

# DEVELOPMENT OF A PROPOSED CURRICULUM FOR TRAINING BASIC POLICE OFFICERS IN MASSACHUSETTS

*report to*

MASSACHUSETTS CRIMINAL JUSTICE  
TRAINING COUNCIL

AND

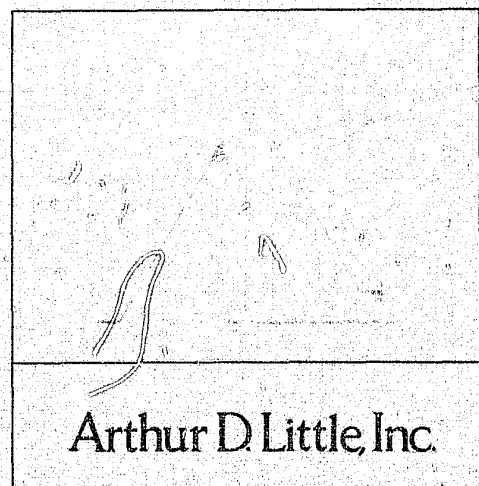
MASSACHUSETTS COMMITTEE ON  
CRIMINAL JUSTICE

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Report to

Massachusetts Criminal Justice Training Council  
and  
Massachusetts Committee on Criminal Justice

April 1979

ADL Reference No. 82168

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ACQUISITIONS

Arthur D. Little, Inc.

## ACKNOWLEDGMENTS

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The following staff members, consultants, and subcontractors of Arthur D. Little, Inc., made significant contributions to this study:

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It is instructive to describe how the curriculum presented here differs from that previously promulgated by the Training Council.\* Our curriculum is based on a systematic examination of the knowledges and skills necessary for important and frequent activities of BPOs. It is organized in terms of the seven roles of the BPO, in order to make sure that its content is directly relevant to those roles. Thus, the elements of the curriculum are not grouped by subject matter (e.g., Government) but by the roles that BPOs carry out (such as Patrolling). Further, our curriculum indicates trainee performance objectives; the previous curriculum included training objectives for the instructor (e.g., "to sensitize the police officer . . . to familiarize the recruit . . . to acquaint the officer.") We include student resource materials and recommend instructional methods. A time line shows recommended placement of each segment in the curriculum.

The total lengths of the two curricula are the same: 480 hours. The previous version included 52 hours for unspecified local needs and electives. Ours recommends instruction in these matters after the 480 hours of academy training.

#### E. SUMMARY

Our objective was to develop a standard curriculum for police academy training of BPOs. We surveyed police chiefs, sergeants, BPOs, academy directors, mayors and chairmen of boards of selectmen, and state legislators. We asked about the activities of BPOs, and the most important knowledges, skills, and traits that should be taught in police academies to enable BPOs to carry out these activities safely and effectively. The activities were grouped under seven roles, which constitute the framework for the curriculum. The curriculum presents the knowledges, skills, and activities toward which training should be directed, trainee performance objectives, instructional content and method, student resource material, and the time requirements and time location in the curricular sequence, for each segment of instruction.

Full details are contained in the main body of this report.

\*Lambert, Joseph E., J. M. Sheehan, and L. J. Galizio, Recruit Training Program for Police Officers, Boston: Massachusetts Criminal Justice Training Council, revised November 1, 1976.

resource materials, and textbooks considered as good state-of-the-art exemplars. For each instructional segment, we wrote trainee performance objectives to reflect the level of performance that a trainee should be able to meet at the conclusion of the segment. These provide the basis for evaluating and certifying trainee performance.

The curriculum indicates teaching time required for each topic, instructional segment, and course (pp. 66-74). These were determined from analysis of the level of learning required to meet the performance objectives, the amount of material to be covered, and the learning time projected for an average student. Recommended instructional techniques (including classroom lecture, classroom discussion, role playing, small group discussion, field observation, field practice, gymnasium practice, and self-study) are indicated for each segment. The method of instruction was selected so that it would match the type of material to be learned. For example, classroom demonstration and participation are used for training in the skills of fingerprinting and taking mug shots; a mock trial to demonstrate court procedures; and classroom and self-study for understanding the law.

A Time Line (pp. 76-78) indicates the recommended placement of each instructional segment within the twelve-week curriculum. The Time Line shows both the preferable time in which to present a segment and, in many cases, shows tolerable variation outside the recommended range. Because of the building block quality of the curriculum, in which many segments depend upon knowledge gained through previous segments, we believe that placement of a segment outside the "zone of toleration" would probably mean that the students would be exposed to material, either before they had learned prerequisites for it, or so long after complementary or related segments that the linkages and connections would tend not to be clear to the students.

We recommended that some instructional segments be taught by the trainees' employing police agency after the 12-week curriculum (p. 120-1). These segments pertain to departmental rules, forms, or procedures and local ordinances. As with other segments, we have recommended trainee performance objectives, methods of instruction, etc.

In addition to the student resource materials (to be used for self-study or assigned homework) mentioned in the main body of the text, additional optional resource materials are presented in Appendix B. These may be used by instructors who wish to pursue a topic in depth. They are organized in terms of resources applicable to each course.

We paid considerable attention to the format of the chapter on the proposed curriculum. We took care that all material relevant to a segment is displayed on the same page or facing pages, so the instructor can readily integrate the material, and observe the interrelationships among its parts.

## EXECUTIVE SUMMARY

### A. PURPOSE

This study was initiated by the Massachusetts Criminal Justice Training Council (MCJTC) and the Massachusetts Committee on Criminal Justice (MCCJ) in order to provide the Council with a way to standardize the content of police recruit training in Massachusetts. Thus, the completed study creates a foundation for evaluation activities:

The curriculum which is a product of this study provides a basis for evaluating and certifying police training academies; and

The performance objectives provide the foundation for evaluating and certifying trainee performance after completion of the curriculum.

The objectives of this study were to:

Identify the roles, tasks, and skills associated with the job of Basic Police Officer (BPO) in Massachusetts;

Show how some police and non-police people perceive these roles, and what they expect of BPOs; and

Develop a model curriculum, based on the above, which is proposed for the police training academies of Massachusetts.

### B. APPROACH

In carrying out this assignment, Arthur D. Little, Inc. (ADL) received substantial and beneficial guidance from a Project Monitor, Mr. David L. Christensen. ADL also received support and advice from an Advisory Panel, a group of individuals representing police and non-police interests likely to be affected by the outcomes of this study. The Advisory Panel interacted regularly with ADL and made practical input into the conduct and conclusions of the study.

Previous ADL work in law enforcement and municipal personnel activity analyses and a reconnaissance task led to the definition of seven roles performed by BPOs. In the reconnaissance, we interviewed chiefs, sergeants, and BPOs, and reviewed analyses of the BPO job, particularly PROJECT STAR, Role Performance and The Criminal Justice System.\*

\*C. P. Smith, et al., PROJECT STAR, Role Performance and the Criminal Justice System, 1976, California Commission on Peace Officer Standards and Training.

The seven roles are:

1. Patrolling;
2. Providing Services and Rendering Assistance;
3. Applying and Enforcing the Law;
4. Investigating;
5. Assisting in Prosecution;
6. Documenting and Recording; and
7. Carrying Out Miscellaneous Activities and Handling Miscellaneous Situations.

These roles constituted the framework for our analysis of the BPO job and the kinds of training necessary for it, and for the curriculum which resulted. The basic premise of this study was that training should be based on the tasks that trainees will carry out, once they take their jobs. Thus, the organization and content of the curriculum was developed so that all elements of training would be directly relevant to what BPOs do on the job.

We prepared surveys for six groups:

1. Chiefs of police;
2. Police sergeants;
3. Basic police officers;
4. Directors of police training academies;
5. Mayors and chairmen of boards of selectmen; and
6. State legislators.

All groups were asked to estimate how BPOs allocate their time among the seven roles (p. 7).<sup>\*</sup> The first four groups were asked to indicate the importance of academy training for police recruits in various knowledges, skills, and traits useful in handling activities and situations.

Only the BPOs were asked about the frequency of their involvement in various activities and situations. Some of the surveys also included questions about the ideal allocation of BPOs' time among the seven roles, the importance of training in the seven roles, a summary of departmental activity for the last year, and background questions about respondents.

<sup>\*</sup>The reader is referred to pages (abbreviated as "p.") of the main text of the report for more detail.

For example, "knowledge of patrol methods and techniques," the skill of "recognizing abnormal or unusual situations," and the trait of "reliability" were among the thirty knowledges, skills and traits (KSTs) which respondents rated as to their importance for the role of patrolling. Some KSTs were included among a number of roles; e.g., "oral expression" was included under the roles of Patrolling, Providing Services and Rendering Assistance, Applying and Enforcing the Law, Assisting in Prosecution, and Documenting and Recording.

We wished to gather data applicable to all police departments in Massachusetts. We hypothesized that there might be major differences in the frequency and importance of various activities among police departments of different size, and among departments located in different settings (urban, suburban, and rural). Thus, we selected a random stratified sample of 71 police departments (p. 13), distributed in terms of department size and department setting to be representative of all organized police departments in Massachusetts. Of these, 64 agreed to participate, constituting more than one out of every five of the organized police departments in the Commonwealth.

In setting up the strata of departments, we assigned a separate stratum to the Boston Police Department, in order to try to include BPOs and other police officials from this department.\*

In the participating departments, we surveyed all BPOs with between one and ten years of longevity, every second sergeant, and a chief. We also surveyed all other chiefs, so that all chiefs in the Commonwealth had the opportunity for input. We imposed longevity constraints on the BPOs surveyed, since we believed that BPOs with less than one year's experience might not be sufficiently familiar with the typical activities of a BPO and would not be able to estimate properly the frequency of activities within the past year; we further believed that BPOs with more than 10 years of experience might be so habituated to their job that they would not be able to remember clearly the kinds of training needed for it. Surveys were sent to the directors of all 17 police training academies, to an elected official (mayor or chairman of board of selectmen) in each municipality whose police department participated in the survey, and to ten legislators concerned with police and public safety matters.

The highest response rate (p. 18) was from the sergeants, 70%; 63% of the BPOs, 53% of academy directors, 40% of the chiefs, and 31% of city and town officials returned their questionnaires in time for analysis, for a total of 941 surveys. Only three state legislators, out of the ten who received surveys, responded. Thus, their results are not included.

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\*However, we received a return rate of lower than 20% for both sergeants and BPOs from Boston. Out of concern that the responses might be systematically unrepresentative, we excluded returns from Boston from the analysis.

### C. FINDINGS OF THE SURVEYS

The five groups responding showed very close agreement in their estimates of percent of working time which Basic Police Officers devote to each role. The table below indicates our estimates, based on the surveys (p. 32), of how BPOs spend their working time. When asked how much time BPOs should spend in each role, mayors and chairmen of boards of selectmen provided answers that correspond closely with the actual amount of time spent on each role (pp. 32, 34).

#### ESTIMATED PERCENTAGES OF TIME BPOs SPEND ON THE SEVEN ROLES

<u>Role</u>	<u>Percent</u>
Patrolling	40
Providing Services and Rendering Assistance	16
Applying and Enforcing the Law	14
Investigating	10
Documenting and Recording	8
Assisting in Prosecution	6
Miscellaneous Activities and Situations	5

The objective of analyzing the survey responses was to identify, out of all the knowledges, skills, traits, and activities (KSTAs) which pertain to police work, those which have high priority for training. We considered a KSTA a high priority item for the model curriculum, if the following condition was true for any group of respondents (e.g., chiefs):

The respondents considered the KSTA an important one, in training new recruit BPOs for effectiveness on their jobs. This meant that at least 33.3% of a respondent group rated a KSTA as "most important" for recruit training.

We also considered a KST a high priority item if:

an activity or situation associated with a KST was frequent for BPOs. Operationally, this meant that at least 50.1% of BPOs in our sample indicated that they were involved in this activity or situation on 100 or more days during the last 12 months.

We collated results for the respondent groups. A KSTA given high priority by any group was considered a high priority item for the curriculum (pp. 37-44, 46).

What is striking, when we examine the pattern of KSTAs considered "most important" by the various groups, is the agreement among them. Let us take one example, the role of Patrolling (p. 37). In the surveys, we presented 30 different KSTs under this role to chiefs, sergeants, and academy directors. On 14 of these, there was unanimity that the items were not considered "most important" by any group. The other 16 were considered "most important" by one or more groups. Of these, nine were deemed "most important" unanimously, by all three groups. On six items, two of the groups agreed that the item was "most important." Only one item was included as "most important" by reason of having been rated so by only one of the three groups.

We were concerned that chiefs of police departments in different settings (urban, suburban, and rural) or sizes might place different priorities on the importance of various KSTAs; or that they might differ in their estimates of the time BPOs spend on the various roles and the relative importance of the roles for training. We had the same concern for sergeants and BPOs. Further, we were concerned whether BPOs in different kinds of departments might indicate different frequencies of involvements in activities and situations. Our interest in these possible differences stemmed from the possibility that optional segments of the curriculum might be necessary or appropriate for recruits headed for departments of varying sizes and in varying settings.

We carried out an exhaustive analysis of the differences among strata (pp. 50-57). In summary, these analyses produced only one skill which constitutes a candidate for an optional portion of the curriculum. This is, "deductive reasoning," as it relates to the role of applying and enforcing the law, which is rated by chiefs of police of small police departments as "most important" for recruits being trained for their departments.

#### D. THE RECOMMENDED CURRICULUM

The end product of this study was a recommended curriculum for police training academies in Massachusetts (pp. 60-121). The curriculum, 480 hours in all, including administrative time, is broken up into role modules, each of which is further divided into courses, segments of these courses, and topics to be covered in the course. Courses were developed from topically related or sequentially dependent clusters of high priority knowledges, skills, and activities. Each course was then divided into instructional segments reflective of commonly accepted teaching areas. For each of these instructional segments, a list of topics was prepared, describing the scope of instruction; the topics were distilled from a thorough review of contents of existing training programs, key teaching



resource materials, and textbooks considered as good state-of-the-art exemplars. For each instructional segment, we wrote trainee performance objectives to reflect the level of performance that a trainee should be able to meet at the conclusion of the segment. These provide the basis for evaluating and certifying trainee performance.

The curriculum indicates teaching time required for each topic, instructional segment, and course (pp. 66-74). These were determined from analysis of the level of learning required to meet the performance objectives, the amount of material to be covered, and the learning time projected for an average student. Recommended instructional techniques (including classroom lecture, classroom discussion, role playing, small group discussion, field observation, field practice, gymnasium practice, and self-study) are indicated for each segment. The method of instruction was selected so that it would match the type of material to be learned. For example, classroom demonstration and participation are used for training in the skills of fingerprinting and taking mug shots; a mock trial to demonstrate court procedures; and classroom and self-study for understanding the law.

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It is instructive to describe how the curriculum presented here differs from that previously promulgated by the Training Council.\* Our curriculum is based on a systematic examination of the knowledges and skills necessary for important and frequent activities of BPOs. It is organized in terms of the seven roles of the BPO, in order to make sure that its content is directly relevant to those roles. Thus, the elements of the curriculum are not grouped by subject matter (e.g., Government) but by the roles that BPOs carry out (such as Patrolling). Further, our curriculum indicates trainee performance objectives; the previous curriculum included training objectives for the instructor (e.g., "to sensitize the police officer . . . to familiarize the recruit . . . to acquaint the officer.") We include student resource materials and recommend instructional methods. A time line shows recommended placement of each segment in the curriculum.

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#### E. SUMMARY

Our objective was to develop a standard curriculum for police academy training of BPOs. We surveyed police chiefs, sergeants, BPOs, academy directors, mayors and chairmen of boards of selectmen, and state legislators. We asked about the activities of BPOs, and the most important knowledges, skills, and traits that should be taught in police academies to enable BPOs to carry out these activities safely and effectively. The activities were grouped under seven roles, which constitute the framework for the curriculum. The curriculum presents the knowledges, skills, and activities toward which training should be directed, trainee performance objectives, instructional content and method, student resource material, and the time requirements and time location in the curricular sequence, for each segment of instruction.

Full details are contained in the main body of this report.

\*Lambert, Joseph E., J. M. Sheehan, and L. J. Galizio, Recruit Training Program for Police Officers, Boston: Massachusetts Criminal Justice Training Council, revised November 1, 1976.

## I. INTRODUCTION

### A. THE STUDY

The study described in this report was initiated by the Massachusetts Criminal Justice Training Council (MCJTC) and the Massachusetts Committee on Criminal Justice (MCCJ) to provide the Council with a way to standardize the content of police recruit training in Massachusetts. The first focus of the study was to identify the skills and roles necessary for basic police officers (BPOs) in organized\* Massachusetts police departments to carry out their duties safely and successfully. After we identified the knowledges, skills, and traits (KSTs) necessary for accomplishing the roles of BPOs, as common to all police organizations, in Massachusetts, regardless of size, we built upon them a proposed standardized recruit training curriculum applicable for recruits from any organized department in Massachusetts.

Based on this completed study, further studies may use its results for a number of purposes related to improving the training of BPOs.

Thus, the objectives of the study have been to:

1. Identify the roles, tasks, and skills associated with the job of BPO in Massachusetts.
2. Show how some police and non-police people perceive these roles, and what they expect of BPOs.
3. Develop a model curriculum, based on the above, which will be proposed for the police training academics of Massachusetts.
4. Lay the groundwork for:
  - developing performance objectives;
  - developing a reliable job-related certification test for BPOs;
  - developing criteria for the certification of academics; and
  - developing criteria for certifying instructional personnel at the academics.

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\*An "organized police department," as the term is used by the MCJTC and in this report, consists of more than one full-time police officer.

In carrying out our work, Arthur D. Little, Inc., (ADL) has received substantial and beneficial guidance from a Project Monitor, Mr. David L. Christensen. In addition, ADL has received support and advice from an Advisory Panel, a group of individuals representing police and non-police interests, likely to be affected by the outcomes of this study. The members of the Advisory Panel, listed in Table 1, have interacted regularly with ADL and have made practical input into the conduct of the study. Their professional experience and knowledge have helped to keep the study realistic during all its phases.

#### B. OVERVIEW OF THIS REPORT

This report discusses sampling and survey construction (Chapter II), types of analyses (Chapter III), and then presents surveys of BPOs, sergeants, chiefs of police, academy directors, and mayors and chairmen of boards of selectmen (Chapter IV). In the last chapter, we present the proposed curriculum. Appendices show resource material and methodological details.

TABLE 1

ADVISORY PANEL

Sgt. William Lavash, Director  
Waltham Police Recruit Academy  
Waltham Police Department  
Waltham, MA 02154

Deputy Superintendent Paul Johnson  
Training Academy  
Boston Police Department  
152 North Street  
Boston, MA 02109

Chief Henry Maiolini, Chairman  
Mass. Criminal Justice Training  
Council  
Bourne Police Department  
Bourne, MA 02532

Chief Joseph Connell, President\*  
Mass. Association of Chiefs of  
Police  
Westford Police Department  
Westford, MA 01886

Captain James Sullivan, Director  
Worcester Police Recruit Academy  
Worcester Police Department  
Worcester, MA 01608

Mr. George Landry  
Police/Crimes Specialist  
Mass. Committee on Criminal Justice  
110 Tremont Street, 4th Floor  
Boston, MA 02108

Mr. Jim Prichard  
Director of Labor Relations  
Mass. League of Cities and Towns  
6 Beacon Street, 9th Floor  
Boston, MA 02108

Mr. Edward Gadbois  
Town Manager  
Wareham Town Offices  
Wareham, MA 02571

Dr. Joel Weisen, Chief  
Validation and Testing  
Department of Personnel Administra-  
tion  
1 Ashburton Place, 5th Floor  
Boston, MA 02108

Mr. Robert Liddy (Patrolman)  
Mass. Police Association  
46 Belvista Road  
Worcester, MA 01602

Chief J. O'Connor, President\*\*  
Mass. Association of Chiefs of  
Police  
Westfield Police Department  
Westfield, MA 01085

Chief Albert Horan, Chairman  
Training and Education Committee  
Mass. Association of Chiefs of  
Police  
Sharon Police Department  
Sharon, MA 02067

\*At the beginning of the study.

\*\*At the end of the study.

## II. SURVEY INSTRUMENTS AND SAMPLING

### A. SURVEY INSTRUMENTS

#### 1. Who Should Be Surveyed?

The basic premise of this study is that training should be based on the tasks that trainees will carry out once they become incumbents in a position. Present incumbents, in this case, basic police officers (BPOs) in organized police forces in Massachusetts, are in the best position to provide this information. Supervisors of incumbents (in this case, police chiefs and sergeants in Massachusetts organized police forces) are also important sources of information and insights. Similarly, it seemed probable that directors of police training academies would also provide important information, especially since they (or others in their positions in the future) will be responsible for implementing the standardized curriculum that the MCJTC will consider, based on this study. We also believed that it would be important to obtain the perceptions of the mayors of towns and the chairmen of municipal boards of selectmen, since police departments are organs of municipal governments; and of state legislators with a responsibility for police and public safety affairs, since they make statewide policy with respect to these matters.

Thus, questionnaire forms were developed for six groups:

Form 1 X.\* Chiefs of Police

Form 2 X. Police Sergeants

Form 3 X. Basic Police Officers

Form 4. Academy Directors

Form 5 X. Mayors and Chairmen of Boards of Selectmen

Form 6. State Legislators

\*An "X" following a form number indicates that the forms were identified as to the stratum (type of police force, discussed in detail in Table 3 related to the respondent. Thus, form 11 went to chiefs of medium-sized police departments in urban locations, form 12 to chiefs of large departments in urban locations, etc. All forms sent to chiefs had identical contents; the form number identified the stratum to which the respondent belonged.

## 2. Contents of the Survey Instruments

Surveys are useful only when they ask about matters closely related to the personal experiences and opinions of the respondents. For this reason, the surveys for the six groups discussed above included different contents.

The foundation of our study was the belief that two kinds of knowledges, skills, and traits should be included in the training of basic police officers (BPOs):

1. Those which form the basis for activities frequently carried out by BPOs, or situations in which they are frequently involved; and
2. Those which form the basis for activities which are important to the successful accomplishment of the BPO's job. For example, those kinds of activities, if improperly performed, may result in serious problems for the BPO, the public, or the police department in which he/she serves.

Accordingly, Section A\* of the surveys for chiefs of police, police sergeants, and academy directors asked about knowledges, skills, and traits (KSTs) and how important the respondent thinks it is for a new recruit to receive training in these items before assuming police powers in order to carry out each of seven roles of the BPO. The seven roles were as follows:

1. Patrolling;
2. Providing services and rendering assistance;
3. Applying and enforcing the law;
4. Investigating;
5. Assisting in prosecution;
6. Documenting and recording;
7. Carrying out miscellaneous activities and handling miscellaneous situations.

These roles, the activities which make them up, and the KSTs which are the basis for proper performance of the activities, were derived from reconnaissance interviews with chiefs, BPOs, and sergeants, from

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\*Table 2 summarizes the contents of the sections of the survey instruments.

TABLE 2

CONTENTS OF SURVEY INSTRUMENTS  
 (Letters Indicate Section of Survey Instrument)

	Respondent Group				
	<u>Chiefs of Police</u>	<u>Police Sergeants</u>	<u>Basic Police Officers</u>	<u>Academy Directors</u>	<u>Mayors and Chairmen of Boards of Selectmen</u>
Importance of training in knowledges, skills, traits	A	A		A	
Importance of training in handling activities and situations			B		
Frequency of BPO involvement in activities and situations			A		
BPOs' actual time allocation among 7 roles	B	B	C	B	A
Ideal allocation of BPOs' time among 7 roles					B
Importance of training in 7 roles	C	C		C	C
Departmental annual activity report	D				
Background questions			D		



our previous work in law enforcement and municipal personnel classification analyses, and from a review of studies which analyzed the job of the BPO.\* For example, "knowledge of patrol methods and techniques," the skill of "recognizing abnormal or unusual situations," and the trait of "reliability" were among the 30 KSTs which respondents rated as to importance for the role of patrolling. Some KSTs were included among a number of roles. For example, "oral expression" was included under the roles of patrolling, providing services and rendering assistance, applying and enforcing the law, assisting in prosecution, and documenting and recording.

BPOs were similarly asked to indicate their perceptions of the importance of including various items in training. In the survey of BPOs, these items were expressed in forms directly related to the activities which BPOs perform (about which more later). For example, the first activity/situation in Section A of the BPO survey was "attended role call/inspection/briefing prior to patrol." In Section B of the BPO survey, we asked BPOs to rate the importance of training in "the purpose of role call/inspection/briefing prior to patrol." Thus, in summary, all respondents directly related to police work were asked about the relative importance of various items as they relate to the seven roles of the BPO.

In addition, we asked only BPOs, in Section A of their survey, about the frequency of BPO involvement in various activities and situations. Again, these activities and situations were grouped under the seven BPO roles. The BPOs themselves were considered the best source of information about how often they carry out various activities (often called tasks) and are exposed to various situations, all of which may require training in KSTs, in order to accomplish activities and respond to situations successfully.

All categories of respondents were asked to estimate the percentages of their time which BPOs actually allocate to each of the roles. Next, the two groups which make policies that affect the functionings of police departments (mayors and chairmen of boards of selectmen; and state legislators) were asked to indicate how they think the BPOs' time should ideally be allocated among the seven roles. All categories of respondents except the BPOs were asked to "assume that some training will be given for carrying out each role," and indicate, from their points of view, which roles assume more importance for the training of recruits, and which assume less importance.

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\*A particularly helpful source was C. P. Smith, et al., PROJECT STAR, Role Performance and the Criminal Justice System, 1976, California Commission on Peace Officer Standards and Training.

Section D of the survey of chiefs of police asked them "as another way of describing the activities of Patrol Officers," to send us the most recent annual summary report of their department, showing statistics such as:

- Number of calls responded to;
- Types of calls responded to; and
- Number of crimes of each type investigated.

Finally, BPO respondents answered background questions about their age, years of experience, etc.

### 3. Survey Development

All instruments were reviewed by the Project Monitor. The surveys for chiefs of police, police sergeants, and BPOs were reviewed by the Project Advisory Panel. The BPO survey was pretested with 16 BPOs participating in post-recruit specialized training. Pretesting entailed administering the survey and then discussing ease of understanding, ambiguities, important items left out, and any other problems with the draft questionnaire.

## B. SAMPLING DESIGN

### 1. Choosing the Sample of Police Departments

We wished to gather data applicable to all police departments in Massachusetts. The development of scientific sampling techniques has made it unnecessary to obtain information from an entire population, in order to make accurate statements about it. Samples suffice for this purpose. It was decided, therefore, to obtain a sample from about one-fifth of the departments in Massachusetts.

We hypothesized that there could be major differences in the frequency and importance of various activities among police departments of different size, and among departments located in different settings (urban, suburban, and rural). Thus, we sought representativeness not only for the universe of departments in Massachusetts, but within each stratum. A stratum is a set of police departments with common size and setting characteristics. The strata used are shown in Table 3. The stratum to which each department belongs was identified, based on an MCJTC study of the departments in the Commonwealth. "Small" organized police departments have 2-24 police officers, "medium" have 25-99, and "large" have more than 100.

TABLE 3

## STRATA USED IN THE STUDY

<u>Stratum Number</u>	<u>Characteristics</u>	
	<u>Location</u>	<u>Department Size</u>
1	Urban	Medium
2	Urban	" Large
3	Suburban	Small
4	Suburban	Medium
5	Suburban	Large
6	Rural	Small
7	Rural	Medium
8	Urban	Large (Boston)

Note that the Boston Police Department was assigned to a stratum of its own. Boston is such a large department that sampling considerations dictated that it be assigned to a separate stratum of its own, stratum 8.

Based on information furnished by MCJTC, the departments in each stratum were listed alphabetically. We selected a stratified random sample, consisting of slightly over one-quarter of the departments in each stratum (except stratum 8) by picking every fourth department in the alphabetical listings. (We used a sampling ratio of one in four, rather than one in five, at this stage, in order to allow for refusal of some departments to take part in the study.) Table 4 shows the number of departments in each stratum, 71 in all, chosen to participate. Note that no departments were chosen in the categories of small urban and large rural since none exist.

Table 5 lists the departments. These constitute somewhat more than a quarter of the departments in the Commonwealth, and contain slightly more than a quarter of the BPOs in Massachusetts. We checked that the departments chosen for the sample not only were representative of all departments of similar size and urban-suburban-rural environment, but that they were spread throughout the Commonwealth of Massachusetts in a pattern typical of organized police departments. Figure 1 maps the departments in the sample.

## 2. Choosing the Sample Within Each Selected Department

We asked each department in the sample to furnish us with the names of all BPOs with between one and ten years of longevity,\* all sergeants, and the chief. Longevity constraints were imposed on the selection of the BPO sample. First, we believed that BPOs with less than one year of experience might not be sufficiently familiar with the typical activities of a BPO and would not be able to answer properly Section A of the BPO survey, which asked about the frequency of activities within the past year. We further believed that BPOs with more than ten years of experience might be so habituated to their job that they would not be able to remember clearly the kinds of training needed for it. In the sampled departments for all strata except stratum 8 (Boston) all BPOs in the indicated longevity category, every second sergeant, and the chief were included in the sample. We also surveyed all other chiefs, so that all chiefs in the Commonwealth had the opportunity to make their inputs.

\*Chapter IV., Section H., shows differences in frequency of involvement in activities and situations between the more and less senior segments of the group of BPOs having between one and ten years of longevity.

TABLE 4

NUMBER OF DEPARTMENTS IN EACH STRATUM  
CHOSEN TO PARTICIPATE IN THE SURVEY

<u>Location</u>	<u>Size</u>			<u>Total</u>
	<u>Small</u> <u>(&lt;25)</u>	<u>Medium</u> <u>(25-99)</u>	<u>Large</u> <u>(&gt;99)</u>	
Urban	0	2	4	6
Suburban	26	17	4	47
Rural	<u>14</u>	<u>4</u>	<u>0</u>	<u>18</u>
Total	40	23	8	71

TABLE 5

POLICE DEPARTMENTS SELECTED  
FOR THE STUDY SAMPLE

URBAN

- Medium: 1. Fitchburg  
2. Haverhill
- Large: 1. Fall River  
2. Lawrence  
3. Worcester  
4. Boston

SUBURBAN

- Small: 1. Acushnet 14. Lunenburg  
2. Acton 15. Mansfield  
3. Auburn 16. Merrimac  
4. Blackstone 17. Monson  
5. Boylston 18. Northbridge  
6. Clinton 19. Orange  
7. Dover 20. Plainville  
8. Easton 21. Sharon  
9. Georgetown 22. Southwick  
10. Groveland 23. Swansea  
11. Hanover 24. Upton  
12. Hopkinton 25. Wenham  
13. Lee 26. Westport
- Medium: 1. Arlington 10. Norwood  
2. Beverly 11. Reading  
3. Canton 12. Scituate  
4. Danvers 13. Sudbury  
5. Duxbury 14. Walpole  
6. Hull 15. Wellesley  
7. Ludlow 16. Westfield  
8. Methuen 17. Wilmington  
9. Needham
- Large: 1. Brookline  
2. Everett  
3. Framingham  
4. Somerville

TABLE 5  
(Continued)

RURAL

- |        |         |             |        |              |
|--------|---------|-------------|--------|--------------|
| Small: | 1.      | Amherst     | 8.     | Mashpee      |
|        | 2.      | Ashby       | 9.     | Monterey     |
|        | 3.      | Belchertown | 10.    | Oak Bluffs   |
|        | 4.      | Chilmark    | 11.    | Provincetown |
|        | 5.      | Dudley      | 12.    | Southboro    |
|        | 6.      | Harvard     | 13.    | Sturbridge   |
|        | 8.      | Ipswich     | 14.    | Truro        |
|        | Medium: | 1.          | Dennis |              |
| 2.     |         | Greenfield  |        |              |
| 3.     |         | Newburyport |        |              |
| 4.     |         | Yarmouth    |        |              |

TOTAL: 71 departments

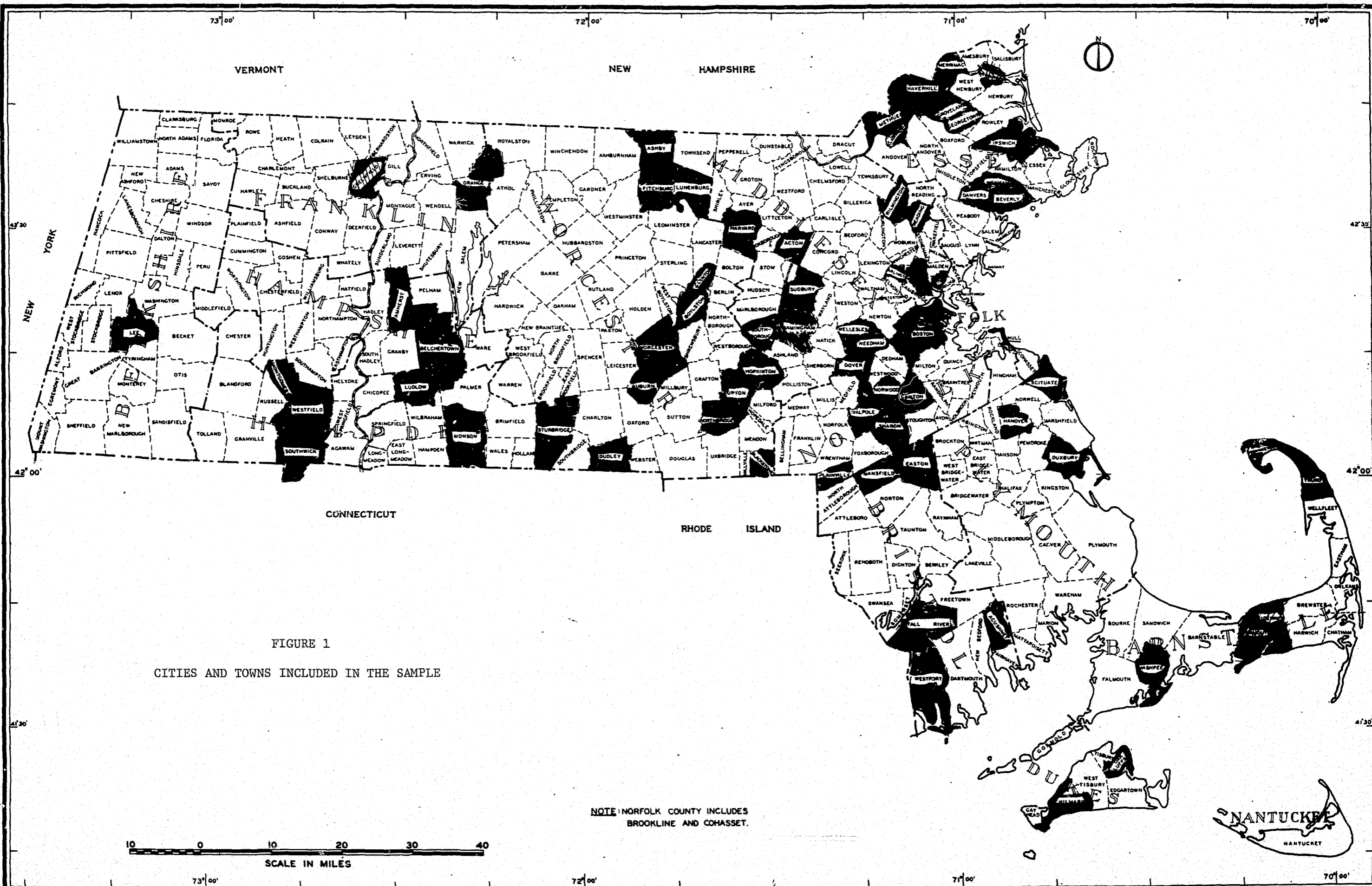


FIGURE 1  
CITIES AND TOWNS INCLUDED IN THE SAMPLE

NOTE: NORFOLK COUNTY INCLUDES  
BROOKLINE AND COHASSET.

SCALE IN MILES



Within stratum 8, Boston, we had to make different sampling rules, or Boston would have been overrepresented. We therefore included in our sample one out of every five BPOs with the indicated longevity, and one out of every ten sergeants. Every fifth BPO and every tenth sergeant on the list furnished to us were picked for the sample.

### 3. Participation in the Surveys

Out of the 71 municipalities contacted, 64 agreed to participate-- more than one out of every five (the goal) of the organized police departments in the Commonwealth. We received very low return rates (lower than 20% for both sergeants and BPOs) from Boston. We were concerned that, with such low return rates, those who did return questionnaires would be systematically unrepresentative of all Boston sergeants and BPOs, respectively. For this reason, returns from Boston were excluded from the analysis.

Surveys were sent to an elected official (mayor or chairman of board of selectmen) in each municipality whose police department participated in the study. Since the number of police training academy directors (17) was so small, all of them received questionnaires.

Table 6 shows the return rates for each stratum and respondent category. It can be seen that the highest response rate, 70%, was from sergeants, and the lowest, 30%, was from 10 legislators, identified by MCJTC as having a direct responsibility for criminal justice matters. Only three legislators returned surveys. (The surveys were sent to them toward the end of the 1978 election campaign.) Because of our concern that this small number was not representative of state legislators, we have not included analyses of their responses in this report.

The questionnaires were sent out in late September and early to mid-October 1978. Questionnaires were accepted for analysis if received by the middle of November 1978. Some questionnaires arrived after this time, but were not included in the analysis. We took concerted action to increase the response rate. Three follow-up letters were sent to our points of contact at each of the chosen departments, indicating sample members who had not responded, as of the date of sending of each reminder, and asking that the point of contact encourage them to respond.

Cooperation from the departments was excellent. Twenty-four of these sixty-four departments registered a return rate of 100%; three more were shy of this by only one questionnaire and another three by two questionnaires.

Table 7 shows that the returned questionnaires represent 40% of the chiefs, 7% of the sergeants, and 16% of the BPOs in Massachusetts. Given the careful selection of sampling points and the high rates of return, these samples are large enough to constitute representative portions of

TABLE 6

## QUESTIONNAIRE RETURN RATES

	<u>Stratum</u>	<u>Total Number Sent</u>	<u>Total Returned</u>	<u>% Returned</u>
Police Chiefs	1	2	1	50%
	2	10	7	70
	3	102	37	36
	4	65	20	31
	5	11	6	55
	6	53	27	51
	7	<u>15</u>	<u>6</u>	<u>40</u>
	Subtotals	258	104	40%
Sergeants	1	7	4	57%
	2	22	11	50
	3	30	29	97
	4	42	24	57
	5	14	8	57
	6	16	14	88
	7	<u>9</u>	<u>8</u>	<u>89</u>
	Subtotals	140	98	70%
Police Officers	1	70	41	59%
	2	233	157	67
	3	172	142	83
	4	352	174	49
	5	175	85	49
	6	69	61	88
	7	<u>56</u>	<u>47</u>	<u>84</u>
	Subtotals	1127	707	63%
Totals	<u>1525</u>	<u>909</u>	<u>60%</u>	
Town/City Officials	1	2	2	100%
	2	3	0	0
	3	24	5	21
	4	17	4	24
	5	4	2	50
	6	10	6	60
	7	<u>4</u>	<u>1</u>	<u>25</u>
		64	20	31%
Legislators	-	10	3	30%
Academy Directors	-	17	9	53%

TABLE 7

POPULATIONS, CANDIDATE SAMPLES, AND  
NUMBERS OF QUESTIONNAIRES RETURNED

<u>Category</u>	<u>Population Size</u>	<u>Questionnaires</u>		<u>Sample as a Percent of Population</u>	
		<u>Sent</u>	<u>Returned</u>	<u>Candidate</u>	<u>Returned</u>
Chiefs of Police	258 <sup>a</sup>	258	104	100	40
Sergeants	1503 <sup>b</sup>	140	98	9	7
Basic Police Officers	4500 <sup>c</sup>	1127	707	25	16

Sources: a. Staff Breakdown of Municipal Police Departments, furnished by MCJTC with the Request for Proposal for this project, indicates this number of chiefs of organized police departments.

b. Same as a.

c. The same source indicates a total of 9260 BPOs in Massachusetts. A brief survey carried out by MCJTC showed that slightly fewer than 50% of these fell within the longevity guidelines of interest (between one and ten years).

their populations. (Consider that the typical national survey, a valid sample of the total United States population of about 220 million, is based on fewer than 2,000 people, or 0.0009% of that population.)

### III. ANALYSES CARRIED OUT

#### A. BACKGROUND QUESTIONS AND SAMPLE PURIFICATION

All analyses in this study were carried out by computer. We wished to make sure that BPOs' questionnaires were only analyzed, if the respondent had between one and ten years of experience as a BPO. A preliminary analysis of the 707 returned BPO questionnaires revealed that on 24 of these, respondents indicated longevity outside this range. These 24 questionnaires were not further analyzed, so that the useful sample of BPOs was 683. However, frequency counts of background information (e.g., age, sex, race, academy attended, etc.) were obtained for all BPOs responding.

#### B. STRATIFICATION

For the following groups, samples were chosen and returned surveys were marked to indicate the size (large, medium, and small) of the respondent's police department and its setting (urban, suburban, and rural):

- Chiefs of police
- Police sergeants
- Basic police officers
- Mayors and chairmen of boards of selectmen.

For BPOs, we analyzed the responses for the seven strata separately. The large sample size for BPOs made this possible. The BPOs' strata identified, for each BPO, both the size of department and type of setting. However, because we had considerably smaller sizes for the other three groups shown above, analyses were carried out first by size of department; the questionnaires were then regrouped and analyses carried out by the setting of the department.

We hypothesized that some KSTs or Activity/Situations (Act/Sits) might be more important or frequent, respectively, for some strata than others. In order to test whether differences among strata were statistically significant, we used chi-square analysis.\* We then checked

\*Chi-square tests the hypothesis that the entries in a two-dimensional table of frequency counts are randomly distributed. The analysis compares each observed entry with its expected value (the value in the entry, if the numbers in the table were randomly distributed). The significance level of chi-square depends on the degrees of freedom for the table, a function of the product of numbers of rows and numbers of columns. Descriptions of the method may be found in many statistical texts. See, for example, chapters 4 and 6 in Edwards, A. L., Experimental Design in Psychological Research, New York: Rinehart & Company, 1951.

whether each KST or Act/Sit for which a statistically significant difference was found was (1) not already among the high priority training areas and (2) was considered important or frequent by respondents in one or more strata. Where both these conditions were met, we identified the KST or Act/Sit as one which might be covered in an optional segment of the proposed curriculum, provided specifically for police recruits about to serve in police forces in the stratum or strata that rated it important or frequent. Chi-square analyses were similarly used to test the significance of differences among strata, with respect to estimates of time allocation by BPOs, roles most important for training, etc.

We also used chi-square analysis to test whether BPOs in two longevity (1-5 years and 6-10 years) groups responded differently to questions about the importance of training for each of the training areas, and the frequency with which they were involved in the Act/Sits in the past 12 months. Stratification was not relevant to the surveys for academy directors.

#### C. IMPORTANCE OF TRAINING

We asked about the importance of training in police training academies for many knowledges, skills, and traits (KSTs). For each of these, a two-dimensional table was constructed. One dimension showed the stratum, and a total for all strata. The other dimension was headed by columns indicating "most important," "not chosen," and "least important." A sample table is included in Appendix A. We showed the percentage of the respondent group which indicated that a KST was among those "most important" or "least important" to be included in training. The percentage not indicating either of these two categories was placed under the column heading "not chosen."

Anywhere between 0% and 100% of respondent group, such as academy directors, could indicate that a given KST is among those "most important" to include in police recruit training. In this study, we have focused on those KSTs considered most important by at least 33.3% of a respondent group. By chance, that is, if respondents marked their questionnaires completely randomly, 33.3% of them would appraise a given KST as "most important," since they distributed their responses equally among three categories. Thus, only those KSTs marked "most important" by an above-chance proportion of a group of respondents were included in the bases for the recommended curriculum.

#### D. FREQUENCY OF INVOLVEMENT IN ACTIVITIES AND SITUATIONS

Only BPOs provided indications of how often they carried out various activities or were involved in various situations. These were analyzed in two-dimensional frequency counts, with the first dimension the stratum.\*

\*An example of such a table is provided in Appendix A.

The second dimension indicated the proportion of BPOs in a stratum (or out of the total sample) who indicated that, in the last 12 months, they were involved in an activity or situation with the following frequency:

- Never or seldom (0-10 days);
- Sometimes (11-99 days);
- Often (100-199 days);
- Every day or almost every day (200 or more days).

We wished to include in the curriculum all activities or situations in which BPOs are frequently involved. In order to do so, we had to set a cut-off point for frequency. We set this cut-off point where a majority, 50.1% or more, of BPOs indicated that they were involved with an activity or situation at least once on 100 or more days during the past 12 months.

#### E. ACTUAL AND IDEAL ALLOCATION OF TIME BY BPOs

Some respondent groups were asked to indicate how they believe BPOs actually distribute their time among the seven roles, and how they ideally ought to do so. We first purified each sample by rejecting for analysis those whose percentages summed to less than 95 or more than 105. Again, we developed two-dimensional tables for the responses. (See Appendix A for an example.) One dimension showed the strata, and a summary column for all respondents. The other consisted of increments of 10% (0-10%, 11-20%, etc.). The table indicated the proportion of respondents in each stratum (and the total group) who estimated that BPOs spend a proportion of their time within a given increment on carrying out a particular role. (Roles were defined for respondents in terms of the KSTs and activities used earlier in their questionnaires.) Thus, for example, the analysis could indicate that in a given stratum of police chiefs, 43% estimated that BPOs spend between 11 and 20% of their time carrying out a given role.

The analyses also indicated, for each stratum (and the total group) the mean, standard deviation, maximum, and minimum. The mean (arithmetic average) might indicate that the respondents in a stratum estimated, on the average, that 18% of BPOs' time was spent on a given role. The standard deviation is an index of the dispersion of responses; a small standard deviation indicates substantial agreement among respondents. The maximum is the highest percentage estimate given by any respondent; the minimum is the lowest.

F. IMPORTANCE OF TRAINING, BY ROLE

The analysis for this was carried out in exactly the same way as analyses for importance of training by KST. (See Section C above.) Appendix A includes an example.

G. DEPARTMENTAL ANNUAL ACTIVITY REPORT

The chiefs of many police departments sent us summaries of their annual activity. It proved impossible to analyze these in a consistent framework because they varied so widely in categories used and depth of detail covered. For instance, some reports listed calls for service; others used the FBI's uniform crime reporting format, while others simply listed crimes against persons, property, public order, and motor vehicle violations.



#### IV. FINDINGS AND CONCLUSIONS

##### A. CHARACTERISTICS OF THE BPO SAMPLE

Table 8 shows that about 94% of BPOs have received police training at an academy, almost all of them at an academy in Massachusetts. But at least 5% of them have not received any formal training. This phenomenon is particularly frequent in stratum 1 (BPOs in medium size departments in urban settings) and strata 6 and 7 (rural small and rural medium). On the other hand, very few BPOs have not received academy training who are in stratum 2 (urban large departments), stratum 3 (small suburban departments) and stratum 5 (large departments in suburbia).

For those who received training, we analyzed where it was received. Almost a quarter of the basic police officers in our sample received their recruit training at the Massachusetts State Police Academy. About 14% received it at the Worcester Academy.

Table 9 indicates that between 10 and 15% of our sample attended an academy in each of the years 1970, 1974, 1975, 1976, and 1977. In each of the years between 1971 and 1973, inclusive, between 6 and 8% of our sample was graduated from an academy. As would be expected, very few of our sample (4%) graduated from a police training academy in 1978.

Table 10 shows the distribution of number of years members of our sample have served as full-time police officers.\* A somewhat higher proportion are in the 1-5 year longevity category than in the 6-10 year category. The same is true for all strata except the three (1, 4, and 7) which represent medium sized police departments.

It can be seen in Table 11 that members of our sample were typically born in the years between 1947 and 1951, making them 27 to 31 years old in 1978, when the data were gathered. For the population of interest (police officers with 1 to 10 years longevity) small rural departments have high proportions of very old (born before 1937) and very young (born after 1951) BPOs. Medium sized departments in rural settings also have a disproportionately high percentage of younger BPOs.

The data indicate about 1% of BPOs in the longevity range of interest are women and 94% men. (Five percent did not respond to this question.) About 2.5% of BPOs in large urban departments are women. No women respondents were indicated in medium sized urban departments, medium sized suburban departments, and in rural departments. Finally, Table 12 shows the race indicated by respondents. About 7% left this question blank.

\*Section H. of this chapter shows differences of involvement in activities and situations between the more and less senior members of our BPO sample.

TABLE 8

DID YOU RECEIVE POLICE RECRUIT TRAINING AT A POLICE TRAINING ACADEMY IN MASS.?

	TOTAL	S T R A T U M							NA
		1	2	3	4	5	6	7	
TOTAL	711 100.0	41 100.0	158 100.0	141 100.0	175 100.0	87 100.0	61 100.0	48 100.0	-
NO ANSWER	10 1.4	1 2.4	3 1.9	-	2 1.1	2 2.3	-	2 4.2	-
YES, RECEIVED TRAINING	93.2	83.0	97.5	96.5	91.5	96.6	88.6	85.4	-
NO, RECEIVED NO TRAINING	5.1	14.6	.6	2.8	7.4	1.1	9.8	10.4	-
NO, BUT RECEIVED TRAINING OUTSIDE MASS.	.3	-	-	.7	-	-	1.6	-	-

TABLE 9

## YEAR YOU ATTENDED ACADEMY

	TOTAL	S T R A T U M							NA
		1	2	3	4	5	6	7	
TOTAL	711 100.0	41 100.0	158 100.0	141 100.0	175 100.0	87 100.0	61 100.0	48 100.0	-
NO ANSWER	55 7.7	8 19.5	6 3.8	6 4.3	15 8.6	5 5.7	8 13.1	7 14.6	-
BEFORE 1969	8.7	9.8	6.3	5.0	12.0	12.6	11.5	4.2	-
1969	-	-	-	-	-	-	-	-	-
1970	10.3	9.8	14.6	10.6	11.4	6.9	4.9	4.2	-
1971	7.6	7.3	6.3	7.1	8.0	9.2	9.8	6.3	-
1972	5.9	9.8	3.8	5.7	8.6	1.1	6.6	8.3	-
1973	6.5	9.8	8.9	7.8	2.9	4.6	8.2	6.3	-
1974	10.5	9.8	10.8	9.9	6.9	17.2	11.5	12.5	-
1975	15.5	14.4	10.1	22.7	16.4	17.5	9.8	12.5	-
1976	10.0	4.9	10.1	10.6	6.9	14.9	11.5	12.5	-
1977	13.4	4.9	20.2	10.6	13.7	10.3	8.2	16.5	-
1978	3.9	-	5.1	5.7	4.6	-	4.9	2.1	-

TABLE 10

NUMBER OF YEARS AS A FULL-TIME POLICE OFFICER

	TOTAL	S T R A T U M							NA
		1	2	3	4	5	6	7	
TOTAL	711 100.0	41 100.0	158 100.0	141 100.0	175 100.0	87 100.0	61 100.0	48 100.0	-
NO ANSWER	37 5.2	3 7.3	7 4.4	5 3.5	10 5.7	5 5.7	6 9.8	1 2.1	-
1	5.8	4.9	10.8	2.8	2.3	3.4	8.2	12.5	-
2	8.7	2.4	8.9	9.9	9.7	6.9	9.8	8.3	-
3	9.7	2.4	12.7	12.1	6.9	16.1	3.3	6.3	-
4	13.2	17.1	6.3	14.9	17.7	12.6	14.8	10.4	-
5	13.5	17.1	15.2	14.2	10.3	14.9	14.8	10.4	-
6	6.6	7.3	4.4	12.3	3.4	5.7	6.6	10.4	-
7	10.0	14.6	12.7	5.7	12.0	4.6	11.5	10.4	-
8	12.7	9.8	15.8	12.8	12.6	8.0	9.8	16.7	-
9	8.2	9.8	6.3	7.8	10.3	6.9	9.8	6.3	-
10	6.5	7.3	2.5	4.3	9.1	14.9	1.6	6.3	-
1-5	50.9	43.9	53.8	53.9	46.9	54.0	50.8	47.9	-
6-10	43.9	48.8	41.8	42.6	47.4	40.2	39.3	50.0	-

TABLE 11

## YEAR OF BIRTH

	TOTAL	S T R A T U M							NA
		1	2	3	4	5	6	7	
TOTAL	711 100.0	41 100.0	158 100.0	141 100.0	175 100.0	87 100.0	61 100.0	48 100.0	-
NO ANSWER	25 3.5	2 4.9	10 6.3	2 1.4	5 2.9	5 5.7	-	1 2.1	-
1957-1961	.1	-	-	-	-	-	1.6	-	-
1952-1956	9.7	-	11.4	11.3	4.0	4.6	21.3	22.9	-
1947-1951	37.3	26.8	38.7	32.6	41.1	42.6	37.7	31.2	-
1942-1946	30.0	43.9	27.8	33.4	28.6	34.5	16.4	29.2	-
1937-1941	12.4	19.5	11.4	13.5	15.4	6.9	8.2	10.4	-
BEFORE 1937	7.0	4.9	4.4	7.8	8.0	5.7	14.8	4.2	-

TABLE 12

RACE OF RESPONDENT

	TOTAL	S T R A T U M							NA
		1	2	3	4	5	6	7	
TOTAL	711 100.0	41 100.0	158 100.0	141 100.0	175 100.0	87 100.0	61 100.0	48 100.0	- -
NO ANSWER	49 6.9	4 9.8	9 5.7	12 8.5	10 5.7	9 10.3	2 3.3	3 6.2	- -
AMERICAN INDIAN	5.8	12.2	4.4	9.2	4.0	2.3	6.6	6.3	-
HISPANIC	.6	2.4	1.3	-	-	1.1	-	-	-
CAPE VERDEAN	.3	-	.6	-	-	1.1	-	-	-
WHITE	84.7	73.2	87.4	81.6	89.7	77.2	88.5	87.5	-
BLACK	1.4	-	.6	.7	.6	8.0	-	-	-
ASIAN/PACIFIC ISLANDER	.3	2.4	-	-	-	-	1.6	-	-

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Thus, at least 85% of BPOs are white, 6% indicated that they are American Indians,\* and 1.4% black.\*\* The last are concentrated very heavily in large suburban departments.

B. ESTIMATES OF HOW BPOs ACTUALLY DISTRIBUTE THEIR TIME

Table 13 shows how five respondent groups believe BPOs distribute their working time among the seven roles. First, note the close agreement among members of the first three categories. The biggest discrepancy, for "Providing Services and Rendering Assistance," between any two groups is 8%. The estimates of actual percentage distribution for the three groups directly involved in police activities are so close, that we conclude that they represent, among them, the true values.

Concentrating, for the first three groups, on the role of "Providing Services and Rendering Assistance," the percentage judged increases as we go further from the operating level. Our best judgment is that the 16% estimated for this function by BPOs is likely to be most accurate.

With the exception of the first two roles, municipal officials appear to have a remarkably accurate perception of how BPOs distribute their time among roles. They appear to underestimate (by 5% to 8%) the proportion of time devoted to Patrolling and to overestimate (by 6%, if we accept the BPOs' estimate as the true value) the proportion of time devoted to the role of Providing Services and Rendering Assistance.

Academy directors similarly appear to overestimate the percentage of time devoted to Providing Services and Rendering Assistance. They also slightly overestimate the amount of working time devoted to Patrolling.

To summarize Table 13, BPOs spend more of their time carrying out the patrolling role than any other activity. (This is corroborated by data from the Boston Police Department which shows an even higher proportion of time devoted to patrolling.\*\*\* However, it should be pointed out that the BPD data are based only on BPOs assigned to squad cars and that the BPD definition of "patrolling" is more all-inclusive than that used in this study.) The smallest proportion of time is spent on Miscellaneous Activities and Situations.

\*The questionnaire category was "American Indian (Native American)." It is probable that some white BPOs, born in the United States, checked this category by mistake.

\*\*The 1978 Civil Service Employees 15C Reports of Massachusetts cities and towns whose police departments are under civil service, carried out by the Test Construction and Validation Section, Classification Bureau, Division of Personnel Administration, Massachusetts Department of Administration and Finance, indicates that in the 135 municipalities that provided ethnic information (excluding Boston, eliminated from our sample) 2.4% of BPOs are black.

\*\*\*Personal communication from Deputy Superintendent Paul Johnson, BPD.

TABLE 13

ESTIMATED PERCENT OF ACTUAL TOTAL WORKING TIME  
BASIC POLICE OFFICERS SPENT PERFORMING ACTIVITIES IN THE PAST 12 MONTHS, BY ROLE

ID Letter	Role	Percent of Total Time				
		Officers	Chiefs	Sergeants	Academy Directors	Mayors and Chairmen of Boards of Selectmen
P	Patrolling	38%	41%	39%	44%	33%
A	Providing Services and Rendering Assistance	16	24	20	22	22
E	Applying and Enforcing the Law	14	13	14	13	15
I	Investigating	12	9	9	7	12
J	Assisting in Prosecution	7	5	6	5	6
D	Documenting and Recording	9	5	8	5	7
M	Miscellaneous Activities/Situations	6	4	4	4	6
	Totals*	102	101	100	100	100
	Sample Size	650	96	98	8	17

\*Totals may not equal 100 due to rounding.



C. PERCENT OF WORKING TIME WHICH RESPONDENTS BELIEVE BPOs SHOULD SPEND ON VARIOUS ROLES

Table 14 shows the percent of time that mayors and chairmen of boards of selectmen believe that BPOs should spend on the various roles. Probably most important, a comparison of Tables 13 and 14 reveals that this group believes that BPOs distribute their time in a desirable fashion. The biggest discrepancy between analogous entries in Tables 13 and 14 is 2%, for a number of roles.

D. TRAINING DEEMED MOST IMPORTANT, BY ROLE

Table 15 shows the proportion of respondent groups who indicated that a role should be considered one of the most important for training of police recruits. The roles have been ordered in accordance with the ranking by chiefs of police. One is struck by the high degree of agreement in the rankings of the roles (ignoring the absolute values of the percentages involved). The only major discrepancy is that chiefs give fourth rank (by a very slight margin) to the role of Documenting and Recording and fifth rank to Investigating, while the order of these two roles is reversed for the other three groups. Note also, by comparison with Table 13, that, although all these four groups recognize that applying and enforcing the law takes up by no means the majority of BPOs' time, they all agree that Applying and Enforcing the Law assumes highest priority for inclusion in training.

E. KNOWLEDGES, SKILLS, AND TRAITS CONSIDERED MOST IMPORTANT, AND THE MOST FREQUENT ACTIVITIES/SITUATIONS

1. A Listing of High Priority Items

The reader will recall that the objective of these analyses was to identify, out of all the knowledges, skills, traits, and activities/situations which pertain to police work, those which have high priority for training.

For each group of respondents (e.g., chiefs), we considered a KST a high priority item for the model curriculum, if either of the following conditions was true:

1. An activity or situation associated with the KST was frequent for BPOs.\*
2. The respondents considered the KST an important one, in training recruit BPOs for effectiveness on their jobs.\*\*

\*At least 50.1% of BPOs indicated that they were involved in this activity or situation on 100 or more days during the last 12 months.

\*\*At least 33.3% of a respondent group rated the KST as "most important" for recruit training.

TABLE 14

IDEAL PERCENT OF TOTAL WORKING TIME  
 BASIC POLICE OFFICERS SHOULD SPEND PERFORMING ACTIVITIES,  
 BY ROLE, AS ESTIMATED BY MAYORS AND  
 CHAIRMEN OF BOARDS OF SELECTMEN

<u>Role</u>	<u>Percent of Total Time Mayors and Chairmen of Boards of Selectmen</u>
Patrolling	30
Providing Services and Rendering Assistance	24
Applying and Enforcing the Law	17
Investigating	12
Assisting in Prosecution	6
Documenting and Recording	5
Miscellaneous Activities/Situations	<u>5</u>
Total*	99
Sample Size	18

\*Total may not equal 100 due to rounding.

TABLE 15

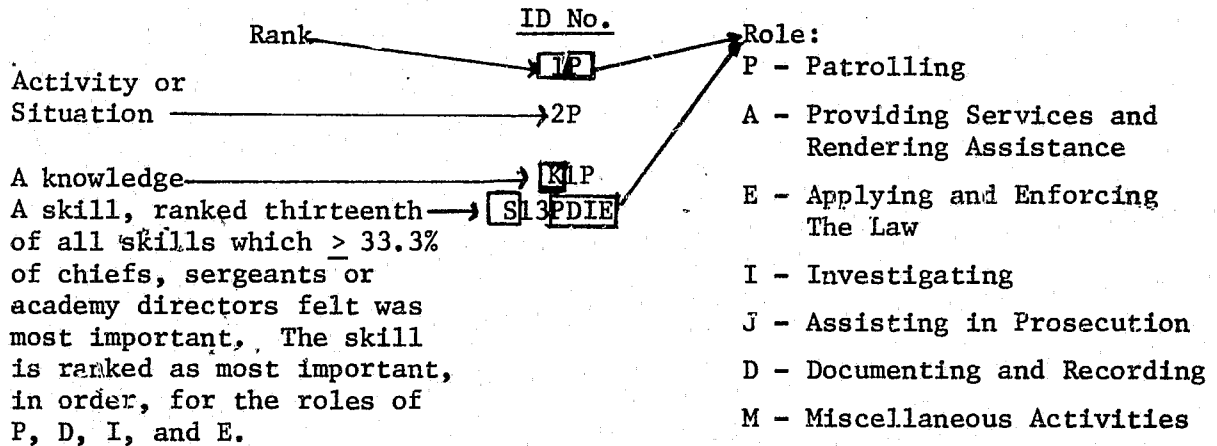
TRAINING DEEMED MOST IMPORTANT FOR BASIC POLICE OFFICER RECRUITS,  
BY ROLE

ID Letter	Role	Percent Responding Most Important for Training			
		Chiefs	Sergeants	Academy Directors	Mayors and Chairmen of Boards of Selectmen
E	Applying and Enforcing the Law	70	68	78	75
A	Providing Services and Rendering Assistance	63	59	78	50
P	Patrolling	38	52	33	30
D	Documenting and Recording	11	4	0	0
I	Investigating	10	11	11	20
J	Assisting in Prosecution	2	0	0	15
M	Miscellaneous Activities	1	0	0	0
	Sample Size	104	107	9	20

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We collated results for the respondent groups. A KST or Act/Sit given a high priority by any group was considered a high priority item for the curriculum. Table 16 indicates high priority items. Where BPOs indicated high importance for an item, a measure of frequency (defined above and also in Table 16) is given. (Act/Sits given high priority by reason of their frequency alone are discussed below.) In Chapter V, we will show how we grouped these into sequences of related knowledges or skills to be taught together in the proposed curriculum.

The chart below shows the symbols used in the ID numbers in Table 16. Activities or situations were given the letter which constituted the abbreviation for a role. For example, "P" stands for "patrolling." Often, the same activity or situation was presented to respondents under more than one role, since it applies there. A number, placed before the letter identifying the role, was assigned to each activity or situation deemed "most important" by BPOs. The number was its ranking, in terms of the BPOs' percentage responding that the activity or situation was "most important" for training for a particular role.



With regard to the ID numbers for knowledges and skills, a knowledge was assigned a "K" and a skill "S." Not one trait was deemed among the items considered most important for police recruit training. Following the "K" or the "S," a number was assigned based on the average of the percentages of chiefs and sergeants deeming the item "most important." For example, the number 1 was assigned to "knowledge of patrol methods and techniques" because 81% (the average of 81.8% and 80.4%) was higher than any other percentage deeming importance assigned to a knowledge. Finally, following the number in the ID, we have placed the letters identifying the roles for which the item was included among the most important knowledges or skills. For example, the second item (S13PDIE) under "Knowledge or Skill" on the first page of Table 16 was deemed among the most important skills under the roles of Patrolling, Documenting and Recording, Investigating, and Applying and Enforcing the Law. The order of these initials is based on the percentage (again, average of chiefs and sergeants) considering the item among the "most important" in the roles.

TABLE 16  
TRAINING DEEMED MOST IMPORTANT FOR BASIC POLICE OFFICER RECRUITS

		PATROLLING				
ID No.	Activity or Situation	Frequency <sup>1</sup>	<u>Percent Responding "Most Important" for Training</u>			
			Officers	Chiefs	Sergeants	Academy Directors
1P	How, when, and why to observe suspicious persons, objects, and activities likely to lead to criminal acts	77.8	77.3			
2P	How, when, and why to decide between enforcement and other courses of action	80.5	74.1			
3P	The how and why of vehicle patrol	75.6	50.8			
4P	The how and why of establishing and maintaining relationships with citizens/businesses on beat/routes	71.8	39.1			
<u>Knowledge or Skill</u>						
K1P	Knowledge of patrol methods and techniques		81.8	80.4	100.0	
S13PDIE	Writing up what was done or observed		68.2	74.8	88.9	
K4PA	Knowledge of departmental rules and regulations		65.4	62.6	44.4	
K6PE	Knowledge of local ordinances		55.7	63.6	44.4	
S31PA	Establishing personal, friendly relationships with citizens		56.7	45.8	88.9	
S36IPA	Deductive reasoning		43.3	52.4	44.4	
K11PA	Knowledge of human relations		44.2	44.8	55.6	
K15P	Knowledge of role of police in modern society		46.2	37.4	66.7	
S28JDPAE	Oral expression		34.6	36.5	33.3	
S39APEJ	Displaying personal confidence		45.2	40.2	11.1	
S37IP	Inductive reasoning		35.6	39.2	22.2	
K16P	Knowledge of purpose and origin of laws; types of laws, codes and ordinances		39.4	33.6	22.2	
S47P	Declining offers of gifts, favors, or bribes		35.5	35.5	22.2	
K19P	Knowledge of the purposes, goals, objectives, organizations, issues, and constraints of the criminal justice system		25.0	36.4	44.4	
K20P	Knowledge of purpose, objective, organization and management of police department		33.6	22.4	55.6	
S19MP	Recognizing abnormal or unusual situations		1.9	6.6	66.7	

<sup>1</sup> Percent of BPOs indicating occurrence at least once in 100 or more days during the past 12 months.  
Sample sizes: BPOs, 687; Chiefs, 104; Sergeants, 107; Academy Directors, 9.

TABLE 16 (Continued)

## PROVIDING SERVICES AND RENDERING ASSISTANCE

ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1A	How to handle a family quarrel	48.8	95.4			
2A	How and when to administer first aid, emergency obstetrics, and/or cardio-pulmonary resuscitation	13.7	91.2			
3A	How to identify and handle a mentally ill, highly emotional, or deranged individual	17.8	81.6			
4A	How to handle a disturbance involving loud noises, youth congregating on a corner, party, or vehicular disturbance	73.7	77.0			
5A	How to handle MV accidents	57.0	74.2			
6A	How to handle intoxicated individual	57.5	71.8			
7A	How to handle a potential or actual suicide	1.6	61.7			
8A	How to handle a landlord-tenant dispute, failure to pay case, or other similar dispute (non-family)	22.3	47.2			
9A	The how and why of advising an individual of specific laws, codes, ordinances, and/or criminal justice procedures	43.1	44.4			
10A	What to do at a fire and how to do it, including fire rescue techniques	1.5	38.6			
11A	When and how to take MV accident report	49.2	36.4			
12A	How to handle a potential or actual drowning	0.5	33.9			
13A	How to handle a bomb threat or a situation involving bombs or explosives	2.3	33.4			
<u>Knowledge or Skill</u>						
S3AM	Sizing up a situation quickly and taking appropriate action		84.6	90.6		66.7
S4A	Applying first-aid, cardio-pulmonary resuscitation, emergency obstetrics		86.6	86.9		88.9
S9AE	Handling emotionally charged individuals		77.0	78.5		66.7
S10AEJI	Remaining impartial and objective		76.9	75.7		33.3
S11AEJ	Controlling own temper		74.1	74.7		44.4
S15AME	Working effectively under stress		69.2	72.9		88.9
S6IA	Interviewing complainants and/or victims		64.4	67.3		66.7
S21A	Driving a vehicle under emergency conditions		61.6	62.6		66.7
S22A	Crowd control		56.7	64.5		44.4
S25A	Handling the mentally ill or deranged		63.5	55.2		33.3

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.

TABLE 16 (Continued)

## PROVIDING SERVICES AND RENDERING ASSISTANCE (Continued)

ID No.	Knowledge or Skill (Continued)	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
S26AE	Taking charge of situations			60.6	57.0	55.6
S27AEM	Making independent decisions promptly and effectively			58.7	57.0	66.7
K8A	Knowledge of service agencies available to assist in special problems			48.1	48.6	66.7
S37AE	Responding to verbal abuse			50.0	45.8	33.3
S39APEJ	Displaying personal confidence			45.2	46.7	33.3
S40A	Handling intoxicated individuals			46.1	43.0	44.4
K11PA	Knowledge of human relations			38.5	45.8	44.4
S44A	Applying mature judgment			37.5	34.6	55.6
S46A	Identifying hazards			35.6	35.5	77.8
K17A	Knowledge of traffic and pedestrian control			36.5	33.6	22.2
S34A	Using the art of persuasion			47.1	50.5	22.2
S42AE	Controlling emotional impulses			38.5	42.9	22.2
K4PA	Knowledge of departmental rules and regulations			35.6	34.5	11.1
S31PA	Establishing personal, friendly relationships with citizens			38.5	25.2	55.6
S36IPA1	Deductive reasoning			35.6	27.1	33.3
S48A	Directing traffic			32.7	30.9	66.7
S28JDPAE	Oral expression			34.6	29.9	-
S51A	Preventing or controlling antisocial or self-destructive behavior			28.9	30.8	33.3
K21A	Knowledge of techniques for controlling antisocial or self-destructive behavior			28.8	29.0	33.3
S50A	Fire rescue techniques			19.2	21.5	33.3
K15PA	Knowledge of role of police in modern society			17.3	20.6	33.3
S49AE	Applying conflict resolution techniques			12.5	16.9	44.4
S52A	Taking custody of property			12.5	12.1	33.3

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.

TABLE 16 (Continued)

## APPLYING AND ENFORCING THE LAW

ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1E	When, where, and how to draw and/or fire a revolver or other firearm	1.5	89.8			
2E	How to make an arrest when the use of force is necessary	9.3	83.9			
3E	How to make an arrest without the use of force	35.7	75.7			
4E	When, where, and how to pursue a violator of the law by vehicle (pursuit driving)	8.7	67.2			
5E	When and how to engage in physical actions to protect yourself and/or another individual in the presence of physical threat from persons or circumstances	7.4	66.4			
6E	When and how to use your baton or riot stick	2.3	65.9			
7E	When and how to use handcuffs or other restraining devices	50.2	59.7			
8E	How to make an arrest of a juvenile	17.2	55.2			
9E	How to handle a man-with-gun call	4.2	48.2			
10E	When and how to talk yourself out of a situation that involved a personal threat to yourself or others	26.6	47.3			
11E	The how and why of determining probable cause	21.2	46.0			
12E	How to handle a crime against the person	40.4	42.6			
13E	How to handle a barroom brawl, youth gang fight or other physical altercations	22.3	41.7			
14E	When, where, how and why to warn an individual of a violation of the law, give a written warning, or issue a citation	57.5	39.4			
15E	When, where, how and why to encourage an individual or group of individuals to comply with the law	40.3	35.4			
	<u>Knowledge or Skill</u>					
K2EJ	Knowledge of probable cause; when a criminal offense has been committed		72.1	74.8		77.8
S14E	Apprehension techniques		69.3	72.9		77.8
S16EM	Self defense		62.5	69.2		66.7
S20E	Applying discretion in the application of the law		61.6	64.4		55.6
K5EI	Knowledge of legal and constitutional rights/considerations/constraints		59.6	62.6		100.0
S1DAEJI	Remaining impartial and objective		58.7	61.7		33.3
S23E	Search techniques		57.7	62.7		77.8
S24E	Firing weapons		59.7	59.8		100.0
S15AME	Working effectively under stress		53.9	60.8		55.6
S27AEM	Making independent decisions promptly and effectively		57.7	57.0		77.8

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.



TABLE 16 (Continued)

## APPLYING AND ENFORCING THE LAW (Continued)

<u>ID. No.</u>	<u>Knowledge or Skill</u> (Continued)	<u>Frequency</u> <sup>1</sup>	<u>Officers</u>	<u>Chiefs</u>	<u>Sergeants</u>	<u>Academy Directors</u>
S11AEJ	Controlling own temper			55.7	58.8	44.4
S9AE	Handling emotionally charged individuals			51.9	62.7	33.3
S13PDIE	Writing up what was done or observed			54.8	54.3	44.4
S32E	Use of baton or riot stick			45.2	57.0	88.9
K10EI	Knowledge of procedural law			51.9	37.4	66.7
K14EI	Knowledge of substantive law			45.1	39.3	55.6
S43E	Using restraining devices			37.5	40.2	66.7
S26AE	Taking charge of situations			56.7	54.2	11.1
K6PE	Knowledge of local ordinances			44.2	42.1	11.1
K13E	Knowledge of alternatives to arrest			44.2	41.1	22.2
S39APEJ	Displaying personal confidence			40.3	36.4	11.1
S42AE	Controlling emotional impulses			30.8	40.2	44.4
S37AE	Responding to verbal abuse			41.4	31.8	22.2
K18E	Knowledge of how to arrest juveniles			31.7	35.5	11.1
K22E	Knowledge of behavior and/or actions/conditions that are violations of the law			29.8	31.8	44.4
S28JDPAE	Oral expression			29.8	27.1	33.3
S53E	Conducting tests for alcohol and drug use			26.9	29.0	44.4
S54E	Using chemical agents			16.3	19.6	33.3
S49AE	Applying conflict resolution techniques			13.5	10.3	33.3

<sup>1</sup>Percent indicating occurrence at least once in 160 or more days during the past 12 months.

TABLE 16 (Continued)

		INVESTIGATING				
ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1I	How to interview complainants and/or victims	67.5	66.2			
2I	When and how to search suspects, vehicles, and/or premises	46.5	64.6			
3I	When, how, and why to secure the crime scene	18.2	38.5			
4I	How to conduct an initial investigation	54.6	50.0			
5I	How to interview witnesses	57.5	49.4			
6I	How to interrogate suspects	38.2	47.7			
7I	How to investigate a traffic accident	53.6	34.4			
<u>Knowledge or Skill</u>						
S2I	Preserving the crime scene		94.2	88.8		77.8
S5I	Interviewing witnesses		88.5	81.3		77.8
S6IA	Interviewing complainants and/or victims		84.7	82.2		77.8
S12I	Collecting, marking, and preserving evidence		76.0	71.1		88.9
S18I	Interrogating		65.3	65.4		77.8
S13PDIE	Writing up what was done or observed		56.7	53.3		55.6
S33I	Investigating crimes		49.1	51.4		44.4
S35I	Investigating MV accidents		47.1	50.4		55.6
S36IPA	Deductive reasoning		48.1	48.6		33.3
K9I	Knowledge of investigation techniques		45.2	50.5		44.4
S37IP	Inductive reasoning		46.2	48.6		44.4
S38I	Taking statements		50.0	43.0		33.3
S41I	Obtaining search and arrest warrants		42.3	46.7		77.8
K12I	Knowledge of elements of each offense		41.3	47.7		55.6
K5EI	Knowledge of legal and constitutional rights/ considerations/constraints		33.6	33.7		33.3
S10AEJI	Remaining impartial and objective		44.3	44.8		22.2
K10EI	Knowledge of procedural law		22.1	25.2		33.3
K14EI	Knowledge of substantive law		18.3	18.7		33.3

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.

TABLE 16 (Continued)

ASSISTING IN PROSECUTION

ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1J	How to testify in court	51.0	85.6			
2J	How and why to prepare for court	43.6	62.6			
3J	How to acquire and maintain chain of custody of evidence	21.1	45.0			
	<u>Knowledge and Skill</u>					
S1J	Testifying in court		99.3	91.6		88.9
S7J	Preparing cases for court		79.8	84.1		55.6
K3J	Knowledge of court procedures		73.1	63.5		22.2
S28JDPAE	Oral expression		56.8	57.0		66.7
S29J	Transporting suspects/offenders, and/or prisoners		52.0	54.2		77.8
S30J	Conducting booking and searching operations at the station		56.7	48.6		44.4
K7J	Knowledge of elements of each offense		51.0	52.3		55.6
S10AEJI	Remaining impartial and objective		43.3	50.4		55.6
K2EJ	Knowledge of probable cause; when a criminal offense has in fact been committed		42.3	45.8		33.3
S11AEJ	Controlling own temper (keeping cool)		39.5	41.1		44.4
S45J	Fingerprinting		38.5	33.6		44.4
S39APEJ	Displaying personal confidence		35.6	34.5		44.4
S55J	Serving and returning court subpoenas and/or summonses		26.0	27.1		44.4
S56J	Taking mug shots		24.0	26.2		44.4

43

<sup>1</sup> Percent indicating occurrence at least once in 100 or more days during the past 12 months.

TABLE 16 (Continued)

DOCUMENTING AND RECORDING

ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1D	How to write, type, or dictate narrative reports	76.2	64.0			
2D	When and how to use the radio and other communication equipment	86.8	51.9			
3D	Why, when, and how to keep a personal notebook	67.3	36.1			
<u>Knowledge and Skill</u>						
S8DM	Using radio and other communication equipment			80.8	77.6	88.9
S17D	Completing departmental and court forms			69.2	66.4	66.7
S13PDIE	Writing up what was done or observed			60.6	65.4	44.4
S28JDPAE	Oral expression			37.5	37.4	55.6

MISCELLANEOUS ACTIVITIES/SITUATIONS

ID No.	Activity or Situation	Frequency <sup>1</sup>	Percent Responding "Most Important" for Training			
			Officers	Chiefs	Sergeants	Academy Directors
1M	What to do in an ambush	0.5	49.1			
<u>Knowledge and Skill</u>						
S3AM	Sizing up a situation quickly and taking appropriate action			85.6	83.2	66.7
S8DM	Using radio and other communication equipment			66.4	64.5	55.6
S19MP	Recognizing abnormal or unusual situations			65.4	63.5	66.7
S15AME	Working effectively under stress			51.9	63.5	66.7
S27AEM	Making independent decisions promptly and effectively			54.8	44.8	66.7
S16EM	Self-defense			26.9	37.4	66.7

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.

The activities and situations and KSTs shown for each section of Table 16 are presented, from high to low, in order of percentages responding "most important" for training. BPOs rated many Act/Sits as "most important" and "frequent." They rated others, shown in Table 17, as "frequent" but not as "most important." We included these Act/Sits as high priority items.

## 2. Agreement Among the Respondents

How closely did the chiefs agree with the sergeants about the most important KSTs to include in the curriculum? How closely did these two groups agree with the academy directors? And how similar are the Act/Sits which the BPOs considered most important to the KSTs rated as most important by the chiefs, sergeants, and academy directors?

Turning back to Table 16, and examining the pattern of KSTs considered "most important" by chiefs, sergeants, and academy directors, we find a striking amount of agreement among them. Let us consider only the first page of Table 16, focusing on the role of Patrolling, which is typical of all segments of Table 16. In the original questionnaires, 30 different KSTs were presented to the chiefs, sergeants, and academy directors. Of these, 16 were considered "most important" (by the criterion discussed above) by one or more groups. That is, 14 were not considered "most important" by any group. Of the 16, 9 were deemed "most important" unanimously, by all three groups. On six items, two of the groups agreed that the item was "most important." (In four of these instances, the agreement was between chiefs and sergeants, in one it was between chiefs and academy directors, and in one it was between sergeants and academy directors.) In only one instance, "recognizing abnormal or unusual situations," was an item included as "most important" by reason of having been rated so by one of the three groups.

What about agreement between BPOs, on the one hand, and members of the other three groups? Again, it was very high. The top of page 37 shows the four Act/Sits (out of 13 presented to BPOs) which they deemed "most important." Item 1P covers the same grounds as item S19MP at the bottom of the page. Item 2P overlaps with items K4PA, K6PE, K15P, K19P, and K20P. Item 3P is similar to item K1P. Finally, item 4P is the same as item S31PA.

It is illuminating to contrast the results obtained from chiefs and sergeants with those obtained from the academy directors. We focus on this subject because, where there was disagreement (which, as indicated above, was not common) it was usually along these lines. We will cover the instances of disagreement role by role.

Under the role of patrolling in Table 16, in the following instances, chiefs and sergeants awarded a rating of "most important" to a KST, but the academy directors did not:

TABLE 17  
 FREQUENT ACTIVITIES OR SITUATIONS  
 NOT CONSIDERED MOST IMPORTANT  
 FOR BASIC POLICE OFFICER RECRUITS TO RECEIVE TRAINING  
 IN BEFORE ASSUMING POLICE POWERS

<u>Role</u>	<u>Activity or Situation</u>	<u>Frequency</u> <sup>1</sup>
<b>Patrolling:</b>		
5 P	Used radio, walkie-talkie, or other communication equipment	96.2
6 P	Inspected vehicle and/or equipment prior to patrol	80.2
7 P	Checked doors and windows of business establishments and unoccupied dwellings	79.8
8 P	Attended roll call/inspection/briefing/ prior to patrol	63.5
<b>Providing Services and Rendering Assistance:</b>		
14 A	Gave guidance or general information to an individual (i.e., directions, locations, etc.)	71.2
<b>Applying and Enforcing the Law:</b>		
16 E	Responded to a crime against property	61.8
17 E	Responded to a report of vandalism	56.0
<b>Investigating:</b>		
8 I	Reviewed case reports and daily logs	66.9
9 I	Investigated and/or observed suspicious persons or circumstances	56.5
<b>Assisting in Prosecution:</b>		
	None	
<b>Documenting and Recording:</b>		
4 D	Filled out report forms (i.e., arrest, accident, crime)	87.6
5 D	Requested a record search (MV or person)	59.5
6 D	Initiated inquiry for NCIC	59.3
<b>Miscellaneous Activities/Situations:</b>		
	None	

<sup>1</sup>Percent indicating occurrence at least once in 100 or more days during the past 12 months.

- Displaying personal confidence;
- Inductive reasoning;
- Knowledge of purpose and origin of laws; types of laws; codes and ordinances;
- Declining offers of gifts, favors, or bribes.

In only one instance did academy directors give a "most important" rating to a KST not rated "most important" by the other groups. This involved the skill, "recognizing abnormal or unusual situations."

Under the role of "Providing Services and Rendering Assistance," the other two groups, but not academy directors, rated among the most important items:

- Using the art of persuasion;
- Controlling emotional impulses;
- Knowledge of departmental rules and regulations;
- Oral expression.

On the other hand, academy directors included among the most important KSTs the following which were not thus rated by chiefs and sergeants:

- Directing traffic;
- Applying conflict resolution techniques;
- Preventing or controlling antisocial or self-destructive behavior;
- Knowledge of techniques for controlling antisocial or self-destructive behavior;
- Fire rescue techniques;
- Knowledge of role of police in modern society; and
- Taking custody of property.

Note that the last five KSTs in the list "barely made it." That is exactly 33.3% of the academy directors rated these as "most important."

With regard to the role of "Applying and Enforcing the Law," the chiefs and sergeants, but not academy directors, indicated the following KSTs as "most important":

- Taking charge of situations;
- Knowledge of local ordinances;
- Knowledge of alternatives to arrest;
- Displaying personal confidence;
- Responding to verbal abuse;
- Knowledge of how to arrest juveniles.

In addition, five skills (of which the first three "barely made it") were rated as "most important" by academy directors, but not by the other groups:

- Oral expression;
- Using chemical agents;
- Applying conflict resolution techniques;
- Conducting tests for alcohol and drug use; and
- Knowledge of behavior and/or actions/conditions that are violations of the law.

Under the role of "Investigating," other groups rated the skill of "remaining impartial and objective," as most important, but the academy directors did not. The following two kinds of knowledge "barely made it" for academy directors, but not for the other groups:

- Knowledge of procedural law; and
- Knowledge of substantive law.

In making judgments about the KSTs most important for carrying out the role of "Assisting in Prosecution," academy directors rated two skills as "most important," while the other groups did not:

- Serving and returning court subpoenas and/or summonses;  
and
- Taking mug shots.

Finally, there was complete agreement among the groups for all KSTs listed under the roles of "Documenting and Recording." Under "Miscellaneous Activities and Situations," academy directors rated "self-defense" as "most important"; the chiefs and sergeants did not.



There seems to be a tendency for academy directors to rate as less important than did chiefs and sergeants some street-wise skills that may be useful to BPOs. For example, these include "displaying personal confidence," (under two roles) and "declining offers of gifts, favors, and bribes." The academy directors may believe that such skills may best be learned on the job. Or they may believe that it is not important to learn them. Second, academy directors may place a greater emphasis on academic skills than do sergeants and chiefs. As examples of this, see "knowledges of techniques for controlling antisocial or self-destructive behavior," and "applying conflict resolution techniques" (under two roles). It is interesting to speculate that the differences may have arisen according to whether or not the KSTs are expressed in academic language. For example, compare the academy directors' higher response on "applying conflict resolution techniques" and lower response on "using the art of persuasion." The two sets of skills appear, on reflection, to be highly related.

Finally, chiefs and sergeants appear to have placed greater emphasis on local police department factors than do academy directors. Examples can be found in "knowledge of departmental rules and regulations" and "knowledge of local ordinances." This difference may reflect the belief of academy directors that the proper place for training in these aspects is on the job, rather than at an academy whose student body comes from various municipalities.

#### F. RELIABILITY OF RESULTS

When gathering data in a study of this sort, one is concerned about the reliability of the information gathered. The word "reliability," as used by psychologists and psychometricians, refers to whether one would obtain the same results if one asked the respondents the same questions again. When an attitude questionnaire, survey, or test exhibits high reliability, it means that the respondents are not answering randomly, i.e., marking answers by chance. In other words, the responses are meaningful, based on the experiences and opinions of the respondents. Clearly, our survey results would be meaningless unless the responses are thoughtfully and honestly entered.

In this instance (as in most projects) we did not administer the survey again in order to obtain retest reliability. In such a situation, one measures reliability by looking for patterns of consistency among the respondents. Consistency indicates that the answers are not random.

We have ample evidence of such consistency in the responses. First, the analyses above show consistent responses among groups, where such comparisons have been made. However, in some instances, there are reasons to believe that there are real and legitimate (non-random) differences among the groups in the ways in which they responded to the questions. Thus, it is instructive to compare responses of various strata from the

same group, e.g., BPOs. Here, we found, in a large proportion of analyses, that the responses of various strata to the same question were very similar. This could not possibly have happened randomly.

Finally, we have evidence of reliability in non-random proportions shown in the results. For example, consider a list of KSTs where respondents indicated that a KST was (1) among the "most important," (2) among the "least important," or (3) did not rate the item. The number of places supplied under each of the "most important" and "least important" categories was one-third that of the number of items to be rated. For example, see the 33 KSTs presented for the role of "Investigating" in the surveys filled out by chiefs, sergeants, and academy directors. Respondents were directed to choose only 11 as "most important" and another 11 as "least important." If random factors (unreliability) had been the only ones operating, all 33 of the KSTs would have been rated as "most important" by exactly 33.3% of the respondents. The same proportion would have rated each KST as "least important," and another third would have left the item unrated. In fact, the percentage of respondents rating something as "most important" attained a maximum of 95% and a minimum of 3%. Very few ratings clustered around the 33.3% level.

## G. DIFFERENCES AMONG STRATA

### 1. Introduction

To review, we divided chiefs of police, sergeants, and BPOs into strata, based on the size and setting of their departments. We wished to see whether these strata made any difference in the responses about importance of the KSTs, estimates of how BPOs allocate their time among roles, importance of the roles for inclusion in training, and the frequency of BPO involvement in activities and situations. If such differences exist, they may have implications for differing emphases in the curriculum for recruits who will be sworn into departments in different strata; or, they may imply optional elements of the curriculum.

Of course, differences among strata will happen by chance. We used the chi-square technique to identify differences which were statistically significant at the .01 level of confidence. That is, they would have happened by chance only 1% of the time. Statisticians usually set the level of significance at either .05, .01, or .001, constituting an ascending order of stringency.\* The more stringent the level of confidence, the more likely it is that differences statistically significant at that level are also practically significant. The results of our search for significant differences among strata are discussed in the following sections.

\*Of course, if we had set the level of significance at .05, more differences would have been shown as statistically significant. But having set the level at .01, we did not look for differences significant at between the .05 and the .01 levels.

## 2. Importance of Knowledges, Skills, and Training Areas

In order to be included in the tables in this section, an item (knowledge, skill, or training area) had to meet two criteria:

- There had to be statistically significant differences in responses to the item among respondents in different strata. (This criterion was instituted, since we looked for items that are more important to one stratum than to another.)
- At least one stratum had to show 33.3% of the respondents rating the item as "most important." (This criterion reflects the fact that we were looking for items that are candidates for inclusion in optional portions of the curriculum, for police recruits from certain strata.)

Tables 18 and 19 are based on the responses of chiefs of police. Table 18 shows knowledges and skills where there were statistically significant differences among chiefs in urban, suburban, and rural departments respectively. Table 19 does the same for chiefs from departments of large, medium, and small size.

At first glance, Tables 18 and 19 appear to indicate five Knowledges and Skills (KSs) to be considered as optional items in curricula for recruits from certain strata. Closer examination, however, eliminates many of these. Some, such as "controlling own temper" in Table 18, are already in the curriculum because the total proportion (column 1) rating them as "most important" (74.1% in this instance) is equal to or greater than 33.3%. This means that they have already been chosen as high priority items for the core curriculum, as discussed above. Others, such as "knowledge of substantive law" in Table 18, have already been put on the high priority list because a respondent group other than chiefs of police (academy directors, in this case) gave them an importance rating of 33.3% or greater.

Eliminating all of the above instances, the only KS left is "deductive reasoning," as applied to the role of Applying and Enforcing the Law, as shown in Table 19. This skill constitutes a candidate for an optional segment of the curriculum for recruits headed for small police departments.

Table 20 and 21 are similar, respectively, to Tables 18 and 19, except that Tables 20 and 21 are based upon responses by police sergeants. Applying all the standards discussed above to the three KSs mentioned, none of them becomes a candidate for consideration as a foundation for an optional segment of the curriculum.

TABLE 18

SIGNIFICANT\* DIFFERENCES IN RATINGS OF IMPORTANCE OF KNOWLEDGES  
AND SKILLS AMONG STRATA WITH VARYING DEGREES OF URBANIZATION:

## CHIEFS OF POLICE

<u>Role: Knowledge or Skill</u>	Percent Rating "Most Important" Degree of Urbanization			
	<u>Total</u> N=104	<u>Urban</u> N=7	<u>Suburban</u> N=67	<u>Rural</u> N=30
PATROLLING:				
None	-	-	-	-
PROVIDING SERVICES AND RENDERING ASSISTANCE:				
Controlling own temper	74.1	42.8	80.6	66.6
APPLYING AND ENFORCING THE LAW:				
Taking charge of situations	56.7	14.3	65.7	46.7
INVESTIGATING:				
Knowledge of substantive law	18.3	71.4	11.9	20.0
ASSISTING IN PROSECUTION:				
None	-	-	-	-
DOCUMENTING AND RECORDING:				
None	-	-	-	-
MISCELLANEOUS ACTIVITIES/SITUATIONS:				
None	-	-	-	-

\*Statistically significant at the .01 level of confidence, based on chi-square with 4 degrees of freedom >13.3.

**CONTINUED**

**1 OF 3**

TABLE 19

SIGNIFICANT\* DIFFERENCES IN RATINGS OF IMPORTANCE OF  
KNOWLEDGES AND SKILLS AMONG STRATA OF VARYING SIZES:

## CHIEFS OF POLICE

<u>Role: Knowledge or Skill</u>	<u>Percent Rating "Most Important"</u>			
	<u>Size of Department</u>			
	<u>Total</u>	<u>Large</u>	<u>Medium</u>	<u>Small</u>
	<u>N=104</u>	<u>N=12</u>	<u>N=31</u>	<u>N=61</u>
PATROLLING:				
None	-	-	-	-
PROVIDING SERVICES AND RENDERING ASSISTANCE:				
Displaying personal confidence	45.2	16.7	32.3	57.4
APPLYING AND ENFORCING THE LAW:				
Deductive reasoning	31.7	8.3	22.6	41.0
INVESTIGATING:				
None	-	-	-	-
ASSISTING IN PROSECUTION:				
None	-	-	-	-
DOCUMENTING AND RECORDING:				
None	-	-	-	-
MISCELLANEOUS ACTIVITIES/SITUATIONS:				
None	-	-	-	-

\*Statistically significant at the .01 level of confidence, based on  
chi-square with 4 degrees of freedom >13.3.

TABLE 20

SIGNIFICANT\* DIFFERENCES IN RATINGS OF IMPORTANCE OF KNOWLEDGES  
AND SKILLS AMONG STRATA WITH VARYING DEGREES OF URBANIZATION:

SERGEANTS

<u>Role: Knowledge or Skill</u>	<u>Percent Rating "Most Important"</u>			
	<u>Degree of Urbanization</u>			
	<u>Total</u> N=107	<u>Urban</u> N=24	<u>Suburban</u> N=61	<u>Rural</u> N=22
DOCUMENTING AND RECORDING:				
Oral expression	37.4	70.8	34.4	9.1
Making out an affidavit	11.2	0	8.2	31.8
THE SIX OTHER ROLES:				
None	-	-	-	-

TABLE 21

SIGNIFICANT\* DIFFERENCES IN RATINGS OF IMPORTANCE OF KNOWLEDGES  
AND SKILLS AMONG STRATA OF VARYING SIZES:

SERGEANTS

<u>Role: Knowledge or Skill</u>	<u>Percent Rating "Most Important"</u>			
	<u>Size of Department</u>			
	<u>Total</u> N=107	<u>Large</u> N=28	<u>Medium</u> N=36	<u>Small</u> N=43
PATROLLING:				
Knowledge of the purpose and origin of laws	33.6	17.9	52.8	27.9
THE SIX OTHER ROLES:				
None	-	-	-	-

\*Statistically significant at the .01 level of confidence, based on  
chi-square with 4 degrees of freedom >13.3.

Table 22 shows similar information for BPOs. All of the training areas shown in the table have already been included in the curriculum.

In summary, the analyses of differences among strata have produced only one skill which constitutes a candidate for an optional portion of the curriculum, that is, "deductive reasoning," as it relates to the role of applying and enforcing the law, which is rated by chiefs of police of small police departments as "most important" for recruits being trained for their departments.

### 3. Time Allocation of BPOs by Role and Importance of Roles for Training

Chiefs, sergeants, and BPOs estimated how BPOs allocate their time among the seven roles. In all these groups, there were no significant differences among strata. We think this is a particularly important finding. It means that no matter whether BPOs serve in an organized small, medium or large department, or work in an urban, suburban, or rural setting, they spend the same or a similar amount of time in carrying out a given role.

Similarly, we found no significant differences among the various strata of chiefs and sergeants, with respect to the importance of training for each role. We conclude, therefore, that there is nothing about the size of an organized department or the degree of urbanization of its setting that increases or decreases the importance of training for a given role, compared to departments of other sizes or different settings.

### 4. Frequency of Involvement in Activities and Situations

Using data from the BPO survey, we tested whether different strata of BPOs indicated significantly different frequencies of involvement in activities and situations. We found that there were many activities and situations where such significant differences were found. However, not one of these implied the inclusion of an optional curriculum segment for recruits preparing for service in a police department of a given size or setting. One or both of the following conditions was true of all activities or situations for which we found statistically significant differences among strata:

- The activity or situation, or a knowledge or skill related to it, was already included in the lists of high priority items in Table 16 and 17.
- There was not one stratum in which the majority of BPOs indicated that they were involved in the activity or situation at least once in 100 or more days in the past 12 months.



TABLE 22

## SIGNIFICANT\* DIFFERENCES IN RATINGS OF IMPORTANCE OF TRAINING AREAS AMONG BPO STRATA

Role: Training Area	Strata							
	Percent Rating "Most Important"							
	Total	Urban		Suburban			Rural	
N=687	Medium N=39	Large N=156	Small N=136	Medium N=168	Large N=85	Small N=55	Medium N=48	
PROVIDING SERVICES AND RENDERING ASSISTANCE:								
How to handle MV accidents	74.2	82.1	64.8	79.4	76.2	62.3	81.8	89.6
What to do at a fire and how to do it, including fire rescue techniques	38.6	48.7	50.0	40.4	29.2	37.6	30.9	31.3
How to handle a landlord-tenant dispute, failure to pay case, or other similar dispute (non-family)	47.2	48.7	59.6	39.0	36.9	63.5	30.9	54.2
APPLYING AND ENFORCING THE LAW:								
When and how to use chemical agents	25.3	23.1	42.3	22.8	19.0	24.7	16.4	12.5
ASSISTING IN PROSECUTION:								
How to transport suspects/offenders/ prisoners	32.8	28.2	19.2	33.1	44.1	43.5	34.5	18.8
THE FOUR OTHER ROLES:								
None	-	-	-	-	-	-	-	-

\*Statistically significant at the .01 level of confidence, based on chi-square with 12 degrees of freedom >26.2.

## 5. Importance of Training Areas

Finally, we tested whether BPOs in various strata provided significantly different answers in rating training areas as "most important." For a number of such training areas, we found significant differences among BPO strata. However, again, in all of these, one or both of the following conditions was true, making it unnecessary to consider the training area as an optional segment of the curriculum:

- The training area was already included among the high priority items for the core curriculum in Tables 16 and 17.
- The proportion of BPOs deeming the training area among the "most important" was less than 33.3% in all strata.

## H. DIFFERENCES AMONG BPO LONGEVITY GROUPS

Using chi-square analyses, we first tested whether BPOs with relatively short longevity (one to five years) carry out activities or are involved in situations with a frequency different from that of BPOs with more longevity (six to ten years). Table 23 portrays the results of this analysis.\*

Considering that we asked BPOs about the frequency of 123 activities or situations, Table 23 shows very few significant differences between short and long longevity groups. Less experienced BPOs carry out the following activities more frequently:

- Walked on patrol (alone);
- Checked doors and windows of business establishments and unoccupied dwellings;
- Kept a personal notebook.

Higher proportions of more experienced BPOs tended to carry out the following activities very infrequently or not at all:

- Responded to motor vehicle accident;
- Took accident report at scene of motor vehicle accident.

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\*Note that Table 23 includes all activities or situations for which statistical significance was found, whether or not one or both of the longevity groups indicated that its members were involved in the activity or situation at least once on 100 or more days in the past 12 months.

TABLE 23  
SIGNIFICANT\* DIFFERENCES IN FREQUENCY OF ACTIVITIES  
AND SITUATIONS BETWEEN BPO LONGEVITY GROUPS

<u>Role; Activity/Situation</u>	<u>Years of Service</u>	<u>Days Occurred (% Responding)</u>			
		<u>0-10</u>	<u>11-99</u>	<u>100-199</u>	<u>200+</u>
<b>PATROLLING:</b>					
	1-5 <sup>a</sup>	49.1	28.2	14.4	7.2
Walked on patrol (alone)	6-10 <sup>b</sup>	58.7	20.8	7.7	9.9
Checked doors and windows of business establishments and unoccupied dwellings	1-5	3.3	10.5	28.5	57.1
	6-10	10.6	15.4	24.0	49.4
<b>PROVIDING SERVICES AND RENDERING ASSISTANCE:</b>					
Responded to MV Accident	1-5	3.3	40.1	47.2	8.8
	6-10	9.3	32.7	48.1	9.9
Took accident report at scene of MV accident	1-5	5.0	45.3	42.0	6.9
	6-10	13.5	36.5	39.5	9.9
<b>APPLYING AND ENFORCING THE LAW:</b>					
None	-	-	-	-	-
<b>INVESTIGATING:</b>					
Made an affidavit	1-5	87.3	8.8	2.2	0.3
	6-10	76.5	18.3	3.2	1.0
Conducted or participated in the follow-up investigation of a crime	1-5	35.9	39.2	18.0	6.6
	6-10	26.0	40.0	21.2	12.5
<b>ASSISTING IN PROSECUTION:</b>					
Served as an expert witness	1-5	80.1	12.2	6.1	0.8
	6-10	68.9	21.5	5.8	3.2
Took fingerprints	1-5	72.0	19.1	7.7	0.6
	6-10	65.7	20.2	8.3	4.8
Took mug shots	1-5	68.7	21.8	8.3	0.6
	6-10	60.6	24.7	9.0	5.1
<b>DOCUMENTING AND RECORDING:</b>					
Kept a personal notebook	1-5	9.1	17.4	17.1	55.6
	6-10	18.3	19.9	15.7	45.8
<b>MISCELLANEOUS ACTIVITIES/SITUATIONS:</b>					
None	-	-	-	-	-

\*Statistically significant at the .01 level of confidence, based on chi-square with 3 degrees of freedom >11.3.

<sup>a</sup> Sample size is 362.

<sup>b</sup> Sample size is 312.

Finally, less experienced BPOs showed a higher proportion who carried out the following activities infrequently or not at all:

- Made an affidavit;
- Conducted or participated in the follow-up investigation of a crime;
- Served as an expert witness;
- Took fingerprints;
- Took mug shots.

The data in Table 23 provide some interesting indications about differences in the ways that relatively junior and somewhat senior BPOs carry out their activities or are assigned to them. Although all the differences are statistically significant, none of them is very large. Most important, for the purposes of this study, in each pair of entries (responses of the two longevity groups for the same activity) both sums of the last two percentage entries are, in every case, on the same side of 50%. For example, for the activity, "walked on patrol alone," 21.6% (the sum of 14.4% and 7.2%) is less than 50%; so is 17.3% (the sum of 7.7% and 9.9%). In the next example, 85.6% and 73.4% are both on the high side of 50%.

Finally, a chi-square analysis indicated that there are no significant differences between the two longevity groups on the importance they attributed to any areas of training.

## V. A STANDARDIZED CURRICULUM PROPOSED FOR POLICE TRAINING ACADEMIES IN MASSACHUSETTS

### A. OVERVIEW OF THIS CHAPTER

This chapter constitutes the end product of this study. It presents a proposed curriculum based on assessments, furnished by chiefs of police, sergeants, basic police officers (BPOs) and academy directors, of skills and knowledges important for police recruit training, and frequent activities of BPOs. Section B of this chapter discusses the rationale and method used to translate these knowledges, skills, and activities into elements of the curriculum. In Section C, we summarize the curriculum in two ways: a master time chart and a detailed time chart show hours recommended for learning activities (classroom lecture, classroom discussion, role play, field observation/practice, gym practice, self-study) for the module devoted to each role, each course within that role module, and each segment within a course. Then a time line illustrates how the various elements of the curriculum are fitted into a 12-week framework. Both the time charts and the time line provide a broad overview of the curriculum as a whole.

The section on timing is followed by a section on each module in the curriculum that prepares the recruit for one role of the BPO. For each course within the role module, a summary is given, followed by a listing of instructional segments within the course. We then provide three items of detail for each segment. First, we list the knowledges, skills, and instructional areas which chiefs, sergeants, and BPOs deemed most important for police recruit training. Then we show one or more performance objectives. These two items inform the instructor of his/her goals: to provide trainees with the knowledges and skills which will enable them to meet the performance objectives, upon completion of the instructional segment. The third item discusses the instruction to be furnished: topics to be covered, method(s) to be used, resource material (where applicable) for the trainees to study, and time requirements.

This format has been chosen in order to meet two needs. First, it allows the reader interested in following our method the opportunity to see in one place the logic in the process, as it pertains to a given segment. That is, the reader can observe how the important knowledges, skills, and instructional areas relate to the performance objectives, and how the former relate to the topics to be covered. The appropriateness of the instructional method, the student resource material, and the time requirements, on the one hand, to the knowledges, etc., and the performance objectives, on the other, can also be assessed at a glance. Second, the format enables the instructor to see in one place, not only the content he/she is expected to cover, but also (1) how that content will help the trainee to develop skills and knowledges to carry out a portion of a BPO role, (2) the other roles to which a knowledge or skill pertains, and (3) what trainees should be able to do, once they have developed the requisite skills and knowledges.

In Appendix C, we present an extensive bibliography of resource materials. Here, we have provided complete bibliographic citations, not only of the student resource material referenced under the instructional segments, but of additional publications which may help instructors to prepare lessons.

## B. RATIONALE IN DEVELOPING THE CURRICULUM

The proposed curriculum is divided into courses, segments, and topics. Courses were developed from clusters of knowledges, skills and frequently performed activities assessed to be important for police recruit training by chiefs of police, sergeants, basic police officers and academy directors. These clusters were created to group knowledges, skills, and activities which were topically related or sequentially dependent. Each cluster was then reviewed and a course title established reflecting the general subject area to be covered. The course was then divided into instructional segments reflective of commonly accepted teaching subject areas. For each of these instructional segments, a list of topics was prepared describing the scope of instruction. The topics selected were distilled from a thorough review of existing training program content, key teaching resource materials, and textbooks considered good state-of-the-art exemplars.

For each instructional segment, Trainee Performance Objectives were written to reflect the level of performance indicated by an individual knowledge or skill.\* These performance objectives indicate what the recruit officer or trainee should be able to do at the conclusion of the training; the topics selected for inclusion in the curriculum are those required for the trainee to reach that level of performance.

A performance objective, in this sense, describes the desired outcome of a course of instruction whereas the course description indicates the content. The performance objective normally has at least two parts. Performance indicates what the learner is expected to be able to do at the end of the course; conditions are added to the performance objective to indicate the important conditions under which the performance is to occur; and in some instances a criterion is added to indicate the specific level of performance expected.

For this curriculum, we have described the performance most reflective of each individual skill and knowledge identified as important in the research. In each case, the performance objective describing this performance was carefully selected by the consulting staff to be reflective of actual field activities. In some objectives, conditions were added to limit the activity being described to a specific skill or

\*Trainee Performance Objectives were written in accordance with the methodology developed by Mager. See Robert F. Mager, Preparing Instructional Objectives, Belmont, California: Fearon Publishers, Inc., 1973.

knowledge segment. In a few cases, a criterion was added to describe the required performance level, but in most instances, criteria were not developed.

It will be necessary for each performance objective to have a criterion added if it is to be used as the basis of testing for achievement or competency. Since developing such tests was not within the scope of this study, the listed performance objectives cannot be considered as definitive minimum competency levels; these will have to be developed from the individual performance objectives listed here.

Police academy directors can use the performance objectives we have developed as guides for their instructors when assigning teaching responsibilities. Instructors should use the performance objectives as guides toward which all teaching should be directed, and the students can see what will be expected of them at the conclusion of the course of instruction.

The total length of the curriculum is 12 weeks, containing 480 hours of instruction. These limits were set by the Criminal Justice Training Council and represent the present Council-mandated recruit training requirement. The new curriculum, therefore, was constructed to fit within these limits, requiring a series of judgments to be made about each topic, segment, and course. These judgments focused on the amount of teaching/learning time reasonably required for the average student to achieve the performance objective, the amount of material to be covered in class, the availability of independent-study resources, and the amount of "mandated" classroom time involved.

Teaching time required for each topic, instructional segment and course was determined from analysis of the level of learning required, the amount of material to be covered, and the learning time projected for an "average" student. The "average student" was considered to be the majority of the class who had neither exceptional skills and knowledge (such as from prior police experience) nor learning disabilities (such as reading or writing deficiencies). We expect that remedial instruction will occur outside the framework of the basic standard 480-hour curriculum.

Where independent study material was found to be available which could substitute for classroom lecture/teaching time, it was identified and included as an instructional resource. Since often these materials are an important teaching resource (such as the Massachusetts Criminal Justice Council's Criminal Law Handbook), having students self-study these materials in conjunction with class discussion can substantially affect the amount of classroom teaching necessary.

Several instructional segments, such as First Aid, have a time requirement which is mandated by a nationally-recognized certifying authority. In each case, this requirement was taken into account when considering the course time requirements.

For each instructional segment, a decision was then made as to instructional technique. The recommended techniques were selected from a grouping of commonly used instructional methods: classroom lecture, classroom discussion, role play, small group discussion, field observation, field practice, gym practice, and self-study. The method of instruction selected was aimed at matching the type of material to be learned. Thus, classroom lecture was selected when the material to be presented was considered factual and requiring detailed description from an instructor while field practice was selected when hands-on training would be the best training method.

For some instructional segments, self-study was selected because the material would best be learned by the student reading an already published article or book. This self-study time can be used in one of two ways; students can read the material during a predetermined study hall period every class day or the student can do the work on his/her own time after class. We recommend that classroom lecture time never exceed six hours per day (since the students' span of attention cannot focus longer than that). On those days when six hours of classroom time have been scheduled, students should be permitted to leave early or be required to remain in a study hall until the end of the eight-hour day. On days when a non-classroom activity has been scheduled (such as field observation or practice), the entire eight-hour day would be filled with formal instruction.

Some academies may feel that they need additional classroom demonstration/gymnasium time for physical conditioning; more time than is possible in the 4 hours allotted to self-defense. Should such physical training time be deemed necessary, time allocated to self-study during the class day can be replaced with formal physical training, providing that the material normally covered under self-study is assigned as mandatory homework. There are 57 hours of self-study activity. Some of this time can be used for physical training, if necessary. This will result in one hour of mandatory homework for each hour of self-study dropped. Self-study can be dropped, and other uses than physical conditioning substituted. If all 57 hours of self-study have other activities substituted (which we do not recommend) there will be an additional hour of mandatory homework each night; this is in addition to general study and review of materials covered in class.

It is important that self-study assignments, whether done in class or as homework, have some type of check applied to see that the student actually does the work. This check can be in the form of inclusion of self-study material questions on examinations or development of self-study questionnaires for students to complete at the conclusion of the assignment. Self-study assignments are not "homework" in the traditional sense; many students will require additional home study of curriculum materials as they go through the course. When homework is assigned, we recommend that it not be retyping of classroom notes but rather work such as writing and composition practice, additional reading, or case study analysis. But academy directors can use whatever notebook requirements they feel most appropriate.



Some instructional segments are best taught by the student's employing police agency and those have been included as a separate course. These segments have been selected primarily because they relate to rules or procedures which are localized and will vary from department to department. They are best taught by the employing agency at the conclusion of the twelve-week curriculum.

Examination time has been included in each instructional segment, except that the mid-term and final examination periods are considered a part of administrative time. Within each course, breaks are considered to be part of total course time. Lunch, of course, is not a part of the 480 hours of training time.

Implementation of the curriculum must be carefully considered by the Council, especially since it represents a much more focused curriculum than that which is presently in use. We recommend that a series of explanatory orientation sessions be run by the Council for academy directors and instructors. One academy should then adopt the curriculum in total, testing it and developing new resource material. At the same time, individual instructors should be designated to test out each specific course. The evaluation of these efforts by the Council should then indicate how system-wide implementation should occur.

#### C. TIME CHARTS AND TIME LINES

Table 24 provides an overview of time allocated to each major portion of the curriculum, the seven role modules and administrative time. It can be seen that:

- the bulk of the 480 hours is spent in the classroom;
- the BPO role modules, "Providing Services and Rendering Assistance" and "Applying and Enforcing the Law" together account for a majority of the hours;
- field work (including physical training) accounts for a larger proportion of the time in the role module of "Applying and Enforcing the Law" than is true for other roles; and
- self-study makes up a larger proportion of time devoted to the role module of "Patrolling" (which constitutes an orientation to policing) than for other role modules.

Table 25 presents proposed hours at a more detailed level--namely, down to the level of instructional segment--than does Table 24. (The information in Table 25 is repeated in Section D, with the descriptions of the segments.)

TABLE 24  
 MASTER TIME CHART

	<u>Classroom</u>	<u>Field*</u>	<u>Self-Study</u>	<u>Total</u>
Administrative	15	-	-	15
Patrolling	34	5	8	47
Providing Services and Rendering Assistance	88	12	16	116
Applying and Enforcing the Law	64	75	10	149
Investigating	52	6	12	70
Assisting in Prosecution	13	16	4	33
Documenting and Recording	18	2	3	23
Miscellaneous Activities/ Situations	<u>23</u>	<u>-</u>	<u>4</u>	<u>27</u>
Totals	307	116	57	480

\*Includes field trips, demonstrations, and physical training.

TABLE 25

DETAILED TIME CHARTS

ADMINISTRATIVE

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Administrative Time</u>	<u>15</u>			<u>15</u>
Orientation	2			2
General Matters	13			13
Total	<u>15</u>	<u>0</u>	<u>0</u>	<u>15</u>

TABLE 25 (Continued)

## PATROLLING

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Orientation to Policing</u>	<u>8</u>		<u>4</u>	<u>12</u>
Police Role in Modern Society	2		2	4
Criminal Justice System	2		1	3
Organization and Management of Policing	1		1	2
Environment of Policing	3			3
<u>Police Patrol: Background, Purpose and Methods</u>	<u>20</u>	<u>5</u>	<u>4</u>	<u>29</u>
Routine Patrol	17	2	4	23
Observation	3	3		6
<u>Patrol Decision-Making</u>	<u>6</u>			<u>6</u>
Options for Patrol Action	3			3
Patrol Decision-Making	3			3
<b>Total</b>	<u>34</u>	<u>5</u>	<u>8</u>	<u>47</u>

TABLE 25 (Continued)

## PROVIDING SERVICES AND RENDERING ASSISTANCE

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Selecting Service Options</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>12</u>
Determining Service Needs	2		2	4
Providing Advice and Information	2			2
Directing Traffic	2	3		5
Custody of Property	1			1
<u>Intervening in Individual Crises</u>	<u>49</u>		<u>6</u>	<u>55</u>
First Aid and Water Safety	34		3	37
Dealing with Abnormal Behavior	12		3	15
Dealing with Personal Crises	3			3
<u>Intervening in Group Crises</u>	<u>24</u>		<u>8</u>	<u>32</u>
Conflict Resolution	24		8	32
<u>Responding to Emergencies</u>	<u>8</u>	<u>9</u>		<u>17</u>
Response to Special Emergencies	3	3		6
Emergency Driving	<u>5</u>	<u>6</u>		<u>11</u>
Total	88	12	16	116

TABLE 25 (Continued)

## APPLYING AND ENFORCING THE LAW

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>The Law, Its Basis, Foundation</u>	30		8	38
Introduction to the Legal Process	20		4	24
Massachusetts Law	10		4	14
<u>Applying the Law: Discretion</u>	8		2	10
Use of Discretion	3		2	5
Applying the Law	5			5
<u>Restraint and Arrest of Individuals</u>	22	74		96
Apprehension and Arrest	3			3
Handling Juveniles	3			3
Self-Defense	10	34		44
Use of Firearms	6	40		46
<u>Technical Methods Supportive of Arrest</u>	4	1		5
Drugs and Alcohol	3			3
Use of Chemical Agents	1	1		2
Total	64	75	10	149

TABLE 25 (Continued)

## INVESTIGATING

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>The Investigative Setting</u>	<u>32</u>		<u>4</u>	<u>36</u>
Legal Basis of Investigation	8		4	12
Investigative Techniques	24			24
<u>Patrol Investigations</u>	<u>16</u>		<u>4</u>	<u>20</u>
Patrol Investigations	16		4	20
<u>Special Investigative Activities</u>	<u>2</u>		<u>4</u>	<u>6</u>
Search/Arrest Warrants	2		4	6
<u>Traffic Investigations</u>	<u>2</u>	<u>6</u>		<u>8</u>
Traffic Investigations	<u>2</u>	<u>6</u>		<u>8</u>
Total	52	6	12	70

TABLE 25 (Continued)

ASSISTING IN PROSECUTION

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Court Preparation:</u>				
<u>Arrest and Case Processing</u>	<u>7</u>		<u>4</u>	<u>11</u>
Processing Arrested Persons	3			3
Preparing for Court	4		4	8
<u>Court Testimony and Procedure</u>	<u>6</u>	<u>16</u>		<u>22</u>
Court Procedures	<u>6</u>	<u>16</u>	—	<u>22</u>
Total	13	16	4	33



TABLE 25 (Continued)  
DOCUMENTING AND RECORDING

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Written Communications</u>	<u>10</u>		<u>3</u>	<u>13</u>
Written Communications	10		3	13
<u>Technical Communications</u>	<u>8</u>	<u>2</u>		<u>10</u>
Technical Communications	<u>8</u>	<u>2</u>		<u>10</u>
Total	18	2	3	23

TABLE 25 (Continued)

MISCELLANEOUS ACTIVITIES/SITUATIONS

	<u>Classroom</u>	<u>Field</u>	<u>Self-Study</u>	<u>Total</u>
<u>Instant Crisis Decision-Making</u>	<u>8</u>			<u>8</u>
Decision-Making	6			6
Job Stress	2			2
<u>Human Relations</u>	<u>15</u>		<u>4</u>	<u>19</u>
Human Relations	15		4	19
Total	23	0	4	27

The Time Line, Figure 2, indicates the recommended placement of each instructional segment within the duration of the 12-week curriculum. We have presented the time line in a way which provides both guidance and flexibility to police training academies. The beginning and end of a solid line show the preferable time in which to present a segment. (Of course, the segment may be presented anywhere within that period. For example, an academy has considerable choice about the specific scheduling of a 20-hour segment within a two-week--80 hour--period.) In many instances, we have also appended dashed lines on one or both sides of the solid lines. The dashed lines show that some variation outside the recommended range could be tolerated, without damaging the building-block quality of the curriculum. However, placement of a segment further out of sequence than the period indicated by a dashed line would probably mean that the students would be exposed to material, either before they have learned prerequisites for it, or so long after complementary or related segments that the linkages and connections would tend not to be clear.

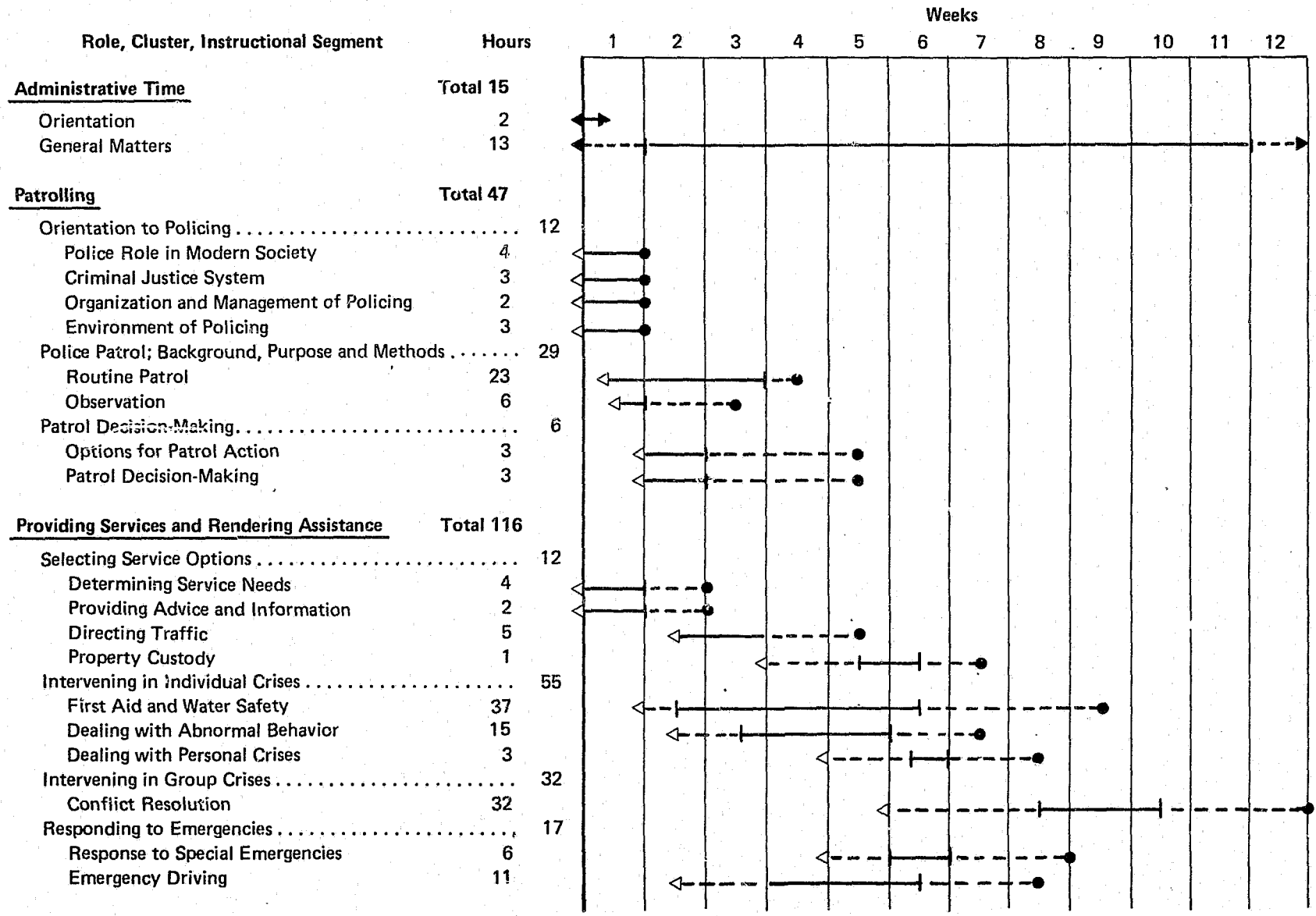
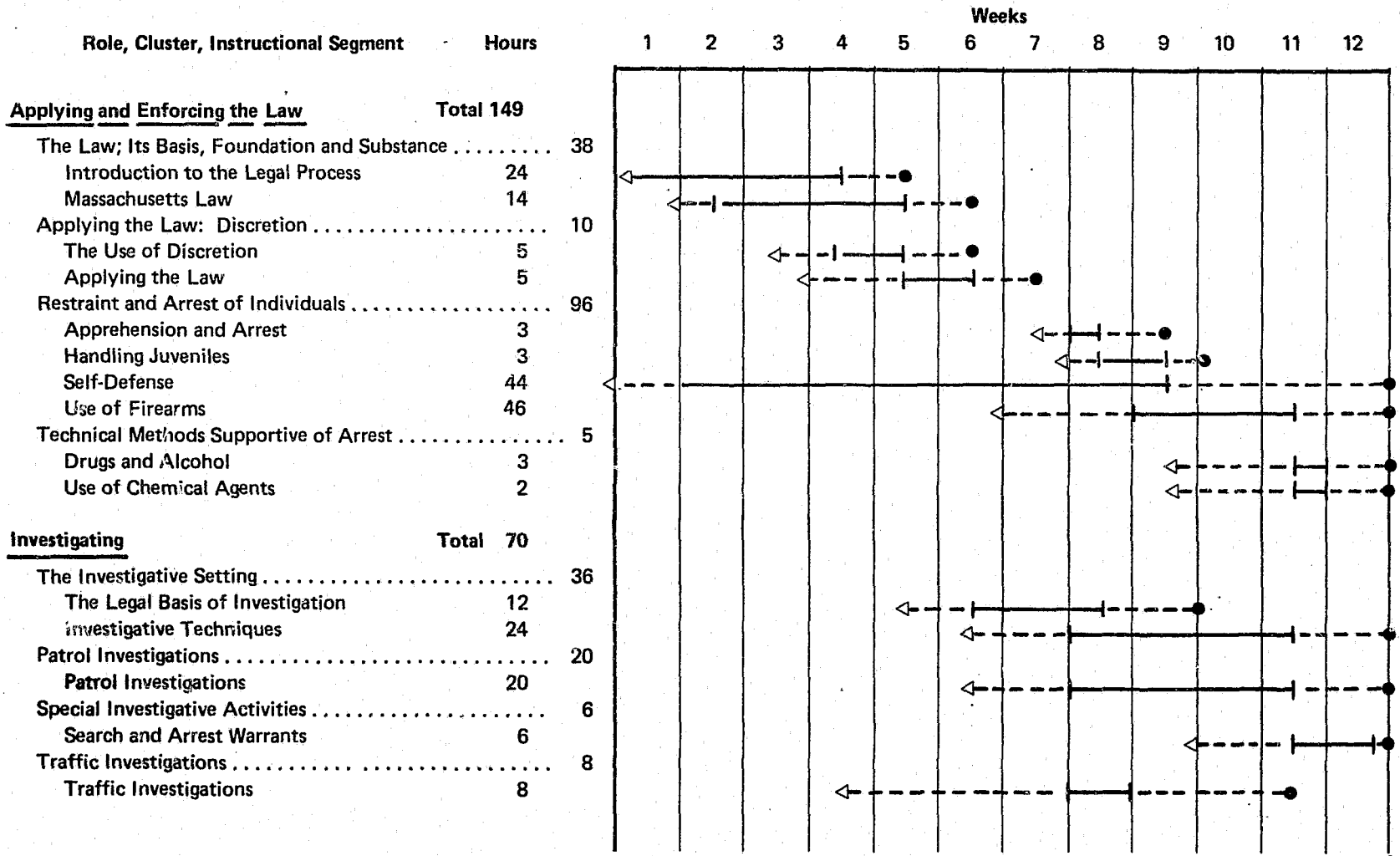


FIGURE 2 TIME LINE



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FIGURE 2 (Continued)

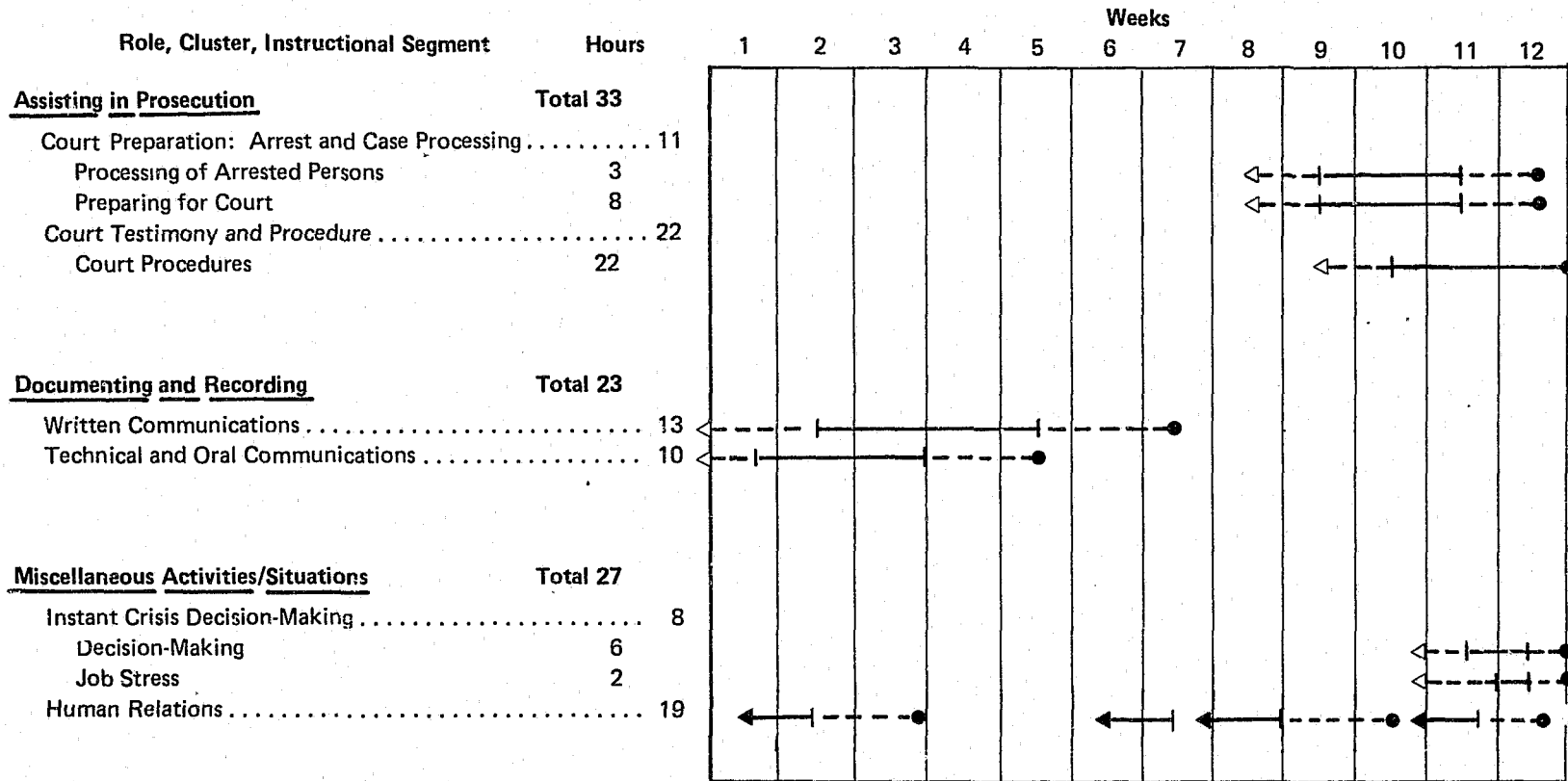


FIGURE 2 (Continued)

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D. PROPOSED CURRICULUM

1. Administrative Time

Orientation

The rules and regulations of the training academy; the structure of the curriculum; general sequence of training events; administrative processing.

Instruction

Method: Classroom lecture and discussion.

Time Requirements: classroom 2 hours.

General Matters

Administrative overview; academy director's time; special problem discussion; mid-term and final examinations.

Instruction

Method: Classroom lecture and discussion.

Time Requirements: classroom 13 hours.



## 2. Role: Patrolling

### a. Course: Orientation to Policing

The environment of policing; the structure of the police agency, definition of terms, the criminal justice system, and the moral aspects of policing.

- Segments: (1) The Police Role in Modern Society  
(2) The Criminal Justice System  
(3) Organization and Management of Policing  
(4) The Environment of Policing

#### (1) The Police Role in Modern Society

<u>ID. No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K15PA	Knowledge of role of police in a modern society

#### Trainee Performance Objectives

- Explain the most important factors which determine what the police role will be.

#### Instruction

Content: The historical development of the police; the governmental setting within which policing occurs; types of police service; factors which determine the role of the police; introduction to discretion.

Method: classroom lecture; small group discussion identifying the different police roles in a democracy.

Student Resource Material: Local Government Police Management, pp 3-38.

Time Requirements: classroom 2 hours; self-study of above book, 2 hours.

## (2) The Criminal Justice System

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K19P	Knowledge of the purposes, goals, objectives, organizations, issues and constraints of the criminal justice system

### Trainee Performance Objectives

- Draw a diagram of the criminal justice system, showing the operational relationships between the police, the courts, and corrections.

### Instruction

Content: Description of the parts and interrelationships in the criminal justice system; the role of the police within the system and linkages to other criminal justice agencies.

Method: classroom lecture.

Student Resource Material: The Criminal Justice System in Massachusetts; Crime in a Free Society, 1967.

Time Requirements: classroom 2 hours; self-study of chart of criminal justice system in above book, 1 hour.

## (3) Organization and Management of Policing

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K20P	Knowledge of purpose, objective, organization and management of police department

### Trainee Performance Objectives

- Describe five important functions of the police, explaining for each what their objective is and how police organize to achieve it.
- Given a list of major police rank identifications and organizational terms, provide the definition of each and describe the importance of that concept to police operations.

### Instruction

Content: Styles of policing; organizational patterns of police agencies; definitions of common terms; description of ranks and the semi-military structure; review of major functional units in a police agency.

Method: classroom lecture.

Student Resource Material: Local Government Police Management.

Time Requirements: classroom 1 hour; self-study in Local Government Police Management, Chapter 3, 1 hour.

(4) The Environment of Policing

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
4P	The how and why of establishing and maintaining relationships with citizens/businesses on beat/routes
S31PA	Establishing personal, friendly relationships with citizens
S48P	Declining offers of gifts, favors, or bribes

Trainee Performance Objectives

- Given the police role described above, explain the purpose and methods for establishing cooperative relations with citizens.
- Identify the most common types of gifts the public offers police officers and, for each, identify how the gifts can be declined.

Instruction

Content: Ethical conduct; the meaning of professionalism; the basis of the police-community relationship; definition of corruption; methods of internal discipline; dealing with gifts and bribes.

Method: classroom lecture.

Student Resource Material: "The Law Enforcement Code of Ethics."

Time Requirements: classroom 3 hours.

b. Course: Police Patrol: Background, Purpose, and Methods

Patrol objectives and methods; use of patrol equipment; selected patrol strategies; observation of environment.

Segments: (1) Routine Patrol

(2) Observation

(1) Routine Patrol

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
3P	The how and why of vehicle patrol
K1P	Knowledge of patrol methods and techniques
8P	The purpose of roll calls/inspections/briefings prior to patrol
5P	How, why, and when to use communication equipment
6P	Why and how to inspect vehicles/equipment prior to patrol
7P	The how, and why of checking doors and windows of business establishments and unoccupied dwellings.

Trainee Performance Objectives

- Describe five major methods and techniques of police patrol.
- Given a list of police patrol methods and techniques, explain why each is undertaken; what the objective of that activity is.
- Given a fully equipped patrol vehicle, identify each piece of equipment and explain what its purpose is and how it is used.
- Given a fully equipped patrol vehicle, show how it is inspected prior to patrol and explain why the inspection is carried out.
- Given two types of police communications equipment, a hand-held radio and a mobile unit, demonstrate how each works.
- Describe why business establishments are checked on patrol and how those checks are made.
- Describe five crime prevention techniques and explain their use by citizens or businesses.

### Instruction

Content: Description of types of patrol (foot, motorized, mounted, bicycle, motorcycle, etc.); patrol equipment; crime prevention techniques; preventive patrol purposes and methods; patrol demeanor; patrol hazards and how to deal with them; checking doors and windows; field notetaking; preparation for patrol; use of communications equipment; vehicle inspection methods; self-initiated activities vs. radio-call response.

Method: classroom lecture; hands-on observation of equipment.

Student Resource Material: O'Connor, George; The Patrol Operation; International Association of Chiefs of Police, 1972; films.

Time Requirements: classroom 17 hours; field observation/example 2 hours; self-study, reading above book--selected chapters--4 hours.

### (2) Observation

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S19MP	Recognizing abnormal or unusual situations
S38IP	Inductive reasoning
1P	How, when, and why to observe suspicious persons, objects, and activities likely to lead to criminal acts

### Trainee Performance Objectives

- Given a series of ten descriptions of people's activities, select those which are suspicious, explaining why they are considered suspicious.
- Given a list of common suspicious situations, explain what characteristics make those situations suspicious.

### Instruction

Content: The process of observation, perception, and recollection; factors affecting observation; training to strengthen skills; describing observations; characteristics of abnormal or suspicious behavior; inductive reasoning in observation.

Method: classroom lecture; observation exercise.

Student Resource Material: None.

Time Requirements: classroom 3 hours; field observation/example 3 hours.

c. Course: Patrol Decision-Making

Selecting appropriate enforcement and non-enforcement courses of action in self-initiated reactions to patrol observations.

- Segments: (1) Options for Patrol Action  
(2) Patrol Decision-Making

(1) Options for Patrol Action

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K16P	Knowledge of the purpose and origin of laws; types of laws, codes and ordinances
K8A*	Knowledge of service agencies available to assist in special problems

Trainee Performance Objectives

- Identify the major types of laws and ordinances, their origin, and purpose.
- List the most common social service agencies to which the police can refer problems and describe the functions of each.

Instruction

Content: Knowledge of the purpose and origin of laws, types of laws, codes and ordinances; basis of the legal system, impact of discretion on application of the law; options to enforcement of the law in dealing with problems; types of service agencies offering assistance.

Method: classroom lecture; observation exercise

Student Resource Material: None

Time Requirements: classroom 3 hours.

(2) Patrol Decision-Making

<u>ID. No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
2P	How, when, and why to decide between enforcement and other courses of action
S36IPA	Deductive reasoning

\*Placed here, as well as under "Providing Services and Rendering Assistance."

### Trainee Performance Objectives

- Given fifteen situations commonly observed while on patrol, including three traffic violations, describe three options of action for each, including enforcement and non-enforcement responses.
- Given ten common patrol radio calls, describe what role they normally reflect.

### Instruction

Content: The decision-making process; selecting the most appropriate response to problems observed, traffic violations, and radio calls received; the reasoning process as a part of the decision-making process; linkage between patrol observations and other police action roles (providing service and rendering assistance, applying and enforcing the law, and investigating).

Method: classroom lecture; hypothetical case studies by trainee small groups.

Student Resource Material: None

Time Requirements: classroom 3 hours.

### 3. Role: Providing Services and Rendering Assistance

#### a. Course: Selecting Service Options

Overview of the police service role; availability and location of service options; providing citizens with information and advice; general police service and regulatory functions, such as traffic control.

- Segments: (1) Determining Service Needs  
(2) Providing Advice and Information  
(3) Directing Traffic  
(4) Property Custody

#### (1) Determining Service Needs

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S3AM	Sizing up a situation quickly and taking appropriate action
S27AEM	Making independent decisions promptly and effectively
S36IPA	Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)
S45A	Applying mature judgment
K8A	Knowledge of service agencies available to assist in special problems (sources for referral)
K15PA	Knowledge of role of police in a modern society

#### Trainee Performance Objectives

- Given fifteen video-taped or written descriptions of citizen demands for police service, identify correctly the type of service required and the police role involved.

#### Instruction

Content: Methods of assessing service needs; determining limits for police action; types of services available from public and private sources; methods of arranging for referrals; when and why to follow up on selected cases; explaining the limits of police capabilities.

Method: classroom lecture.

Student Resource Material: None.

Time Requirements: classroom 2 hours; self-study, 2 hours.



(2) Providing Advice and Information

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
9A	The how, when, and why of advising an individual of specific laws, codes, ordinances and/or criminal justice procedures
14A	The how, when, and why of giving guidance or general information to an individual

Trainee Performance Objectives

- Describe three situations in which police officers provide advice to citizens; for each example, be able to describe the limits of such advice.

Instruction

Content: Description of primary legal and general information category availability; implications for police providing legal advice; how to phrase advice; discussing laws with citizens.

Method: classroom lecture.

Student Resource Material: none.

Time Requirements: classroom 2 hours.

(3) Directing Traffic

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S49A	Directing traffic
K17A	Knowledge of traffic and pedestrian control

Trainee Performance Objectives

- Direct traffic during a heavy traffic period, both with traffic lights operating and without traffic lights operating, at an intersection where two major roads intersect and there are legal left and right turns from all directions.
- Given an accident scene with two automobiles partially blocking traffic flows on a heavily traveled road, direct traffic safely around the obstruction.

Instruction

Content: Functions of police traffic control; protecting potential hazards from traffic; directing traffic at accidents; traffic control at unlighted and lighted intersections; pedestrian control; coordination of traffic control signals.

Method: classroom lecture.

Student Resource Material: Northwestern Traffic Institute, Traffic Direction.

Time Requirements: classroom 2 hours; field observation and practice 3 hours.

(4) Property Custody

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S53A	Taking custody of property (i.e., lost or stolen articles and/or abandoned property)

Trainee Performance Objectives

- Given a piece of found property, take custody of it, completing the required identification and documentation reports and place in storage for safekeeping.

Instruction

Content: The police property custody function; methods of marking property for future identification; storage requirements.

Method: classroom lecture and demonstration.

Student Resource Material: none.

Time Requirements: classroom lecture and demonstration 1 hour.

b. Course: Intervening in Individual Crises

First aid and water safety responsibilities of the police and related techniques; mental illness--its identification and handling by police personnel; dealing with intoxicated people.

- Segments:
- (1) First Aid and Water Safety
  - (2) Dealing with Abnormal Behavior
  - (3) Dealing with Personal Crises

(1) First Aid and Water Safety

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S4A	Applying first aid, cardio-pulmonary resuscitation, emergency obstetrics
2A	How and when to administer first aid, emergency obstetrics, and/or cardio-pulmonary resuscitation
12A	How to handle a potential or actual drowning

Trainee Performance Objectives

- Given the American Red Cross Standard First Aid Test, pass with a score of 70 or above.
- Given the Massachusetts Department of Public Health's First Responder course, pass with a score of 70 or above.

Instruction

Content: American Red Cross Advanced First Aid Course; techniques of responding to drownings; Massachusetts Department of Public Health First Responder Course.

Method: classroom lecture and demonstration.

Student Resource Material: Red Cross First Aid.

Time Requirements: classroom lecture and demonstration 34 hours; self-study 3 hours.

(2) Dealing with Abnormal Behavior

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
3A	How to identify and handle a mentally ill, highly emotional, or deranged individual
S9AE	Handling emotionally charged individuals
S25A	Handling the mentally ill or deranged
7A	How to handle a potential or actual suicide
S52A	Preventing or controlling antisocial or self-destructive behavior
K21A	Knowledge of techniques for controlling antisocial or self-destructive behavior
6A	How to handle an intoxicated individual
S41A	Handling intoxicated individuals

Trainee Performance Objectives

- Given ten video-taped or written series of descriptions of individual behavior, identify correctly 80% of the time that behavior which could be reflective of mental illness.
- Describe ten techniques for controlling antisocial or self-destructive behavior.
- Given five video-taped or written descriptions of antisocial or self-destructive behavior, describe an acceptable technique for controlling that behavior.
- Confronted with an emotionally charged person, intervene in their behavior in a manner which will reduce the individual's level of anxiety, tension, and charged emotional state.
- Describe five techniques for dealing with an individual who is threatening suicide.
- Describe two techniques for approaching intoxicated people.
- Identify the legally mandated requirements for handling intoxicated people.

Instruction

Content: Identifying different types of abnormal behavior; and agencies providing assistance to these types of problems; dealing with emotionally charged people; handling unstable individuals; responding to attempted suicides; antisocial or self-destructive behavior--identifying it and controlling it; dealing with intoxicated people.

Method: classroom lecture by instructor and agency representatives; field agency observation in selected service agencies; role playing.

Student Resource Material: How to Recognize and Handle Abnormal People.

Time Requirements: classroom 8 hours; self-study, reading above book, 3 hours; role playing 4 hours.

(3) Dealing with Personal Crises

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S9AE	Handling emotionally charged individuals
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S28JDPAE	Oral expression
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Trainee Performance Objectives

- Given a woman who reports that she has been raped, demonstrate the proper questioning sequence, indicating the assistance available to help her and sensitive questioning techniques.

Instruction

Content: Assistance to rape victims; advising an individual of a death.

Method: classroom lecture and role play.

Student Resource Material: None.

Time Requirements: classroom 3 hours.

c. Course: Intervening in Group Crises

Types of group crises; intervention techniques and strategies; techniques of conflict resolution when dealing with group crises.

Segments: (1) Conflict Resolution

(1) Conflict Resolution

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
1A	How to handle a family quarrel
4A	How to handle a disturbance involving loud noise, youths congregating on a corner, party or vehicular disturbance
8A	How to handle a landlord-tenant dispute, failure to pay case, or other similar dispute (non-family)
S61A	Interviewing complainants and/or victims
S10AEJI	Remaining objective and impartial
S26AE	Taking charge of situations
S34A	Using the art of persuasion
S37AE	Responding to verbal abuse
S40APEJ	Displaying personal confidence
S50AE	Applying conflict resolution techniques

Trainee Performance Objectives

- Describe five important considerations when interviewing complainants or victims of group crises.
- Identify ten common group crises which the police are called upon to handle, describing for each the limits of the police roles in intervening.
- Describe five techniques to be employed when resolving conflicts as a police officer.
- Given conflict or confrontation with a group, demonstrate the proper method of responding to verbal abuse.
- Given each of the types of conflicts below, demonstrate an acceptable application of conflict resolution techniques:
  - Disturbances involving loud noises, youths;
  - Landlord-tenant dispute;
  - Family quarrel.

### Instruction

Content: The dynamics of group conflict, power, and force; types of group conflicts; the police role in conflict; interviewing complainants and/or victims; developing intervention strategies; the roles of conflict resolution, such as mediation, education, arbitration, and enforcement; conflict resolution techniques and strategies.

Method: classroom lecture, role playing.

Student Resource Material: Improving Police and Community Relations (Wasserman and Gardner); Family Crisis Intervention (Boxley); Crisis Intervention (Bard and Rogovin).

Time Requirements: classroom lecture 12 hours; role playing 12 hours; self-study, reading Boxley, Wasserman and Gardner, and Bard and Rogovin, 8 hours.

d. Course: Responding to Emergencies

Description of common types of emergencies; identification of potential hazards; managing and controlling crowds; response at fire scenes; emergency driving techniques; and dealing with motor vehicle accidents and bomb threats.

- Segments: (1) Response to Special Emergencies  
(2) Emergency Driving

(1) Response to Special Emergencies

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
5A	How to handle MV accidents
11A	When and how to take MV accident report
S47A	Identifying hazards (i.e., traffic, attractive nuisance or some safety hazard)
S22A	Crowd control
10A	What to do at a fire and how to do it, including fire rescue techniques
S51A	Fire rescue techniques
13A	How to handle a bomb threat or a situation involving bombs or explosives

Trainee Performance Objectives

- Given ten video-taped or written descriptions of common hazards, identify each accurately and describe appropriate action.
- Standing in a group of eight police officers, follow supervisor commands exactly in executing crowd control maneuvers.
- Explain five basic concepts the individual police officer should apply in controlling crowds.
- Demonstrate three basic fire rescue techniques.
- Given a description of a fire scene, describe in order of importance the responsibilities of a responding police officer.
- Given a motor vehicle accident with limited injuries occurring on a well-traveled highway, handle the accident and make the required



Registry of Motor Vehicles accident report.

- Given a report of a bomb threat in a public building, describe in sequence the required actions of the first responding police officer.

Instruction

Content: Identification of common types of emergencies and the hazards associated with them; motor vehicle accident responsibilities; fire scene responsibilities including fire rescue techniques; techniques of crowd control (friendly/curious and hostile/aggressive); bomb threats.

Method: classroom lecture; field demonstration.

Student Resource Material: none.

Time Requirements: classroom 3 hours; field demonstration 3 hours.

(2) Emergency Driving

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S21A	Driving a vehicle under emergency conditions
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4E	When, where, and how to pursue a violator of the law by vehicle (pursuit driving)
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Trainee Performance Objectives

- List the seven most important concerns a police officer should have when driving under emergency conditions.
- Given a speeding vehicle, demonstrate how to pursue it, pull it over, and approach the driver.
- Describe four situations when a police officer in a cruiser should not pursue a violator in another vehicle and three situations when all pursuit should be abandoned.

Instruction

Content: Techniques of emergency driving; pursuit driving; defensive driving; pulling over a violator; legal issues and liability; judgment.

Method: classroom lecture and field practice.

Student Resource Material: none.

Time Requirements: classroom 5 hours; field demonstration 6 hours.

4. Role: Applying and Enforcing the Law

a. Course: The Law: Its Basis, Foundation and Substance

Constitutional and substantive law; the Massachusetts Criminal Code; terms and definitions of crimes; criminal procedure; probable cause; elements of crimes.

- Segments: (1) Introduction to the Legal Process  
(2) Massachusetts Law

(1) Introduction to the Legal Process

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K2EJ	Knowledge of probable cause; when a criminal offense has been committed
11E	The how and why of determining probable cause
K10EI	Knowledge of procedural law
K5EI	Knowledge of legal and constitutional rights/considerations/constraints

Trainee Performance Objectives

- Given video-taped or written descriptions of twelve police actions (arrest, search, seizure, and questioning), correctly identify the constitutional issues involved and identify both the limits of police action and procedural requirements.
- Given ten video-taped or written descriptions of situations, six of which are crimes, correctly identify when sufficient probable cause or reasonable suspicion exists to permit police action.

Instruction

Content: Sources of criminal law; the Federal Constitution and state counterparts; the United States Congress and state legislatures as law generators; the role of court decisions; definition of legal terms; constitutional law and rights; procedural law; probable cause.

Method: classroom lecture and video-tape case situations.

Student Resource Material: Massachusetts General Laws Annotated (Selections); Basic Criminal Law (Gammage and Hemphill); handouts from Captain William Hogan (Boston Police Department).

Time Requirements: classroom 20 hours; self-study, reading Gammage and Hemphill and Hogan, 4 hours.

(2) Massachusetts Law

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K14EI	Knowledge of substantive law
K10EI	Knowledge of procedural law
K22E	Knowledge of behavior and/or actions/conditions that are violations of the law

Trainee Performance Objectives

- Given a list of thirty crimes, correctly list the elements for each.
- Given a video-taped or written description of thirty illegal acts, correctly identify the crime involved.

Instruction

Content: Massachusetts substantive law; Chapter 90; definition of crimes; elements of specific crimes; requirements for proof.

Method: classroom lecture.

Student Resource Material: Massachusetts Criminal Justice Training Council, Criminal Law Handbook; MGCA, Chapter 90.

Time Requirements: classroom 10 hours; self-study of Criminal Law Handbook, 4 hours.

b. Course: Applying the Law: Discretion

The meaning of discretion; police policy making; the role of rules and regulations; deciding whether to invoke the criminal process; identifying priorities.

- Segments: (1) The Use of Discretion  
(2) Applying the Law

(1) The Use of Discretion

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
15E	When, where, how and why to encourage an individual or group of individuals to comply with the law
K13E	Knowledge of alternatives to arrest
14E	When, where, how and why to warn an individual of a violation of the law, give a written warning, or issue a citation
S20E	Applying discretion in the application of the law
S27AEM	Making independent decisions promptly and effectively
S50AE	Applying conflict resolution techniques

Trainee Performance Objectives

- Given ten video-taped or written descriptions of situations requiring a police response (five of which are inappropriate for application of the law), identify correctly those five situations and two alternatives to arrest for each, by which action can be taken.
- List ten laws, commonly observed violations, that are often not enforced; for each, explain why non-enforcement is common practice.

Instruction

Content: The different forms of discretion, selection of objectives for action, selecting methods of intervention, choosing from among alternative forms of disposition, limits of discretion, options for action by police officers, alternatives to arrest.

Method: classroom lecture and group discussion.

Student Resource Material: Herman Goldstein, Policing a Free Society; Kenneth Culp Davis, Police Discretion.

Time Requirements: classroom 3 hours; self-study, Chapter 2, Goldstein; Davis book, 2 hours.

(2) Applying the Law

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
12E	How to handle a crime against the person
13E	How to handle a barroom brawl, youth gang fight or other physical altercations
16E	How to handle a crime against property
17E	How to handle a report of vandalism
S27AEM	Making independent decisions promptly and effectively

Trainee Performance Objectives

- Given a description of a crime against property, describe both enforcement and non-enforcement means of handling the problem.
- Given a description of a barroom brawl, describe both enforcement and non-enforcement means of handling the problem and what the expected results of each action would be.
- Given a description of a crime against the person in which a suspect is observed and apprehended, describe the violations of the law with which the suspect would be charged and the procedural requirements following the apprehension.

Instruction

Content: Dealing with selected types of situations when the application of the law may be necessary; alternative responses to crimes against person and property dealing with a group conflict.

Method: classroom discussion and role playing.

Student Resource Material: none.

Time Requirements: classroom 5 hours.

c. Course: Restraint and Arrest of Individuals

Arrest techniques; self-defense; search and restraints; alternatives to use of force; use of baton; application of force, use of weapons.

- Segments: (1) Apprehension and Arrest  
(2) Handling Juveniles  
(3) Self-Defense  
(4) Use of Firearms

(1) Apprehension and Arrest

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
3E	How to make an arrest without the use of force
2E	How to make an arrest when the use of force is necessary
10E	When and how to talk yourself out of a situation that involved a personal threat to yourself or others
S26AE	Taking charge of situations
S10AEJI	Remaining impartial and objective
9E	How to handle a man-with-gun call
S14E	Apprehension techniques

Trainee Performance Objectives

- Given a role-playing situation in which an individual aggressively makes physical threats against a group of observers and yourself, resolve the situation without the use of force but by making an arrest.
- Given a role-playing, video-taped, or written description of a man with a gun, respond to the call and indicate the actions you would take.

Instruction

Content: Methods of apprehension; pursuit of a violator; when to discontinue pursuit; avoiding the use of force; dealing with observers; placing under arrest.

Method: classroom lecture and demonstration.

Student Resource Material: none.

Time Requirements: classroom demonstration 3 hours.

(2) Handling Juveniles

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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K18E	Knowledge of how to arrest juveniles
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8E	How to make an arrest of a juvenile
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Trainee Performance Objectives

- Given a description of a serious juvenile offense, and a juvenile offender present, demonstrate the procedures to be followed in arresting and processing the juvenile.

Instruction

Content: Particular requirements of dealing with juveniles; arresting and processing juveniles; legal rights of juveniles.

Method: classroom lecture and demonstration.

Student Resource Material: none

Time Requirements: classroom 3 hours.

### (3) Self-Defense

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
5E	When and how to engage in physical actions to protect yourself and/or another individual in the presence of physical threat from persons or circumstances
6E	When and how to use your baton or riot stick
7E	When and how to use handcuffs or other restraining devices
S16EM	Self-defense
S23E	Search techniques
S32E	Use of baton or riot stick
S44E	Using restraining devices

#### Trainee Performance Objectives

- Given an arrested male and female with a knife hidden on their persons, search them with another officer watching and find the knife within 90 seconds.
- Given a struggling male arrestee your own size, put handcuffs on him behind his back using no more force than required.
- Given a struggling female arrestee, put handcuffs on her behind her back using no more force than required.
- Given an approaching man reaching for your jacket, use your baton to stop his forward movement without hitting him on the head.
- Given a riot stick, illustrate how it is used to push crowds back at a demonstration.
- Given a man your own size who grabs you from behind around your arms and chest, subdue him.
- Given a man who strikes out at you from the front, subdue him.
- Given a man your own size who rapidly runs away from you, demonstrate how to apprehend him and hold him, while struggling, for one minute.
- Given a series of twelve video-taped or written situations of people resisting arrest (fighting, running away, etc.), correctly indicate the maximum amount of force permissible in apprehending the person and what apprehension strategy is best.



Instruction

Content: Methods of restraining people after arrest or when arrest will not occur; use of handcuffs and other restraining devices; use of the riot stick and night stick; searching of suspects and prisoners; defending against aggressive actions of others; physical agility.

Method: classroom demonstration, and gym practice.

Student Resource Material: none.

Time Requirements: classroom demonstration 10 hours; gym practice 34 hours.

(4) Use of Firearms

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S24E	Firing weapons
1E	When, where, and how to draw and/or fire a revolver or other firearm

Trainee Performance Objectives

- Given a .38 caliber service revolver, complete the Practical Pistol Course or 25 yard Tactical Revolver Course with a score of 70 or better.
- Given a standard police shotgun, demonstrate its use.

Instruction

Content: Policies and procedures for the use of firearms; firearms safety; decision-making; firearms maintenance; skill in the use of police firearms; night firing.

Method: classroom lecture, range practice.

Student Resource Materials: films, Shoot, Don't Shoot, I & II; Revolver: Operation and Use.

Time Requirements: classroom 6 hours; range 40 hours.

d. Course: Technical Methods Supportive of Arrest

Testing for intoxication and drug use; types of drugs and alcohol; use of chemical agents, such as tear gas and mace.

- Segments: (1) Drugs and Alcohol  
(2) Use of Chemical Agents

(1) Drugs and Alcohol

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S54E	Conducting tests for alcohol and drug use
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Trainee Performance Objectives

- Given a description of an intoxicated person, describe the tests which can be used to test for drug or alcohol use.

Instruction

Content: Types of drugs and alcohol; legal basis for control; identifying common drug types; field sobriety testing; testing for being under the influence of drugs; procedural and substantive requirements.

Method: classroom lecture and demonstration.

Student Resource Material: none.

Time Requirements: classroom 3 hours.

(2) Use of Chemical Agents

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S55E	Using chemical agents
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Trainee Performance Objectives

- Given a tear gas grenade, demonstrate its use.
- Given a canister of mace, demonstrate its use.

Instruction

Content: Types of chemical agents such as tear gas and mace; packaging of agents; policy considerations in use of agents; techniques of use of chemical agents.

Method: classroom lecture and field demonstration.

Student Resource Material: none.

Time Requirements: classroom 1 hour, field demonstration 1 hour.

## 5. Role: Investigating

### a. Course: The Investigative Setting: Strategies and Issues

Investigative goals and objectives; how crimes are solved; implications of research on solvability factors; the basic investigative process; elements of common crimes as standards of proof; investigative techniques.

- Segments: (1) The Legal Basis of Investigation  
(2) Investigative Techniques

#### (1) The Legal Basis of Investigation

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K12I	Knowledge of elements of each offense
K5EI	Knowledge of legal and constitutional rights/considerations/constraints
K10EI	Knowledge of procedural law
K14EI	Knowledge of substantive law
S36IPA	Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)
S38IP	Inductive reasoning (taking the bits and pieces and assembling them in a logical manner so they may be considered as a whole)

#### Trainee Performance Objectives

- Given a set of five common investigative situations from Criminal Investigative Procedures (Boston Police/Boston University School of Law, 1978) explain the constitutional issues involved and the appropriate procedural response in each case.
- Given a list of thirty offenses from Massachusetts General Laws (MGLA), describe the elements of each.

#### Instruction

Content: Constitutional issues in investigations; searches incident to an arrest; motor vehicle searches; stop and frisk; eyewitness identification; definition of legal terms; investigative reasoning and judgment; offense elements required for proof.

Method: classroom lecture and video-tape segments.

Student Resource Material: MGLA; Criminal Investigative Procedures (Boston Police), Criminal Law Handbook, (MCJTC).

Time Requirements: classroom 8 hours; self-study, Criminal Law Handbook, 4 hours.

(2) Investigative Techniques

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
1I	How to interview complainants and/or victims
S6IA	Interviewing complainants and/or victims
2I	When and how to search suspects, vehicles, and/or premises
5I	How to interview witnesses
S5I	Interviewing witnesses
6I	How to interrogate suspects
S18I	Interrogating
S39I	Taking statements
S12I	Collecting, marking, and preserving evidence
K9I	Knowledge of investigation techniques
S33I	Investigating crimes
S10AEJI	Remaining objective and impartial
8I	How to review case reports and daily logs

Trainee Performance Objectives

- Given an individual who has knowledge of an illegal act in which he was involved with others, elicit the basic facts of the situation by asking no more than twenty-five questions.
- Given five individuals, two who have detailed information about a crime they witnessed, and three who only have hearsay information, identify the two witnesses and elicit their information in less than twenty questions.
- Given three suspects in a crime, determine which were involved in the crime by interrogating with no more than thirty questions.
- Given the necessity for a vehicle search, explain the limits of such a search.
- Given a crime scene with witnesses, victims, physical evidence, and indications that the victims had previously been aggressive toward the police, list the appropriate investigative techniques, strategies and concerns.

### Instruction

Content: Techniques of criminal investigation; interrogation; interviewing; solvability factors; collecting evidence and crime scene search; interviewing witnesses and complainants; motor vehicle search techniques; taking statements from victims and witnesses.

Method: classroom lecture.

Student Resource Material: To be determined.

Time Requirements: classroom 24 hours.

#### b. Course: Patrol Investigations: Initial Activities

The initial investigation and the responsibilities of the patrol officer; searching and collecting for solvability factors; selecting appropriate and effective investigative techniques.

Segments: (1) Patrol Investigations

#### (1) Patrol Investigations

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
3I	When, how, and why to secure the crime scene
S2I	Preserving the crime scene
4I	How to conduct an <u>initial</u> investigation
9I	How to investigate and/or observe suspicious persons or circumstances

#### Trainee Performance Objectives

- Given three common crime scenes to which the patrol officer responds (a burglary, a larceny, and a robbery), identify the sequence of investigative steps most appropriate for the type of crime.
- Given a crime scene in a busy pedestrian area with physical evidence present, preserve and secure the crime scene.
- Given a suspicious person, be able to question him/her and check out the answers given.

### Instruction

Content: Initial investigation responsibilities of patrol officers; searching for solvability factors; sequencing of investigative activities from time of arrival to completion of the initial investigation.

Method: classroom lecture.

Student Resource Material: Investigative Procedures (Sidney Goodman).

Time Requirements: classroom 16 hours; self-study, Goodman book, 4 hours.

c. Course: Special Investigative Activities

Search warrant; the legal basis and method of obtaining one.

Segments: (1) The Search Warrant/Arrest Warrant

(1) The Search Warrant/Arrest Warrant

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S42I	Obtaining search and arrest warrants

Trainee Performance Objectives

- Recite fifteen of the twenty-one questions on the "Probable Cause Checklist" in Criminal Investigative Procedures.
- Given three descriptions of situations, one of which appears to establish probable cause for a search, identify which one appears so, complete a Search Warrant Affidavit with no omissions, and describe how it is processed.
- For each of the below listed warrant concerns, give an example of at least one of the specific issues involved:
  - Time of Service
  - Promptness in Execution
  - Wearing of Uniform
  - Assuring the Search Site is Correct
  - Announcement of Authority and Purpose
  - No-knock Entry
  - Vacant Premises
  - Intensity of Search
  - Scope of Search
  - Conduct During Search
  - Objects Not Named in Warrant
  - Termination of Search
- Given a description of a suspect in a crime and a location at which he may be found, execute completely an Arrest Warrant Affidavit, and describe how it is processed.

Instruction

Content: Purpose of the Search and Arrest Warrant; methods of application; requirements for issuance; usefulness and method of application.

Method: classroom lecture.

Student Resource Material: Criminal Investigative Procedures, (Boston Police).

Time Requirements: classroom 2 hours; self-study, Criminal Investigative Procedures, 4 hours.

d. Course: Traffic Investigations

The investigation of motor vehicle accidents; roles of other agencies, such as the Registry of Motor Vehicles and Department of Insurance.

Segments: (1) Traffic Investigations

(1) Traffic Investigations

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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7I	How to investigate a traffic accident
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S35I	Investigating MV accidents
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Trainee Performance Objectives

- Given a mock-up of a motor vehicle accident, investigate it thoroughly and prepare the required reports.

Instruction

Content: The methods of investigating traffic accidents; the roles of the local police and other agencies, such as the Registry of Motor Vehicles; determining causes of accidents; documenting what happened.

Method: classroom lecture and field demonstration.

Student Resource Material: none.

Time Requirements: classroom 2 hours; field demonstration 6 hours.

6. Role: Assisting in Prosecution

a. Course: Court Preparation: Arrest and Case Processing

Arrest processing, including photographing and fingerprinting; preparation for testifying in court; responding to court summons and subpoenas.

- Segments: (1) Processing of Arrested Persons  
(2) Preparing for Court

(1) Processing of Arrested Persons

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S30J	Conducting booking and searching operations at the station
S29J	Transporting suspects/offenders, and/or prisoners
S46J	Fingerprinting
S57J	Taking mug shots
3J	How to acquire and maintain chain of custody of evidence

Trainee Performance Objectives

- Given an arrested individual and a set of booking forms, properly search the prisoner and complete the forms within five minutes.
- Given an individual, preferably with a deformity of a finger, fingerprint him/her on a standard FBI fingerprint card with sufficient clarity that the prints will be accepted by the FBI for classification.
- Describe three uses of mug shots and how they are compiled and filed in the student's agency.
- Describe the five most important steps necessary to maintain the chain of custody of evidence.

Instruction

Content: Transporting arrested persons; station searching and processing; techniques of fingerprinting (both arrestees and other citizens); photographing prisoners; developing and maintaining the chain of custody of evidence.

Method: classroom demonstration and participation.

Student Resource Material: none.

Time Requirements: classroom 3 hours.



(2) Preparing for Court

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S7J	Preparing cases for court
2J	How and why to prepare for court
K2EJ	Knowledge of probable cause; when a criminal offense has been committed
K7J	Knowledge of elements of each offense
S56J	Serving and returning court subpoenas and/or summonses

Trainee Performance Objectives

- Given a description of an arrest (situational facts and named/described arrestee), complete with no mistakes the necessary court forms and prepare for court testimony.
- Given a copy of a court subpoena or summons, explain what response or action is required by the police officer.

Instruction

Content: Responding to a court summons or subpoena; preparation for testimony; strengthening cases; refreshing memory; completion of department and court forms; scheduling of time.

Method: classroom lecture.

Student Resource Material: Sidney Goodman, Court Procedures.

Time Requirements: classroom 4 hours, self-study, Goodman book, 4 hours.

b. Course: Court Testimony and Procedure

How courts are organized and run; methods and issues of concern when testifying in court.

Segments: (1) Court Procedures

(1) Court Procedures

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K3J	Knowledge of court procedures
S1J	Testifying in court
S10AEJI	Remaining impartial and objective
S11AEJ	Controlling own temper
1J	How to testify in court
S28JDPAE	Oral expression
S40APEJ	Displaying personal confidence

Trainee Performance Objectives

- Given a list of fifteen court procedural terms, define each, indicating how it affects police testimony.
- Given a description of a situation in which a man has been arrested for a complex criminal act, testify in a mock trial; being questioned by both prosecution and defense; maintaining composure; displaying personal confidence; remaining impartial; and controlling temper.

Instruction

Content: Court procedures; how to testify in court; responding to defense questions; appearance; responding to prosecution questions; public speaking.

Method: classroom lecture and mock trial.

Student Resource Material: Sidney Goodman, Court Procedures.

Time Requirements: classroom 6 hours, mock trial 16 hours.

7. Role: Documenting and Recording

a. Course: Written Communications

Writing style and format; describing in writing sequences of events; written completion of forms.

Segments: (1) Written Communications

(1) Written Communications

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
1D	How to write, type, or dictate narrative reports
S17D	Completing departmental and court forms
S13PDIE	Writing up what was done or observed
3D	Why, when and how to keep a personal notebook

Trainee Performance Objectives

- Given a series of field exercises over the period of the training program, document these events in a personal notebook.
- Given ten police actions or situations (including an arrest, a crime incident response, and a field interrogation), complete required departmental forms with no spelling mistakes and adequately convey what occurred and what action was taken.
- Given five video-taped complex situations, write a detailed narrative report on each describing each event.

Instruction

Content: The techniques and style of composition; spelling; organization of material; use of forms; narrative preparation and use.

Method: classroom practice and demonstration.

Student Resource Material: none.

Time Requirements: classroom 10 hours; self-study, composition practice, 3 hours.

b. Course: Technical and Oral Communication

Oral expression and public speaking; use of radio and other technical communication equipment.

Segments: (1) Technical and Oral Communications

(1) Technical and Oral Communications

<u>ID No.</u>	<u>Knowledge, Skills, and Instructional Areas Deemed Most Important for Training</u>
2D	When and how to use the radio and other communication equipment
S8DM	Using radio and other communication equipment
S20JDPAE	Oral expression

Trainee Performance Objectives

- Given two types of police communication equipment, a hand-held radio and a mobile unit, demonstrate how each works.
- Before a small audience, make a three- to five-minute speech, displaying proper diction, grammar, and expression.

Instruction

Content: Oral communications; public speaking and diction; use of technical communication equipment.

Method: classroom lecture; field demonstration.

Student Resource Material: radios.

Time Requirements: classroom 8 hours; field demonstration 2 hours.

8. Role: Miscellaneous Activities/Situations

a. Course: Instant Crisis Decision-Making

Responding to unusual situations; handling emergencies; police job stress--its cause and dealing with it.

- Segments: (1) Decision-Making  
(2) Police Job Stress

(1) Decision-Making

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
S3AM	Sizing up a situation quickly and taking appropriate action
S19MP	Recognizing abnormal or unusual situations
S27AEM	Making independent decisions promptly and effectively
S8DM	Using radio and other communication equipment
1M	What to do in an ambush
S16EM	Self-defense

Trainee Performance Objectives

- o Given video-taped or written descriptions of ten crises of major proportion (plane crash, major automobile accident, hostage situation, etc.), within two minutes each describe six important initial activities you would undertake.
- Describe the three important actions to take if confronted by an ambush.
- Given a youth who rushes you and tries to take your revolver, demonstrate defensive actions to take.

Instruction

Content: Series of role-playing and case studies of typical emergency situations requiring rapid police response and decision-making, including major accident, large storm, major fire, earthquake or tornado, hostage situation, airplane crash.

Method: class discussion in small groups; reporting out to entire class and critique by class instructor.

Student Resource Material: none.

Time Requirements: classroom 6 hours.

(2) Police Job Stress

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S15AME	Working effectively under stress
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Trainee Performance Objectives

- Given descriptions of five situations which indicate job stress, identify the type of stress indicated by each and what the most common methods are for dealing with them.

Instruction

Content: Discussion of types of job stress; identifying symptoms in others and yourself; methods for dealing with stress; agencies offering assistance.

Method: class discussion and lecture.

Student Resource Material: none.

Time Requirements: classroom 2 hours.

b. Course: Human Relations

The psychology of interpersonal relations; the relationship of the police and the community; body language; self-initiating relationships with people; cultural aspects of behavior; black and Hispanic history and issues.

Segments: (1) Human Relations

(1) Human Relations

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
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S39APEJ	Displaying personal confidence
K11PA	Knowledge of human relations
K31PA	Establishing personal, friendly relationships with citizens
S34A	Using the art of persuasion
S28JDPAE	Oral expression
S42AE	Controlling emotional impulses
S11AEJ	Controlling own temper
S15AME	Working effectively under stress
S9AE	Handling emotionally charged individuals
S37AE	Responding to verbal abuse

### Trainee Performance Objectives

- Given a list of fifteen human relations terms, define them.
- Given a business place where you are unacquainted with the proprietor, convince him/her to write down descriptions of suspicious people, having him/her remember your name.
- Given descriptions of five behavioral patterns from Russell and Biegel (see below), correctly identify the type of behavioral pattern exhibited and what action is appropriate.
- Given a group of ten young people yelling while playing basketball on a street corner, all of whom are of a culture/race different from yours, convince them to quiet down without threatening arrest.
- Given a young black man who tells you in front of a group, that you are an idiot and a racist, calm him down without using force.
- Given a situation in which an arrest of an Hispanic man is being made in front of a large crowd of Hispanics, and one man is charging that the police will beat the arrested man, take charge of the situation, reducing the potential for violence by the crowd.

### Instruction

Content: Origins and complexities of human behavior; techniques for building relationships, body language; the art of persuasion; application of human relations techniques to several police roles:

Patrolling:	Building relationships with citizens
Individual Crises:	Identifying abnormal behavior
	Response to such behavior
	Understanding mental illness
Group Crises:	Responding to group challenges
Application of the Law:	Building confidence in dealing with disorderly or unruly people
	Human relations in arrest situations

Method: classroom lecture; role playing, class discussion.

Student Resource Material: National Association of Mental Health, Recognizing Abnormal People, Russell and Beigel, Understanding Human Behavior for Effective Police Work.

Time Requirements: classroom 15 hours; self study, Russell and Beigel and National Association of Mental Health books, 4 hours.

9. Instructional Segments Best Taught by Individual Police Departments

- a. Knowledge of Departmental Rules and Regulations
- b. Knowledges of Local Ordinances
- c. Knowledge of Department Radio Codes

<u>ID No.</u>	<u>Knowledges, Skills, and Instructional Areas Deemed Most Important for Training</u>
K6PE	Knowledge of local ordinances
K4PA	Knowledge of departmental rules and regulations
8P	Attended roll call/inspection/briefing
4D	Filling out report forms
5D	Requesting record search
6D	Initiating NCIC inquiry

Trainee Performance Objectives

- Given a list of twenty standard operating situations, describe the radio codes to be used.
- Given the list of department radio codes, explain what each one means.
- Given five situations covered by departmental rules and regulations, correctly state the applicable rule or regulation for each.
- Given five situations covered by local ordinances, paraphrase the local ordinance for each.
- Given a departmental report form and a description of an incident, fill out the form correctly and legibly.
- Explain correctly the steps in requesting a record search and initiating an NCIC inquiry, as done in the department.



Instruction

Content: Local ordinances; departmental rules, regulations, and procedures; purpose, format, and use of department report forms.

Method: Orientation and demonstration by officer of employing department.

Student Resource Material: Copies of local ordinances and appropriate departmental documents and forms.

Time Requirements: 5-10 hours at employing department soon after completion of academy curriculum.

APPENDIX A  
EXAMPLES OF TABLES ANALYZING SURVEY DATA

TABLE A-1

## POLICE SERGEANTS:

DEVELOPMENT/IMPROVEMENT OF RELIABILITY  
ROLE: DOCUMENTING AND RECORDING

	TOTAL	MOST IMPORTANT	NOT CHOSEN	LEAST IMPORTANT
TOTAL	107 100.0	7 6.5	36 33.6	64 59.9
STRATIFICATION I				
URBANIZATION				
URBAN	24 100.0	2 8.3	6 25.0	16 66.7
SUBURBAN	61 100.0	4 6.6	22 36.1	35 57.3
RURAL	22 100.0	1 4.5	8 36.4	13 59.1
STRATIFICATION II				
SIZE OF FORCE				
LARGE	28 100.0	3 10.7	9 32.1	16 57.2
MEDIUM	36 100.0	2 5.6	11 30.6	23 63.8
SMALL	43 100.0	2 4.7	16 37.2	25 58.1

TABLE A-2

BASIC POLICE OFFICERS:

USE OF RADIO, WALKIE-TALKIE, OR OTHER COMMUNICATION EQUIPMENT  
PATROLLING

	TOTAL	NEVER OR SELDOM 0-10 DAYS	SOMETIMES 11-99 DAYS	OFTEN 100-199 DAYS	VIRTUALLY EVERY DAY 200 + DAYS	NA	CHI
TOTAL	687	.6	2.2	3.8	92.4	1.0	
NO ANSWER	-	-	-	-	-	-	
STRATUM							
1	39	-	2.6	-	97.4	-	1.81
2	156	1.9	1.3	5.8	89.7	1.3	7.12
3	136	-	5.9	4.4	86.8	2.9	10.08
4	168	.6	.6	3.6	95.2	-	2.07
5	85	-	2.4	3.5	92.9	1.2	.51
6	55	-	1.8	1.8	96.4	-	.99
7	48	-	-	2.1	97.9	-	1.83
CHI-SQ.		6.90	12.59	4.31	.61		24.41

A-3

TABLE A-3  
POLICE CHIEFS:  
ESTIMATES OF PERCENTAGE OF WORKING TIME  
WHICH BPOs SPEND IN ROLE OF DOCUMENTING AND RECORDING  
STRATIFICATION I

	TOTAL	URBAN	SUBURBAN	RURAL	CHI
TOTAL	96 100.0	6 100.0	63 100.0	27 100.0	
NO ANSWER	-	-	-	-	-
PERCENTAGE OF TIME					
0-10	93 96.9	6 100.0	60 95.2	27 100.0	.06
11-20	3 3.1	-	3 4.8	-	1.57
21-30	-	-	-	-	-
31-40	-	-	-	-	-
41-50	-	-	-	-	-
51-60	-	-	-	-	-
61-70	-	-	-	-	-
71-80	-	-	-	-	-
81-90	-	-	-	-	-
91-99	-	-	-	-	-
CHI-SQ.		.20	.56	.87	1.63

TABLE A-4

POLICE SERGEANTS:

IMPORTANCE OF TRAINING

ROLE: APPLYING AND ENFORCING THE LAW

	TOTAL	MOST IMPORTANT	NOT CHOSEN	LEAST IMPORTANT
TOTAL	107 100.0	73 68.3	33 30.8	1 .9
STRATIFICATION I				
URBANIZATION				
URBAN	24 100.0	19 79.2	5 20.8	-
SUBURBAN	61 100.0	40 65.6	20 32.8	1 1.6
RURAL	22 100.0	14 63.6	8 36.4	-
STRATIFICATION II				
SIZE OF FORCE				
LARGE	28 100.0	19 67.9	9 32.1	-
MEDIUM	36 100.0	22 61.1	13 36.1	1 2.8
SMALL	43 100.0	32 74.4	11 25.6	-

## APPENDIX B

### COPIES OF SECTIONS OF SURVEY INSTRUMENTS, WITH RESPONSE DISTRIBUTIONS ADDED

In this appendix, we have reproduced sections of the surveys as they were sent to the respondents, with response distributions, in percentages, added and original page numbers deleted. Instructions to the respondents (not reproduced here) emphasized the importance of the surveys, accuracy, completeness, and anonymity.

In the first part of this Appendix, we show only the percentage of police chiefs, etc., indicating that each KST was among the "Most Important" for recruit training. Percentages responding that a KST was among the least important, or not choosing a KST, are shown in the computer printouts, copies of which have been furnished to MCCJ.

The second part of this Appendix is reproduced from Section A of the BPO survey. It shows the percentages of the 683 members of the useful sample of BPOs who indicated frequencies of involvement in activities and situations. Each row adds to 100 percent, except for the effect of rounding phenomena and respondents not answering the question.

The third part of this Appendix, reproduced from Section B of the BPO survey, shows the percentage of BPOs responding that each activity or situation was among the "Most Important" to include in police recruit training. As with the first part of the Appendix, percentages assigning an activity or situation to the "Least Important" and the "Not Chosen" categories are not shown; they are indicated in the computer printouts. Note the format, on the right side of each page, for entering responses. The same kind of format was used by police chiefs, etc., in responding to KSTs shown in the first part of this Appendix. In all cases, instructions and answer spaces were set up so that respondents would assign one third of the items on a page to the "Most Important" category, another third to the "Least Important" category, and (by implication) a third to the "Not Chosen" category.

PATROLLING

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
66.7	01 Recognizing abnormal or unusual situations	1.9	6.6
0	02 Driving a vehicle under normal conditions	9.6	6.5
33.3	03 Oral expression	34.6	36.5
44.4	04 Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)	43.3	52.4
22.2	05 Inductive reasoning (taking the bits and pieces and assembling them in a logical manner so they may be considered as a whole)	35.6	39.2
11.1	06 Displaying personal confidence	45.2	40.2
88.9	07 Establishing personal, friendly relationships with citizens	56.7	45.8
22.2	08 Declining innocent or other offers of small gifts, special favors or major bribes	35.5	35.5
0	09 Reviewing case reports and duty logs	19.2	15.9
88.9	10 Writing up what was done or observed.	68.2	74.8
0	11 Gaining rapport with fellow officers and superiors	13.5	13.1
44.4	12 Knowledge of local ordinances	55.7	63.6
44.4	13 Knowledge of Departmental rules and regulations	65.4	62.6
55.6	14 Knowledge of human relations	44.2	44.8
66.7	15 Knowledge of role of police in a modern society	46.2	37.4
55.6	16 Knowledge of the purpose, objectives, organization and management of a police department	33.6	22.4
0	17 Knowledge of history of law enforcement	7.7	7.5
44.4	18 Knowledge of the purposes, goals, objectives, organizations, issues and constraints of the criminal justice system	25.0	36.4
22.2	19 Knowledge of organization and function of government, the separation of powers, and the political process	6.7	6.5
22.2	20 Knowledge of social structures, customs, cultures, trends, and problems	30.8	29.9
22.2	21 Knowledge of the purpose and origin of laws; types of laws, codes and ordinances	39.4	33.6
22.2	22 Knowledge of the purpose of roll calls/inspections/briefings prior to patrol	23.1	19.6
100.0	23 Knowledge of patrol methods and techniques	81.8	80.4
22.2	24 Development/improvement of initiative	18.3	14.0
0	25 Development/improvement of patience	19.2	22.4
0	26 Development/improvement of endurance	2.9	3.7
22.2	27 Development/improvement of personal integrity	22.1	24.3
0	28 Development/improvement of cooperativeness	7.7	8.4
0	29 Development/improvement of loyalty	11.5	7.5
11.1	30 Development/improvement of reliability	14.4	28.0



PROVIDING SERVICES AND RENDERING ASSISTANCE

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
66.7	01 Sizing up a situation quickly and taking appropriate action	84.6	90.6
66.7	02 Making independent decisions promptly and effectively	58.7	57.0
11.1	03 Applying imagination in coping with complex situations	11.5	22.4
88.9	04 Applying first-aid, cardio-pulmonary resuscitation, emergency obstetrics	86.6	86.9
33.3	05 Handling the mentally ill or deranged	63.5	55.2
44.4	06 Handling intoxicated individuals	46.1	43.0
0	07 Oral expression	34.6	29.9
33.3	08 Remaining objective and impartial	76.9	75.7
33.3	09 Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)	35.6	27.1
88.9	10 Working effectively under stress	69.2	72.9
11.1	11 Retaining a realistic attitude	16.3	24.3
44.4	12 Applying conflict resolution techniques	12.5	16.9
66.7	13 Directing traffic	32.7	30.9
22.2	14 Water rescue techniques	20.2	18.7
33.3	15 Taking custody of property (i.e., lost or stolen articles and/or abandoned property)	12.5	12.1
22.2	16 Identifying VIN numbers on cars	2.9	4.7
33.3	17 Applying mature judgment	37.5	34.6
44.4	18 Knowledge of human relations	38.5	45.8
11.1	19 Knowledge of social structures, customs, cultures, trends, and problems	12.5	22.4
77.8	20 Knowledge of traffic and pedestrian control	36.5	33.6
22.2	21 Knowledge of crime prevention techniques for citizens	25.9	23.4
0	22 Knowledge of theories of behavior	21.1	14.9
33.3	23 Knowledge of techniques for controlling anti-social or self-destructive behavior	28.8	29.0
0	24 Development/improvement of endurance	2.9	5.6
11.1	25 Development/improvement of agility	3.8	3.7
0	26 Development/improvement of personal integrity	16.3	8.4
0	27 Development/improvement of reliability	9.7	9.4

PROVIDING SERVICES AND RENDERING ASSISTANCE (cont'd)

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
22.2	01 Using the art of persuasion	47.1	50.5
33.3	02 Responding to verbal abuse	50.0	45.8
66.7	03 Driving a vehicle under emergency conditions	61.6	62.6
66.7	04 Handling emotionally charged individuals	77.0	78.5
33.3	05 Preventing or controlling anti-social or self-destructive behavior	28.9	30.8
44.4	06 Crowd control	56.7	64.5
55.6	07 Taking charge of situations	60.6	57.0
44.4	08 Controlling own temper (keeping cool)	74.1	74.7
33.3	09 Displaying personal confidence	45.2	46.7
22.2	10 Controlling emotional impulses	38.5	42.9
55.6	11 Establishing personal, friendly relationships with citizens	38.5	25.2
66.7	12 Interviewing complainants and/or victims	64.4	67.3
33.3	13 Fire rescue techniques	19.2	21.5
55.6	14 Identifying hazards (i.e., traffic, attractive nuisance or some safety hazard)	35.6	35.5
22.2	15 Escort procedures (i.e., bank deposits, emergency vehicles, VIPs, etc.)	16.3	20.6
0	16 Conducting equipment inspections of MVs	1.0	3.7
11.1	17 Knowledge of departmental rules and regulations	35.6	34.5
33.3	18 Knowledge of role of police in a modern society	17.3	20.6
66.7	19 Knowledge of service agencies available to assist in special problems (sources for referral)	48.1	48.6
0	20 Knowledge of mathematics	-	.9
11.1	21 Knowledge of counseling techniques	17.3	15.9
11.1	22 Knowledge of causes of anti-social or self-destructive behavior	19.2	11.2
0	23 Development/improvement of initiative	13.5	9.3
0	24 Development/improvement of strength	5.8	3.7
0	25 Development/improvement of courage	2.9	4.7
11.1	26 Development/improvement of cooperativeness	14.4	12.1

APPLYING AND ENFORCING THE LAW

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
77.8	01 Making independent decisions promptly and effectively	57.7	57.0
66.7	02 Self-defense	62.5	69.2
100.0	03 Firing weapons	59.7	59.8
66.7	04 Using restraining devices	37.5	40.2
11.1	05 Applying imagination in coping with complex situations	23.1	12.1
33.3	06 Oral expression	29.8	27.1
33.3	07 Remaining objective and impartial	58.7	61.7
11.1	08 Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)	31.8	32.7
11.1	09 Displaying personal confidence	40.3	36.4
44.4	10 Controlling emotional impulses	30.8	40.2
22.2	11 Pursuing violators of the law by foot	1.0	7.5
77.8	12 Search techniques (frisking)	57.7	62.7
44.4	13 Writing up what was done or observed	54.8	54.3
22.2	14 Applying mature judgment	31.7	28.9
55.6	15 Knowledge of substantive law	45.1	39.3
11.1	16 Knowledge of departmental rules and regulations	27.9	27.1
77.8	17 Knowledge of probable cause; when a criminal offense has in fact been committed	72.1	74.8
22.2	18 Knowledge of human relations	15.4	17.8
11.1	19 Knowledge of how to arrest juveniles	31.7	35.5
0	20 Knowledge of theories of behavior	8.7	2.8
0	21 Development/improvement of initiative	2.9	1.9
0	22 Development/improvement of agility	2.9	1.9
0	23 Development/improvement of personal integrity	6.7	4.7
0	24 Development/improvement of reliability	1.0	3.7

APPLYING AND ENFORCING THE LAW (cont'd)

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
55.6	01 Applying discretion in the application of the law	61.6	64.4
77.8	02 Apprehension techniques	69.3	72.9
33.3	03 Using chemical agents	16.3	19.6
22.2	04 Responding to verbal abuse	41.4	31.8
33.3	05 Handling emotionally charged individuals	51.9	62.7
11.1	06 Taking charge of situations	56.7	54.2
44.4	07 Controlling own temper (keeping cool)	55.7	58.8
22.2	08 Inductive reasoning (taking the bits and pieces and assembling them in a logical manner so they may be considered as a whole)	17.3 17.3	25.2
55.6	09 Working effectively under stress	53.9	60.8
0	10 Retaining a realistic attitude	17.3	13.1
44.4	11 Conducting tests for alcohol and drug use	26.9	29.0
33.3	12 Applying conflict resolution techniques	13.5	10.3
88.9	13 Use of baton or riot stick	45.2	57.0
66.7	14 Knowledge of procedural law	51.9	37.4
11.1	15 Knowledge of local ordinances	44.2	42.1
100.0	16 Knowledge of legal and constitutional rights/considerations/constraints	59.6	62.6
44.4	17 Knowledge of behavior and/or actions/conditions that are violations of the law	29.8	31.8
11.1	18 Knowledge of role of police in a modern society	10.6	9.3
22.2	19 Knowledge of alternatives to arrest	44.2	41.1
11.1	20 Knowledge of causes of anti-social or self-destructive behavior	9.6	5.6
0	21 Development/improvement of strength	3.8	3.7
0	22 Development/improvement of courage	3.8	1.9
11.1	23 Development/improvement of cooperativeness	4.8	4.7

INVESTIGATING

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
22.2	01 Remaining objective and impartial	44.3	44.8
33.3	02 Deductive reasoning (seeing not only the whole, but the bits and pieces in reaching a logical conclusion)	48.1	48.6
44.4	03 Inductive reasoning (taking the bits and pieces and assembling them in a logical manner so they may be considered as a whole)	46.2	48.6
11.1	04 Retaining a realistic attitude	16.3	8.4
22.2	05 Establishing personal, friendly relationships with citizens	13.5	19.6
77.8	06 Preserving the crime scene	94.2	88.8
77.8	07 Interviewing complainants and/or victims	84.7	82.2
77.8	08 Interviewing witnesses	88.5	81.3
77.8	09 Interrogating	65.3	65.4
77.8	10 Obtaining search and arrest warrants	42.3	46.7
88.9	11 Collecting, marking, and preserving evidence	76.0	71.1
22.2	12 Recognizing and identifying drugs	13.5	10.3
55.6	13 Investigating MV accidents	47.1	50.4
44.4	14 Investigating crimes	49.1	51.4
0	15 Reviewing case reports and duty logs	3.8	6.5
33.3	16 Taking statements	50.0	43.0
55.6	17 Writing up what was done or observed	56.7	53.3
22.2	18 Making out an affidavit	22.1	20.6
0	19 Gaining rapport with fellow officers and superiors	2.9	.9
33.3	20 Knowledge of procedural law	22.1	25.2
33.3	21 Knowledge of substantive law	18.3	18.7
0	22 Knowledge of local ordinances	16.3	15.9
55.6	23 Knowledge of elements of each offense	41.3	47.7
33.3	24 Knowledge of legal and constitutional rights/considerations/constraints	33.6	33.7
0	25 Knowledge of role of police in a modern society	1.9	4.7
22.2	26 Knowledge of crime laboratories and other resources	14.4	11.2
0	27 Knowledge of the purpose and origin of laws; types of laws, codes and ordinances	4.8	6.5
44.4	28 Knowledge of investigation techniques	45.2	50.5
11.1	29 Knowledge of search procedures (missing persons)	13.5	17.8
11.1	30 Development/improvement of patience	3.8	7.5
0	31 Development/improvement of personal integrity	2.9	1.9
11.1	32 Development/improvement of cooperativeness	1.0	2.8
0	33 Development/improvement of reliability	2.9	.9

ASSISTING IN PROSECUTION

<u>Academy Directors</u>	<u>KNOWLEDGES/SKILLS/TRAIT'S</u>	<u>Chiefs</u>	<u>Sgts.</u>
66.7	01 Oral expression	56.8	57.0
55.6	02 Remaining objective and impartial	43.3	50.4
44.4	03 Controlling own temper (keeping cool)	39.5	41.1
44.4	04 Displaying personal confidence	35.6	34.5
22.2	05 Working effectively under stress	16.3	22.4
22.2	06 Controlling emotional impulses	21.2	17.8
88.9	07 Testifying in court	93.3	91.6
77.8	08 Transporting suspects, offenders, and/or prisoners	52.0	54.2
44.4	09 Taking mug shots	24.0	26.2
44.4	10 Fingerprinting	38.5	33.6
44.4	11 Conducting booking and searching operations at the station	56.7	48.6
55.6	12 Preparing cases for court	79.8	84.1
44.4	13 Serving and returning court subpoenas and/or summonses	26.0	27.1
55.6	14 Knowledge of elements of each offense	51.0	52.3
33.3	15 Knowledge of probable cause; when a criminal offense has in fact been committed	42.3	45.8
0	16 Knowledge of role of police in a modern society	1.9	2.8
0	17 Knowledge of the purposes, goals, objectives, organization, issues, and constraints of the criminal justice system	10.6	12.1
0	18 Knowledge of the purpose and origin of laws; types of laws, codes and ordinances	4.8	9.3
22.2	19 Knowledge of court procedures	73.1	63.5
0	20 Development/improvement of personal integrity	12.5	6.5
0	21 Development/improvement of cooperativeness	-	3.7
0	22 Development/improvement of loyalty	1.9	2.8
0	23 Development/improvement of reliability	6.7	6.5

DOCUMENTING AND RECORDING

KNOWLEDGES/SKILLS/TRAITS

<u>Academy Directors</u>		<u>Chiefs</u>	<u>Sgts.</u>
66.7	01 Completing departmental and court forms	69.2	66.4
55.6	02 Oral expression	37.5	37.4
11.1	03 Remaining objective and impartial	26.0	15.9
11.1	04 Controlling own temper (keeping cool)	7.7	12.1
88.9	05 Using radio and other communication equipment	80.8	77.6
44.4	06 Writing up what was done or observed	60.6	65.4
0	07 Making out an affidavit	4.8	11.2
0	08 Knowledge of role of police in a modern society	1.9	3.7
11.1	09 Development/improvement of reliability	7.7	6.5

MISCELLANEOUS ACTIVITIES/SITUATIONS

Page 9

		<u>KNOWLEDGES/SKILLS/TRAITS</u>	<u>Chiefs</u>	<u>Sgts.</u>
<u>Academy</u>				
<u>Directors</u>				
66.7	01	Recognizing abnormal or unusual situations	65.4	63.5
66.7	02	Sizing up a situation quickly and taking appropriate action	85.6	83.2
66.7	03	Making independent decisions promptly and effectively	54.8	44.8
66.7	04	Self-defense	26.9	37.4
11.1	05	Controlling own temper (keeping cool)	19.2	24.3
66.7	06	Working effectively under stress	51.9	63.5
0	07	Controlling emotional impulses	15.4	12.1
55.6	08	Using radio and other communication equipment	66.4	64.5
0	09	Development/improvement of agility	1.9	.9
0	10	Development/improvement of courage	1.0	1.9
0	11	Development/improvement of reliability	7.7	3.7



## SECTION A

Below is a list of activities or situations that you may have been involved in during the last 12 months. Please make a check mark (✓) for each activity or situation listed, to indicate the approximate number of days in which you performed that activity or were involved in that situation one or more times in the last 12 months. Please be as accurate as you can. A review of your officer notebook (if kept) may be helpful. Please place one check mark for each activity or situation. If an activity or situation does not apply to you, check "Never or Seldom."

Activity/Situation	(1) Never or Seldom (0-10 days)	(2) Sometimes (11-99 days)	(3) Often (100- 199 days)	(4) Every Day or Almost Every Day (200 or more days)
(1:6-19) PATROLLING				
Attended roll call/inspection/briefing prior to patrol.	29.7	6.4	4.5	59.0
Inspected vehicle and/or equipment prior to patrol.	6.0	13.1	17.2	63.0
Drove vehicle (one-man car patrol).	9.8	14.0	21.7	53.9
Was the driver on a two-man car patrol.	35.7	33.6	18.9	9.8
Was the passenger on a two-man car patrol.	44.1	32.0	16.3	4.7
Walked on patrol (alone).	53.2	24.7	11.5	8.7
Walked on patrol (with a partner).	91.3	4.2	.7	1.3
Used radio, walkie-talkie, or other communication equipment.	.6	2.2	3.8	92.4
Established and maintained relationships with citizens/businesses on beat/routes.	7.3	20.8	25.5	46.3
Engaged in casual conversation with the young about law, crime, drinking, drugs, police, etc.	9.2	42.6	30.9	16.9
Engaged in casual conversation with the aged about safety, crime prevention, con games, etc.	26.3	50.4	16.2	6.4
Checked doors and windows of business establishments and unoccupied dwellings.	6.6	13.0	26.5	53.3
Observed suspicious persons, objects, and activities likely to lead to criminal acts.	2.8	18.8	37.7	40.1
Observed and checked traffic and pedestrian flow for need of crossing guard or police officer.	40.0	31.1	15.9	12.7

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
(20-37) PATROLLING (Continued)				
Had to decide between enforcement and other courses of action (i.e., non-action, warning, etc.).	2.3	16.6	36.2	44.3
Approached with offer of small gifts, special favors or major bribe (i.e., free cup of coffee, free meals, discounts, money, etc.).	57.5	28.8	8.4	4.7
PROVIDING SERVICES AND RENDERING ASSISTANCE				
Administered first aid, emergency obstetrics, and/or cardio-pulmonary resuscitation.	33.3	52.4	12.7	1.0
Responded to MV accident.	6.0	36.7	47.5	9.5
Took accident report at scene of MV accident.	8.9	41.2	40.9	8.3
Performed general police duties at a fire.	31.0	52.9	13.8	2.0
Used fire rescue techniques.	85.7	12.1	1.2	.3
Responded to a potential or actual drowning.	93.7	5.7	.1	.4
Responded to a potential or actual suicide.	70.1	27.7	1.2	.4
Responded to a bomb threat or a situation involving bombs or explosives.	78.2	19.4	1.7	.6
Handled an intoxicated individual.	2.5	39.4	46.3	11.2
Handled a mentally ill, highly emotional, or deranged individual.	25.8	56.3	16.6	1.2
Responded to a landlord-tenant dispute, failure to pay case, or other similar dispute (non-family).	32.3	45.0	19.2	3.1
Responded to a family quarrel.	8.7	42.2	39.0	9.8
Responded to a disturbance involving loud noise, youths congregating on a corner, party, or vehicular disturbance.	4.2	22.0	44.2	29.5
Responded to a situation that involved protesters or strikers.	82.4	16.0	1.2	.3
Performed duties involving large crowds, such as sporting events, parades, and civic functions in regular or duty capacity.	41.2	50.0	7.3	1.2
Performed extra paid detail (i.e., bingo, barrooms, road work, supermarkets, etc.)	15.1	49.5	32.2	3.1

**CONTINUED**

**2 OF 3**

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
(38-54) PROVIDING SERVICES AND RENDERING ASSISTANCE (Continued)				
Transported individuals to temporary shelter (i.e., emergencies, indigents, etc.).	57.1	36.1	6.0	.4
Advised an individual of specific laws, statutes, codes, ordinances and/or criminal justice procedures.	8.4	48.1	35.2	7.9
Gave guidance or general information to an individual (i.e., directions, locations, etc.).	1.3	26.9	46.7	24.5
Referred an individual to community or social service agency.	22.7	60.0	14.7	2.2
Directed everyday vehicular or pedestrian traffic.	29.0	36.6	22.3	11.5
Detected or reported a hazard (i.e., traffic, attractive nuisance, or some safety hazard).	16.6	57.0	21.5	4.2
Responded to a disabled vehicle.	11.9	45.2	35.5	6.8
Responded to an abandoned car.	22.1	50.1	24.5	2.6
Took custody of property (i.e., lost or stolen bicycles, other abandoned property).	18.3	58.1	20.7	2.3
Responded to an animal complaint.	29.8	50.4	16.6	2.3
Delivered notifications, death messages.	53.1	37.3	7.7	1.0
Served as an escort for bank deposits, emergency vehicles, VIPs, etc.	30.7	37.1	20.7	10.8
Escorted juveniles (not under arrest) home to their parents (guardians) or released them to parents at the station.	27.2	58.2	12.7	1.2
Performed detail at polling places.	76.9	19.8	2.5	.4
Took annual town or city census.	97.0	1.9	.1	-
Verified VIN number on used vehicle at time of purchase and/or on suspicion of theft.	28.5	55.8	12.5	2.8
Rendered other general service (helping an individual locked out of a car; helping an elderly or invalided person into a car, bed, etc.).	15.4	56.6	22.9	4.7

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
(55-73) APPLYING AND ENFORCING THE LAW				
Conducted tests for alcohol or drug use.	66.7	24.2	8.2	.3
Conducted equipment inspections of MVs.	57.4	28.1	10.6	3.2
Conducted safety and/or licensing inspections of establishment/owners for compliance with statutes, by-laws, and ordinances.	83.2	13.5	2.3	.7
Enforced health and welfare ordinance (i.e., bon-fire, dumping garbage, taxi ordinance, etc.)	81.9	16.6	.9	.3
Enforced park, waterway, game laws.	75.2	19.2	3.9	1.0
Encouraged an individual or group of individuals to comply with the law.	11.1	48.3	31.4	8.9
Warned an individual about a violation of law.	2.2	40.0	42.2	15.3
Issued a written warning (i.e., speeding, etc.).	22.0	35.2	30.9	11.5
Issued a citation (i.e., MV, trespassing, pedestrian, parking, etc.).	10.9	31.4	38.5	18.5
Made an arrest of a juvenile.	25.6	56.3	15.7	1.5
Made an arrest without the use of force.	11.2	51.6	31.9	3.8
Made an arrest with force.	42.1	47.3	8.6	.7
Was involved in a situation that involved assault and battery on a police officer.	60.0	35.7	3.3	.4
Pursued a violator of the law by vehicle (pursuit driving).	43.4	47.3	7.1	1.6
Pursued a violator of the law by foot.	53.9	41.3	3.6	.6
Used handcuffs or other restraining devices in performance of your duties.	6.1	43.1	41.0	9.2
Used your baton or riot stick in performance of your duties.	78.5	18.8	1.7	.6
Used a chemical agent (i.e., Mace, C.S., etc.) in performance of your duties.	87.3	11.2	.7	.4
Drew and/or fired your revolver or other firearms in performance of your duties.	87.4	10.8	1.2	.3

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
<b>(1:74-80) APPLYING AND ENFORCING THE LAW (Continued)</b>				
Used talk to calm down a situation that involved a physical threat to yourself or others.	16.0	57.0	23.0	3.6
Engaged in physical actions to protect yourself and/or another individual in the presence of physical threat from persons or circumstances.	36.1	55.9	6.7	.7
Responded to a crime against a person.	9.3	49.7	33.0	7.4
Responded to a crime against property.	4.9	32.6	48.4	13.4
Responded to a complaint involving sex offenses.	60.4	35.1	3.2	.4
Responded to a situation that involved prostitution, drugs and/or commercialized vice.	60.6	31.1	6.0	1.6
Responded to a riot.	87.9	10.5	.3	.4
<b>(2:6-18)</b>				
Responded to a barroom brawl, youth gang fight, or other physical altercation.	22.3	54.8	20.1	2.2
Responded to a man with gun complaint.	62.6	32.3	3.8	.4
Responded to a hostage situation.	97.2	1.7	.1	.4
Responded to a situation in which interference with arrest occurred.	55.8	39.7	3.8	.3
Responded to a situation requiring the physical removal of an occupant from a vehicle.	52.8	43.7	2.5	.4
Initiated an officer-in-trouble request.	77.3	18.9	2.2	.9
Assisted in a raid.	72.1	22.6	4.1	.3
Responded to a report of vandalism.	8.0	35.4	43.6	12.4
Responded to a situation involving disorderly conduct.	10.2	46.4	36.1	6.6
Responded to a situation where it was questionable if probable cause existed.	24.6	53.3	18.9	2.3
<b>INVESTIGATING</b>				
Interviewed complainants and/or victims.	4.7	27.4	41.7	25.8
Interviewed witnesses.	4.5	37.4	39.2	18.3
Interrogated suspects.	17.3	43.8	29.5	8.7

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
(19-40) INVESTIGATING (Continued)				
Searched premises (buildings, apartments, etc.).	19.4	48.6	26.9	4.7
Searched vehicles.	12.8	56.6	26.3	3.9
Searched suspects.	4.7	47.6	39.0	7.7
Secured crime scenes.	36.8	43.8	15.0	3.2
Collected, marked, and preserved evidence.	29.3	49.6	16.9	3.8
Obtained warrants (search, arrest, etc.).	64.7	29.0	5.2	.7
Made an affidavit.	82.4	13.2	2.6	.6
Reviewed case reports and daily logs.	15.0	17.5	17.0	49.9
Searched for missing persons/children.	30.9	56.7	10.2	1.5
Investigated and/or observed suspicious persons or circumstances.	5.5	37.4	40.2	16.3
Investigated a traffic accident.	10.6	35.7	41.0	12.1
Conducted or participated in the initial investigation of a crime.	8.3	36.8	40.6	14.0
Conducted or participated in the follow-up investigation of a crime.	31.4	39.9	19.2	9.2
Took custody of property.	24.5	53.6	18.5	3.1
Took a dying declaration.	98.6	.3	.1	.3
ASSISTING IN PROSECUTION				
Prosecuted cases.	70.9	13.8	6.8	2.0
Transported suspects, offenders, and/or prisoners.	15.6	47.0	30.3	6.7
Acquired and maintained chain of custody of evidence.	32.5	46.1	16.9	4.2
Testified in court.	4.7	44.0	41.8	9.2
Served as an expert witness.	75.0	16.3	6.1	1.9
Took fingerprints.	69.5	19.4	7.9	2.5
Took mug shots.	65.3	22.9	8.6	2.6

## SECTION A (Continued)

Activity/Situation	Never or Seldom (0-10 days)	Sometimes (11-99 days)	Often (100-199 days)	Every Day or Almost Every Day (200 or more days)
<b>(41-53) ASSISTING IN PROSECUTION (Continued)</b>				
Conducted booking and searching operations at station.	15.1	49.7	29.3	5.8
Prepared for a court appearance.	6.6	49.4	38.1	5.5
Served and/or returned subpoenas and/or summonses.	15.4	41.5	33.9	8.6
<b>DOCUMENTING AND RECORDING</b>				
Operated radio and other communication equipment	3.3	9.5	16.0	70.8
Wrote, typed, or dictated narrative reports.	5.7	18.0	36.4	39.8
Filled out report forms (i.e., arrest, accident, crime).	1.0	11.1	39.3	48.3
Kept a personal notebook.	13.5	18.6	16.4	50.9
Requested a record search (MV or person).	11.1	29.1	38.0	21.5
Initiated inquiry for NCIC.	8.3	32.0	36.9	22.4
Initiated a wanted person or suspect broadcast.	20.1	53.3	19.4	6.6
<b>MISCELLANEOUS</b>				
Performed desk duty.	35.1	43.4	14.1	7.1
Performed dispatcher duties.	37.4	41.9	14.3	6.3
Were subject of an ambush.	98.3	.9	.1	.4



SECTION B

In Section A, we asked about how often you were involved in various activities and situations. Now we would like your opinion about how important it is for a new recruit to receive training in handling or dealing with these activities or situations, before he or she assumes police powers. We know that "how often" and "how important" are not necessarily the same thing, so you need not refer to your answers in Section A.

Please read through all the items on each page. Then choose the items that you believe are most important to include in training before an individual assumes police powers, and write their identifying numbers in the first section ("Most Important") below on the right. When you have filled in that section, choose the items that you believe are least important and write their numbers in the second section ("Least Important") below on the right. Where you believe no training is required for an item, include it with the least important. Please write one number per line, and as many numbers as requested.

PATROLLING

Item

- |      |    |   |
|------|----|---|
| 28.5 | 01 | The purpose of roll calls/inspections/briefings prior to patrol.  |
| 13.4 | 02 | Why and how to inspect vehicles/equipment prior to patrol.  |
| 50.8 | 03 | The why and how of vehicle patrol.  |
| 20.1 | 04 | The why and how of foot patrol.   |
| 24.7 | 05 | How, why, and when to use communication equipment.  |
| 21.3 | 06 | The how and why of checking doors and windows of business establishments and unoccupied dwellings.                      |
| 3.3  | 07 | The how and why of observing everyday vehicular and/or pedestrian traffic for need of crossing guard or police officer. |
| 39.2 | 08 | The how and why of establishing and maintaining relationships with citizens/businesses on beat/routes.                  |
| 26.8 | 09 | The how and why of engaging in casual conversation with the young about law, crime, drinking, drugs, etc.               |
| 5.4  | 10 | The how and why of engaging in casual conversation with the aged about safety, crime prevention, con games, etc.        |
| 77.3 | 11 | How, when, and why to observe suspicious persons, objects, and activities likely to lead to criminal acts.              |
| 74.1 | 12 | How, when, and why to decide between enforcement and other courses of action.   |
| 6.4  | 13 | How to handle offers of small gifts, special favors, or major bribes.   |

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} Training is  
Most Important  
 for New Recruits  
 Before Assuming  
 Police Powers  
 (Choose Only 4  
 From This Page)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

} Training is  
Least Important  
 for New Recruits  
 Before Assuming  
 Police Powers  
 (Choose Only 4  
 From This Page)

SECTION B (Continued)

PROVIDING SERVICES AND RENDERING ASSISTANCE

Item

- 92.2 01 How and when to administer first aid, emergency obstetrics, and/or cardio-pulmonary resuscitation.
- 74.2 02 How to handle MV accidents.
- 36.4 03 When and how to take MV accident report.
- 38.6 04 What to do at a fire and how to do it, including fire rescue techniques.
- 33.9 05 How to handle a potential or actual drowning.
- 61.7 06 How to handle a potential or actual suicide.
- 33.3 07 How to handle a bomb threat or a situation involving bombs or explosives.
- 71.8 08 How to handle an intoxicated individual.
- 81.6 09 How to identify and handle a mentally ill, highly emotional, or deranged individual.
- 47.2 10 How to handle a landlord-tenant dispute, failure to pay case, or other similar disputes (non-family).
- 95.4 11 How to handle a family quarrel.
- 77.0 12 How to handle a disturbance involving loud noise, youths congregating on a corner, party or vehicular disturbance.
- 15.7 13 How to handle protesters or strikers.
- 3.3 14 The duties at sporting events, parades, and civic functions and how to perform them.
- 3.5 15 The duties and responsibilities at extra-paid detail and how to perform them.
- 2.8 16 The how, when and why of transporting individuals to temporary shelter.
- 44.4 17 The how, when and why of advising an individual of specific laws, codes, ordinances and/or criminal justice procedures.
- 19.2 18 The how, when, and why of giving guidance or general information to an individual.
- 17.9 19 The who, how, when, and where of referring an individual to community or social service agency.
- 15.3 20 How to direct everyday vehicular or pedestrian traffic.
- 17.6 21 What are hazards and how to handle and/or report them.
- 3.9 22 How to handle a disabled vehicle or an abandoned car.
- 23.0 23 How to take custody of property.
- .6 24 How to respond to an animal complaint.
- 13.7 25 How to deliver death messages or other notifications.
- 8.3 26 How to serve as an escort for bank deposits, emergency vehicles, VIPs, etc.
- 22.6 27 How to escort juveniles (not under arrest) home to their parents or talk with their parents at the station.
- 1.0 28 How to perform detail at polling places.
- .1 29 How to take an annual town or city census.
- 9.6 30 When and how to verify VIN numbers on cars.
- 12.7 31 When, what, and how to render other general service.

Training is  
Most Important  
For New Recruits  
Before Assuming  
Police Powers  
(Choose Only 10  
From This Page)

Training is  
Least Important  
For New Recruits  
Before Assuming  
Police Powers  
(Choose Only 10  
From This Page)

SECTION B (Continued)

APPLYING AND ENFORCING THE LAW

Item

- |      |    |   |
|------|----|---|
| 16.3 | 01 | The how, when, and where of conducting tests for alcohol or drug use.   |
| 5.4  | 02 | The how, when, and why of conducting equipment inspections of MVs.  |
| 5.1  | 03 | The how and why of conducting safety and/or licensing inspections of establishment/owners for compliance with statutes, bylaws, and ordinances.                   |
| 2.8  | 04 | The how, when, where, and why of enforcing health and welfare ordinances, and/or park, waterway, and game laws.   |
| 35.4 | 05 | When, where, how, and why to encourage an individual or group of individuals to comply with the law.  |
| 39.4 | 06 | When, where, how, and why to warn an individual for a violation of law, give a written warning, or issue a citation.  |
| 55.2 | 07 | How to make an arrest of a juvenile.  |
| 75.7 | 08 | How to make an arrest without the use of force.   |
| 83.9 | 09 | How to make an arrest when the use of force is necessary.   |
| 67.2 | 10 | When, where, and how to pursue a violator of the law by vehicle (pursuit driving).  |
| 15.0 | 11 | When, where, and how to pursue a violator of the law by foot.   |
| 59.7 | 12 | When and how to use handcuffs or other restraining devices.   |
| 65.9 | 13 | When and how to use your baton or riot stick.   |
| 25.3 | 14 | When and how to use chemical agents.  |
| 89.8 | 15 | When, where, and how to draw and/or fire a revolver or other firearms.  |
| 47.3 | 16 | When and how to talk yourself out of a situation that involved a personal threat to yourself or others.   |
| 66.4 | 17 | When and how to engage in <u>physical</u> actions to protect yourself and/or another individual in the presence of physical threat from persons or circumstances. |
| 42.6 | 18 | How to handle a crime against the person.   |
| 26.2 | 19 | How to handle a crime against property.   |
| 29.3 | 20 | How to handle sex offenses.   |
| 2.3  | 21 | How to respond to a situation involving prostitutes, drugs, and/or commercialized vice.   |
| 5.4  | 22 | Duties during a riot.   |
| 41.8 | 23 | How to handle a barroom brawl, youth gang fight, or other physical altercations.  |
| 48.2 | 24 | How to handle a man-with-gun call.  |
| 17.6 | 25 | How to handle a hostage situation.  |
| 16.7 | 26 | How to handle interference with arrest.   |
| 12.5 | 27 | How to physically remove an occupant from a vehicle.  |
| 12.7 | 28 | When and how to make an officer-in-trouble request.   |
| 1.6  | 29 | Duties during a raid.   |
| 3.1  | 30 | How to handle a report of vandalism.  |
| 14.8 | 31 | How to handle disorderly conduct.   |
| 46.0 | 32 | The how and why of determining probable cause.  |

Training is  
Most Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 11  
From This Page)

Training is  
Least Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 11  
From This Page)

SECTION B (Continued)

This page is divided into two sections. Please complete the first section before beginning the second one.

INVESTIGATING

Item

- |      |    |  |
|------|----|--|
| 66.2 | 01 | How to interview complainants and/or victims.                          |
| 49.4 | 02 | How to interview witnesses.  |
| 47.7 | 03 | How to interrogate suspects.   |
| 64.6 | 04 | When and how to search suspects, vehicles, and/or premises.            |
| 56.7 | 05 | When, how, and why to secure the crime scene.                          |
| 31.0 | 06 | When, how and why to collect, mark, and preserve evidence.             |
| 16.7 | 07 | The when, where, how, and why of obtaining warrants.                   |
| 10.8 | 08 | How to make out an affidavit.  |
| 4.5  | 09 | How to review case reports and daily logs.                             |
| 3.6  | 10 | How to search for missing persons/children.                            |
| 34.4 | 11 | How to investigate a traffic accident.                                 |
| 50.0 | 12 | How to conduct an <u>initial</u> investigation.                        |
| 13.4 | 13 | How to conduct a <u>follow-up</u> investigation.                       |
| 27.1 | 14 | How to investigate and/or observe suspicious persons or circumstances. |
| 3.9  | 15 | How to take custody of property.                                       |
| 5.4  | 16 | How to take a dying declaration.                                       |

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Police Powers  
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Least Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 3  
From This Section)

ASSISTING IN PROSECUTION

Item

- |      |    |   |
|------|----|---|
| 24.2 | 01 | How to prosecute cases.                                   |
| 32.8 | 02 | How to transport suspects/offenders/prisoners.            |
| 45.0 | 03 | How to acquire and maintain chain of custody of evidence. |
| 85.6 | 04 | How to testify in court.                                  |
| 4.2  | 05 | How to serve as an expert witness.                        |
| 3.5  | 06 | How to take fingerprints.                                 |
| .7   | 07 | How to take mug shots.                                    |
| 29.5 | 08 | How to conduct booking and searching operations.          |
| 62.6 | 09 | How and why to prepare for court.                         |
| 4.2  | 10 | How to serve and return subpoenas and/or summonses.       |

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Most Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 3  
From This Section)

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Least Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 3  
From This Section)

SECTION B (Continued)

This page is divided into two sections. Please complete the first section before beginning the second one.

DOCUMENTING AND RECORDING

Item

- 51.9 01 When and how to use the radio and other communication equipment.
- 64.0 02 How to write, type, or dictate narrative reports.
- 17.0 03 How to complete forms.
- 36.1 04 Why, when and how to keep a personal notebook.
- 8.6 05 When, where, and how to request a record search.
- 9.6 06 When, where, and how to initiate inquiry for NCIC.
- 10.2 07 When and how to initiate a wanted person or suspect broadcast.

Training is  
Most Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 2  
From This Section)

Training is  
Least Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 2  
From This Section)

MISCELLANEOUS ACTIVITIES/SITUATIONS

Item

- 18.5 01 How to perform desk duty.
- 31.3 02 How to perform dispatcher duties.
- 49.1 03 What to do in an ambush.

Training is  
Most Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 1  
From This Section)

Training is  
Least Important  
for New Recruits  
Before Assuming  
Police Powers  
(Choose Only 1  
From This Section)

APPENDIX C  
RESOURCE MATERIALS

PATROLLING: ORIENTATION TO POLICING

Trainee Resources

- Clare, Paul and John Kramer, Introduction to American Corrections, Holbrook Press, Inc., Boston, Mass., 1976.
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- Schur, Edwin M., Law and Society: A Sociological Review, Random House Inc., New York, N.Y., 1968.
- Shanahan, Donald T., Patrol Administration: Management by Objectives, 2nd ed., Holbrook Press, Inc., Boston, Mass., 1978.
- Skolnick, Jerome H. and Thomas C. Gray, Police in America, Little Brown and Co., Boston, Mass., 1975, pp. 1-83
- Solomon, Hassim M., Community Corrections, Holbrook Press, Inc., Boston, Mass., 1976.
- Wilson, James Q., Thinking About Crime, Basic Books, Inc., New York, N.Y. no date.

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CRISES

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Additional Instructor Resources

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Trainee Resources

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Additional Instructor Resources

None

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Trainee Resources

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None

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