing Obstacles To Problem-Solving

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**National Crime Survey
Victimization Rates — 1974**

Age Group	Personal Larceny With Contact (per 1,000)
12-15 yr. old	3.10
16-19	3.70
20-24	3.40
25-34	2.60
35-49	2.60
50+	3.45

**National Crime Survey: Change In
Victimization Rates, 1974-1975 (percentage)**

Age Group	Robbery	Aggravated Assault	Crimes of Theft
12-15 yr. old	-10.4	-5.5	-5.0
16-19	-5.7	-9.8	1.5
20-24	.8	-14.8	.2
25-34	-10.8	-7.0	3.4
35-49	-16.1	-5.4	1.3
50+	8.2	7.0	7.9

Houston Model Neighborhood Area Study
Victimization By Age (per 1,000)

Crime	Age Under 65	Age 65+
Robbery	4.7	5.6
Pursesnatching	1.3	3.2
Swindle	2.2	3.8
All Crimes	41.7	29.8

Comparison Of Crime Rates For
Persons 60 And Over With Persons Under
60 (per 1,000)

Area & Age of Victim	Robbery Total	Strongarm Robbery	Total Crimes
Inner City			
60+	7.11	3.69	28.06
-60	11.39	3.82	60.72
Non-Inner City			
60+	3.63	1.93	14.85
-60	3.06	.97	25.72

St. Petersburg, Florida
Victimization Data — 1976

	Total Crime	Victims 60+	% of Total
Robbery	555	209	38%
Pickpocket	67	27	40%
Pursesnatch	129	91	71%
Total Crime	16,167	2,664	16%

Oakland, California Victimization, 1969

Age Group	Strongarm Robbery	Pursesnatch
-13	3.1	-
13-18	9.4	1.6
19-25	11.9	7.9
26-40	10.0	8.9
41-55	15.0	17.4
56-64	13.8	21.6
65+	24.4	34.7

Detroit, Michigan Victimization, 1971-1973

	Unarmed Robbery			Breaking & Entering		
	1971	1972	1973	1971	1972	1973
Age 55+	2,296	1,147	1,352	7,442	4,552	5,899
% of Total	33.9%	30%	27.6%	24%	22.5%	27.9%
Total	6,766	3,802	4,895	30,798	20,156	21,154

Los Angeles, California Victimization, 1975

	Under 60	60+	% of Total	Total
Personal Theft/Att.	388	133	26%	521
Pursesnatch/ Attempts	606	340	36%	946
Pickpocket/ Attempts	236	65	22%	301
Bunco	66	44	40%	110

Elderly Susceptibility To Fraud

- **Loneliness**
- **Grief**
- **Depression**
- **Sensory Impairment**
- **Illness and Pain**
- **Avarice**
- **Non-Acceptance of Aging**

Common Bunco Schemes

- **Bank Examiner**
- **Pigeon Drop**
- **Home Improvement**
- **Building Inspector**
- **Sales Frauds**
- **Medical Quackery**
- **Work at Home Frauds**
- **Mail Frauds**
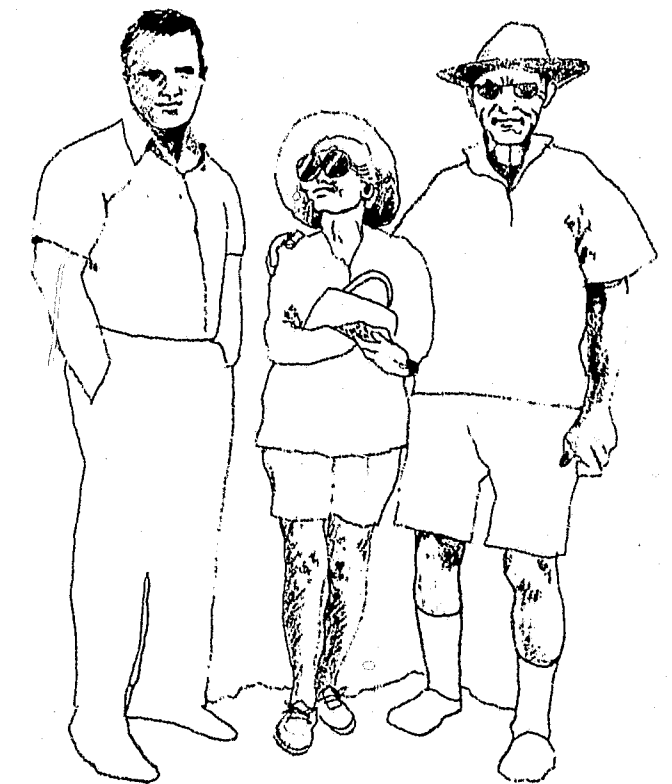
Murder: Uniform Crime Reports 1978

Age	Number of Incidents	Percent (%) of Incidents	Age Percentage of Total Population
Infant (under 1)	207	1.1	1.4
1 - 4	339	1.8	5.5
5 - 9	158	.8	7.7
10 - 14	247	1.3	8.5
15 - 19	1,619	8.7	9.7
20 - 24	3,093	16.5	9.4
25 - 29	3,025	16.2	8.3
30 - 34	2,188	11.7	7.3
35 - 39	1,707	9.1	6.0
40 - 44	1,378	7.4	5.2
45 - 49	1,091	5.8	5.2
50 - 54	1,000	5.3	5.4
55 - 59	761	4.1	5.2
60 - 64	555	3.0	4.3
65 - 69	412	2.2	3.9
70 - 74	272	1.5	2.9
75 and over	411	2.2	4.1
Unknown	251	1.3	.1

Total 18,714   Percent 100.0

Estimated Rate (per 100,000 persons 12 years or older) of Attempted and Actual Rapes, by Age of Victim — United States 1976

Age of Victim	Rate Per 100,000
12 - 15	105
16 - 19	209
20 - 24	259
25 - 34	123
35 - 49	4
50 - 64	9
65+	5
Total	714

Senior Citizen Victimization and its Prevention

Crime	Most Frequent Crime Victims		Crime Prevention Programs Needed	
Forcible rape	2	(1%)	6	(3%)
Robbery	66	(37%)	58	(32%)
Aggravated assault	20	(11%)	15	(8%)
Burglary	122	(68%)	102	(57%)
Pocket picking or purse snatching	129	(72%)	99	(55%)
Theft of income checks (i.e. social security welfare, etc.)	99	(55%)	73	(41%)
Theft of motor vehicles	8	(4%)	5	(5%)
Theft of recreational equipment or bicycles	6	(3%)	5	(3%)
Theft from motor vehicle	21	(12%)	16	(9%)
Confidence games and deceptive practices	150	(83%)	104	(58%)
Embezzlement	17	(9%)	16	(9%)
Intimidation	27	(15%)	14	(8%)
Telephone harrassment	32	(18%)	23	(13%)
Vandalism	99	(55%)	56	(31%)
Arson	0	(0%)	2	(1%)
Other	5	(3%)	8	(4%)

Factors Influencing Victimization

- **Physiological**
- **Psychological**
- **Environmental**
- **Situational**

Robbery

The typical robber is:
15 to 21 years old in 53.8% of all robberies;
Male in 93.0% of all robberies; and
Black in 59.0% of all robberies.

Pursesnatching

15 to 19 years old in 77% of 174 samples;
Male in 95% of 203 samples; and
Black in 93% of 203 samples

Aggravated Assault

The typical perpetrator of assault is:
17 to 29 years old in 52.4% of all assaults (aggravated):
Male in 89.7% of all assaults (aggravated); and
White in 50.8% of all assaults (aggravated).

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Violent Crime

This category includes the crimes of murder, rape, robbery, and aggravated assault. The typical perpetrator of a violent crime is:

15-24 years old in 52.9% of violent crimes;
Male in 89.7% of violent crimes; and
White in 50.8% of violent crimes.

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Vandalism

The typical vandal is:

11 to 17 years old in 57.4% of vandalisms;

Male in 92.0% of vandalisms; and

White in 83.2% of vandalisms.

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Burglary

The typical burglar is:

15 to 20 years old in 52.3% of all burglaries;

Male in 94.6% of all burglaries; and

White in 69.8% of all burglaries.

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Fraud and Bunco

Totally lacks conscience and mercy toward his victims;
Amoral, exploitative, psychopathic (possible neurosis or character disorder, and a liar;
Self-assured and free from remorse;
Lacks affection or empathy for others;
Intelligent, affable, and is a skilled salesman;
Winning personality, shrewdness, agility, and a sense of timing; and
A good actor at home in any number of roles.

Huntington Police Department Arrest Analysis

January 1975 thru June 1975

Offense	Age 60 and Over	Total Adults
Felonious Assault	1	45
Burglary	1	40
Larceny (except Auto Theft)	4	147
Other Assaults	4	82
Forgery & Counterfeiting	3	25
Stolen Property	1	11
Vandalism	1	27
Weapons	1	40
Sex Offenses	1	8
Gambling	1	17
DWI	2	70
Liquor Laws	1	6
Drunkenness	146	1,439
Disorderly Conduct	2	32
All Other Offenses	1	87
Total	170	2,175

National Criminal Justice Information and Statistics Service 1976

Arrests, By Offense Charged And Age

Offense Charged	Total Adults Charged	Number 65 & Over Charged	Percentage Charged, 65 & Over
Murder	14,113	263	1.9
Rape	21,687	67	.3
Robbery	110.296	125	.1
All Violent Crimes	338,849	2,493	.7
Burglary	406,821	359	.1
All Property Crimes	1,445,607	8,978	.6
Vandalism	175,082	438	.3
Prostitution	58,648	212	.4
Drunkenness	1,071,131	34,036	3.2
All Crimes	7,912,348	87,801	1.1

Crime Impact

- **Economic**
- **Physical**
- **Psychological**
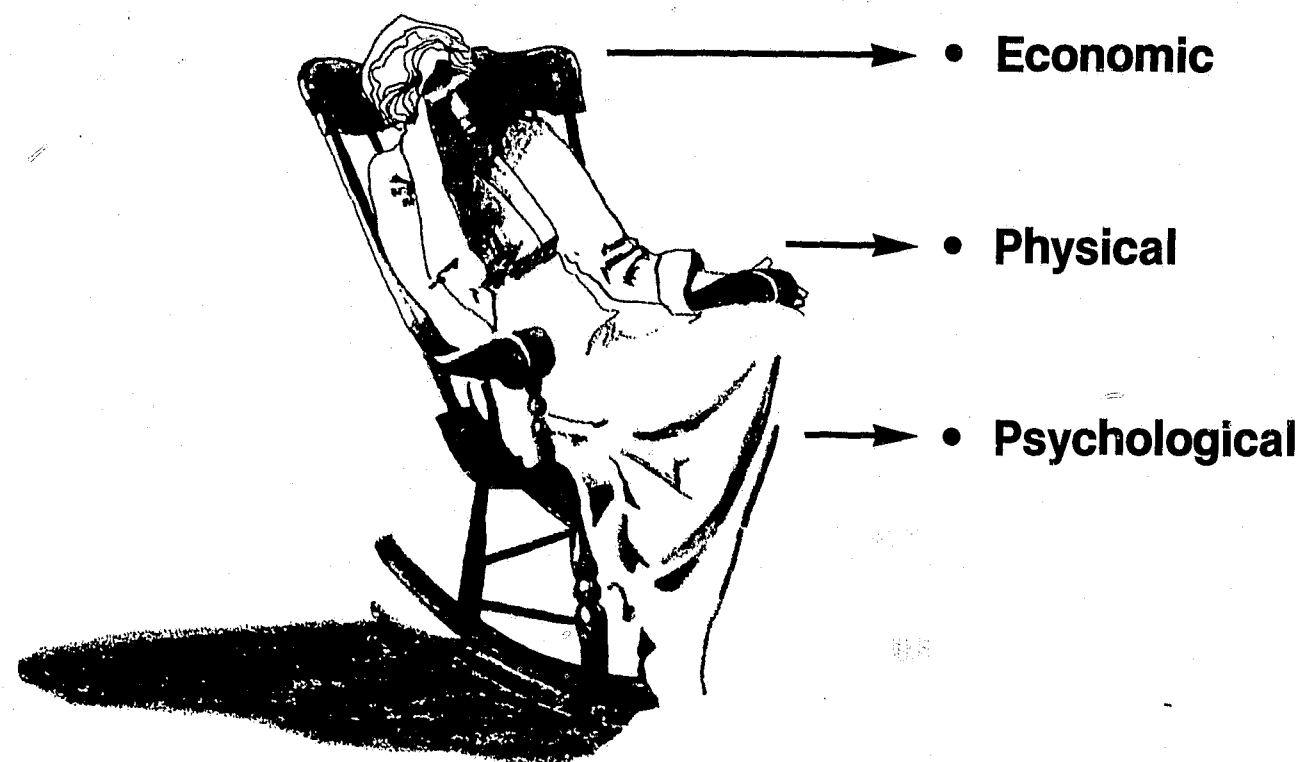
Year	Face Value	Actual Worth	Yearly Purchasing Power Loss
1	$3,600.00	$3,600.00	-
2	3,600.00	3,240.00	$360.00
3	3,600.00	2,916.00	684.00
4	3,600.00	2,624.40	975.60
5	3,600.00	2,361.96	1,238.04
6	3,600.00	2,125.76	1,474.24
7	3,600.00	1,913.18	1,686.82
8	3,600.00	1,721.86	1,878.14
9	3,600.00	1,549.67	2,050.33
10	3,600.00	1,394.70	2,205.30
	$36,000.00	$23,447.53	$12,552.47

Proportionate Change in Victimization

By Change in Family Income of $12,500

Burglary	X	4.6	8.5	24.1
Assault	X	-3.0	19.8	67.3
Robbery	X	24.5	45.7	78.6
	$12,5000	-30%	-58%	-88%

Change in Family Income of $12,500

Psychological Impact

Series of losses;
Reduction of income/purchasing power;
Inadequate housing;
Limited access to transportation;
Problems with mobility;
Poor nutrition;
Breakdown of social network;
Loss of spouse;
Loss of peer relationships;
Loss of meaningful roles;
Decrease in vision, hearing, and muscular coordination; and
Slowed reaction time

Fear of Crime

FEAR OF CRIME

INCREASED ISOLATION

ISOLATION

DECREASED ACTIVITY
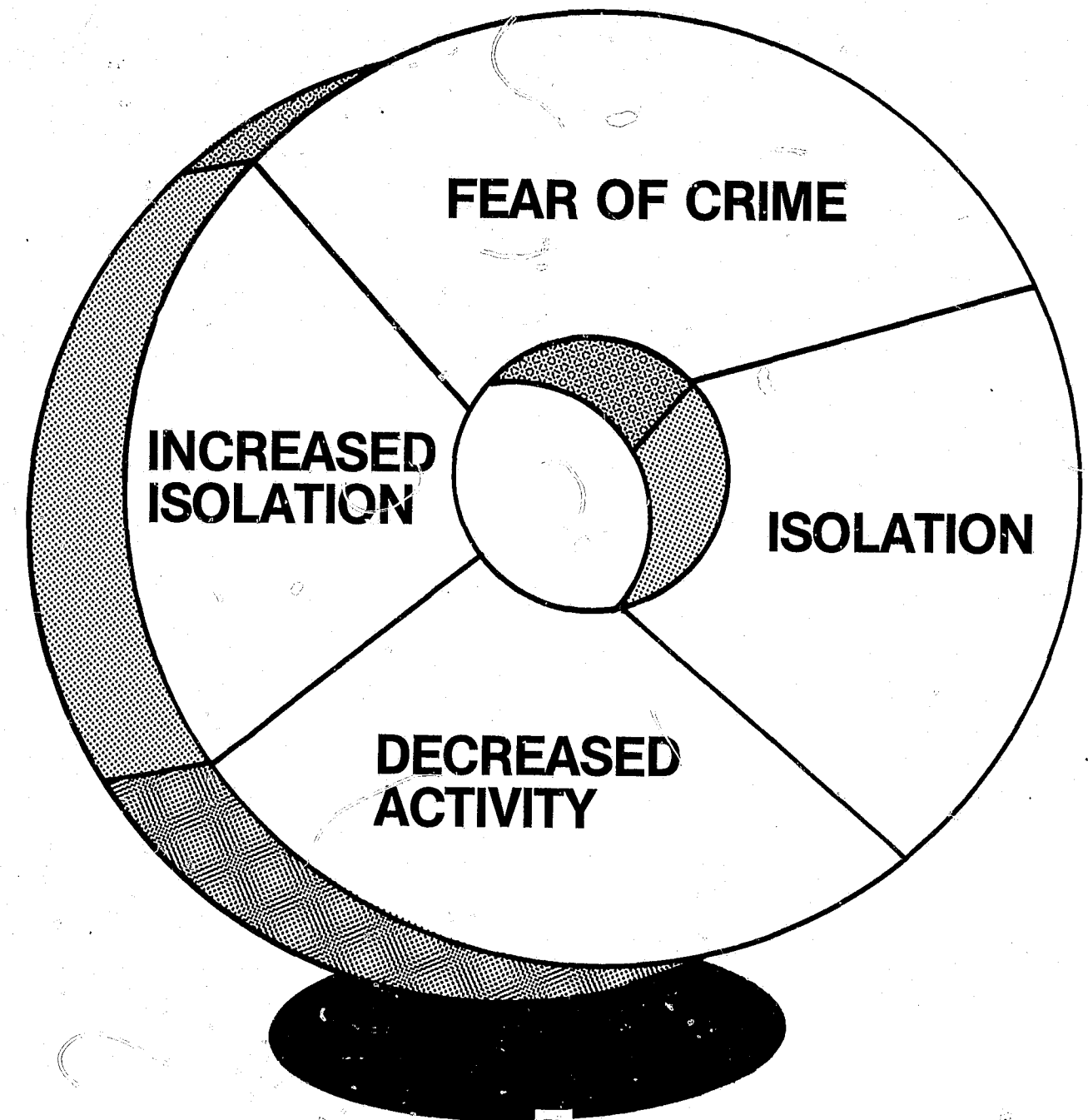
National Crime Survey

Personal Safety — Daytime
Neighborhood Safety During The Day

Age	Very Safe	Reasonably Safe	Somewhat Unsafe	Very Unsafe
16 to 19	58%	35%	5%	2%
20 to 24	57%	36%	5%	2%
25 to 34	57%	35%	6%	2%
35 to 49	52%	38%	7%	2%
50 to 64	50%	39%	8%	3%
65 +	44%	41%	10%	4%
Eight City Total	**53%**	**38%**	**7%**	**2%**

National Crime Survey

Personal Safety — Nighttime
Neighborhood Safety During The Night

Age	Very Safe	Reasonably Safe	Somewhat Unsafe	Very Unsafe
16 to 19	21%	43%	20%	16%
20 to 24	20%	41%	20%	18%
25 to 34	21%	41%	20%	18%
35 to 49	18%	39%	21%	22%
50 to 64	15%	34%	22%	28%
65 +	11%	27%	22%	39%
Eight City Total	**18%**	**37%**	**21%**	**24%**

Reason For Limiting Activity

Most	16-19	20-24	25-34	35-49	50-64	65 +	TOTAL
Money	16%	21%	20%	18%	12%	5%	16%
Less							
Opportunity	11%	8%	6%	6%	5%	3%	6%
Convenience	1%	1%	1%	1%	1%	1%	1%
Own Health	1%	1%	1%	5%	13%	23%	8%
Transportation	4%	1%	1%	1%	1%	2%	1%
Age	3%	1%	2%	5%	15%	27%	9%
Family Reasons	15%	28%	32%	18%	8%	4%	18%
Job/School	19%	15%	12%	11%	8%	2%	10%
Crime/Fear	**6%**	**5%**	**7%**	**14%**	**19%**	**18%**	**12%**
Personal	15%	12%	11%	13%	13%	7%	12%
Other	4%	2%	2%	2%	2%	2%	2%
No Answer	5%	5%	6%	5%	6%	6%	5%

Crime Impact on Activity
Personal Limiting of Activity

Age	Yes	No
16 to 19	32%	67%
20 to 24	38%	61%
25 to 34	42%	57%
35 to 49	48%	51%
50 to 64	51%	48%
65 +	53%	46%
Eight City Total	**45%**	**54%**

Crime Analysis — **Why?**

- **Clear Definition of the Problem**
  - Tactical response
- **Support Law Enforcement Operations**
  - Patrol
  - Investigations
  - Communications
  - Records
  - Crime prevention

Crime Analysis

Sources of Data

- **Incident Reports**

- **Victim Surveys**

- **Offender Surveys**

WILMINGTON, DELAWARE VICTIMIZATION QUESTIONNAIRE

Do you live alone? (yes/no)

At the time of the crime, were you with an acquaintance? (yes/no)

Where were you going when the crime occurred?

Had you ever seen the criminal before? (yes/no)

Before the crime occurred, did you take any precautions to prevent it from happening? (yes/no/explain)

Since becoming a victim of this crime, do you now take any precautions to prevent it from happening again? (yes/no/explain)

Since turning 60 years of age, how many times have you been the victim of a similar type of crime? How many of these crimes were reported to the police?

What is your date of birth?

Did anything happen before the crime occurred that alerted you that a crime would occur? (yes/no/explain)

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AKRON, OHIO VICTIMIZATION QUESTIONNAIRE

How many times in the past two years have you been the victim of an offense? (5 choices)

What kind(s) of offense were they? (8 choices)

What was the most serious offense against you in the last two years? (9 choices)

Was your home entered against your wishes? (yes/no)

Were you threatened w/harm? (yes/no)

Were you attacked physically? (yes/no)

Did you lose any money or belongings? (yes/no)

How much dollar loss did you suffer, including what was taken or damaged, and your medical expenses? (5 choices)

Did you notify the police? (yes/no)

If not, why not? (9 choices)

What is the age group of the person or persons who committed the crime? (5 choices)

What time of day did it happen? (4 choices)

How long ago did it happen? (6 choices)

Where did it happen? (6 choices)

Are you aware of the following services available? (7 choices)

How was the target picked?

Did they know the victim?

Did they know the victim's routine?

What characteristics of the victim do they look for?

Why are certain neighborhoods picked?

Are the crimes impulsive or planned?

What are the motivational aspects?

What recommendations do they have for future potential victims?

Should the victim resist?

What can be done to prevent the crime?

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Data Analysis
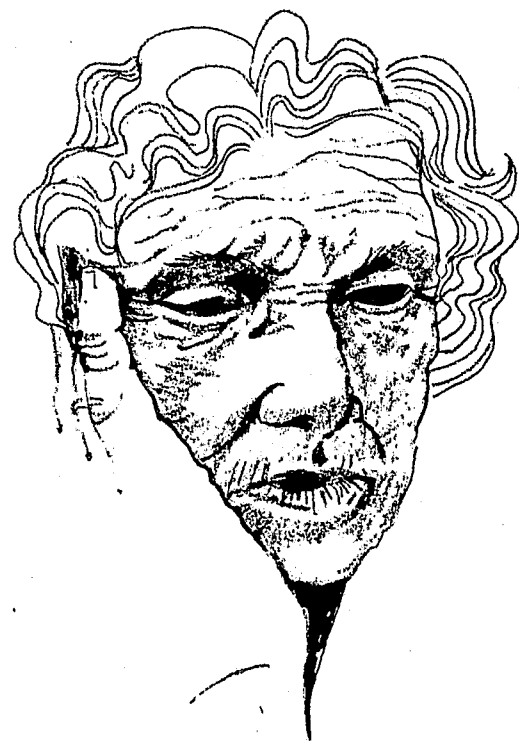
- **Victim Characteristics**

- **Offender Characteristics**

- **Type of Crime**

- **Proximity of Crime Scene to Victim's Residence**

- **Victim's Activities Before Crime**

- **Time of Occurence**

- **Modus Operandi**

- **Losses Suffered By Victim**

- **Injuries Suffered By Victim**

- **Other Extenuating Circumstances**

**PROFILE OF REPORTED STREET CRIMES
IN WILMINGTON, DELAWARE FOR FY75**

- VICTIM — Aged 60 to 77 in 86.7% of the 128 examples.

- RACE/SEX — White females in 72.6% of the examples.

- OFFENDER'S AGE — 13 to 21 in 85% of the 174 arrest-related samples.

- PERPETRATOR'S RACE & SEX — Black males in 92% of the 203 perpetrator descriptive samples. In addition, the perpetrator's residence in proximity to the victim's was within 10 blocks in 38.7% of the 49 samples.

- TIME — The majority of offenses—54.7% of the 128 samples—took place in the 6-hour span between the hours of 10:00 a.m. and 4:00 p.m.

- LOCATION — The crime usually occurred within four blocks of the victim's residence in 67.2% of the 128 samples.

- LOSS — The victims incurred a loss of valuables in 95.3% of the 128 samples. A loss of less than $100 total was reported in each of 77.3% of the samples.

- VIOLENCE — Victims received injuries in 41.4% of the 128 samples, while weapons were used in only 11.7% of the samples.

Crime Analysis

COLLECTION

COLLATION

ANALYSIS

DISSEMINATION

EVALUATION

Fraud/Bunco Countermeasures

Education and Cooperation

- **Law Enforcement**

- **Banks and Savings and Loans**

- **Media**

- **Prosecutor's Office**

- **Legislature**

- **Public**
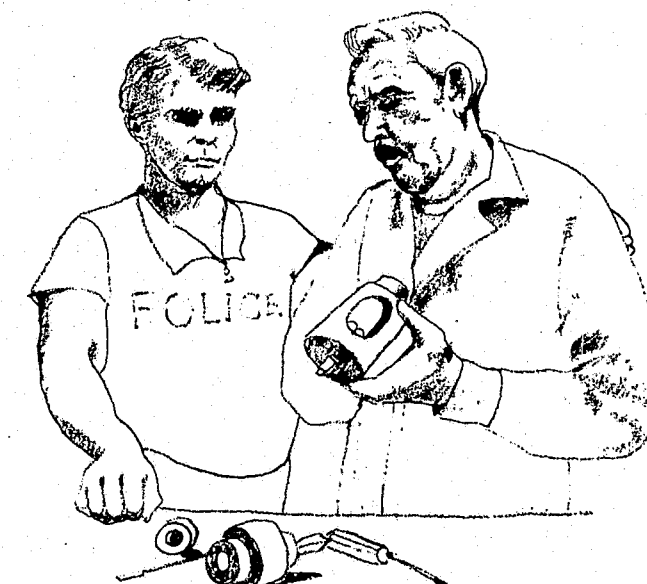
Effective Communication Skills

1. LEARNED

2. PRACTICED

90

Purposeful Communication

Influenced By Role
— assessing attitudes
— assessing needs
— influencing behavior
— positive encounter

Requires Planning

Effective   vs.   Efficient

— input to output   — goal accomplishment
— economy of time   — client satisfaction

PAY-OFFS

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IDEA

IDEA

Encode Verbal
Behave Non-Verbal

Decode Verbal
Interpret Non-Verbal

FEEDBACK

Decode Verbal
Interpret Non-Verbal

Encode Verbal
Behave Non-Verbal

BODY SPACE

BODY SPACE
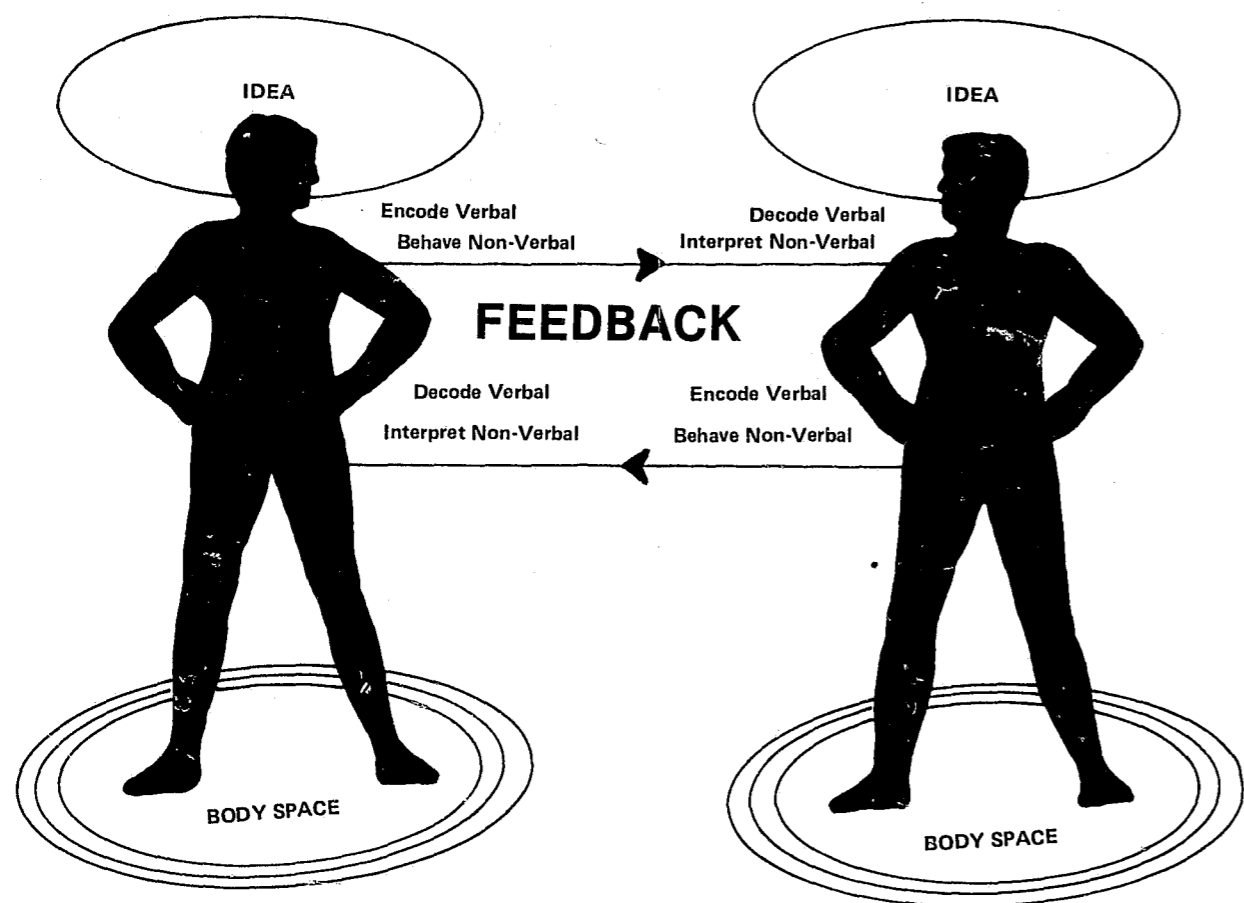
Lenses of Bias Affect Communication

Reality

Reality

Reality

Them

Us
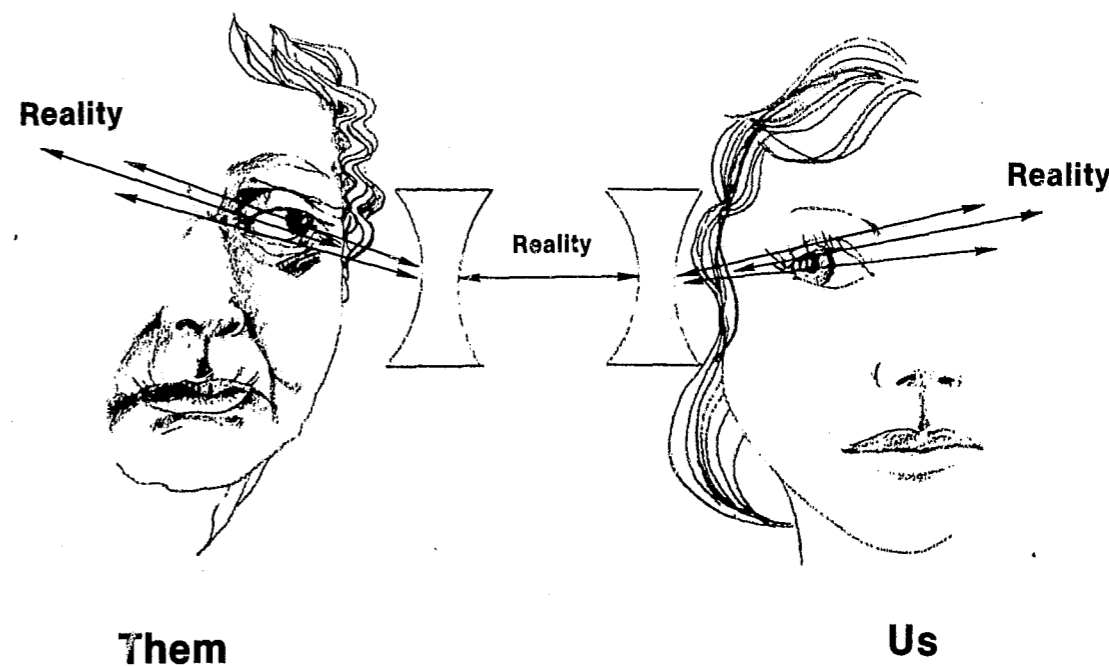
ATTITUDES TOWARD OLDER PERSONS

The Verbal Communication Channel
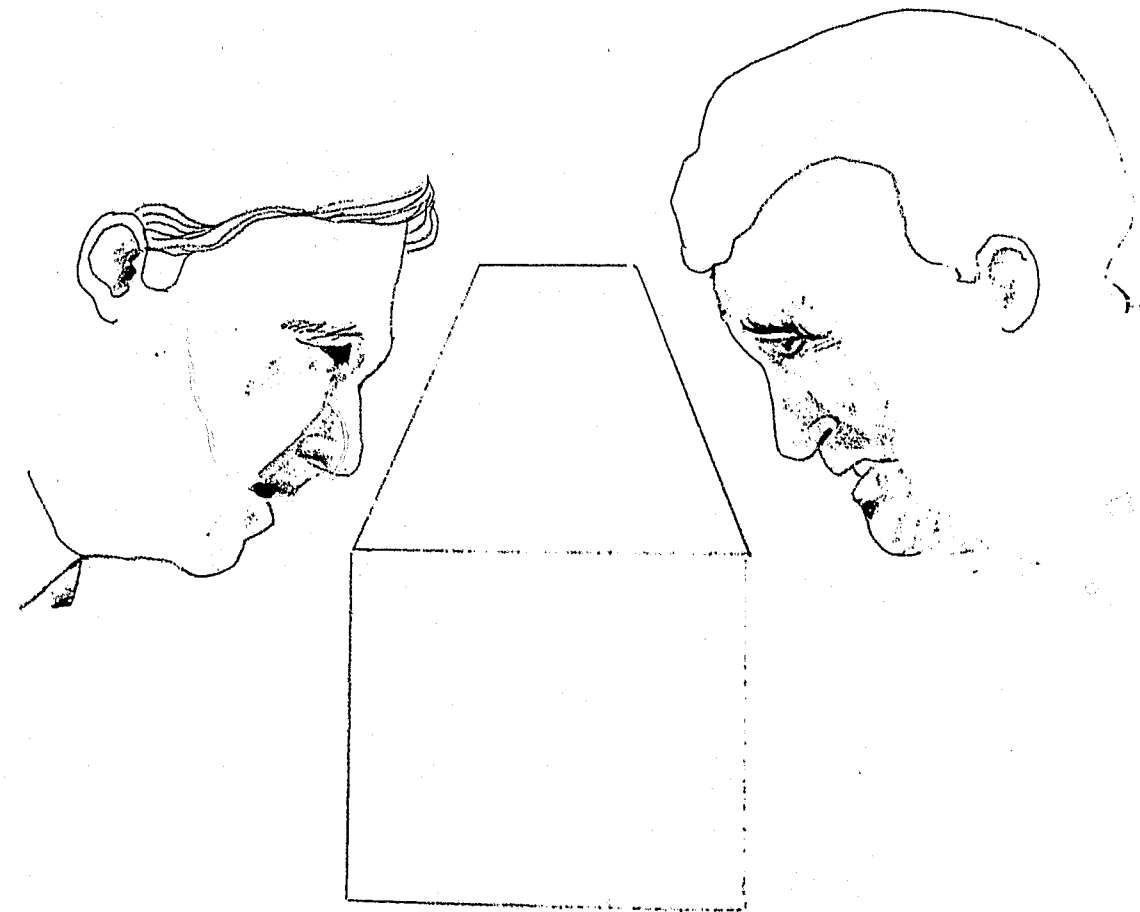
Impediments

— Misused words
— "Container myth"
— Police jargon
— Mismatched knowledge levels
— Circumlocution

Cures

— Active listening
— Feeling response
— Mirror-response
— Paraphrasing
— Open-ended questions
— Topic Statements

The Non-Verbal Communication Channel

— **Eye Contact**
— **Hand Signals**
— **Arm and Hand Gestures**
— **Posture**
— **Touch**
— **Proxemics**

Zones

	Intimate
Intimate	Personal
Personal	Social
Social	Public
Public	
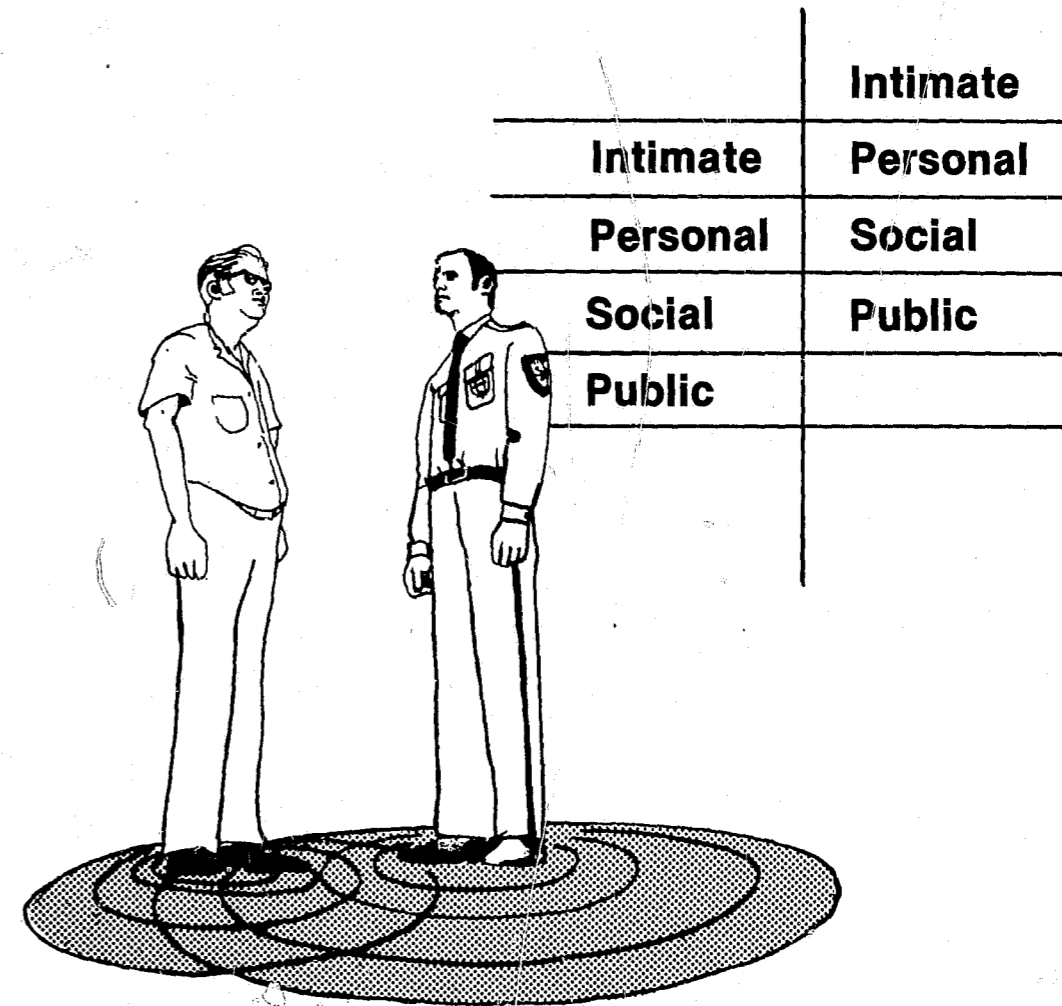
Communicating in Crime-Related Situations

Older Person As:
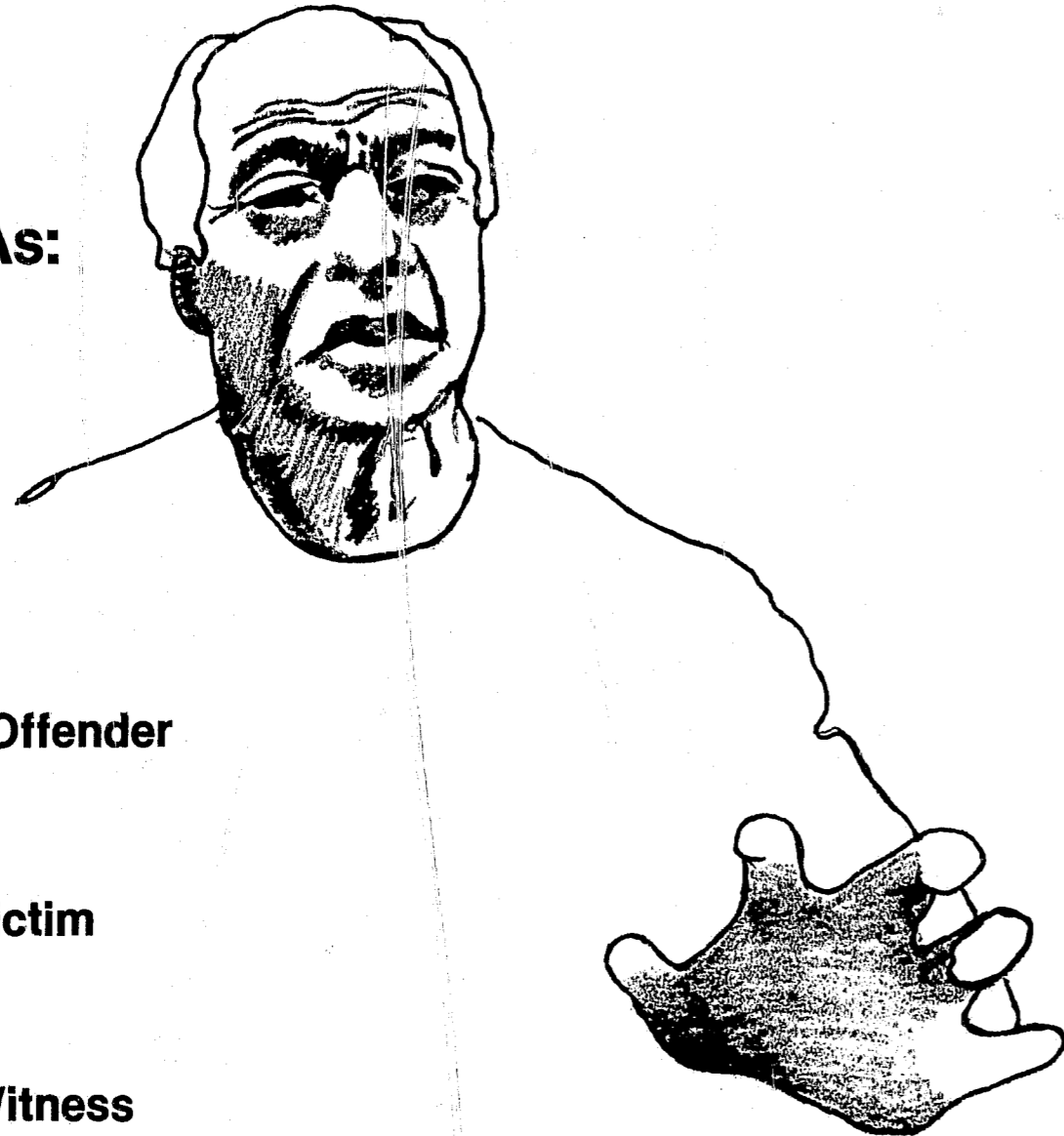
- An Offender

- A Victim

- A Witness

Communicating in Non-Crime Situations

Older Person As:
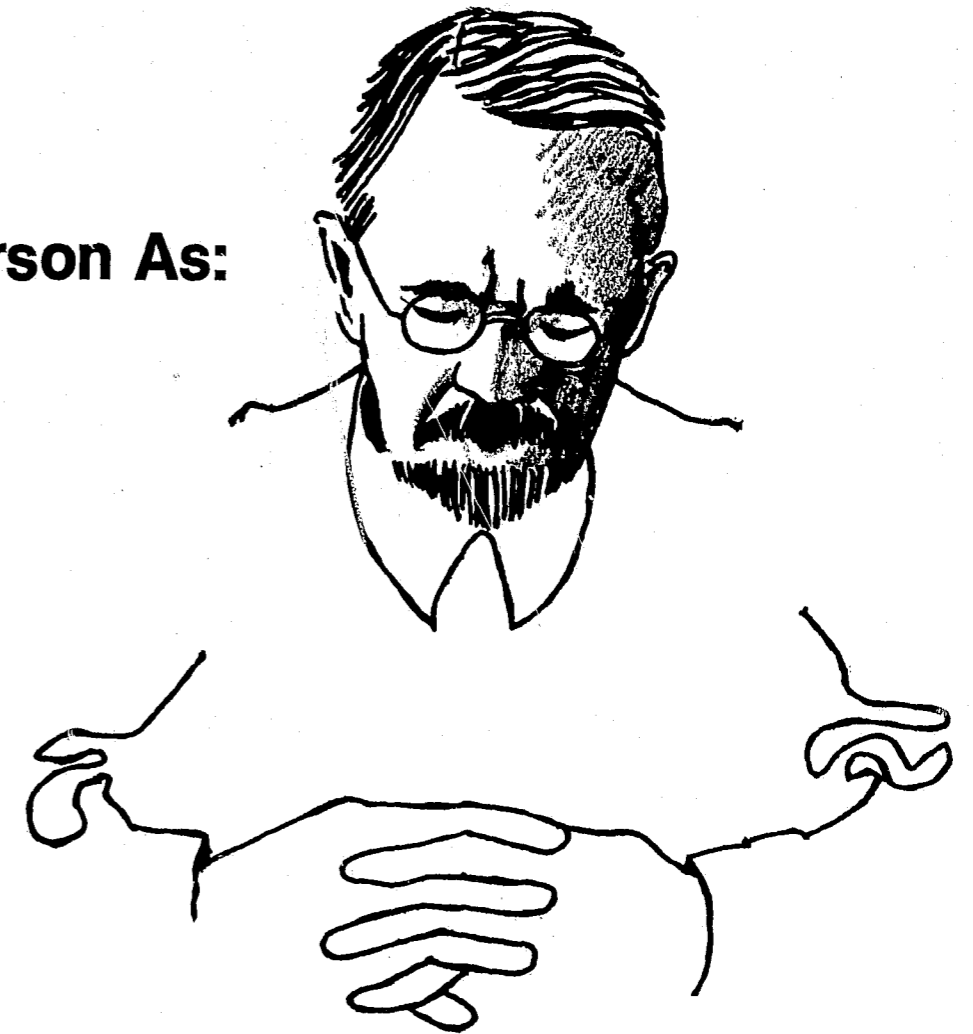
- A Chronic Caller
- Involved in Family Problems
- Wandering Adult
- A Driver

Planning Considerations

STUDENTS . . . . The older audience

TRAINING . . . . The program

ATMOSPHERE . . . . The surroundings

REQUIREMENTS . . . . The logistics and resources

Set Sight on Right Target

- **Community/Neighborhood**
- **Affiliation/Ethnicity**
- **Age Range - Sex**
- **Economic Status**
- **Special Needs**
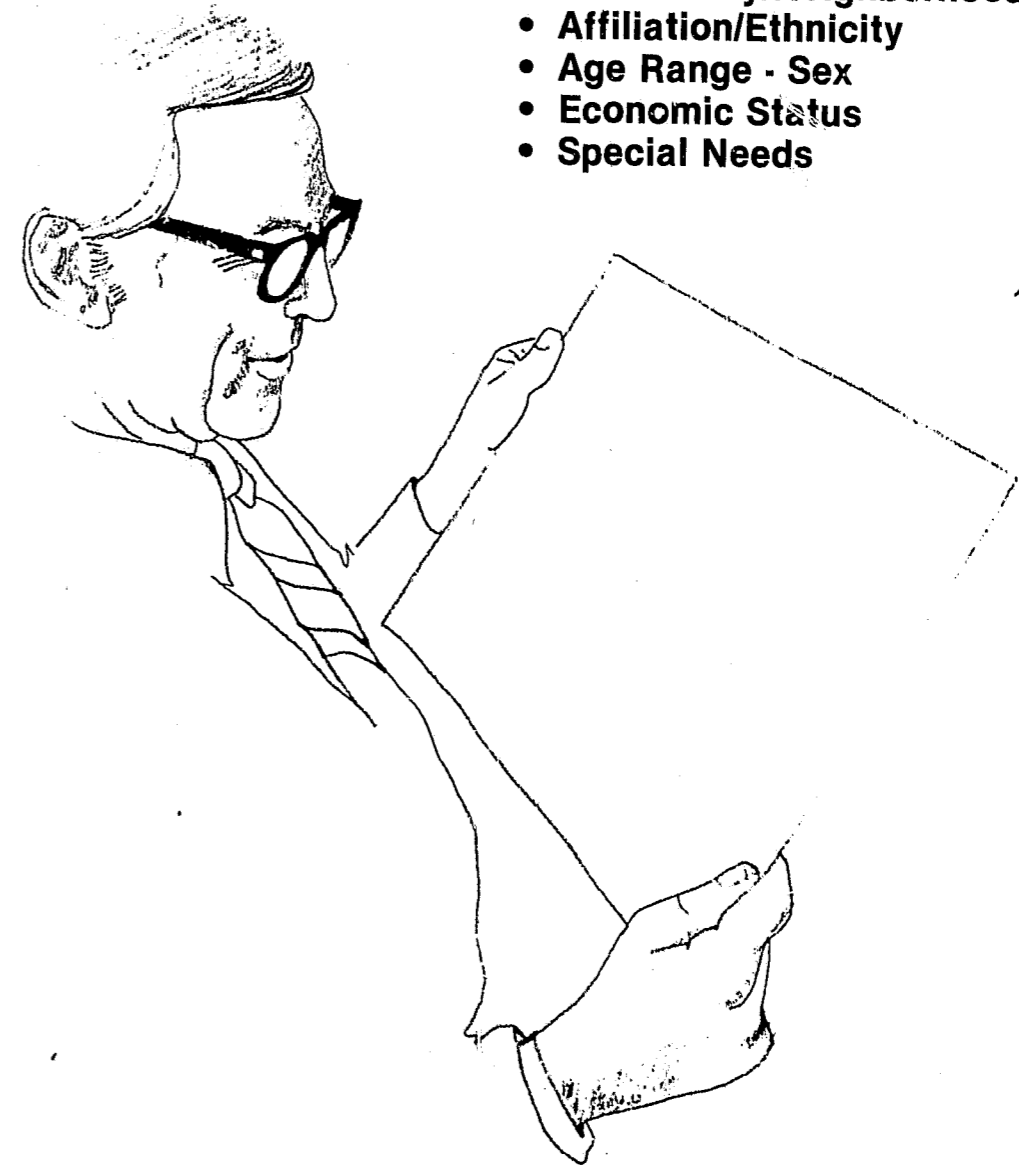
Key Concerns For The Program Implementer

- Why was the program requested?
- Who specifically wants the program?
- What are the characteristics of the group?
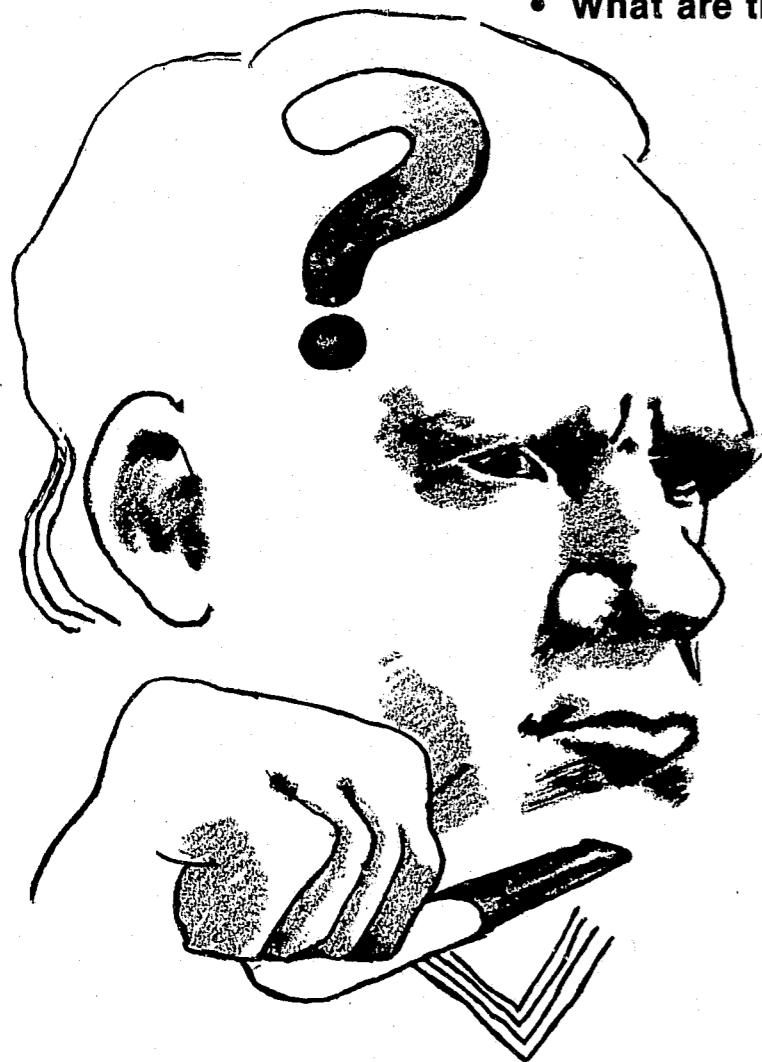
  — age
  — affiliation
  — neighborhood
  — economic status
  — sex
  — ethnic background

Critical Decisions

What should I say?

Why should I say it?

Where should I say it?

How should I say it?
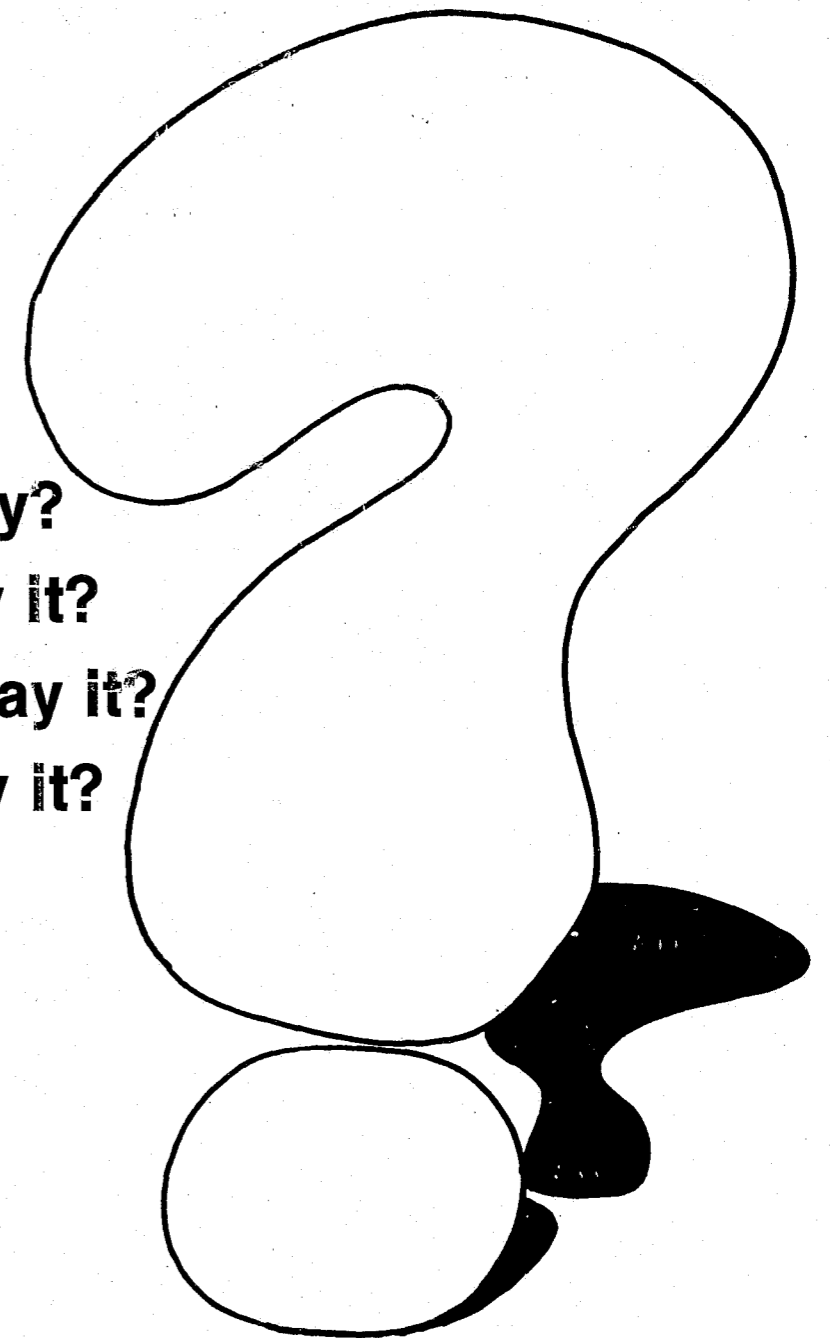
A Passive Objective says:

"The participants will *be exposed to* . . ."
"The audience will *be provided* . . ."
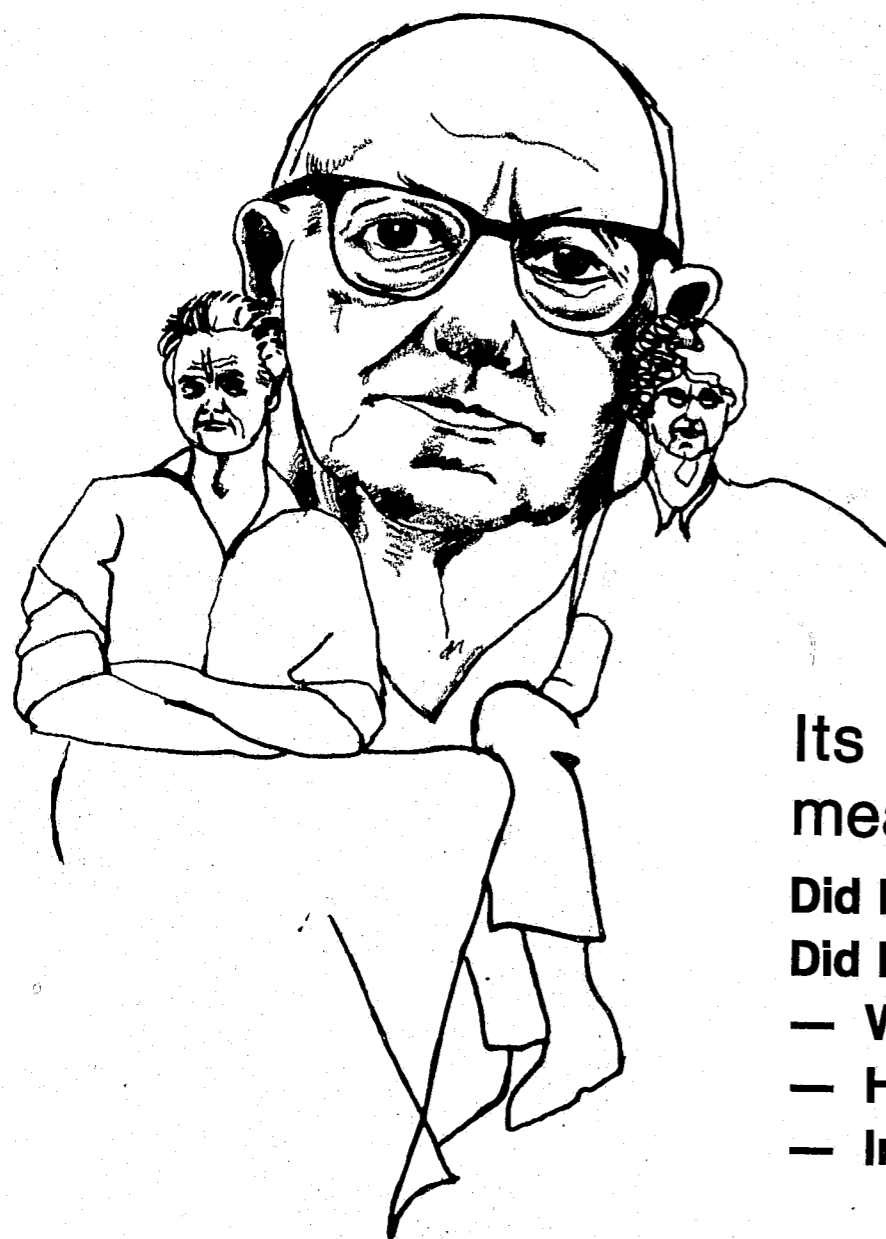
Its attainment is measured by:

Did I expose them?
Did I provide them?
— When?
— How many times?
— In what form?

An Intellectually Stated Objective Says . . . .

"The Participant will KNOW . . .
"The audience will UNDERSTAND . . .

Its attainment is measured by . . .
Asking oral questions of them
Using a written evaluation form

An Action Oriented Objective Says . . . .
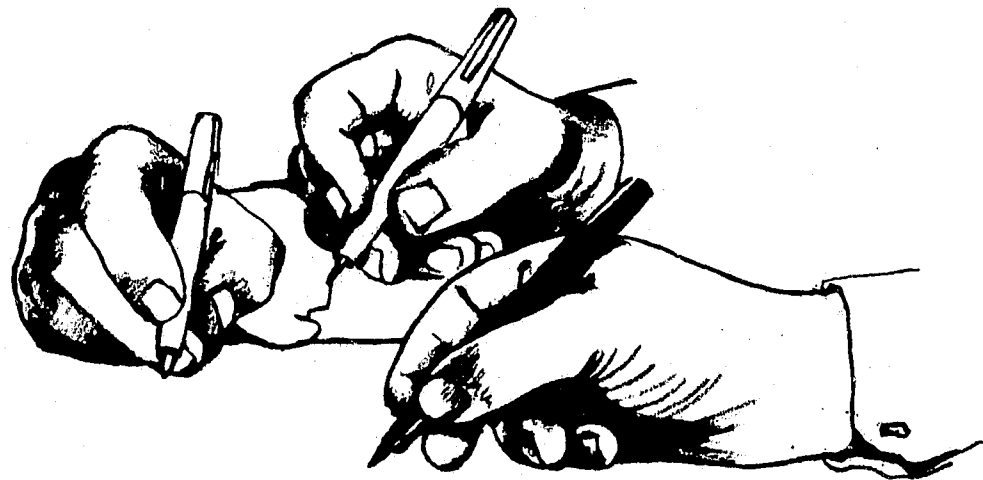
**"The Participants will
WRITE a plan . . .
"Each member will LIST . . .**

Its attainment is measured by:
Seeing that it is done!

Practical Program Presentation Considerations
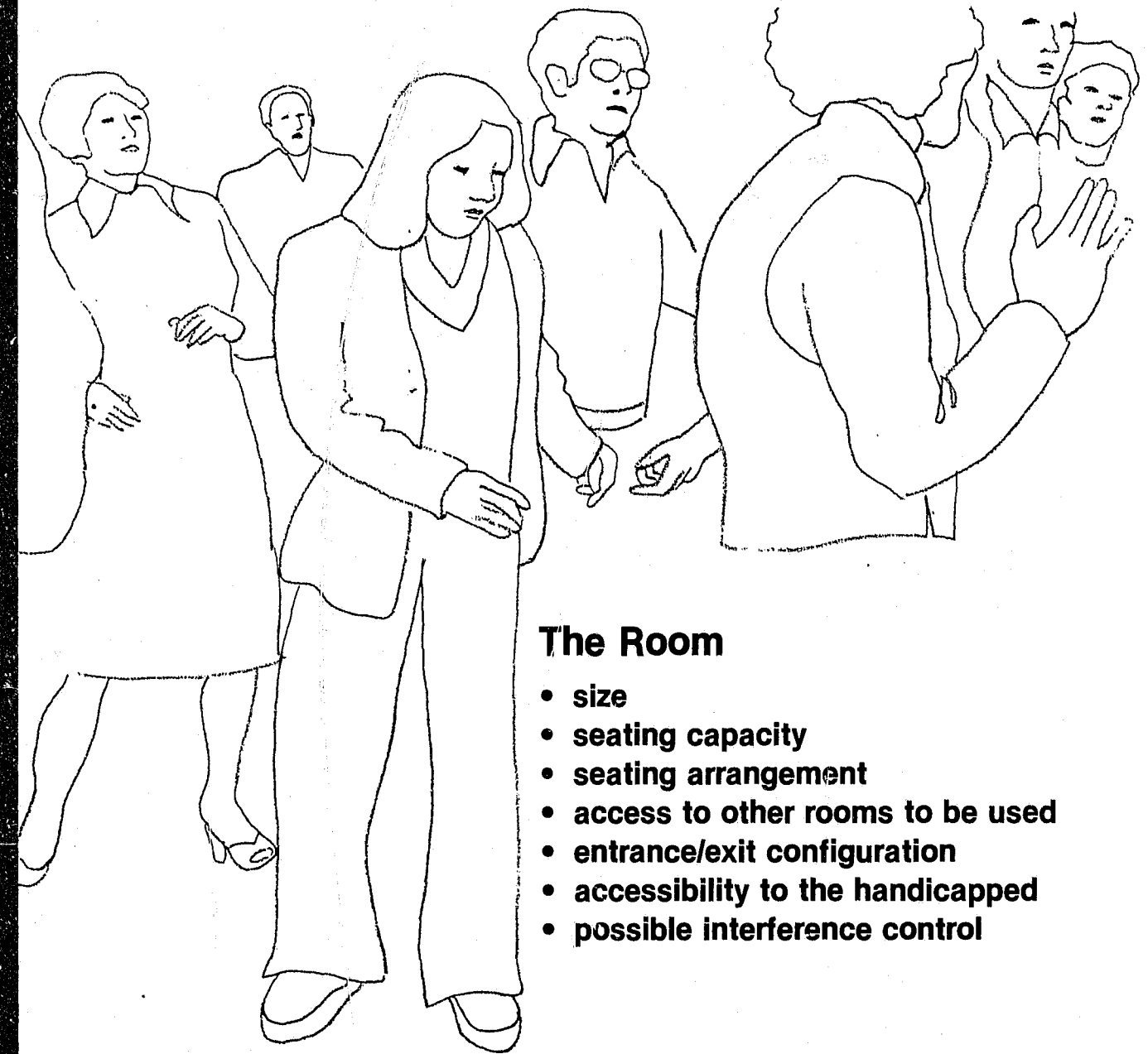
The Room

- size
- seating capacity
- seating arrangement
- access to other rooms to be used
- entrance/exit configuration
- accessibility to the handicapped
- possible interference control

Practical Presentation Considerations

The Support Systems
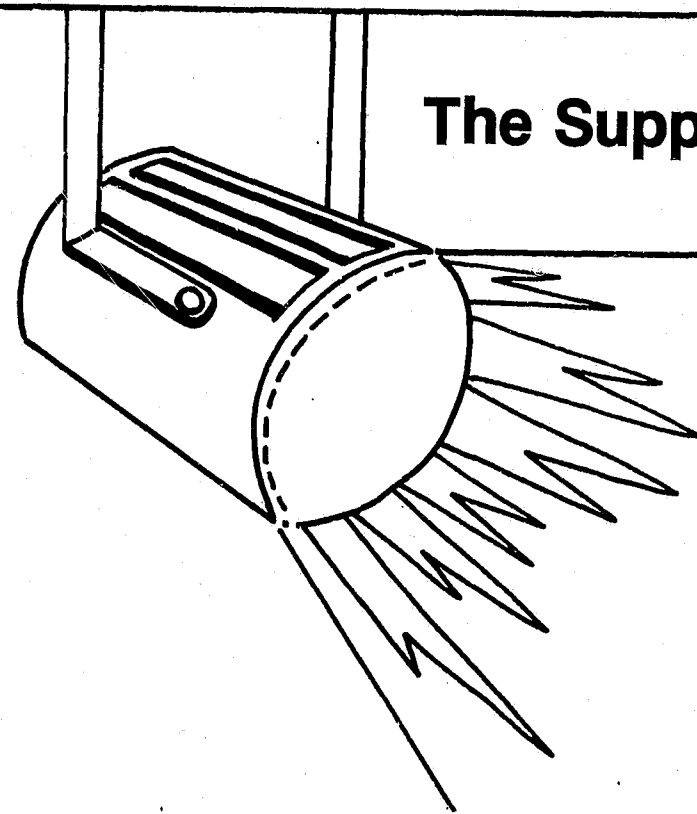
- windows, and darkening drapes
- lighting
- refreshments
- heating/air conditioning
- ventilation
- accessibility of electrical outlets

Practical Program Presentation Considerations

The Training Aids
- chalkboards
- easels/flip charts
- projectors
- screens
- lecterns
- P.A. system
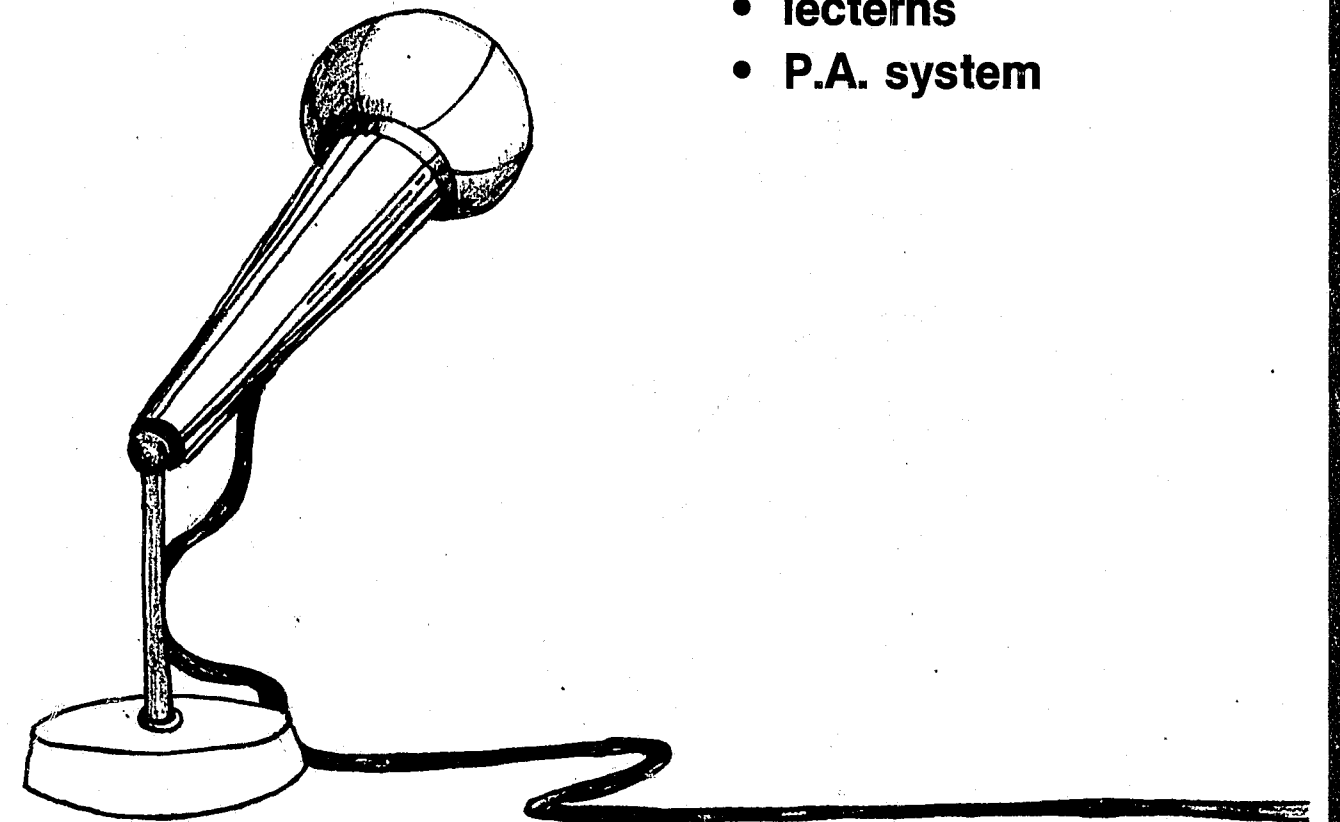
Practical Program Presentation Considerations
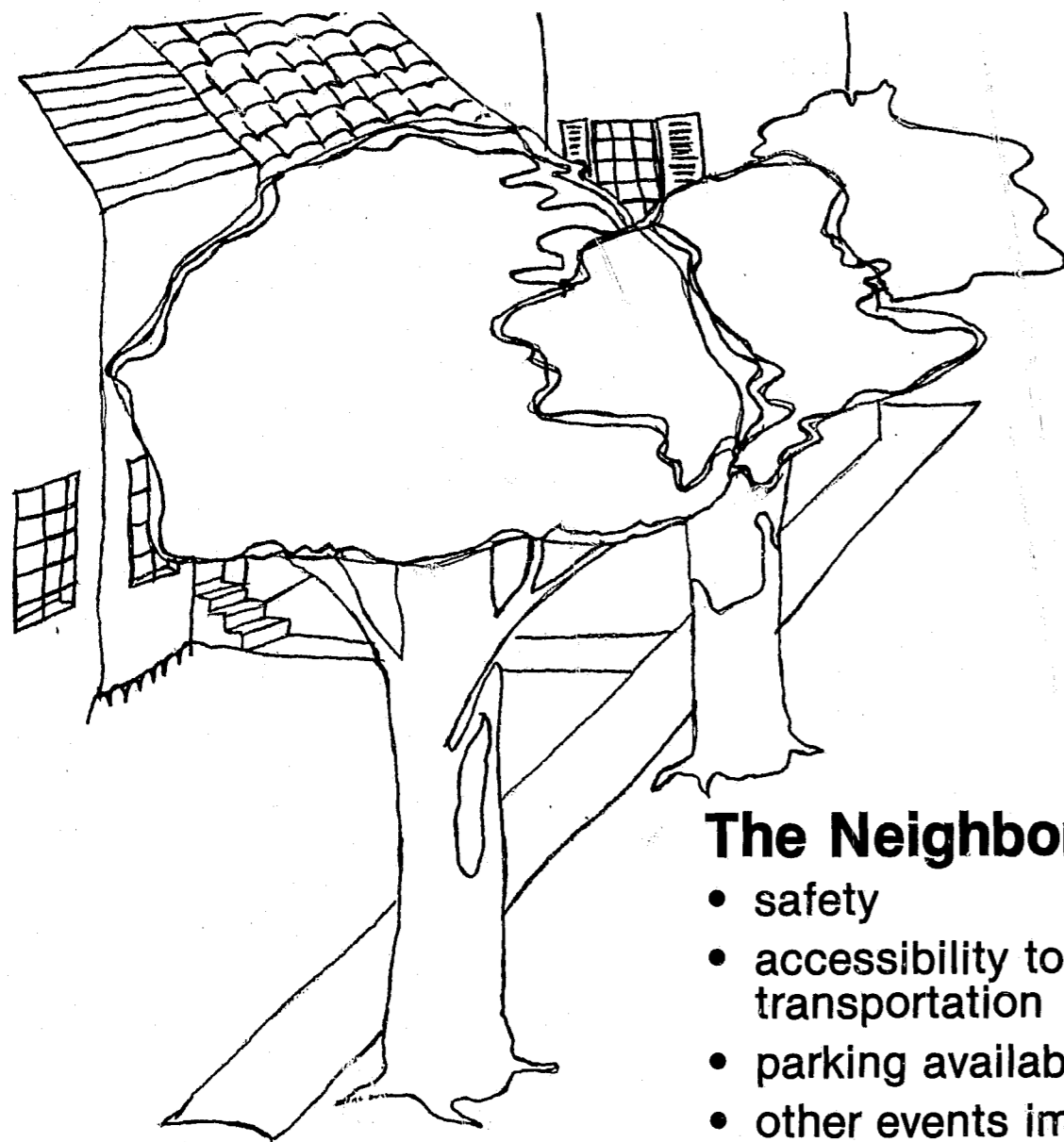
The Neighborhood

- safety
- accessibility to public transportation
- parking availability
- other events immediately pre/post or during the program

SITE CHECKLIST

Verified by: _____

Date/time: _____

Workshop/Presentation Title: _____

Requested by: _____

Sponsored by: _____

Number of Participants Expected: _____ Age: _____

Neighborhood/Community: _____

Ethnicity: _____ Special Characteristics: _____

_____

Meeting Location: Name: _____

Address: _____

Normal Use: _____

Transportation Available:

Public _____ Walking _____

Parking for Personal Cars/No. _____

Meeting Room(s):

No. or Name: _____ Size: _____ ( )

Seating Capacity: _____ ( ) Dimensions: _____ ( )

Access: _____ ( ) Floor/Level: _____ ( )

Convenience to Other Facilities/Meeting Rooms: _____ ( )

Safety Factors (Stair treads, handrails, lighting, etc.):

_____ ( ) _____ ( ) _____ ( )

Type of Furniture: _____ Adequate ( )

Heating/Air Cond.	( )	Elec. Outlets	( )	Lighting ( )
Ventilation	( )	Windows	( )	Darkening Drapes ( )
Carpets/Floor Covering	( )	Restrooms	( )	Refreshments ( )

Availability of AV Equipment: ( )Yes ( )No

Projector—Overhead	( )	Projector—Slide	( )	Screen ( )
Projector—Movie	( )	PA System	( )	Chalkboard ( )
Easels/Flipchart Pads	( )	Extension Cords	( )	

Good Public Presentations

- comfortable delivery
- notes (not speeches)
- proper positioning
- normal voice and pitch modulation
- visual aids
- props
- gestures
- suitable pace of instruction
- memory cues

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Guides for Projected Visuals
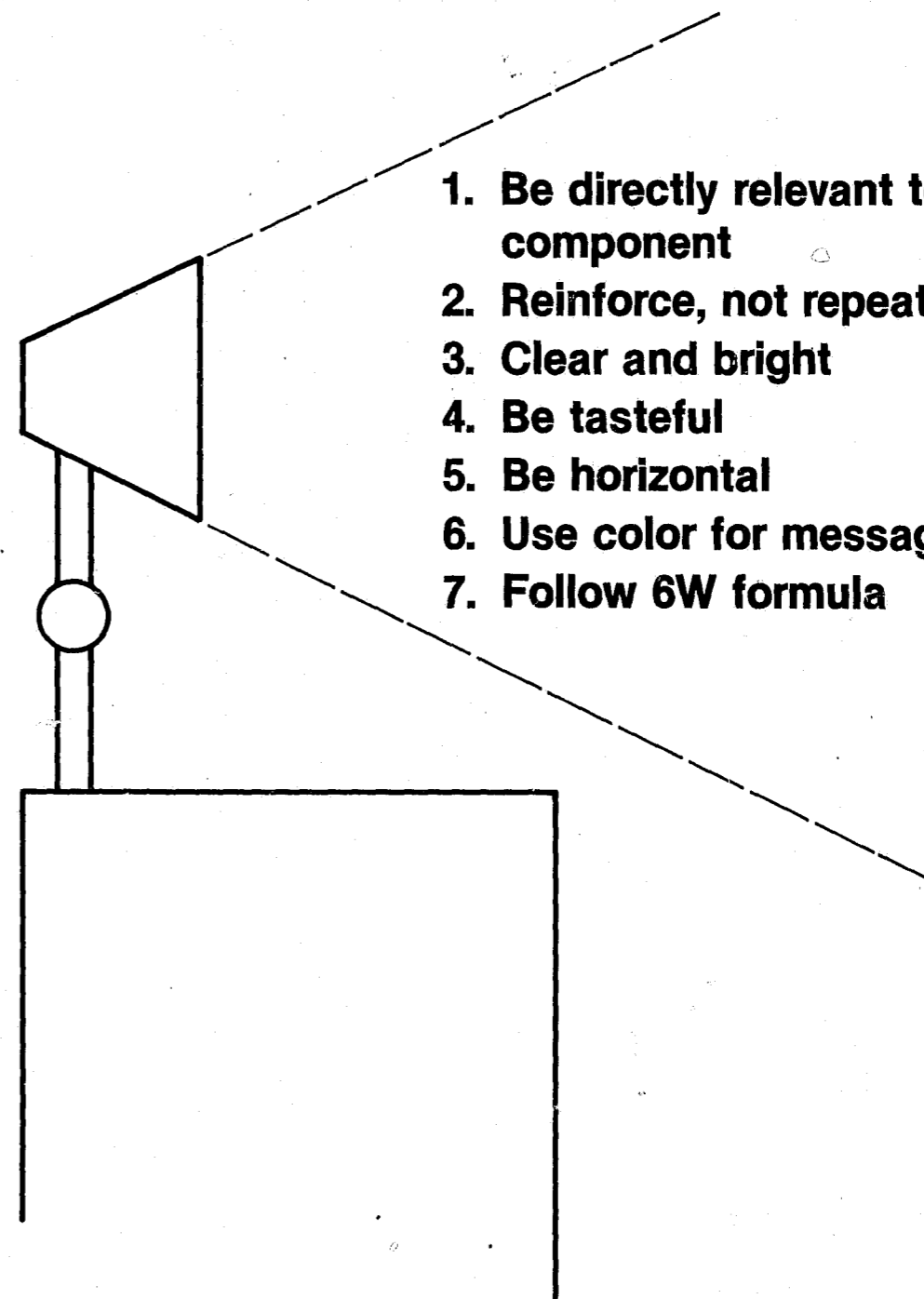
1. **Be directly relevant to oral component**
2. **Reinforce, not repeat**
3. **Clear and bright**
4. **Be tasteful**
5. **Be horizontal**
6. **Use color for message value**
7. **Follow 6W formula**

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Public Presentation Aids
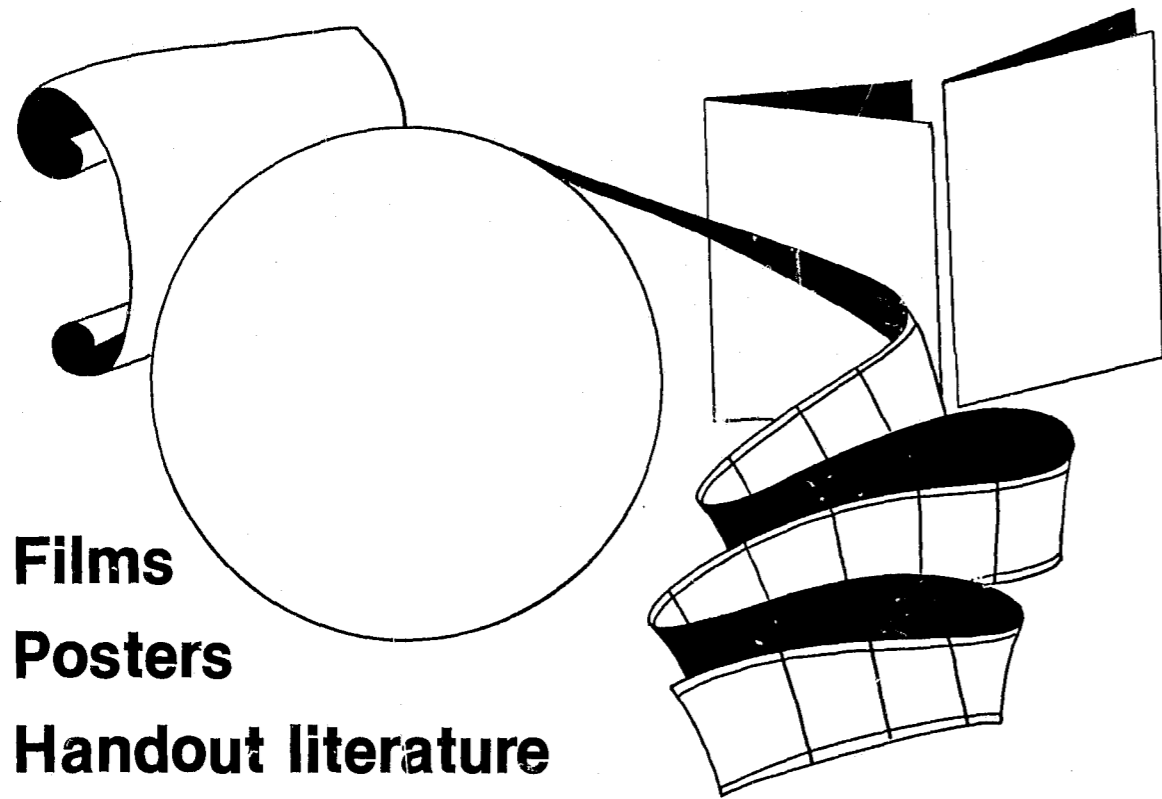
Films
Posters
Handout literature
Demonstrations

Positive Learning Requirements

Supportive Environment

Participation

Meaningful Content

Personal Commitment

=
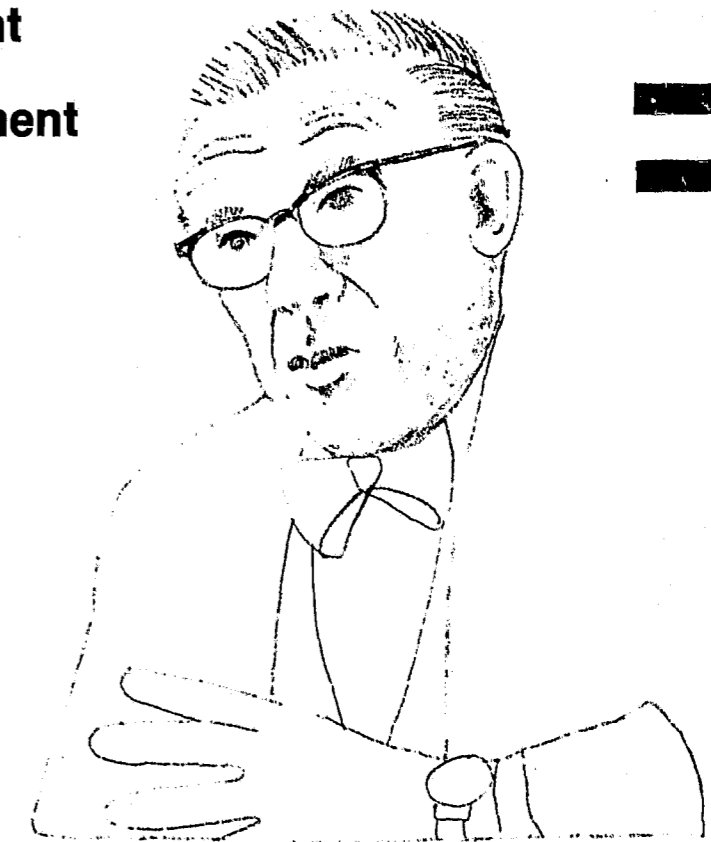
MOTIVATION

Policy Considerations With the Media

Responsibility to provide information
Police/media cooperation
Release of reports and information
Determination of spokesperson(s)

Release of Information

Who

What

When

Where

Why

How
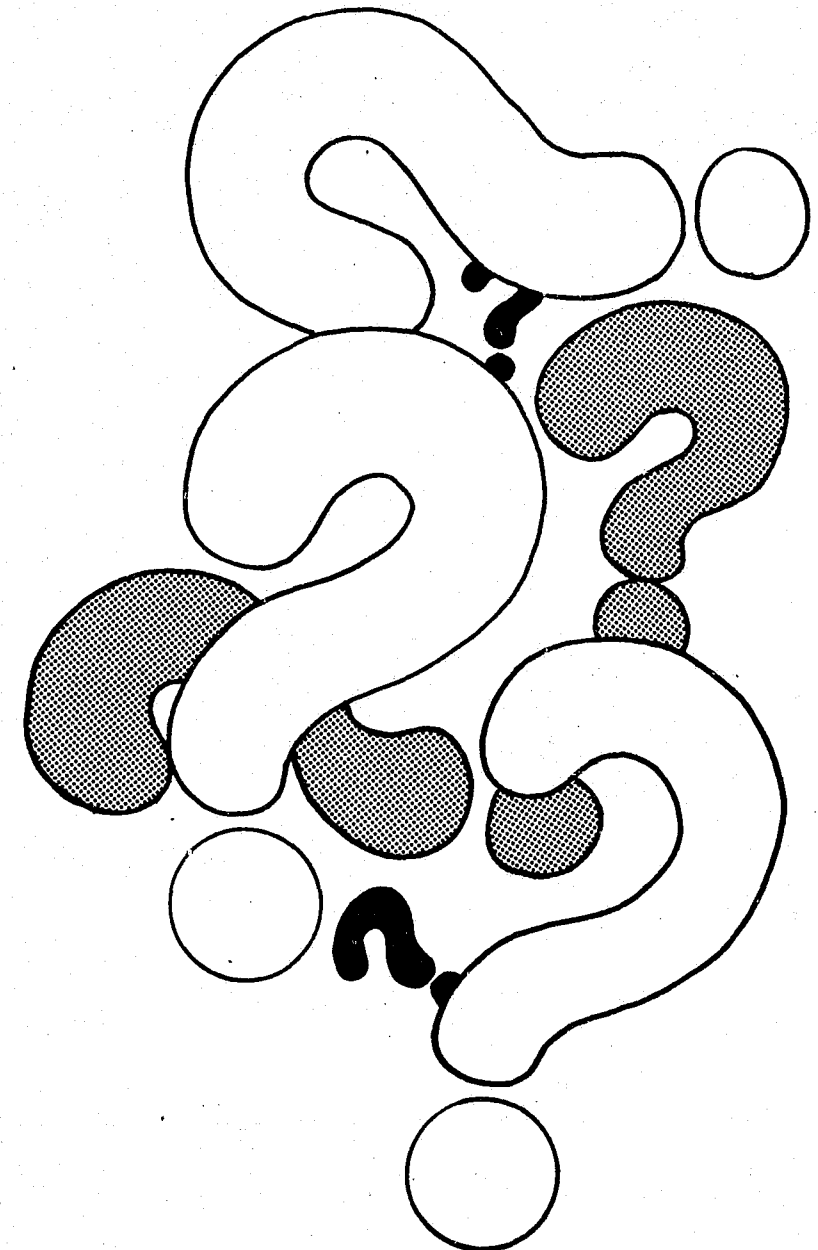
MEDIA RELATIONS IN CRISIS SITUATIONS

DO:
—get exact question wording
—give the facts
—answer "what are you going to do?"
—show concern for the public
—treat accusers as sincere, but uninformed
—respect deadlines—return every call
—keep your cool
—advise employees and public promptly

DON'T:
—go off the record
—guess
—lie
—use complicated sentence structure
—say more than you intend
—answer what you don't understand
—lose your temper
—be funny or sarcastic
—go "No Comment" unless necessary

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Media Contact and Activity Report

MEDIA CONTACT AND ACTIVITY	Responded to . . .	Initiated Call

MEDIA CONTACT AND
ACTIVITY

_____
(Dates)

_____
(Officer/Employee Submitting)

Responded to . . .
R-1—Request for Information
R-2—Request for photo
R-3—Request for interview
R-4—Request for use of for
  photographic purpose
R-5—Follow-up on release or
  story idea
R-6—Other

Initiated Call
I-1—Call about story
I-2—Invitation to campus
I-3—Sent letter or memo
I-4—Lunch/Entertainment
I-5—Follow-up
I-6—Hand delivered material
I-7—Other.

DATE	ORGANIZATION	CONTACT'S NAME	TYPE	RESULTS, COMMENTS, EVALUATIONS

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Media Cultivation

Key Elements:

- **be accessible**
- **provide backgrounds — make the reporter look good**
- **initiate information flow**
- **generate ideas**
- **set the context**
- **follow through**

Sample News Release

MAIN CITY POLICE DEPARTMENT

NEWS RELEASE

For Release Immediately

NOTED GERONTOLOGIST TO SPEAK IN CITY

Dr. Edgar Hufnagelerian, professor of gerontology at the University of Southern California, will discuss *"Aging and the Incidence of Crime Victimization"* at the *Main City Civic Center* on *Wednesday, April 3.*

The presentation is part of a Main City Police Department series highlighting the needs of older citizens.

Hufnagelerian is an expert on the crime issue. He served as director of a statewide blue ribbon panel studying the crime problems of older persons. He is the author of several books on the subject of aging.

The Main City Police Department has relied on Hufnagelerian's assistance in designing their crime prevention program for older residents in the city. Sergeant William Harrigan directs a staff of two officers and two civilians who work with citizen groups throughout the city.

All of the presentations in the current series are held on Wednesdays from *7 to 8:30 p.m.* Admission is free. Refreshments are available after the presentation. Hufnagelerian will be available to answer questions.

For information on other speakers and subjects: *telephone* the *Main City Police Department Crime Prevention Bureau* at 123-4567.

-MCPD-

William Brubaker   March 20, 1980
123-4567

Volunteers Provide Many Benefits To A Police Department

**SERVICE
$
PROFESSIONALISM
COMMUNITY
INVOLVEMENT**

Characteristics of Older Volunteers

Available
Skilled
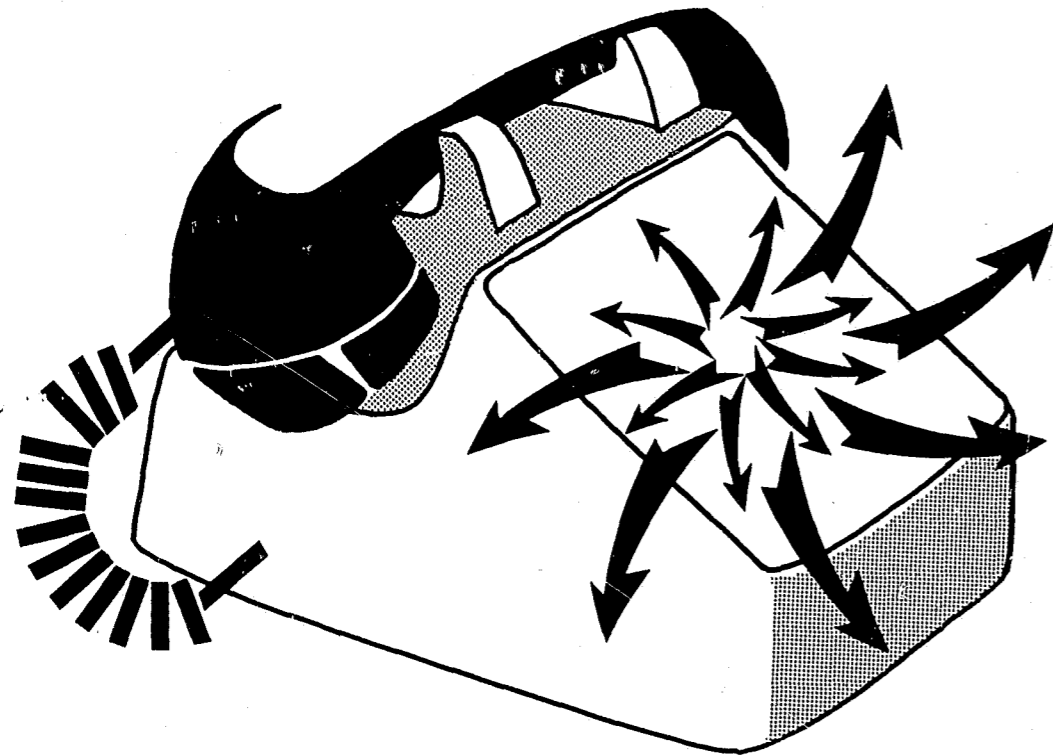Conscientious
Dependable
Influential
Informed
Supportive
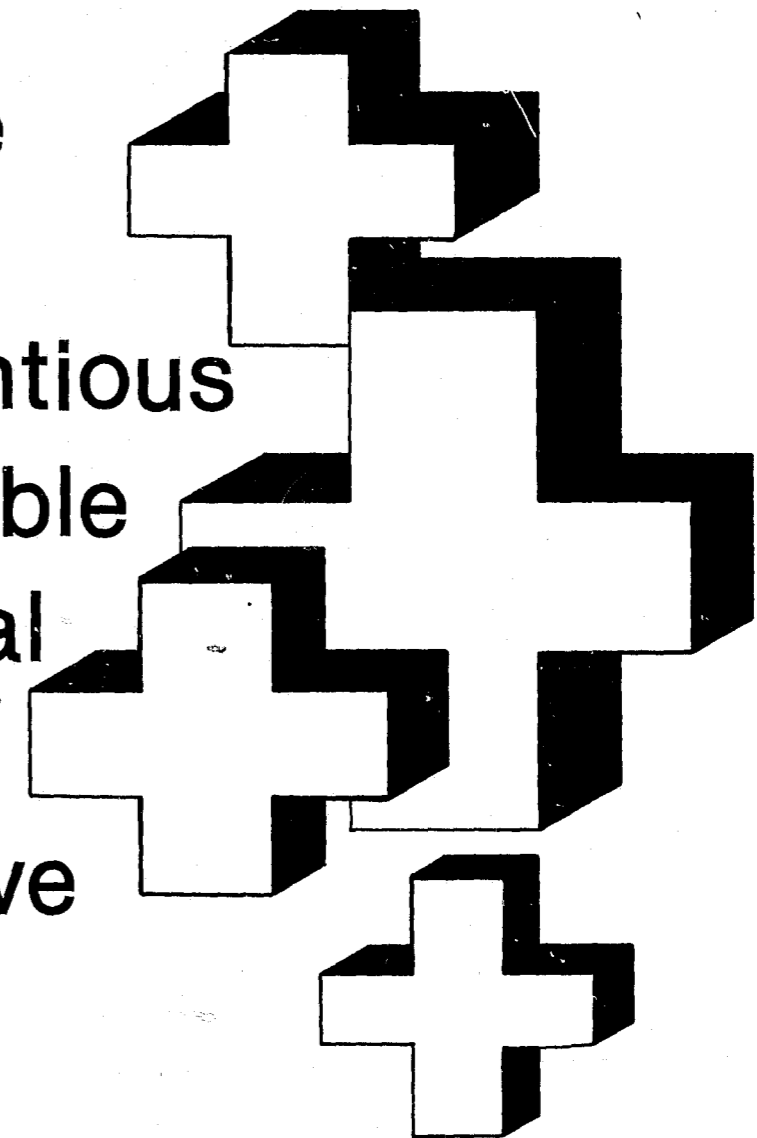
Operation Lifeline

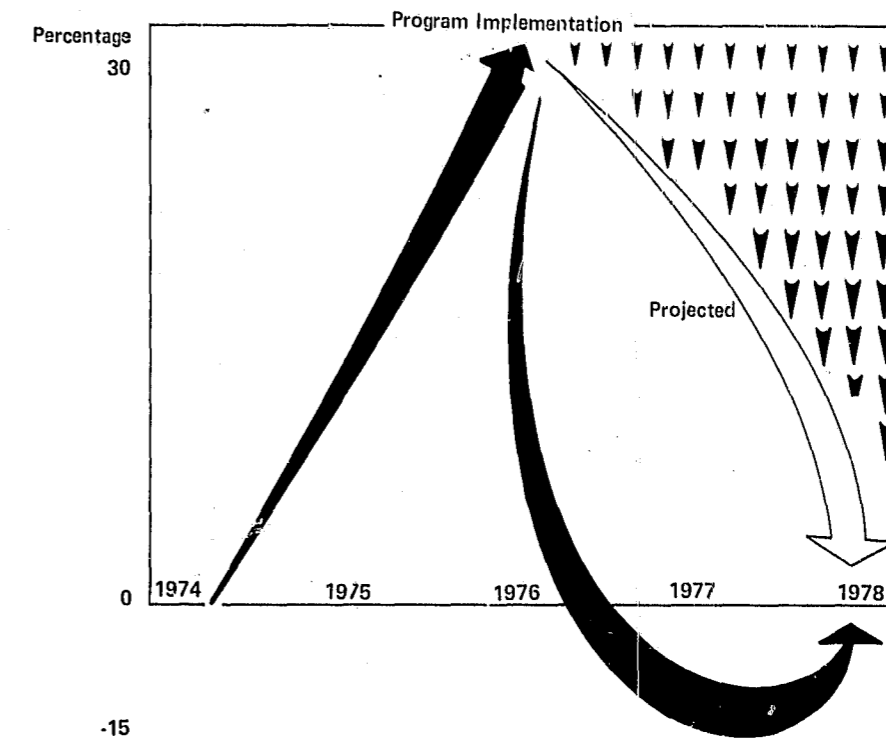*Huntington, West Virginia Police Department*

Provides reassurance and affects the quality of life for older persons

124

Senior Citizen Crime Prevention
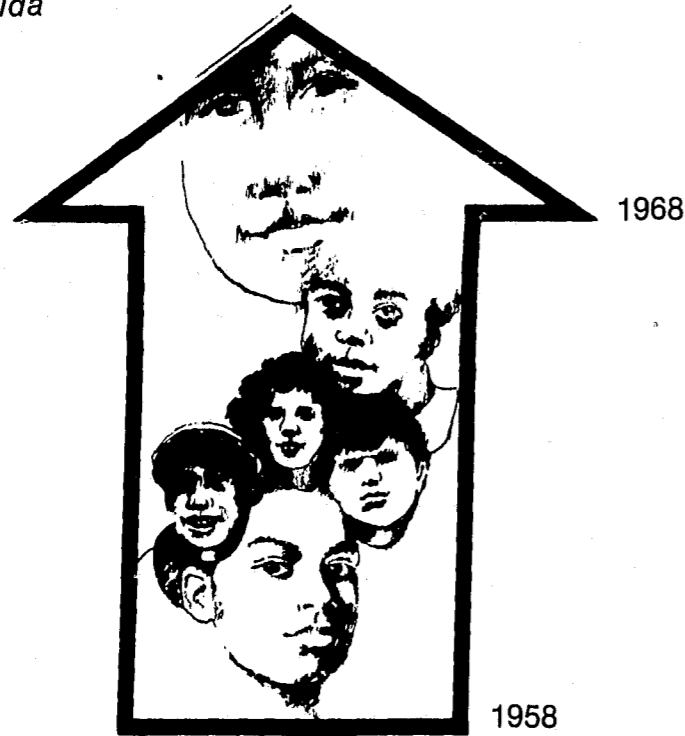Cottage Grove, Oregon Police Department

Impact On Burglary Rate

125

Junior Deputy League

Pinnellas County, Florida

Sheriff's Department

1978

1968

1958

Senior Aides In Crime Analysis

San Diego, California Police Department

- Encode Data
- Enter/Check Data
- Data Correlations
- Graphs/Logs
- Statistical Functions

- Publish "Daily Alert"
- Publish "Investigative Supplements"
- Correlate Suspect Photos
- Update Criminal History Records
- Match Recovered Property to Lists

- Administrative Assistance
- Inventories
- Publish Articles
- Speeches
- Coordinate CB Groups
- Crime Prevention Planning

The Eyes And Ears Of The Sheriff

Sun City, Arizona Posse

- Patrol
- Traffic Direction
- Crowd Control
- Escort Services
- Crime Prevention

Sheriff's Posse

Jacksonville, Florida

Communications — ham radio operators

Crime Prevention Education — homes, businesses, shopping centers, fairs

Search & Rescue — 4 wheel drive

Waterway Patrols and Rescue — boats

Mounted Police

Motorcycle Escort

Victim Advocate

Community Oriented Policing

Santa Ana, California Police Department

Neighborhood Watch
Crime Prevention
Community Relations
Community Criminal Action Committee
Senior Citizen Assistance Program
Juvenile Crime Prevention
"Lady Beware"
"Gray Hammers"
Victim Assistance Program

Agency Commitment

Reactions of agency personnel fall into five groups:

- **Supportive**

- **Tolerant**

- **Ambivalent**

- **Isolationist**

- **Resistive**

Agency Cost Items For An Older Volunteer Program
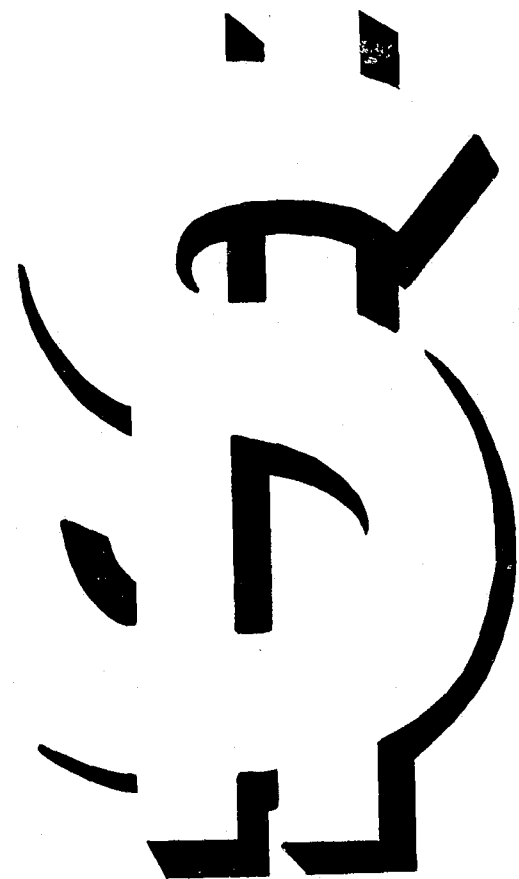
A **Personnel**

B **Fringe Benefits**

C **Travel**

D **Equipment**

E **Supplies**

F **Contract**

G **Other**

H **Indirect Costs**

Some costs are readily identifiable

Others are hidden

Potential Liability For the Volunteer Program: Situations and Remedies

State/Department — Public — Insurance

Department — Volunteer — Workman's Compensation

Volunteer — Public — Insurance
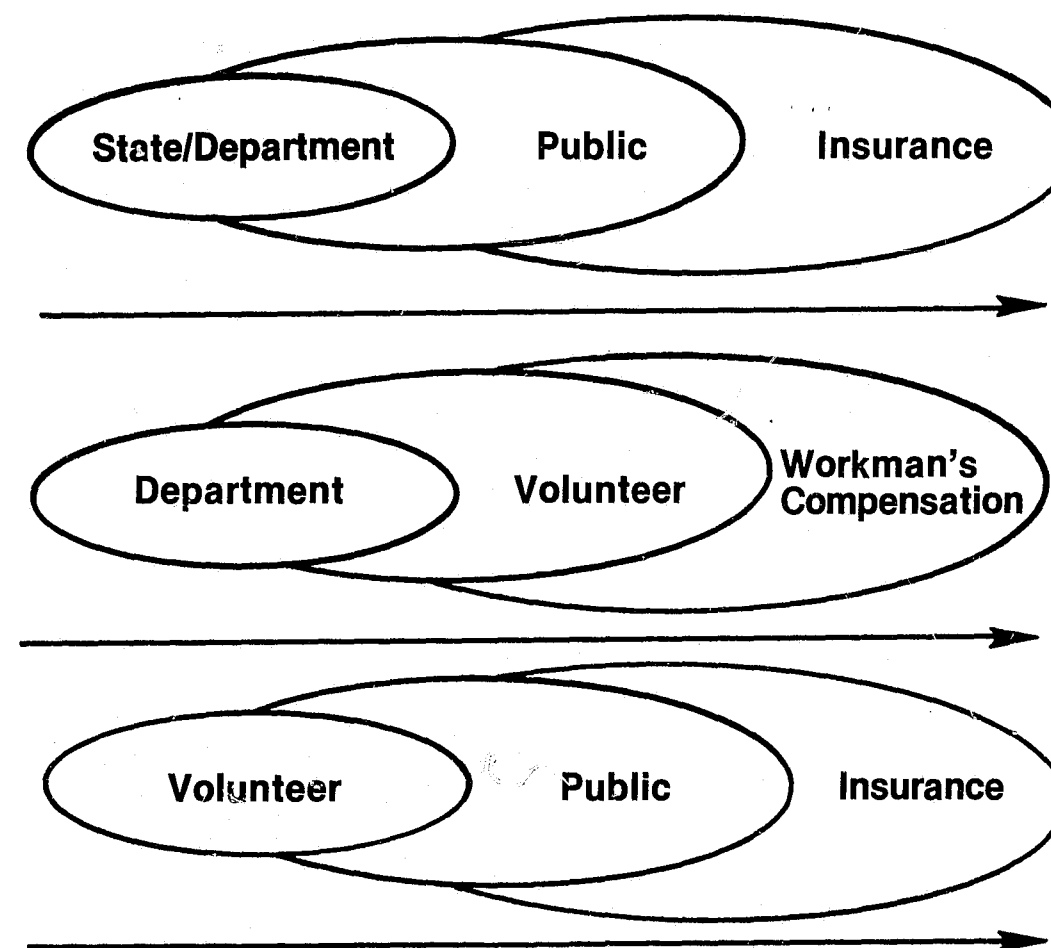
Departmental Environment

Adjust Administrative Requirements
Work Out Effective Staff Relationships
Consult Unions and Police Associations

VOLUNTEER PROGRAM IMPLEMENTATION

Planning phase

Program Management

Initiation phase

Monitoring phase
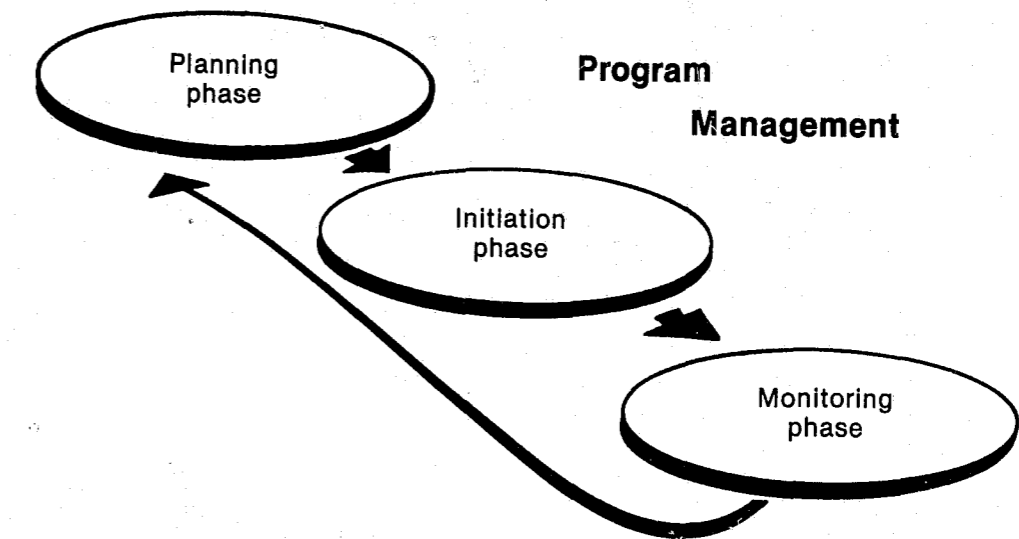
The program management component encompasses the entire implementation process. The absence of strong program management *in any phase* can result in program failure.
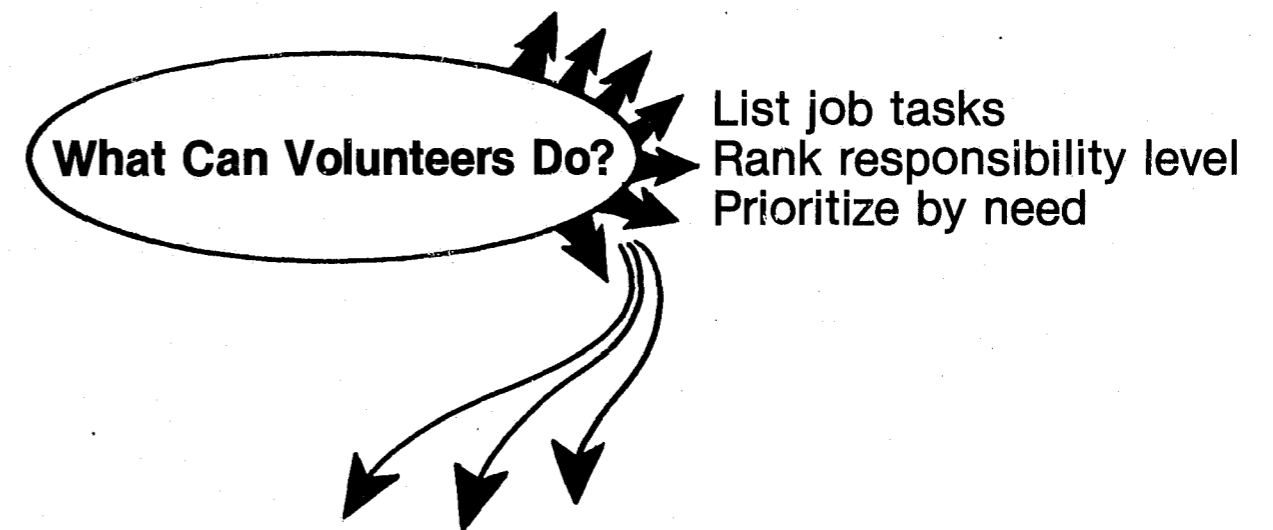
Planning Principles For Volunteer Programs
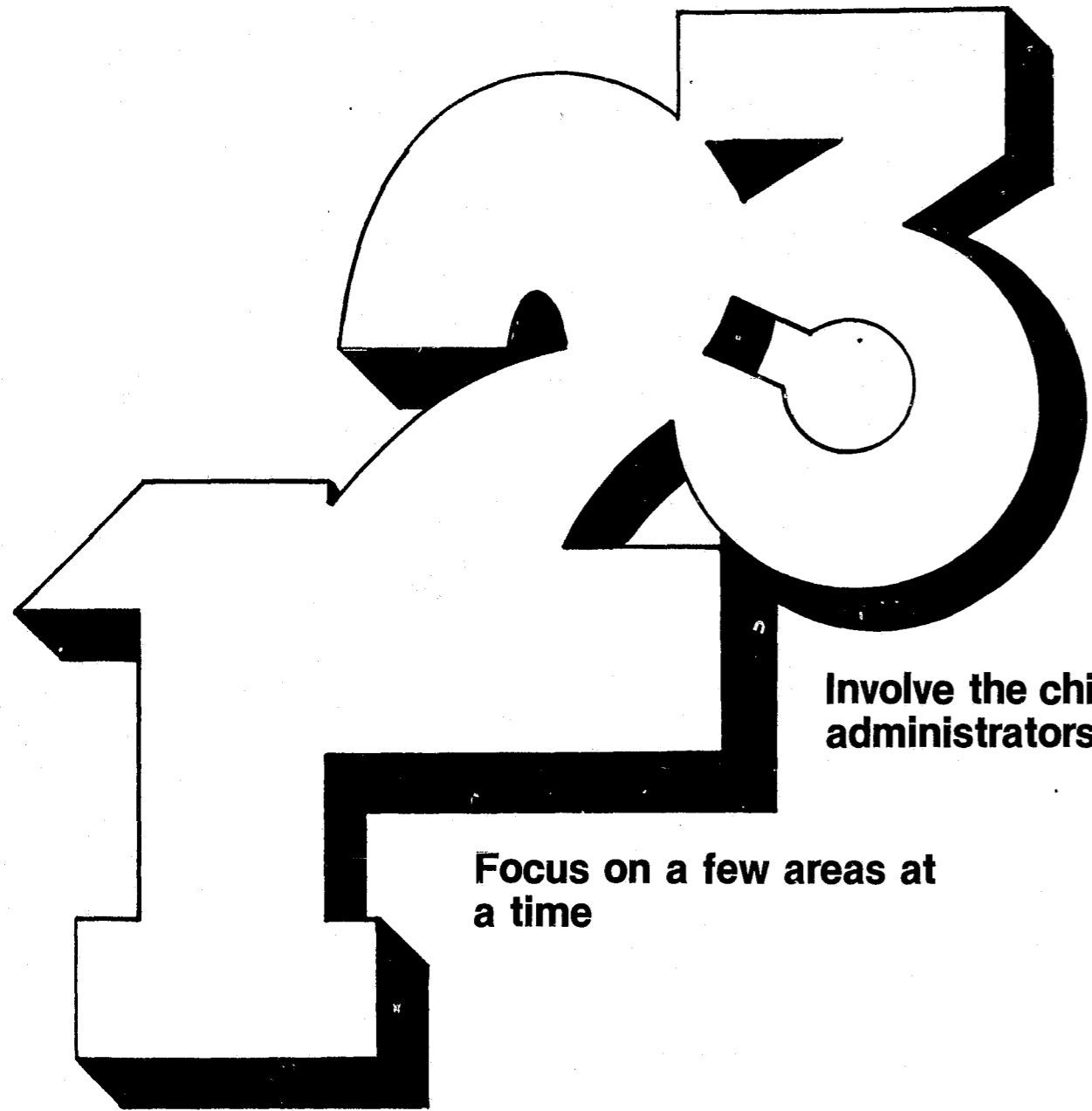
Involve the chief administrators

Focus on a few areas at a time

Define scope and purpose

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Needs And Climate Assessment

What Can Volunteers Do?

List job tasks
Rank responsibility level
Prioritize by need

Where Can They Do It?

Assess staff attitudes
Identify supporters
Consider potential organizational placement

Match important jobs with supportive staff
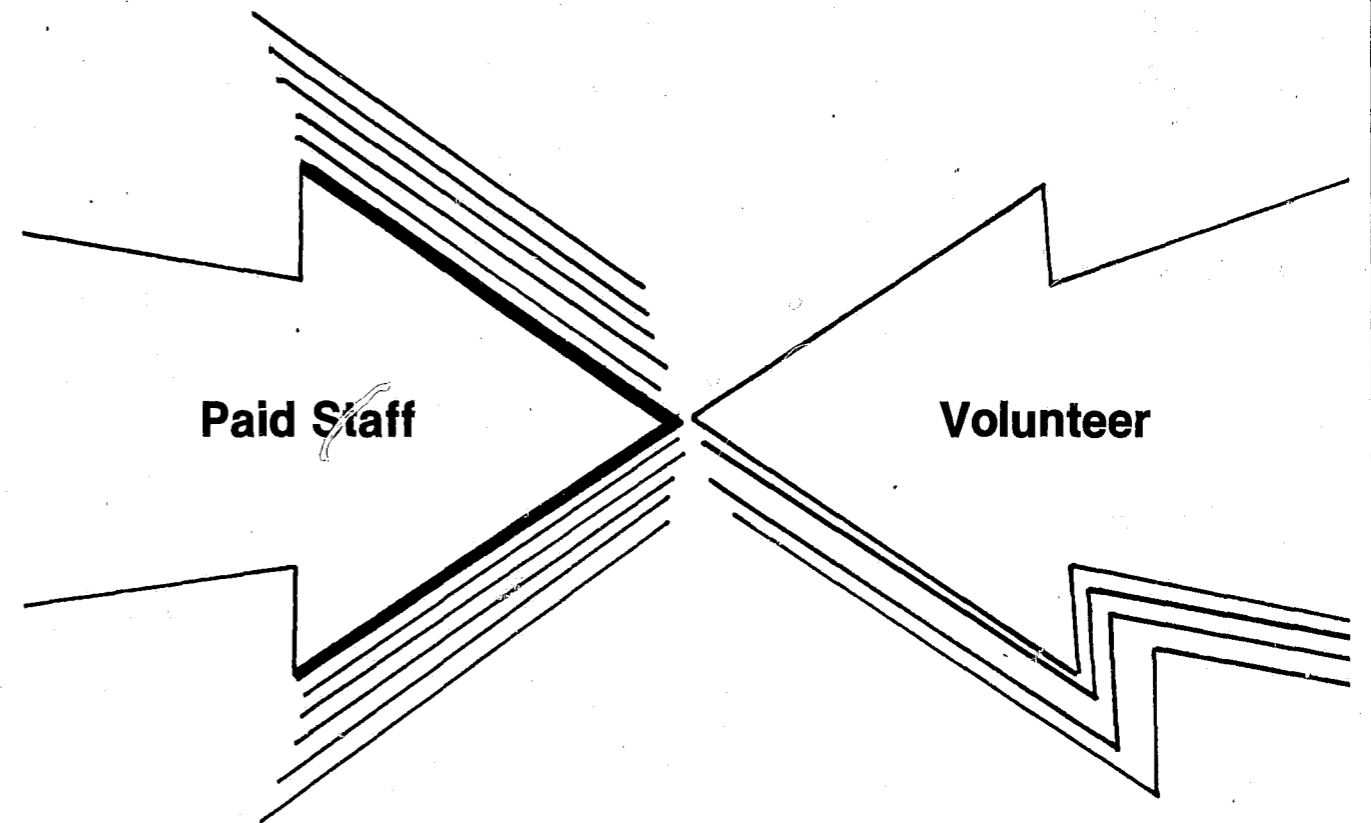
*Plan orientation training for resistive staff*

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Program Design

Goals and Objectives · Structure · Timeliness · Operational Procedures · Resources · Budget · Staffing Needs

Paid Staff Supervision Of Volunteers

Paid Staff   Volunteer

A paid staff member may resist teaching a volunteer to perform his job tasks.

Program Development

1. Train and orient staff
2. Disseminate information about program
3. Prepare staff and materials to train volunteers
4. Write job descriptions for volunteers
5. Promote program and recruit volunteers
6. Interview and select volunteers
7. Train volunteers and place

140
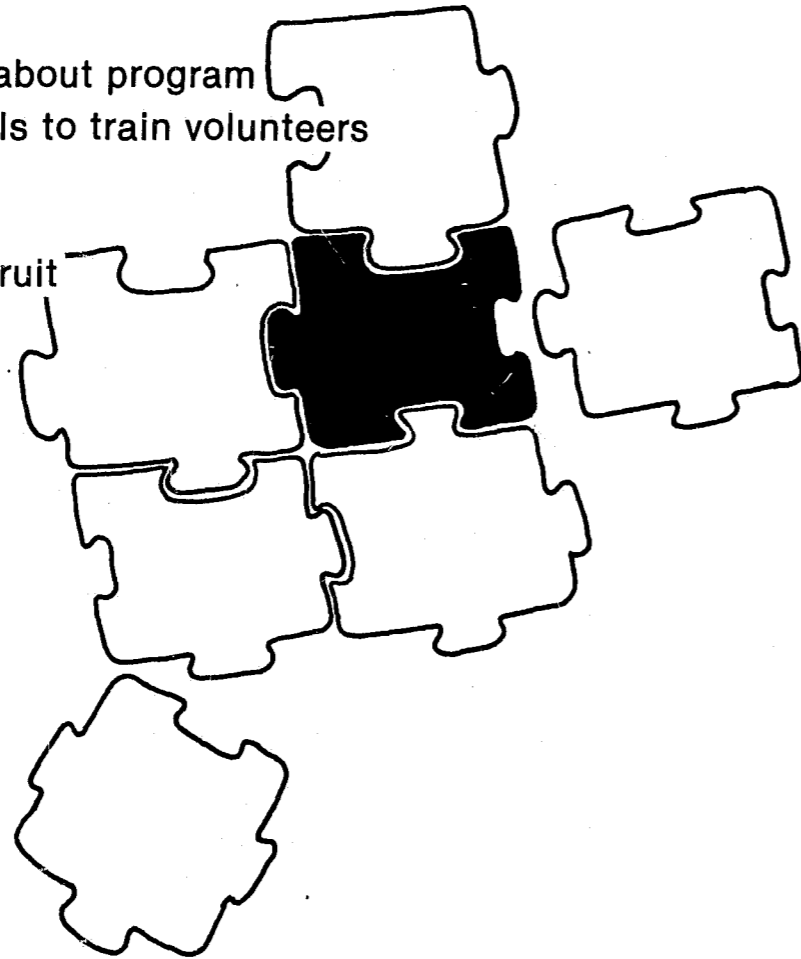
Job Description For A Volunteer: A Sample

Position: Senior Citizen Communications Monitor and Program Aide

Objectives:

1. To provide monitoring for civilian patrols who communicate with the precinct civilian patrol desk by civilian band radio.

2. To provide support services for the crime prevention and community relations programs operated from precinct headquarters.

Major Responsibilities:

1. Answer, take messages, and communicate on telephone and civilian band radio.

2. Do general office work such as filing, typing forms, and operating office machines.

3. Serve as receptionist for the precinct community relations and crime prevention specialists.

4. Aid in the operation of selected police-community programs, such as —but not limited to—Operation Identification, bicycle registration, block watches, information bulletins (crime prevention) and the visual inspection program.

5. Disseminate information to senior citizens and assist them through referral.

Responsible To: Crime prevention specialist

Time Required: The minimum participation will be four hours, one day per week.

Qualifications: Possesses communication skills. Can do general office work and be taught to operate office machines. Is able to fill out police forms and reports. Is not incapacitated through poor sight or hearing, and has adequate diction and speaking ability to communicate over the telephone.

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Anticipated Problems

1. Unanticipated Hidden Costs
2. Work Deviates from Job Descriptions
3. Insufficient Training
4. Unsuitable Volunteers
5. Personality Conflicts

Commitment — **Tension**
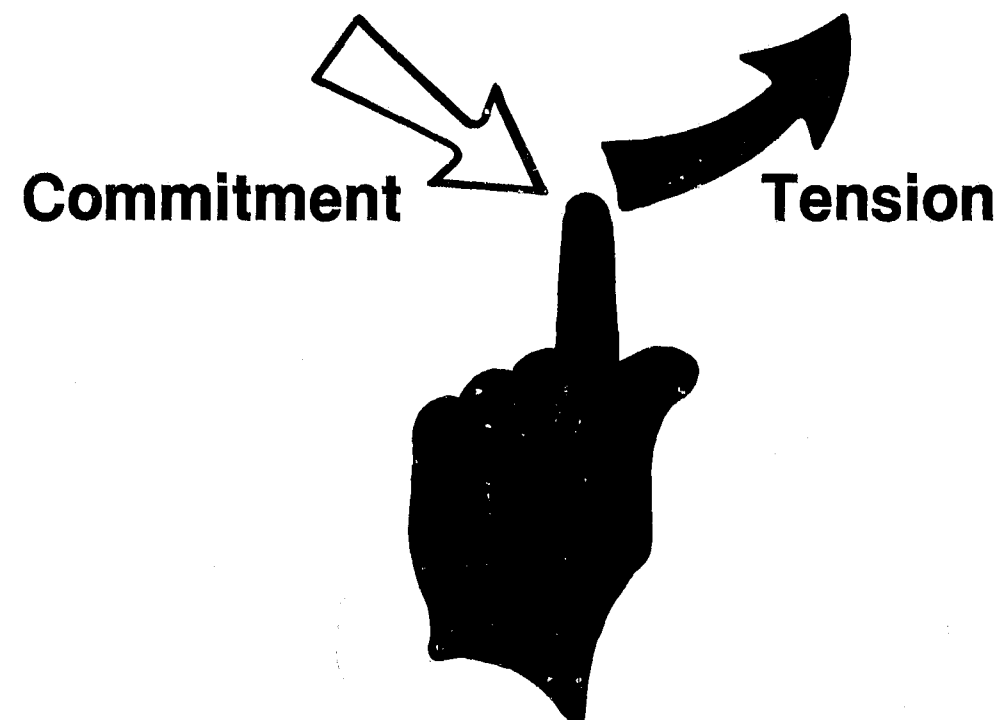
Intervention

1. Define Problem
2. Analyze
3. Emphasize Concerns
4. Develop Options
5. Decide Solution
6. Convert Into Action

Benefits Of Record-Keeping

- **Provides data for a good evaluation plan**

- **Shows monetary value of volunteers' contributions**

- **Prevents or reduces mistakes**

- **Identifies good volunteer characteristics**

- **Substantiates program achievements**

- **Documents outstanding performance**

- **Volunteer program can serve as matching funds in funding projects**

- **Provides program continuity**

- **Aides managers in avoiding problems of predecessors**

VOLUNTEER FILE

NAME _____

ADDRESS _____ PHONE _____

ASSIGNMENT

Department _____

Duty _____

Day _____

Location _____

Responsible To _____

ORIENTATION COMPLETE _____

In-Service Training _____

DEPARTMENT							
LOCATION							
HOURS							
DAYS	M	T	W	TH	F	ST	SN
VOLUNTEERS NEEDED							
DUTIES							
RESPONSIBLE TO							
ORIENTATION							
IN SERVICE							

(Front)

ASSIGNED

MONDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
TUESDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
WEDNESDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
THURSDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
FRIDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
SATURDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____
SUNDAY	2:00-4:00 P.M.	1. _____	2. _____
	6:30-8:00 P.M.	1. _____	2. _____

SUBSTITUTES:

(Back)

Evaluation Designs

| Type	Purpose	Questions	Data Source
Effort/Monitoring	To determine what has been done and how well it has been done.	How many volunteers have been trained in the program as compared to the number specified in the program objectives?	Training Record
		How many hours of volunteer service have been provided?	Individual Volunteer Record and Program File
		How well are older volunteers able to handle their job responsibilities? (Some questions depend upon program goals and objectives and roles played by volunteer)	Volunteer Performance Evaluations by supervisors
Outcome/Impact	To determine how well the program is working; what effect it is having.	(Most questions depend upon program goals and objectives and roles played by volunteers). Have criminal apprehensions attributable to crime analysis increased since volunteer analysts began work?	Agency arrests
		Have burglaries decreased since volunteers began conducting security checks?	Agency Offense Reports
		Have reports been processed faster since volunteer aide began work?	Supervisory Progress Reports
		Has the scope of crime analysis activities increased?	Program File

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Evaluation Designs (Continued)

| Type	Purpose	Questions	Data Source
Cost-Benefit/ Efficiency	To determine if the program benefits or services provided are reasonable and justifiable in terms of costs—money, time, personnel, etc.	What is the length of service and turnover rate of volunteers compared to agency time spent preparing volunteer?	Volunteer Records
		What is the ratio of time spent by staff supervising volunteers to time contributed by volunteers?	Volunteer Records and Survey of Supervisors
		What is the cost per volunteer in a given position compared to that of paid staff?	Program budget, agency budget, and hidden cost analyses
Process	To determine how the program works, what factors have brought about its current state of operation, and results.	What is the degree of acceptance and support of the volunteer program by agency staff?	Supervisory progress reports, volunteer assessments of the program
		Was staff prepared in terms of what to expect from volunteers?	Same as above
		Does the training prepare volunteers for their assignments?	Volunteer performance evaluation by trainers and supervisors

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Overall Program Management
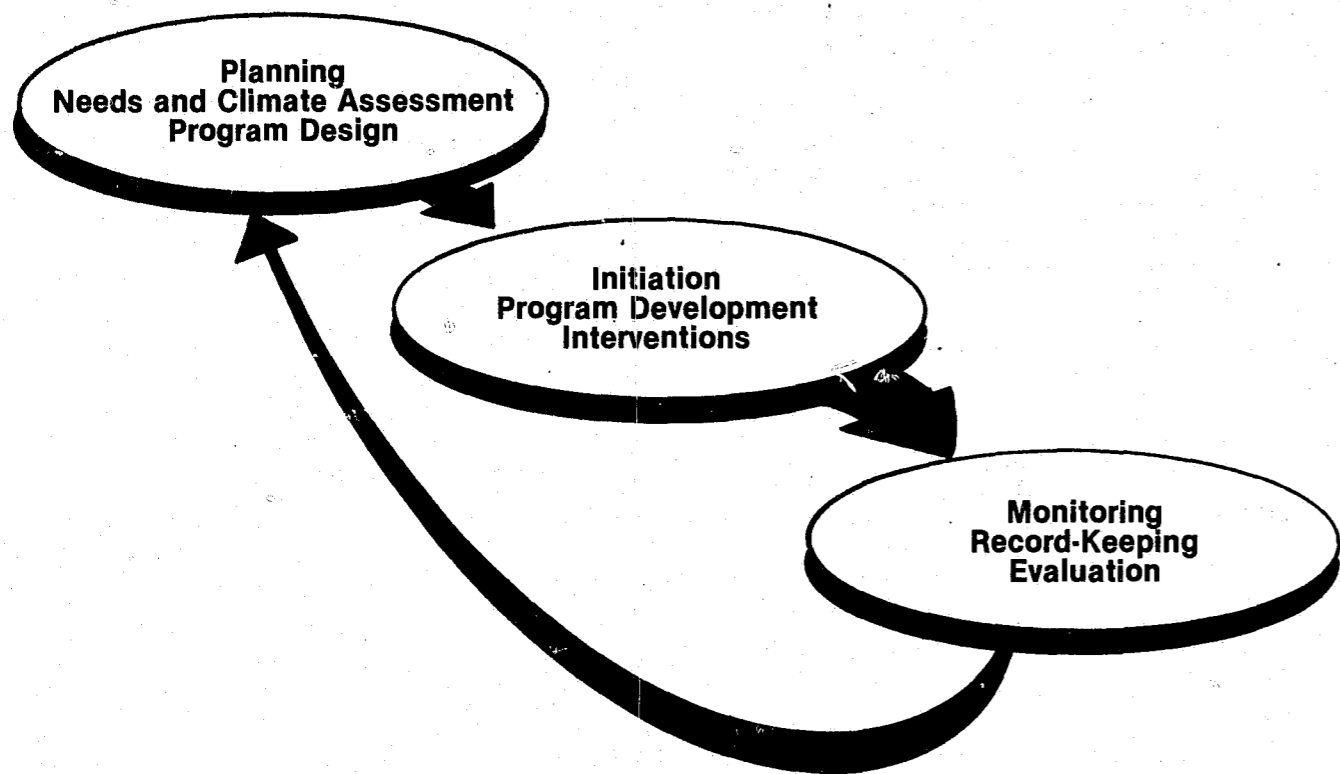
Life Cycle of a Program
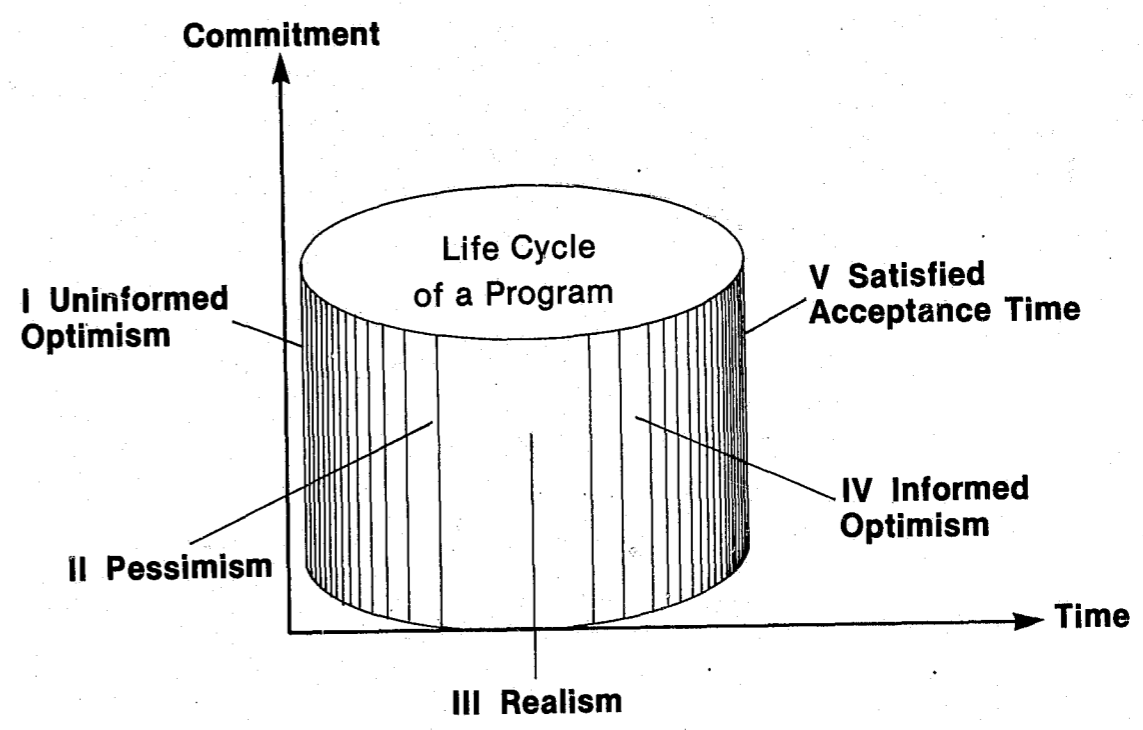
Seven Key Steps To Recruiting, Selecting And Placing Older Volunteers

1. Contacting resource agencies;

2. Contacting candidates;

3. Conducting orientation meetings;

4. Accepting applications;

5. Interviewing candidates;

6. Conducting training and screening; and

7. Placing volunteers within the agency.
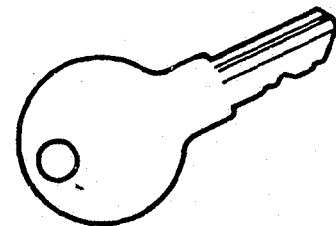
General Principles

1. Be selective in use of time when recruiting and placing volunteers.

2. Volunteer program director should identify specific job assignment prior to initiating recruiting drive.

3. Recruitment and placement process should move as quickly as possible.

Step One: Contact Resource Agencies

- **Volunteer Bureaus**
- **Senior Citizen Centers**
- **Retired Senior Volunteer Program (RSVP)**
- **Social Service Agencies**
- **Area Agencies on Aging**
- **Others: _____**

Step Two: Develop Personal Contacts With
*   Recommended Candidates*

Step Three: Sponsor Orientation—Information Meeting

- **Explain Volunteer Program**
- **Provide Tour of Department Headquarters**
- **Have Volunteers Fill Out Information Sheet**

Volunteer Program Information Sheet

VOLUNTEER PROGRAM INFORMATION SHEET   Application
Number _____

(Mr.)
Name (Mrs.) _____ Date _____
(Miss)

Address _____ Apt. No. _____

City _____ State _____ Zip Code _____

Telephone: (Home) _____ (Business) _____

Social Security Number ____-__-_____   Age: Under 21 _____ 21-45 _____
45-60 _____ 60 + _____

Present work _____

_____

If retired, former occupation and position _____

_____

Special interests and skills _____

_____

Any special physical limitation or needs as a volunteer _____

_____

When would you be available (days and time of day) _____

_____

Ways in which you would like to serve as a volunteer _____

☐   ☐
☐   Other _____
Do you object to background check?

Emergency contact person _____

_____

Why did you apply to work _____

_____

Any other information or comments _____

_____

_____
                                    Signature

For Office Use Only

Step Four: Receive Formal Applications For Service

- **Provide Prospective Volunteers Time To Make A Decision**
- **Allow For Unforeseen Circumstances**

Step Five: Interview Volunteer Candidates

- **Pre-Interview Preparation**
  Techniques and Qualities of Good Interviews
- **During-Interview Activities**
  Profile of Worker Characteristics
- **Post-Interview Decisions**
  Needs of the Agency and Volunteer

Common Errors Mady By Interviewers

1. **Making decisions too early in the interview;**
2. **Failing to describe the job in sufficient detail;**
3. **Letting the pressures of duties shorten the interview time;**
4. **Doing more talking than is necessary; and**
5. **Failing to direct the interview.**

Volunteer Worker Characteristics

VOLUNTEER WORKER CHARACTERISTICS FORM

Refer to the job description. On the lines below, indicate how important it is for a volunteer to have each of the following characteristics in order to do the job. If a characteristic is not all relevant to the job, mark the first column Does Not Apply.

Worker Characteristics	Does Not Apply	Not Important 1	2	3	Very Important 4
1. Able to work independently with little supervision.					
2. Able to adapt to frequent changes in tasks/procedures.					
3. Able to work well with other people.					
4. Capable of operating office machinery.					
5. Able to work in stressful environment.					
6. Able to write well.					
7. Able to speak clearly and intelligently.					
8. Able to present neat appearance.					
9. Able to supervise others.					
10. Able to do highly detailed work.					
11. Able to accept close supervision from others.					
12. Able to work as part of a team or unit.					
13. Able to identify problems when they occur and correct them.					
14. Able to generate ideas and plans.					
15. Able to follow lengthy or difficult problems.					
16. Can meet attendance requirements.					
17. Able to work overtime to finish tasks.					

Any special skills, experiences, interests which could be relevant.

18. _____.

19. _____.

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Volunteer Worker Interview Guide

VOLUNTEER WORKER INTERVIEW GUIDE

During, or immediately after, the interview, rate the volunteer on each of the following items (or have the volunteer rate himself).

Worker Characteristics	Not At All 1	2	3	Very Much 4
1. Likes to work independently with little supervision.				
2. Likes to work in setting with frequent changes in tasks and procedures.				
3. Likes to work with other people.				
4. Likes to operate office machinery.				
5. Likes to work under pressure or tough conditions.				
6. Likes to write.				
7. Likes to speak before others.				
8. Concerned about appearance.				
9. Likes to supervise others.				
10. Likes doing work which requires attention to detail.				
11. Prefers close supervision.				
12. Likes to work as a team.				
13. Likes to be faced with problems which need solutions.				
14. Prefers to develop ideas and plans.				
15. Prefers working on complex tasks.				
16. Feels it is important to report to work regularly and on time.				
17. Able to occasionally work overtime or extra hours, if necessary.				

How would you rate your skills, interests, or experiences in:

18. _____.

19. _____.

Completed by: _____

Date: _____

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*Step Six:* *Conducting A Pre-Service Training And*
Screening Process

- **Probationary or "Try-out" Period**
- **Formal Training Program**
- **Combination of Training Methods**

Step Seven: *Place The Volunteer Within The Agency*

- **Handling Unsuitable Volunteers**
- **Placement Considerations**
- **Follow-up**

Seven Key Elements Of Support

1. **Peer Interaction**

2. **Staff Interaction**

3. **Acknowledgement And Appreciation**

4. **Performance Evaluation**

5. **Skills Development**

6. **Security Needs Satisfaction**

7. **Physical Needs Satisfaction**
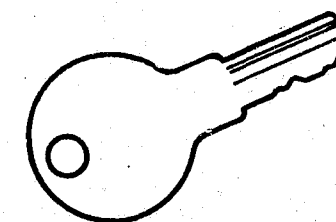
Volunteer Interaction

With Peers
Team Approaches
Cooperative Projects
Social Events

With Staff
Supervision
Care And Concern

Volunteer Reward Suggestions

1. I.D. cards or lapel pins;

2. A swearing in ceremony;

3. A personal appreciation letter;

4. A recognition certificate;

5. Awards, noted in a program newsletter or in the public press;

6. Human interest items in the local media;

7. An honor roll of active volunteers; and

8. Recognition banquets, picnics and parties.

Performance Evaluation

Performance Evaluation		
Volunteer's Name	Date (today)	Job
Attendance % # hours given		Called in when could not come?
Attitude toward Job		

Relations:
  with paid staff:
  with other volunteers:
  with clients:		

Other Demonstrated Qualities		
Benefits to staff from working with this volunteer		
Development of Volunteer		
Recommendations for Future Assignments		

Signatures
 	
  Evaluating Supervisor   Date
 	
  Volunteer Date		

Security And Physical Needs Satisfaction

Volunteer Role
Socialization
Employment
Out-Of-Pocket Expenses
  Transportation
  Food
Work Environment
  Lighting
  Office Space
  Noise
  Building Design
  Safety

An Ongoing Training System

Characteristics:
1. Continuous
2. Flexible
3. Informal
4. Personal

Components:
1. Orientation
2. Pre-Service Training
3. In-Service Training
4. Performance Review Training

Orientation
Expectations
Skills
Needs

Pre-Service Training
Job Tasks Review
Supervision
Learning-by-Doing

In-Service Training
Meetings
Continuing Education
Promotions

Performance Review Training

Volunteer Evaluation And Reinforcement

Redesign/Create Job Tasks

Termination/Transfer/Promotion

Supervisory Feedback

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END