EVALUATION OF HUMAN RELATIONS TRAINING

CONDUCTED BY TEMPLE UNIVERSITY

FOR

THE PHILADELPHIA POLICE DEPARTMENT - ~~EVALUATION~~ *Final Report*

GOVERNOR'S JUSTICE COMMISSION
PROJECT EVALUATION SUMMARY

EVALUATION INITIATED BY: Philadelphia Region, G.J.C.

PROJECT: Human Relations Training

CONTINUATION
NO.:

SUBGRANTEE: Temple University   CURRENT NO.: PH-209-73A

EVALUATION CONDUCTED BY: NAME: Bartell Associates, Inc.

ADDRESS: P. O. Box 944, State College, Pennsylvania

DURATION OF PROJECT: 12 months   TO: July 1,1974 - July 1,1975

DURATION OF EVALUATION: 2 months   TO: Jan. 1,1975 - March 1,1975

DATE OF REFUNDING REPORT: March 7, 1975

Bartell Associates, Inc.

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State College, Pennsylvania
   1680

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EXECUTIVE SUMMARY

This final report represents two months of data collection, research, and analysis of the Human Relations Training Program provided by the Center for the Administration of Justice, Temple University. In concert with the guidelines provided by the Evaluation Management Unit of the Governor's Justice Commission, this report provides the following information.

- A description of project activities.

- A description of evaluation activities.

- Analysis of project content and results including selection techniques, course content, instructors, handouts and instructional techniques.

- Analysis of the results of the project in relation to the anticipated results as outlined in the subgrant application.

- An examination of the impact the project has had on the problem as stated in the subgrant application and the relevant component of the Criminal Justice System.

- An examination of the results of the project in relation to other projects.

- Analysis of the results of the project in terms of cost.

- Findings and recommendations of the evaluation program.

The following is a summary of the major findings of this report.
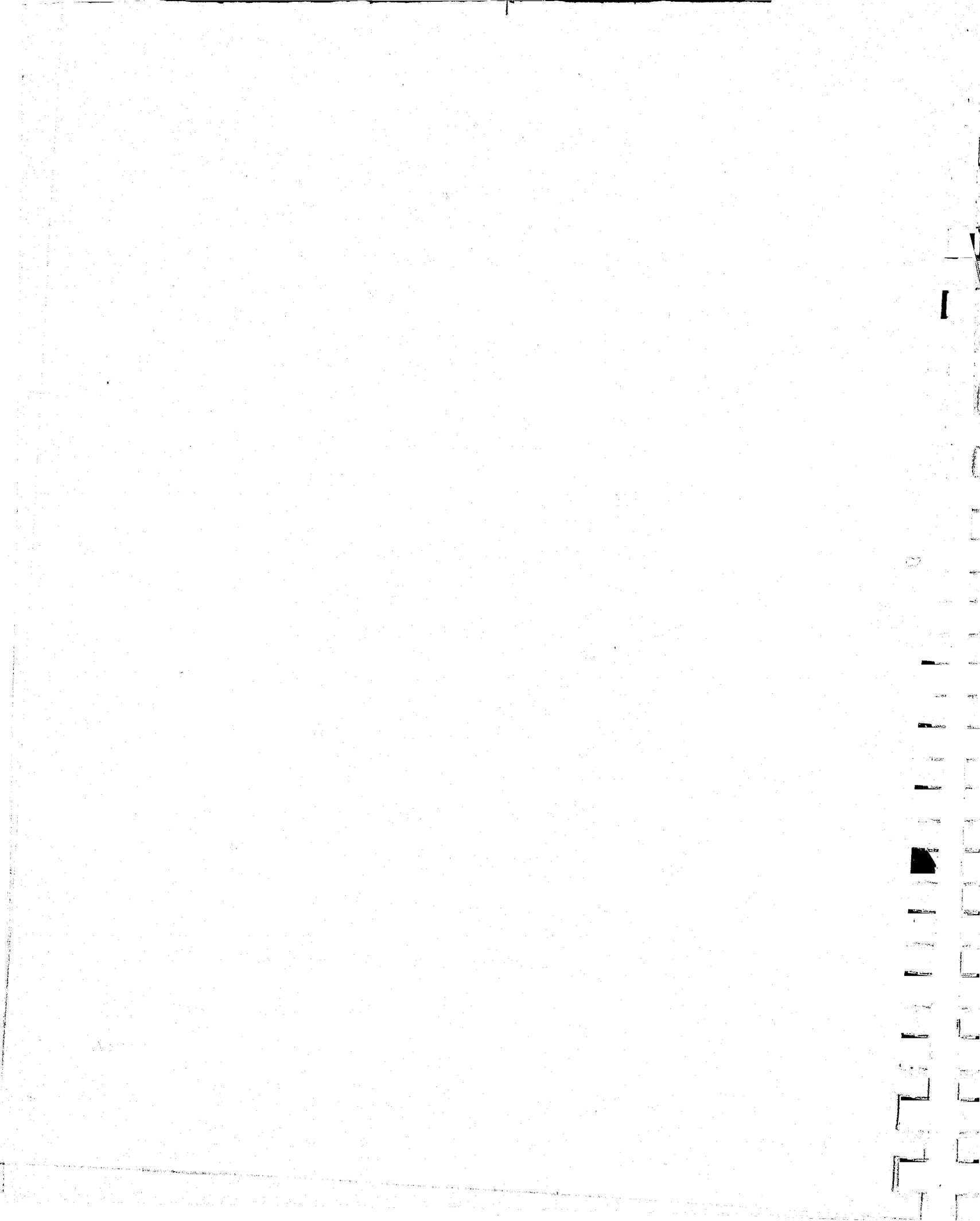
- The project staff at Temple University
  is very interested in the problem and
  need for Human Relations Training and
  are therefore continually exploring new
  techniques and ideas for program
  improvement.

- The project staff has the ability to
  attract qualified instructors in all
  fields related to Human Relations
  Training and has combined the instructors
  and course material in such a manner as
  to develop a program that is highly
  responsive to the training need.

- The project staff is using the team
  approach to provide training, i.e., a
  number of qualified instructors are
  used on a part-time basis and only in
  specialty areas. For this reason, the
  training has been highly cost/effective
  since the average cost per trainee is
  $85.63 for 74/75 and a projected cost
  of $121.00 for 75/76.

- The project staff is continually
  evaluating each training session through
  the use of evaluation forms filled out
  by trainees. The results of these
  evaluations are then used for program
  improvement.

- The course content developed by the
  project staff and the techniques used
  by the instructors foster the "meta"
  type of learning. The course content
  is also very responsive to the need
  for Human Relations Training.

- The handouts compiled by the project
  staff complement the course material
  in Human Relations Training.

Throughout this report, a number of recommendations are

made for internal improvement of the program. These

recommendations focus on course content, instructors,
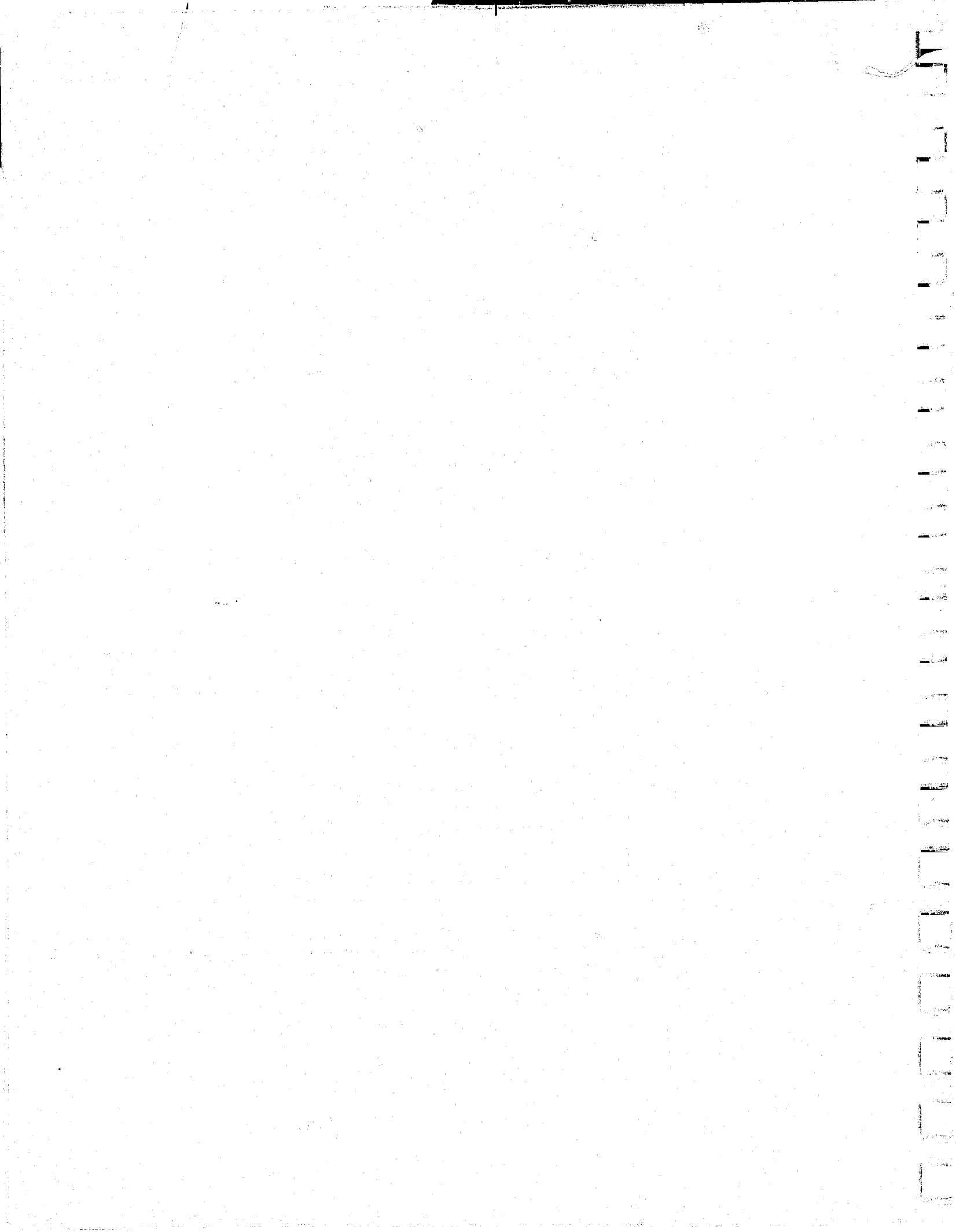
handouts, techniques, and evaluations and tests.

In conclusion, it is highly recommended that the

Human Relations Training Program be refunded for the

following year. This recommendation is made for the

following reasons.

- There is a definite and justifiable
  need for Human Relations Training
  in the City of Philadelphia. This is
  verified by research into the field
  as well as the recent publicity the
  Philadelphia Police Department is
  receiving concerning human relations
  types of activities.

- Presently, the Training Academy is not
  providing any type of Human Relations
  Training except that provided by
  Temple.

- Based on experience and research, the
  Human Relations Training Program at
  Temple is providing one of the best
  programs available in all areas including
  course content, handouts, instructors,
  techniques, and evaluative techniques.

- Therefore, it is again highly recommended
  that this project be refunded and
  continued as an active project of the
  Governor's Justice Commission. In
  addition, it is recommended that the
  City of Philadelphia begin to consider
  picking up the funding of the Human
  Relations Training Program so that the
  future existence of the program can be
  insured.
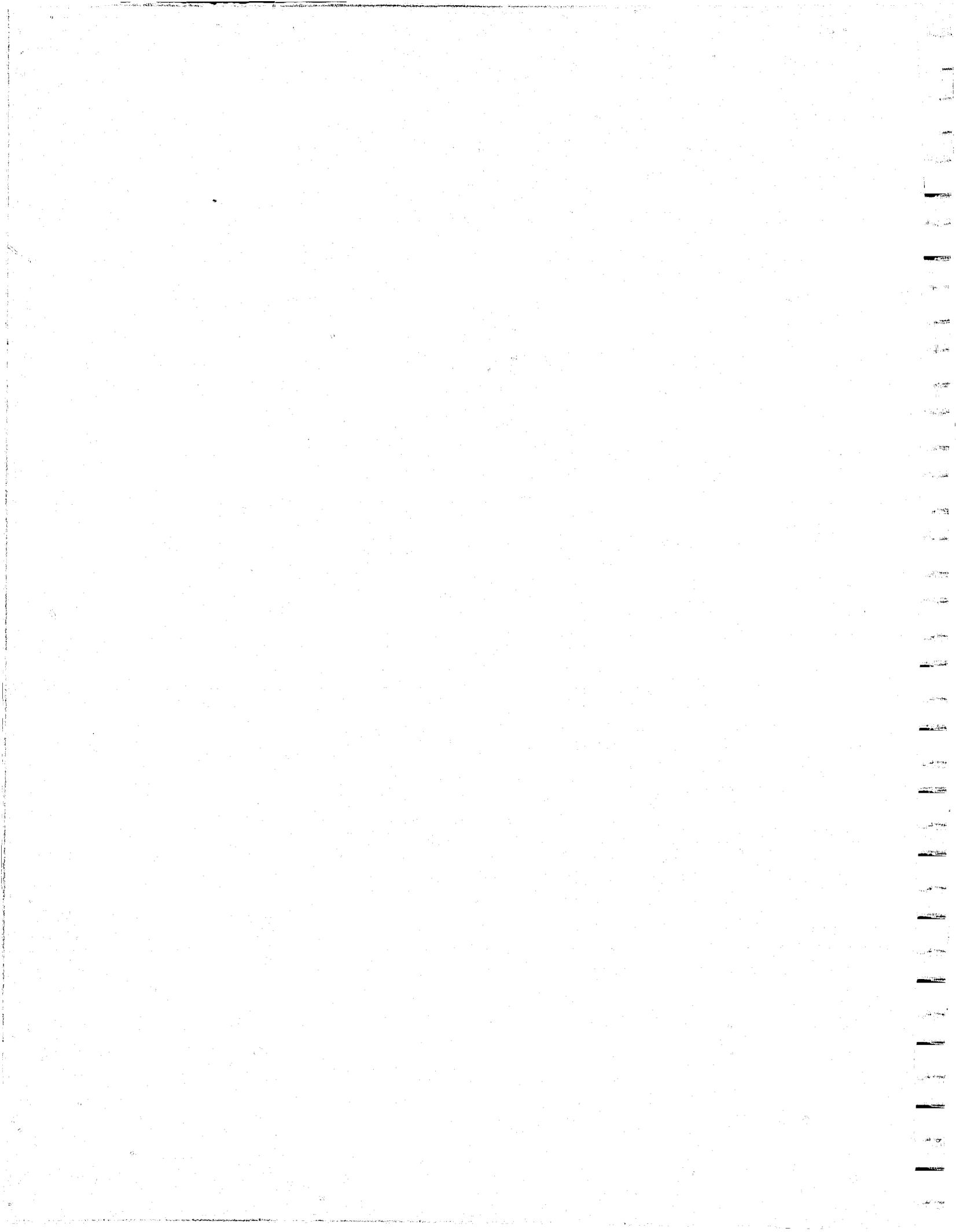
I. INTRODUCTION

This final report of the Human Relations Training Program represents two months of data collection and research in Human Relations Training for Police Officers and shall be used as the refunding report for the training program. In concert with the guidelines provided by the evaluation management unit of the Governor's Justice Commission this report shall provide the following information:

- A description of project activities.

- A description of evaluation activities.

- Analysis of Project content and Results including selection techniques, course content, instructors, handouts, and instructional techniques.

- Analysis of the results of the project in relation to the anticipated results as outlined in the sub-grant application.

- An examination of the impact the project has had on the problem as stated in the sub-grant application and the relevant component of the criminal justice system.

- An examination of the results of the project in relation to other projects.

- An analysis of the results of the project in terms of cost.

- Findings and recommendations of the evaluation program.

This evaluation is being conducted simultaneously with the evaluation of the Minority Cultures Training Program which
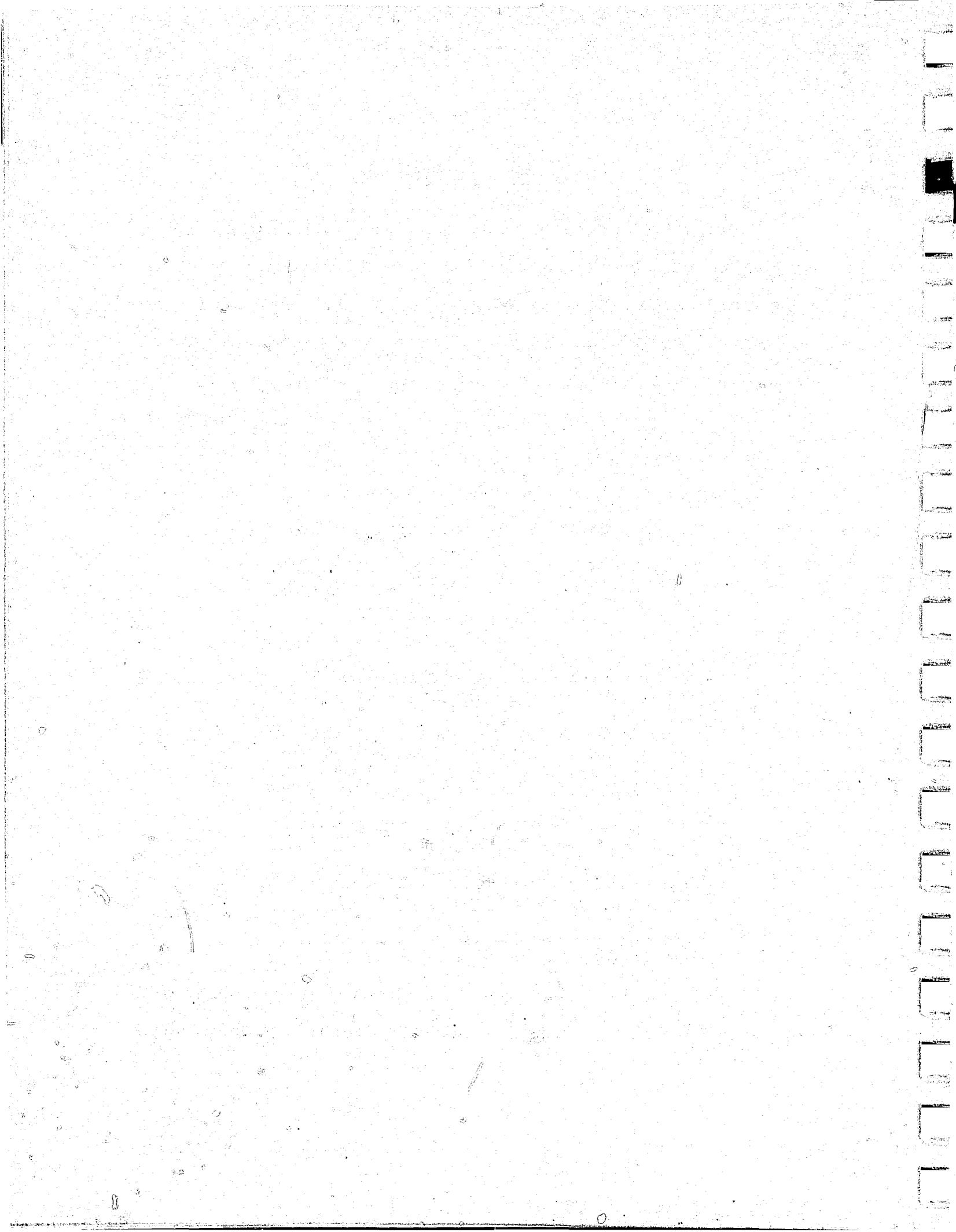
is also conducted by Temple University. Due to the similarities of the two training programs much of the data and recommendations will be the same and therefore, the similar language will appear in both evaluation reports. It is the intent of both evaluations, however, to provide the Governor's Justice Commission with sufficient information upon which to base their decision on future funding for the Human Relations Training Program.
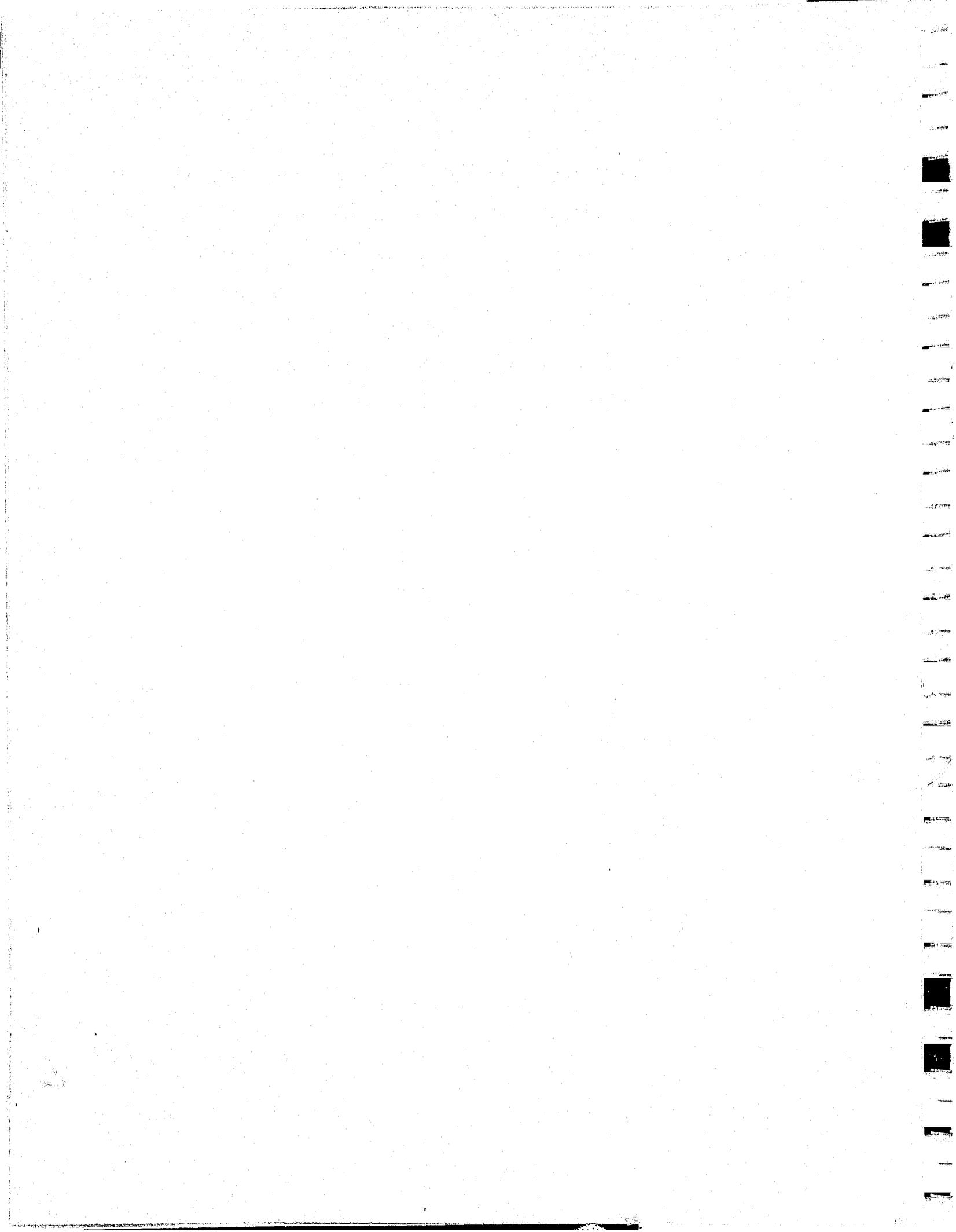
II. PROJECT ACTIVITIES

There presently is widespread belief that the average policeman's attitudes, beliefs, and behavior may be such that he is rendered incapable of adequately performing his job. Consequently, several observers have urged the need for attitudinal and behavorial changes in police to accomplish the various ends sought in law enforcement. Usually found within this line of reasoning are several assumptions including the following:

- The police job has become increasingly complex (due primarily to social changes) and this requires certain attitudes and predispositions for adequate performance;

- To promote the existence of a viable law enforcement program, the police must enjoy public support; and,

- In order for the police to gain and/or maintain this support, they must present an image which excludes prejudice, brutality, harassment, or the use of undue force. Many authors have further maintained that police training academies should be used to foster these needed attitudinal and/or behavorial changes.*

In addition, the popular conception of the activity of police that most of it involves chasing criminals and fighting crime is being quickly destroyed. Several studies of police work have yielded results indicating that most police activity is taken up with other matters. For example, in a survey of

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*C. E. Teasley, III, Leonard Wright, "The Effects of training on Police Recruit attitudes," The Journal of Police Science and Administration, Vol. 2, No. 3.
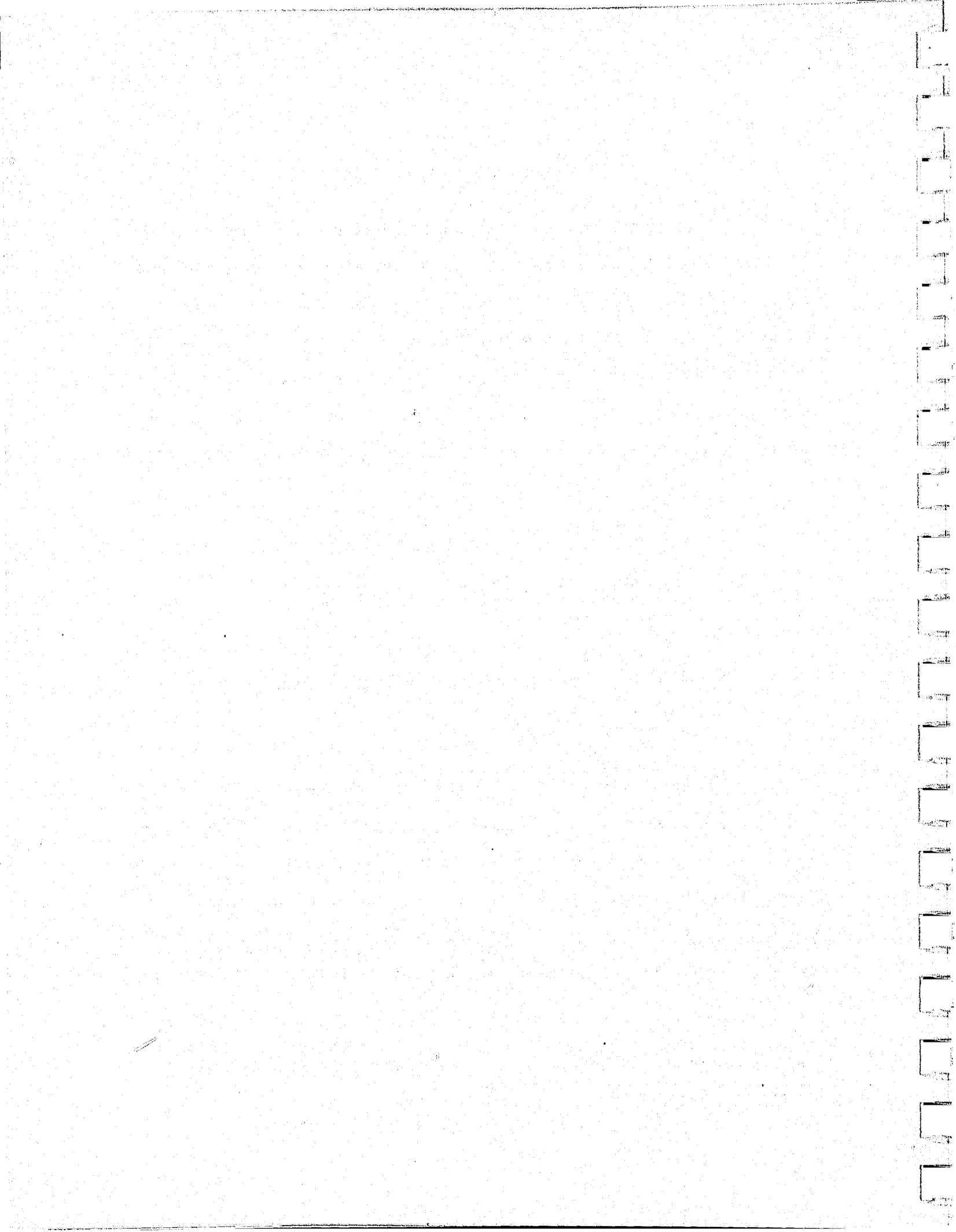
the Syracuse Police Department, 68% of the radio calls

handled by the police of that city over a six day period

were found to be concerned with order maintenance and

community service whereas only 10% involved law enforcement.

The remaining calls were related to information gathering,

making reports, and so on. These findings were similar to

those obtained in further studies of the police in seven

other major cities. In one review of police activity, the

police were found to perform a large amount of social work

and that they are to a high degree untrained and ill-equipped

for it. Indeed, if the training of police officers was geared

to actual needs, less time would be spent on weapons training

and judo and more time given to Human Relations Training.

Similar studies have served to point out a serious police prob-

lem, the solution of which could go a long way towards reversing

the recent downward trend of police prestige and effectiveness.*

In the Philadelphia Police Department recruits are

given 560 hours of police training. Of this 560 hours, any 48

or 11.7% are in Human Relations Training. Without the present

Human Relations Training Program provided by Temple University,

their would be no Human Relations Training for the Philadelphia

police officers. Given the fact that a large percentage of a

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*Richard V. Badalmente, "Training Police For Their Social Role,"
 Journal of Police Science and Administration, Vol. 2, No. 3.
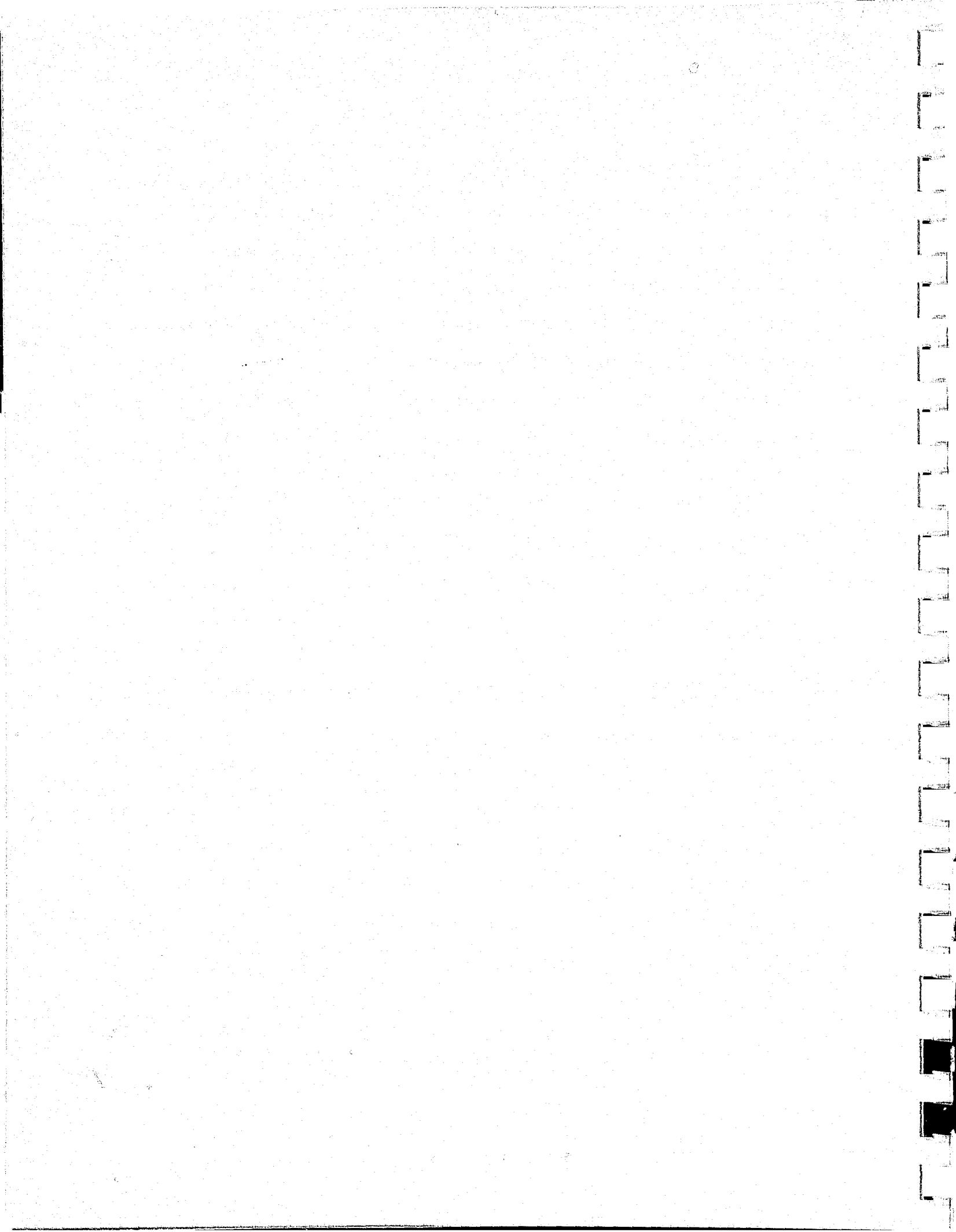
police officer's work involves the use of Human Relations Techniques, there is a definite need for this type of training.

In order to satisfy this need, a ten day training program in human relations was developed by Temple University and funded by the Governor's Justice Commission. The training program is provided by the Center for The Administration of Justice, Temple University. /The following is a description of the training program and the results anticipated as stated in the sub-grant application for the previous year.

"The changing social conditions in a modern urban environment present the officer with problems that were virtually non-existent decades ago. Instead of being treated with respect as they formerly were, the contemporary police officer is frequently the target of abuse and contempt. Instead of getting the full cooperation of the public, he is often hampered in the performance of his duty."

"The Philadelphia Police Department has had for several years a contract with Temple University to provide a training course in human relations. The course provides instruction to familiarize police personnel with the sociological and psychological aspects of community relations and human response. The aim of the course is to provide the police officer with professional instruction that will aid him in properly discharging his

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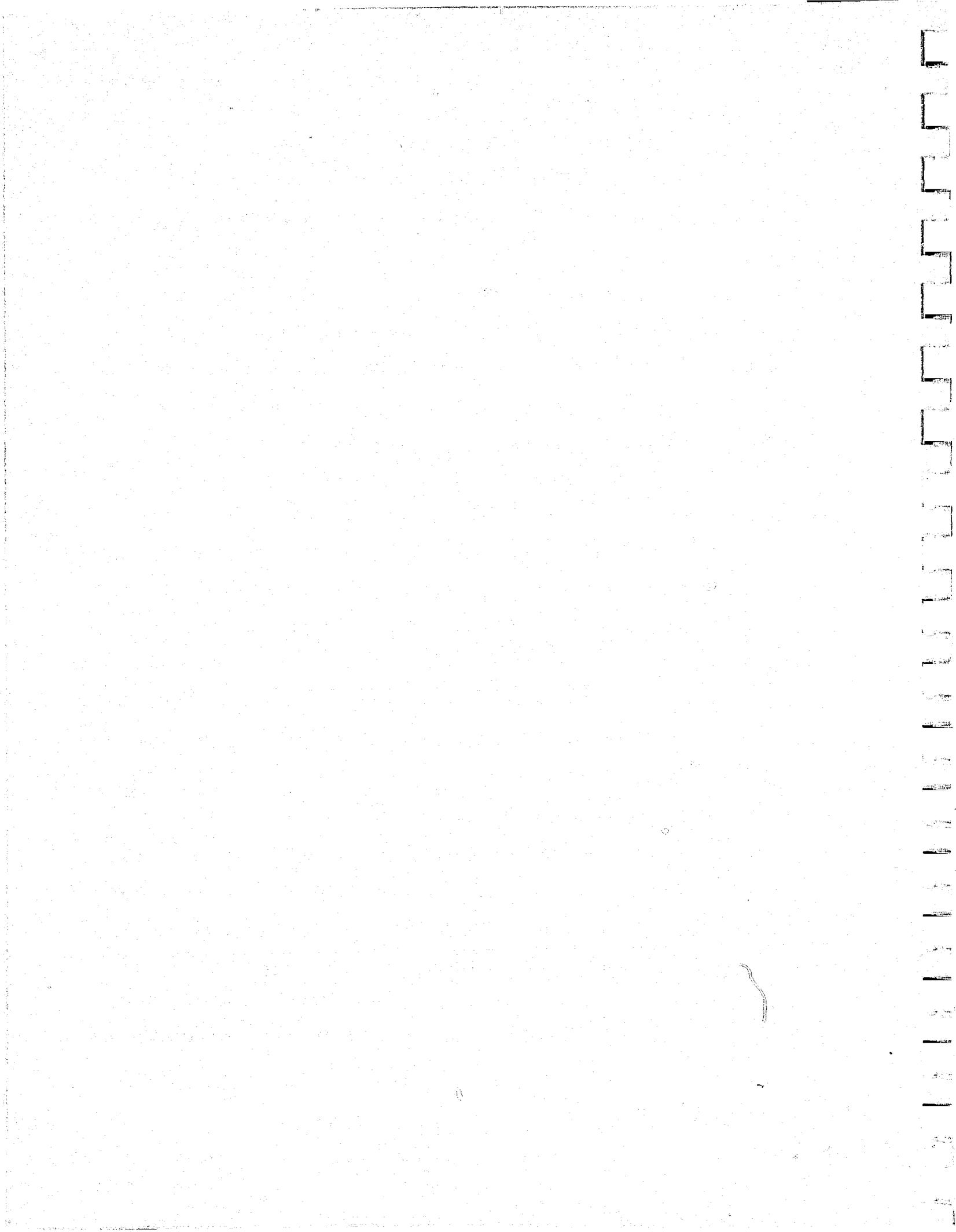
duties in a contemporary society. The mix of recruits and in-service personnel will vary from class to class depending on the number of recruits entering the department from month to month. All recruits will receive the training, and the Department will make every effort to schedule on a priority basis those officers who have received disciplinary action as a result of citizen complaints for in-service classes."

"This is a continuation program. The first class under this grant will begin after July 1, 1974. There will be 12 classes of approximately 50 officers per class for a total of 600 officers trained over the period of the grant."

"The Department expects that those receiving the training will have a lower incidence of complaints filed against them by the Department or from the public than those who have not received this training."

"Because of the time period required to evaluate the effects of this training on individual behavior no interim report on this aspect will be attempted; however, the course content and method of instruction will be constantly monitored by the Police Department."

"The long range effect of the program will be an increase in police efficiency due to a more cooperative attitude of the public toward police problems."

For this year, the projects activities have involved preparation for the Human Relations Training Sessions that will

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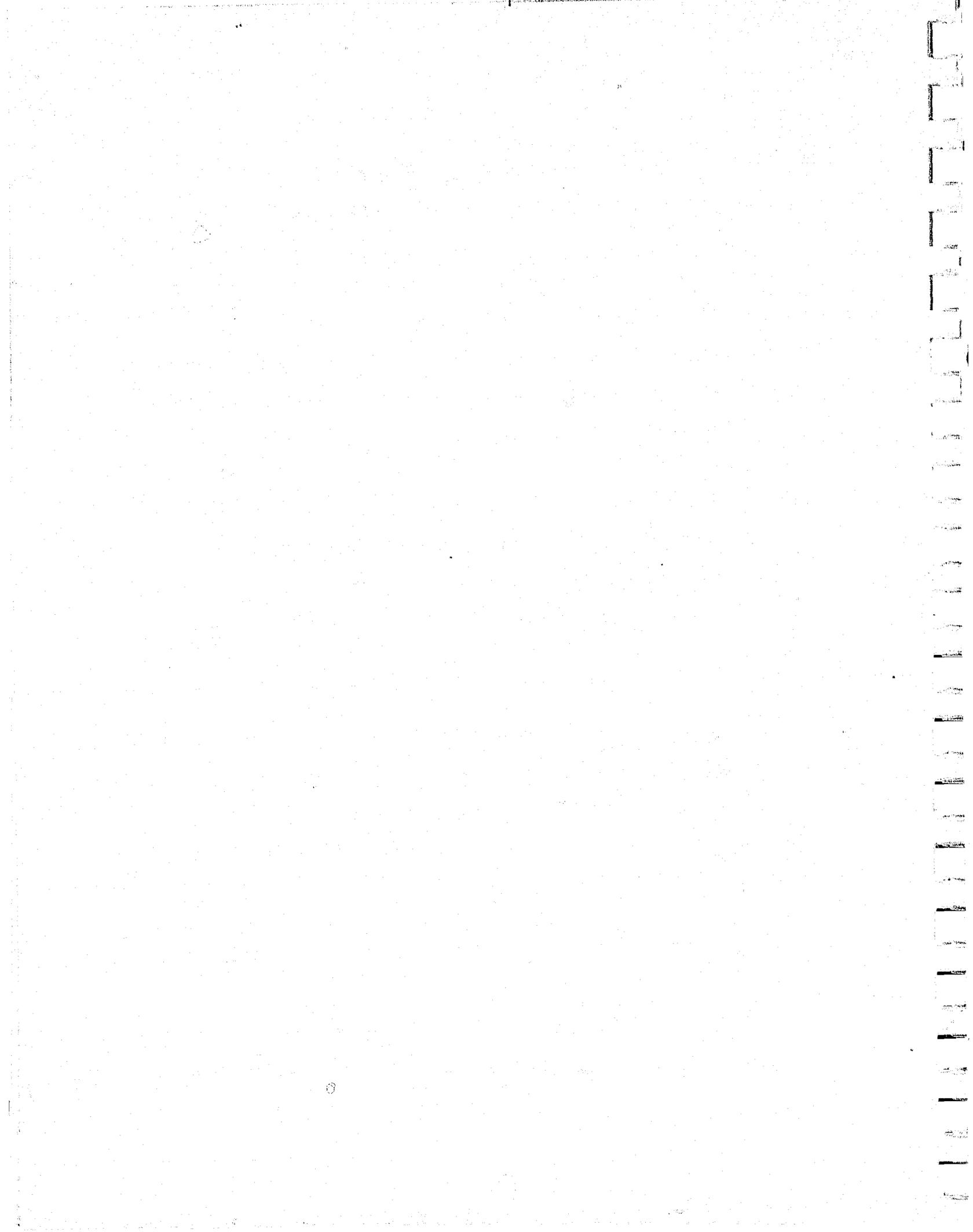
begin early this spring. These activities have included examining last year's evaluation report prepared by Bartell Associates so that recommendations could be considered and implemented for program improvement. Activities have also included evaluation of the subject areas to be included in the training program so that they could be refined and improved. In addition, the project staff have been involved in the scheduling of instructors for the training sessions and coordinating with the Police Department Training Academy for when the training sessions begin. Instructional materials that recruits receive at the beginning of the training session have been re-evaluated and added to for more extensive coverage of relevant information. Test for the recruits are also being evaluated and revised as well as the evaluation forms that are completed by the recruits on the instructors and the courses of instruction after each day of the training.

To date, the project staff of the Center for the Administration of Justice have had few problems in terms of administration, staffing, or coordination. This is probably due to the fact the center has been conducting the training sessions for the past few years. It is interesting to note, however, that even though the Human Relations Training Program has been conducted by the center for over the past few years, the program has not remained stagnant, but has been continually updated and improved by the project staff. This
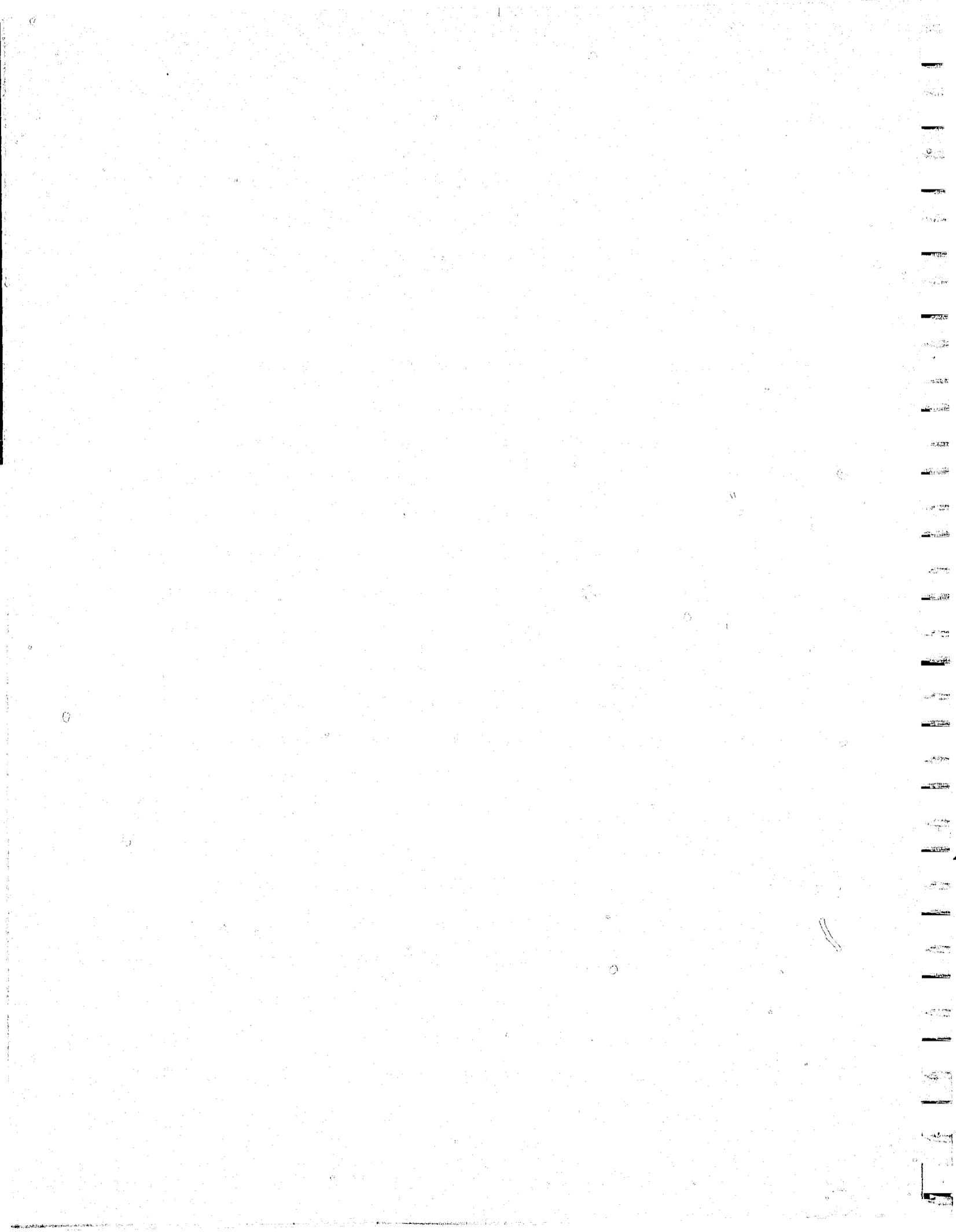
is a very good indication of the level of interest and dedi-
cation to the training sessions by the project staff.
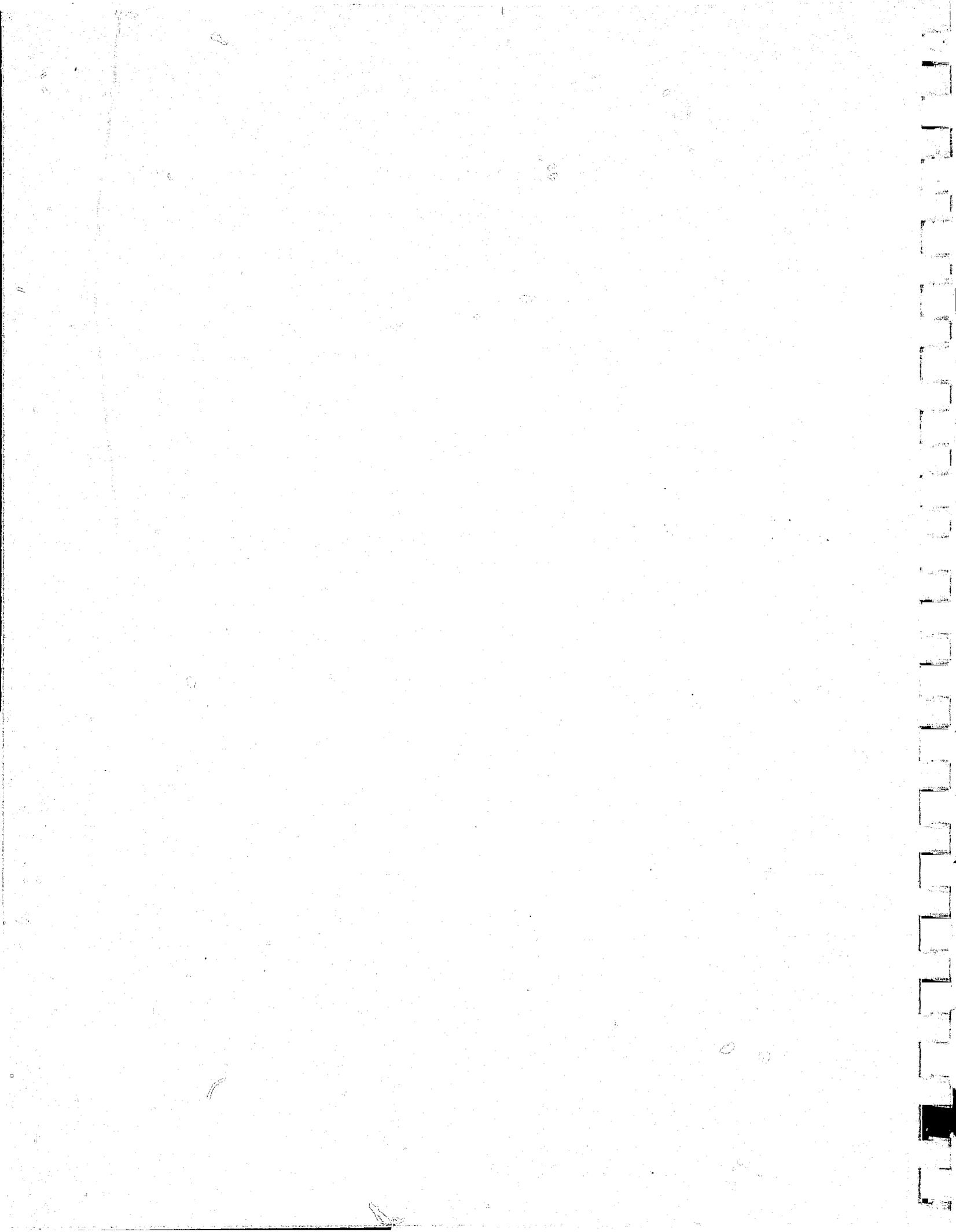
III. EVALUATION ACTIVITIES

The Human Relations Training Program provided by the
Center for the Administration of Justice, Temple University
is part of the Philadelphia Police Departments curriculum for
recruit training. For the purpose of this evaluation, Human
Relations Training will be defined as the "development of an
approach to respond to police-client service contacts in such
a fashion as to minimize the possibility of conflict and/or
negative reactions while maximizing the efficiency of infor-
mation transmission that will result in a satisfying service
response or modify behavior into an acceptable form."

The staff of Bartell Associates, Inc. have spent two
days at Temple University in the process of collecting data
for the evaluation of the Human Relations Training Program.
Since there has been only one training session of the program
conducted since the training sessions that were conducted
between December 3, 1973 and April 5, 1974, it was decided by
the evaluation and project staff that the evaluation of the
training program concentrate on program improvements. The
last evaluation of the training program was conducted by Bartell
Associates, Inc. In the last final evaluation report, numerous
recommendations were made as to program improvement. These
recommendations ranged from course refinement to and including
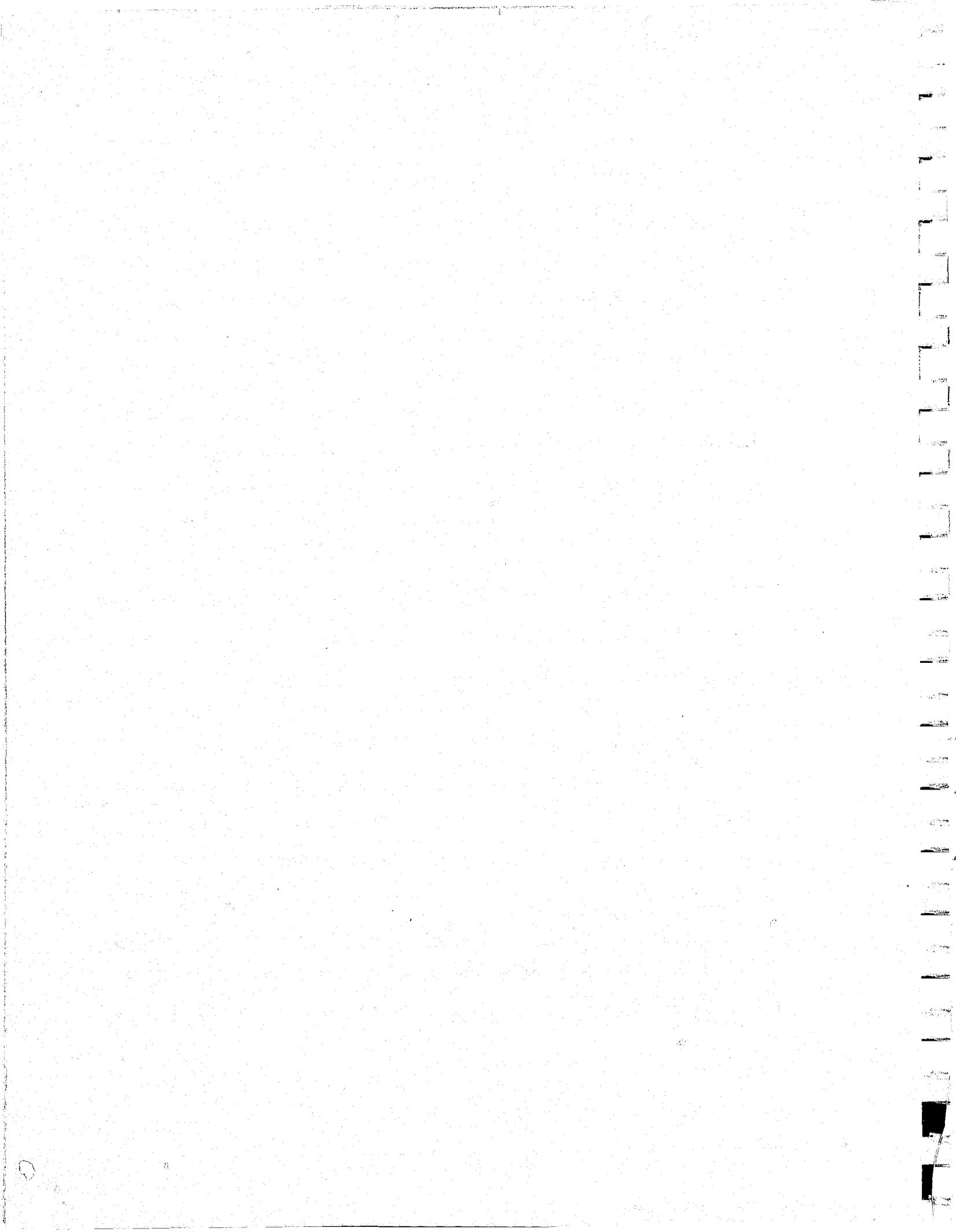
the use of video tape equipment as an approach to improving instructional techniques.

This final evaluation report will provide information on the progress of the project staff in implementation of the recommendations. In addition, this final report will provide information on further research into Human Relations Training for recruits in an attempt to make further refinements and improvements on the program.

This approach will provide the Governor's Justice Commission with information on project improvements as well as the project staff on how the present program can be improved. To this extent, time was spent with project staff concerning their progress toward implementing the recommendations of the last evaluation report as well as other improvements that have been made.

There have been no problems in collecting this data or in implementing the evaluation plan. During discussions with the project staff, additional ideas for improvements in the program were mutually developed which have been a benefit to the project staff.
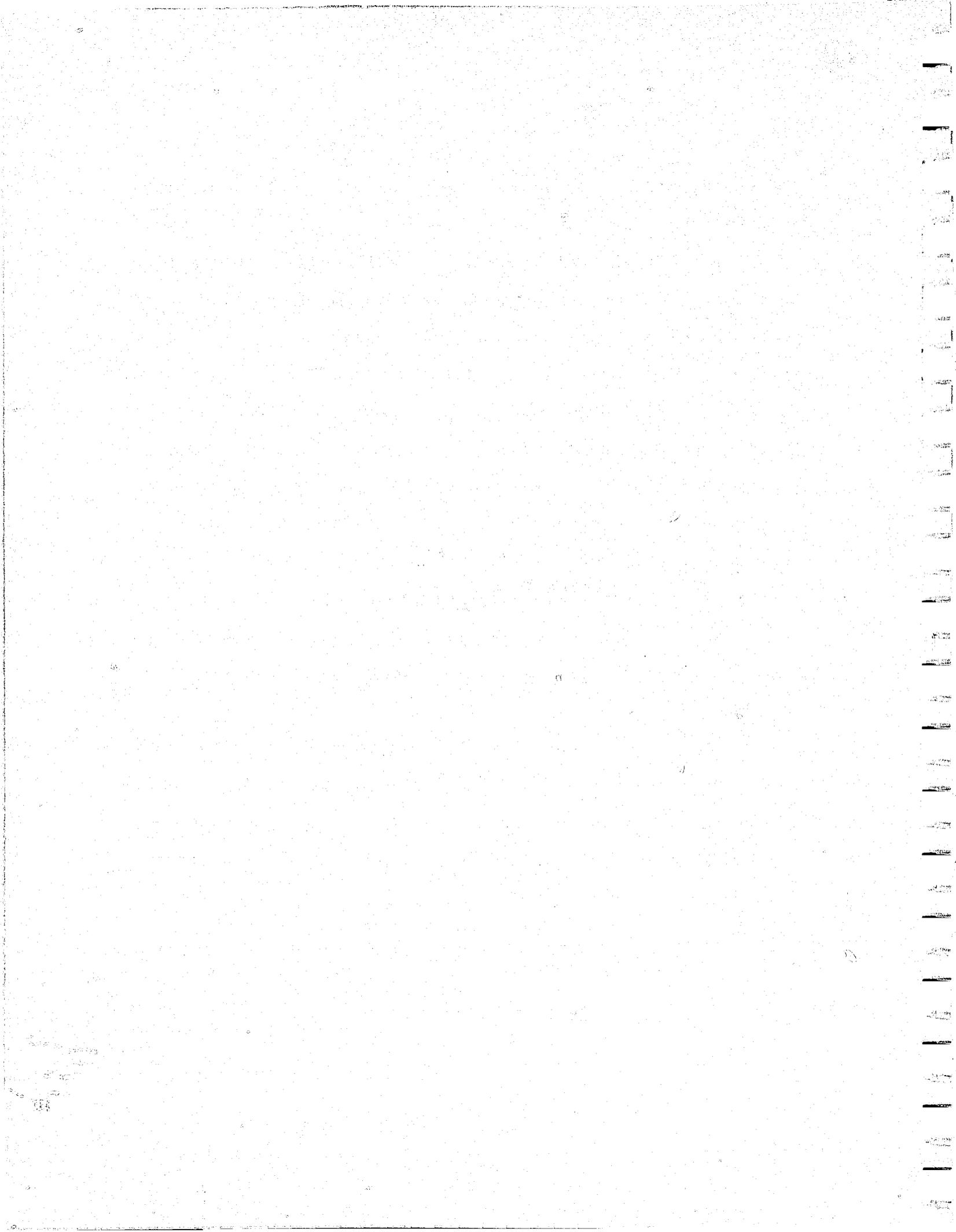
IV. PROJECT ANALYSIS

This section of the evaluation report will focus on a description and analysis of the Human Relations Training Program and also the results of the program. Included under the Training Program Analysis will be selected techniques, course content, instructors, handout material, instructional techniques, and evaluation techniques. Once this is completed, the results of the project will be analyzed.

A. Selection Techniques

There are basically four separate components of a police training program:

- Training recipient - The police group to be trained.

- Training subject - The nature of the material to be learned.

- Training source - The person or institution responsible for giving the training.

- Training method - The teaching techniques.

In an effective training program, all four components must be developed in relation to the other so that an optimal training program can be developed depending on the type of policeman to be trained, and the subject to be taught. Trainers often make the mistake of planning a single training program applicable to all levels of police. Problems may arise, however, due to the very great differences between police groups. For example,
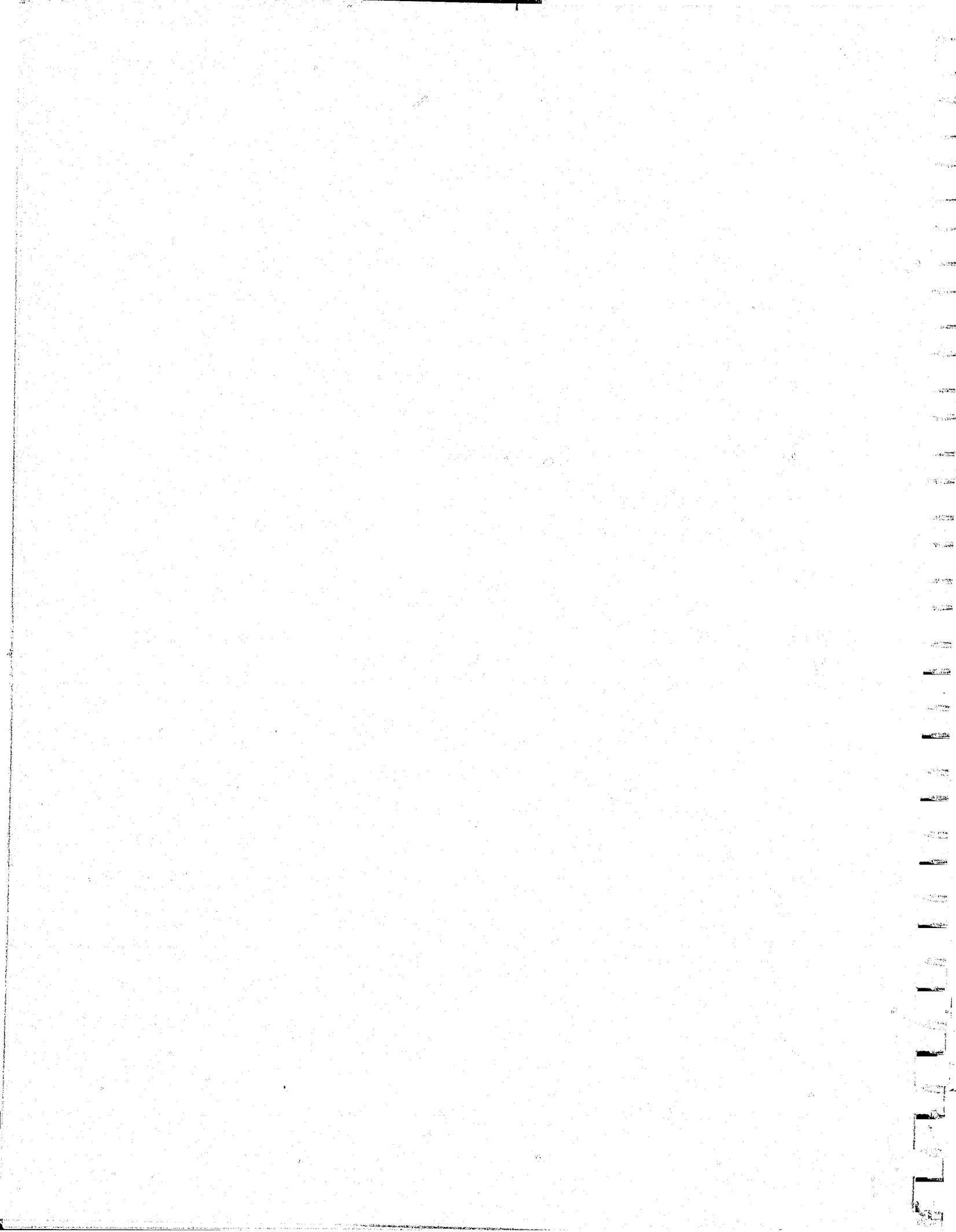
patrolman will be different from captains, or lieutenants in terms of the nature of the job, i.e., duties, responsibilities, level of expertise required, etc. Also, differences may be present in attitudinal areas which necessitate the use of different training approaches.*

In the Human Relations Training Program, however, this problem does not exist because it is an interrelated component of the recruit training program of the Philadelphia Police Department. Therefore, only recruits receive the training and there are no differences in rank, experience, etc. This allows the training program to be developed to meet the needs of recruits and precludes the need for major course revision with each new training class.

B. Course Content

As discussed earlier in this report, there is a definite and justifiable need for Human Relations Training for Police Officers in the Philadelphia Police Department. The training program must be developed, however, so that it meets this need and provides for positive results. The developmental process for a training program can be diagrammed as follows:

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*Jay M. Finkelman, Walter Reichman, "Police Training Strategies: A Contingency Model, Journal of Police Science and Administration, Volume R, No. 4.

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│              │   │Function      │   │With Training │
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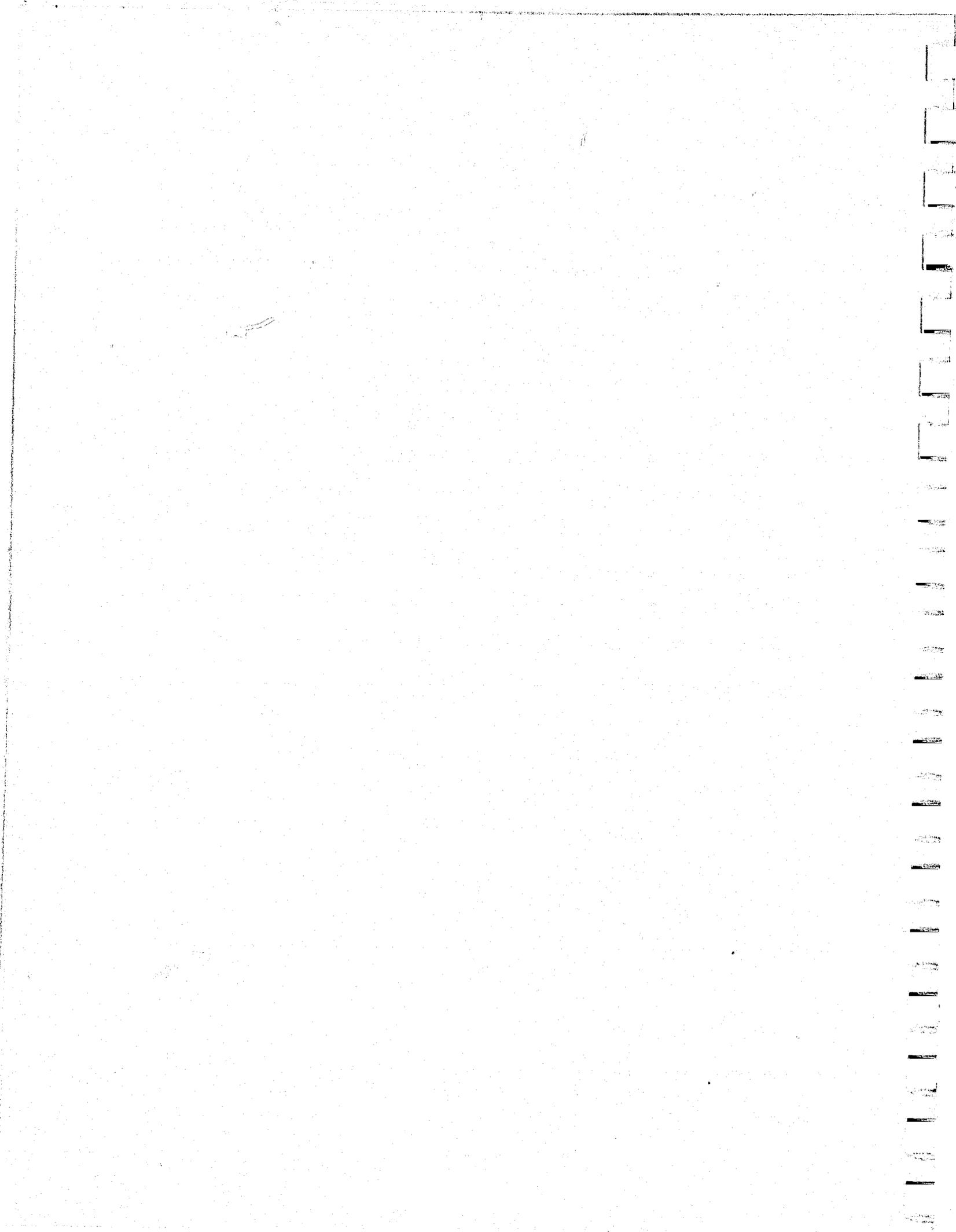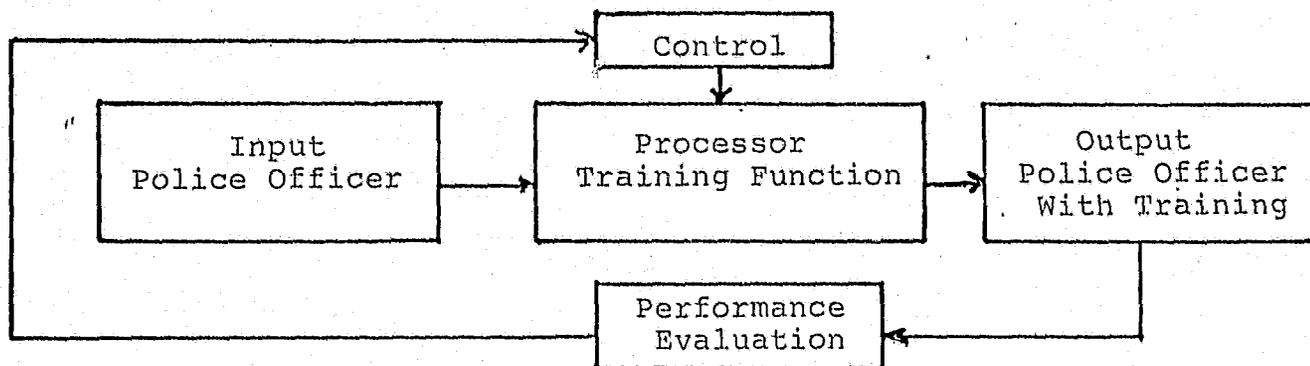
Developmental process for a training program.*

The above diagram is basically a feedback model which involves
a police recruit being trained to become a police officer. The
police officer's work is evaluated which provides feedback as
to how the training program should be modified to improve police
officer performance. It is through this process that the Human
Relations Training Program has gone through. The following is
a list of the training courses of the Human Relations Training
Program. A short description of each training course is pro-
vided to enable the reader to better understand each training
course. The list of courses represent all courses available in
the Human Relations Training Program. All courses, however, are
not used for each training session.

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*Richard V. Badalmente, "Training Police for Their Social Role."
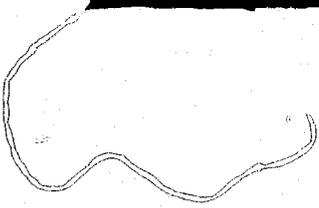
1. Orientation

2. Alcoholism

3. Panel Discussion - Narcotics and Dangerous Drugs

4. The Correctional System and the Police

*5. Temple Student Panel

6. Police Officer Training - Panel Code

7. Family Crisis Intervention

8. Family Organization, Interaction, and Sexuality

9. Educational and Occupational Patterns (now combined with social and economical change)

10. The Philadelphia Criminal Justice System

11. Analysis of Social and Economic Change

12. Values and Behavior

13. Recognition of Abnormal Behavior

14. Legitimate vs. Illegal Use of Drugs

*15. High School Student Panel

16. Juvenile Gang Syndrome

*17. Community Organizations

18. Film and Discussion - Law and Order

19. Examination and Evaluation

20. Juvenile problems and the police

*21. Film and Discussion - Besieged majority

22. Conflict Resolutions

*23. Film and Discussion - The Prejudice Film

*24. Film and Discussion - This Child is Rated X

25. Communications

26. Child Abuse

*These courses are used intermittently depending on the progress of each class.
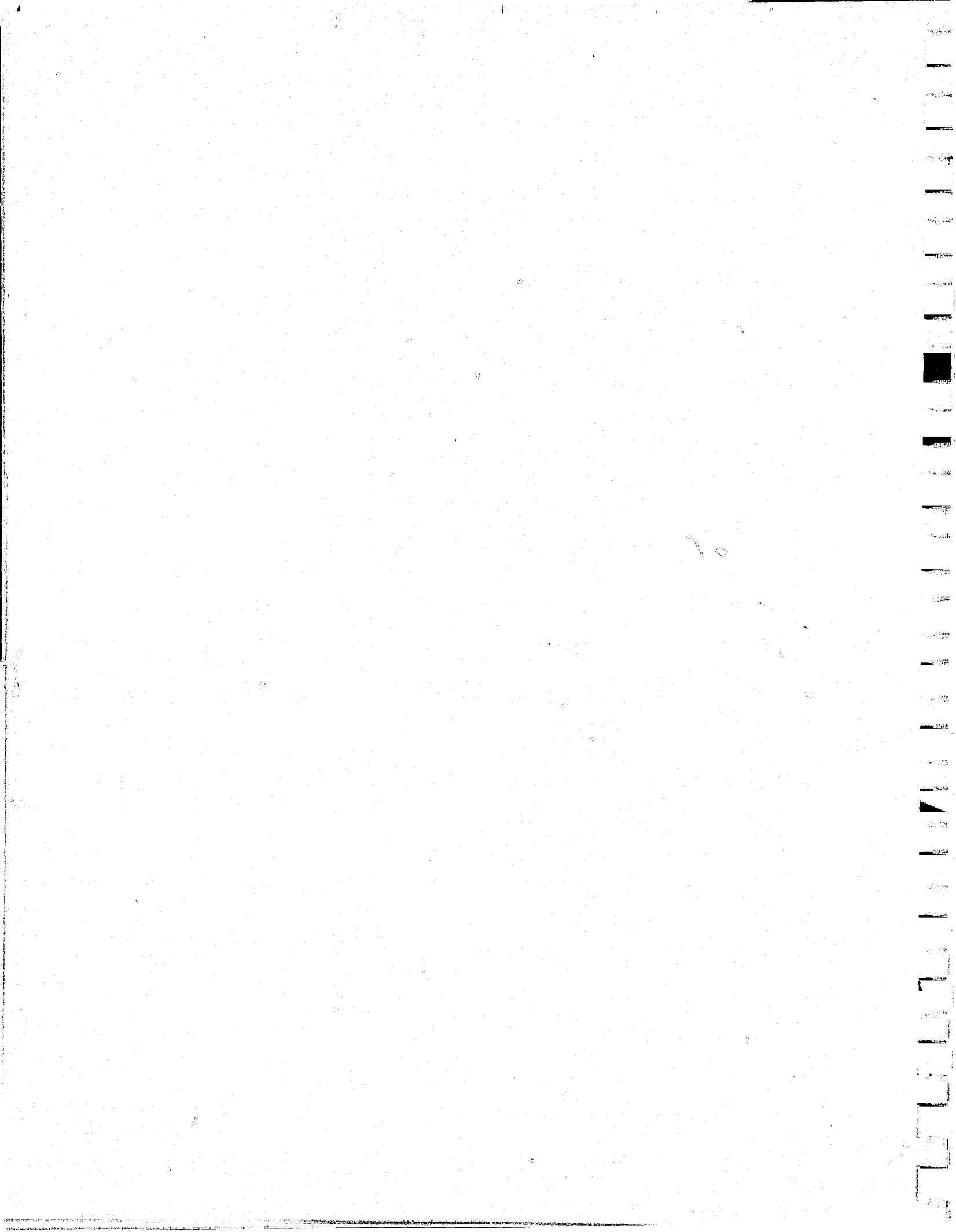
1. <u>Orientation</u>

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

2. <u>Alcoholism</u>

This topic area includes a 45 minute film entitled "The Morning After" with Dick Van Dyke. The goal of this subject area is to make the recruit aware of the problems faced by the alcoholic. Class discussion, which plays a large part in this course, centers around proper methods of handling an alcoholic, common misconceptions about alcoholism, and recognition of the common physical impairments caused by chronic alcoholism. In addition, a secondary objective of this course is to deal with the recruits potential or real problems with alcoholism.

3. <u>Narcotics and Dangerous Drugs</u>

With a panel of addicts, former and present, police officers discuss addiction, treatment, and rehabilitation in a law enforcement context so that the officer may become aware of the most effective methods of handling an addict. Occasionally the film, "All the Kids Like That: Tommy's Story," is shown.
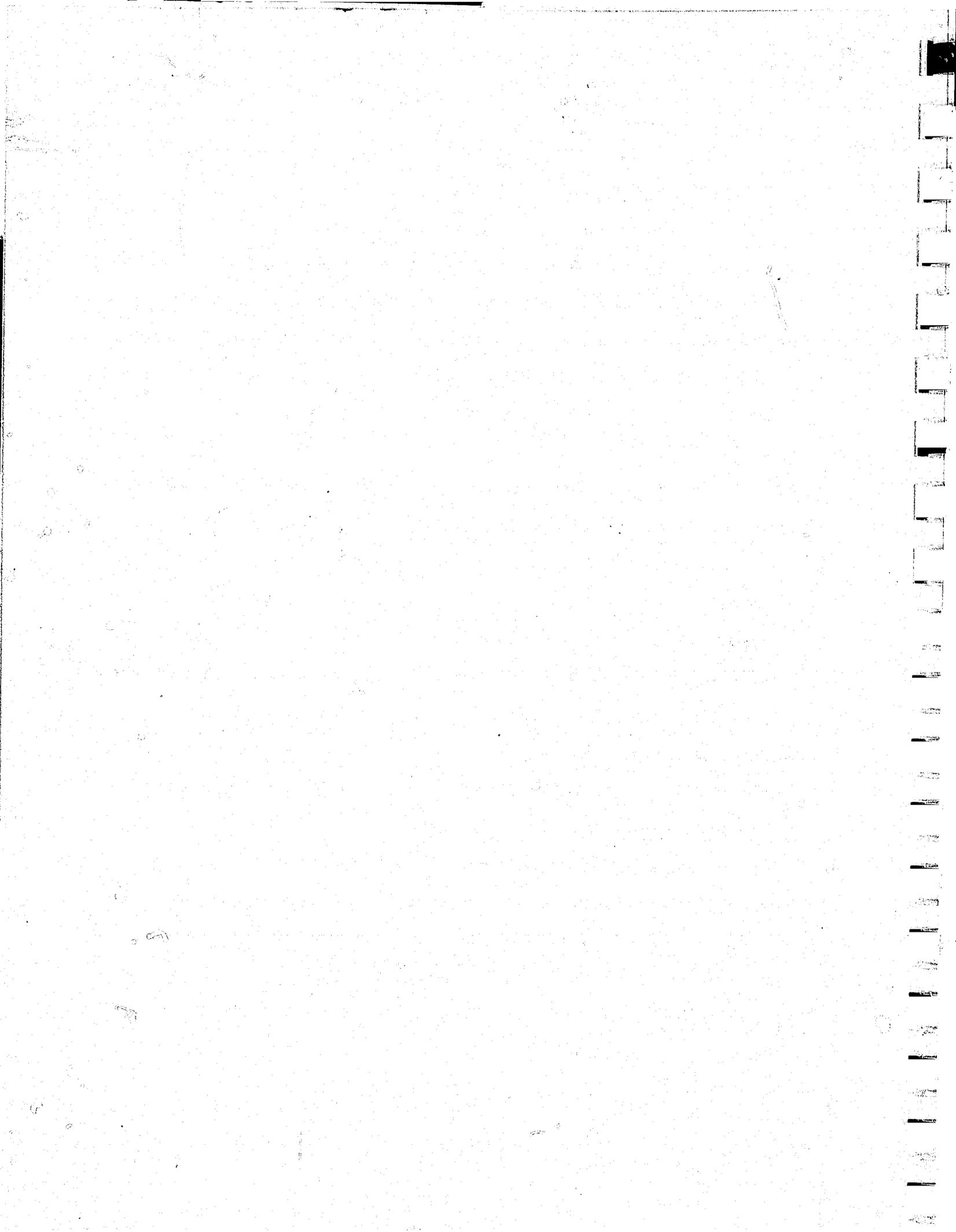
4. Temple Student Panel

The Temple Student Panel session helps to convey to the officer the attitudes of the contemporary college student. Usually a two-hour session, officers are provided with insights of the college student in a discussion atmosphere. Different approaches are discussed and critiqued from which the officer can base his own techniques.

5. Juvenile Gang Syndrome

This topic area was given during the first section only. In later sections the information was included in the topic area "Juvenile Problems and the Police." The goal of this subject area was to educate officers in the areas of gang identification, organizational structure, and effect on members and the community.

6. Juvenile Problems and the Police

The purpose of this topic area is to make the officer aware of the many facets of the juvenile problem facing the community. Topics covered in this four-hour subject area include the identification and organizational structure of delinquent gangs, the processing of the juvenile offender from apprehension to disposition, and the scope of the juvenile problems in the urban community.

7. Recognition of Mental Disorders & Abnormal Behavior (Suicide)

The goal of this subject area is to teach the officer
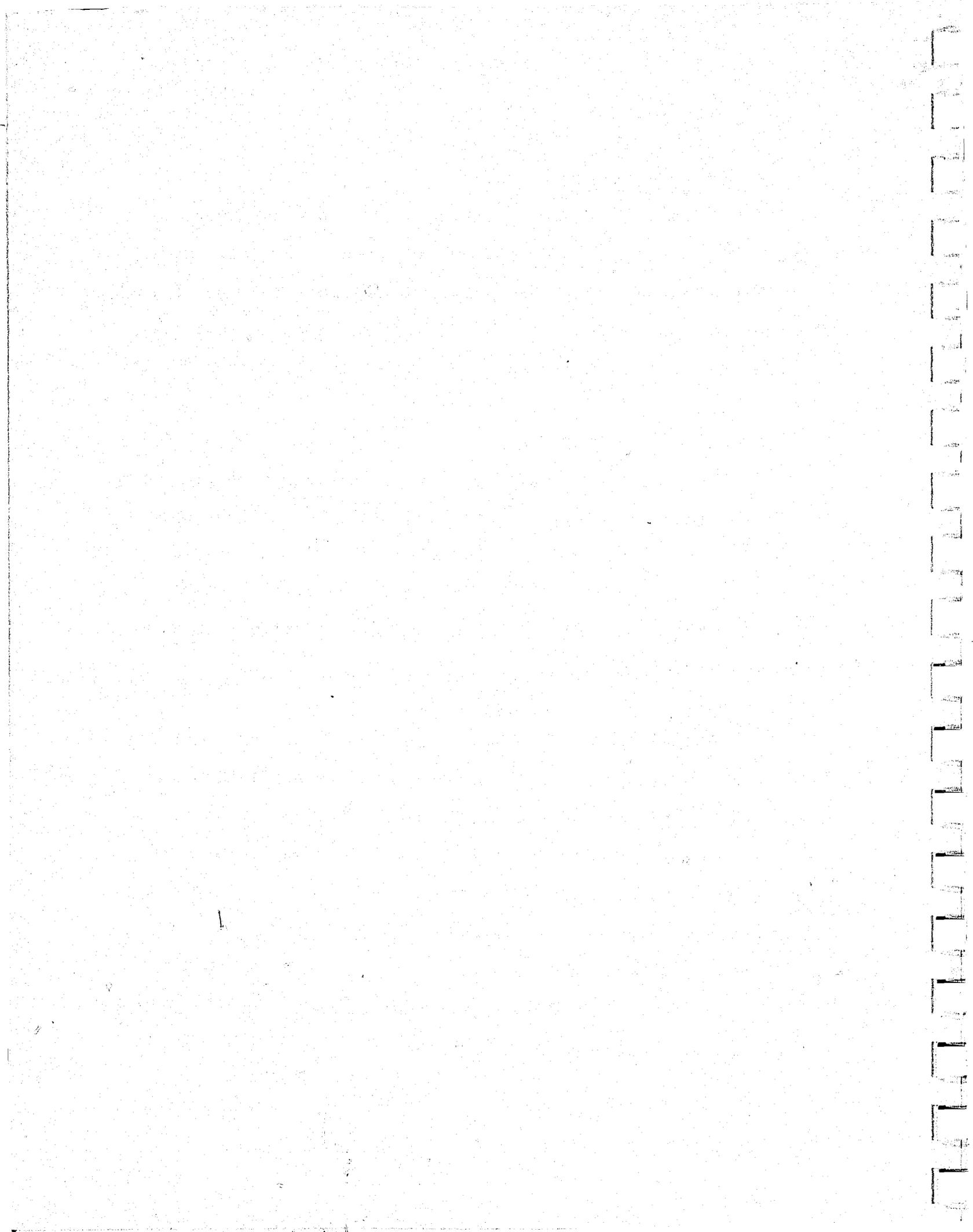
some practical methods of handling the disturbed person. Not only is the officer taught how to recognize the behaviors, he is taught how to identify the medication used for mental and physical disorders. A professional actress in used to help teach this subject area. She acts out a true-to-life situation for the officers to take part in. This topic area runs an average of two hours.

8. The Correctional System and the Police

The Philadelphia prisons and their administration are described during this two-hour session. Recruits are made aware of problems in the correctional setting such as homosexuality, religion, politics, and over-crowding.

9. Community Organization and Structure

This subject area is designed to make the recruit aware of the impact of political activity in various urban neighborhoods. Special emphasis is placed on the Puerto Rican neighborhoods. This subject area averages two hours in length.

10. The Philadelphia Criminal Justice System

This topic area, with a film and panel discussion, is used to familiarize the officer with specific aspects of the Criminal Justice System in Philadelphia. The film used is "Crime of Our Courts," running 50 minutes. The panel is made up of a Public Defender, a Common Pleas Court Judge, and an Assistant District Attorney.

11. High School Student Panel

Discussion with inner city young people of varying
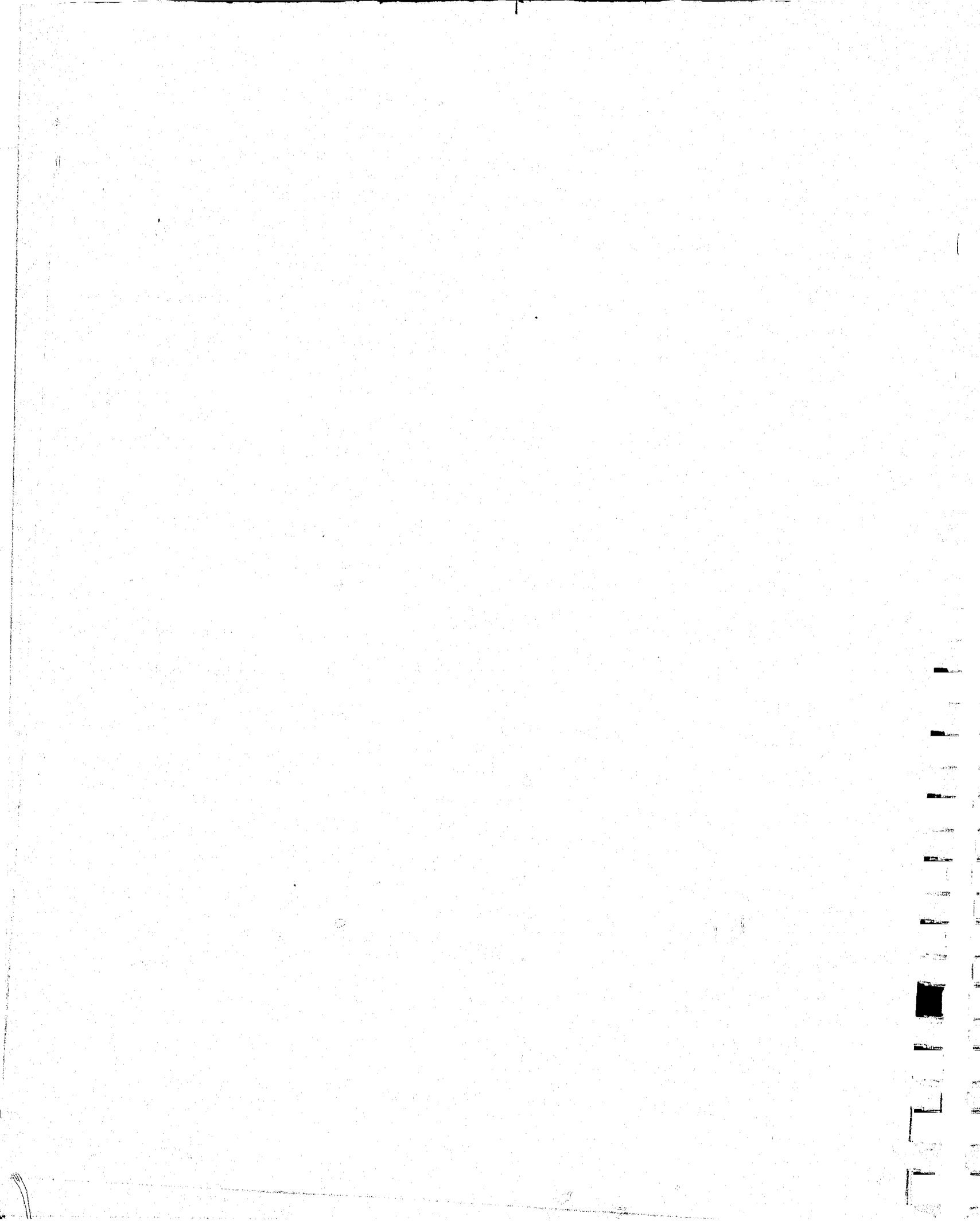
backgrounds graphically illustrates to the officers a side of the public seldom seen during their professional experience. Reverse-role-playing helps make the officers aware of how the juvenile perceives the police officer. The two-hour session covers many of the attitudes and prejudices the students have for the police. The purpose of this session is to give the officer new ideas for approaching the juvenile.

12. Film and Discussion

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

13. Educational and Occupational Patterns

This two-hour lecture-discussion provides insight into the educational experiences of minority groups and relates these to professional opportunities of minority groups. Additionally, changing neighborhoods and housing patterns are discussed as they affect the roles of the policeman. This subject area is to provide the officer with reasons for the poor economic conditions of various neighborhoods so he can adjust his actions accordingly.
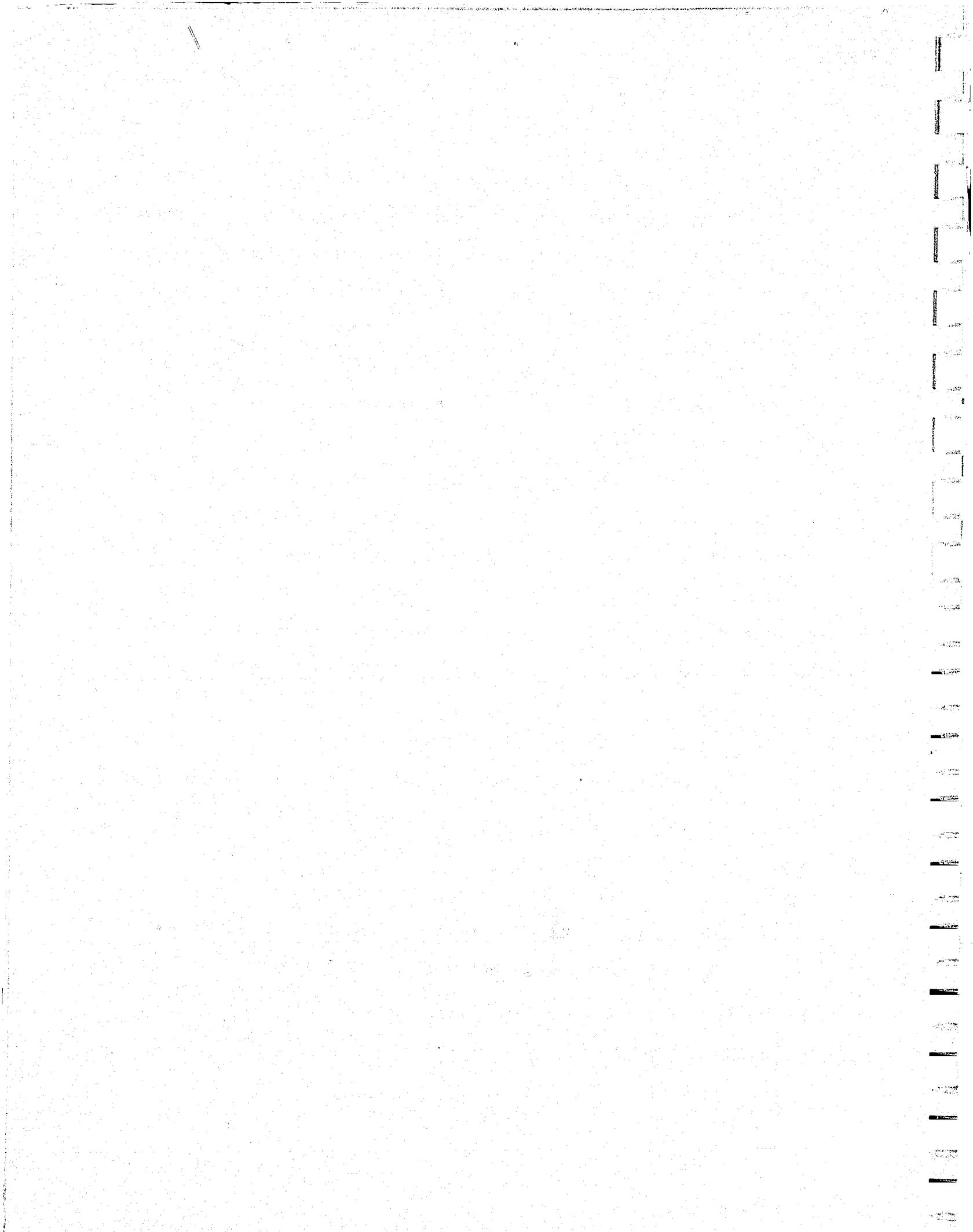
14. Family Crisis Intervention

This four-hour subject area uses professional actors to present emotional situations in which officers intervene. Through the use of the actors and video tape this subject area teaches the recruit how to handle the most difficult situations a policeman encounters, the domestic dispute.

15. Conflict Resolution

Until the sixth section, Conflict Resolution was part of the Family Crisis Intervention topic area. For the sixth section Conflict Resolution was made a separate course because it generalizes to other areas of police work--not only family disputes. Officers are taught that verbal discussion is their best defensive and offensive weapon. Video tape is again used to provide feedback to the police officers.

16. Family Organization, Interaction and Sexuality

During this two-hour session the policeman is made aware of the impact his profession will have on his personal life as well as the impact his personal life will have on his professional performance. Discussion of this subject includes interaction with co-workers, family, and the general public.

17. Film and Discussion: The Prejudice Film

"The Prejudice Film" is shown to help the officers realize the great amount of prejudice which exists and how this prejudice has no basis. During the discussion which follows the film many
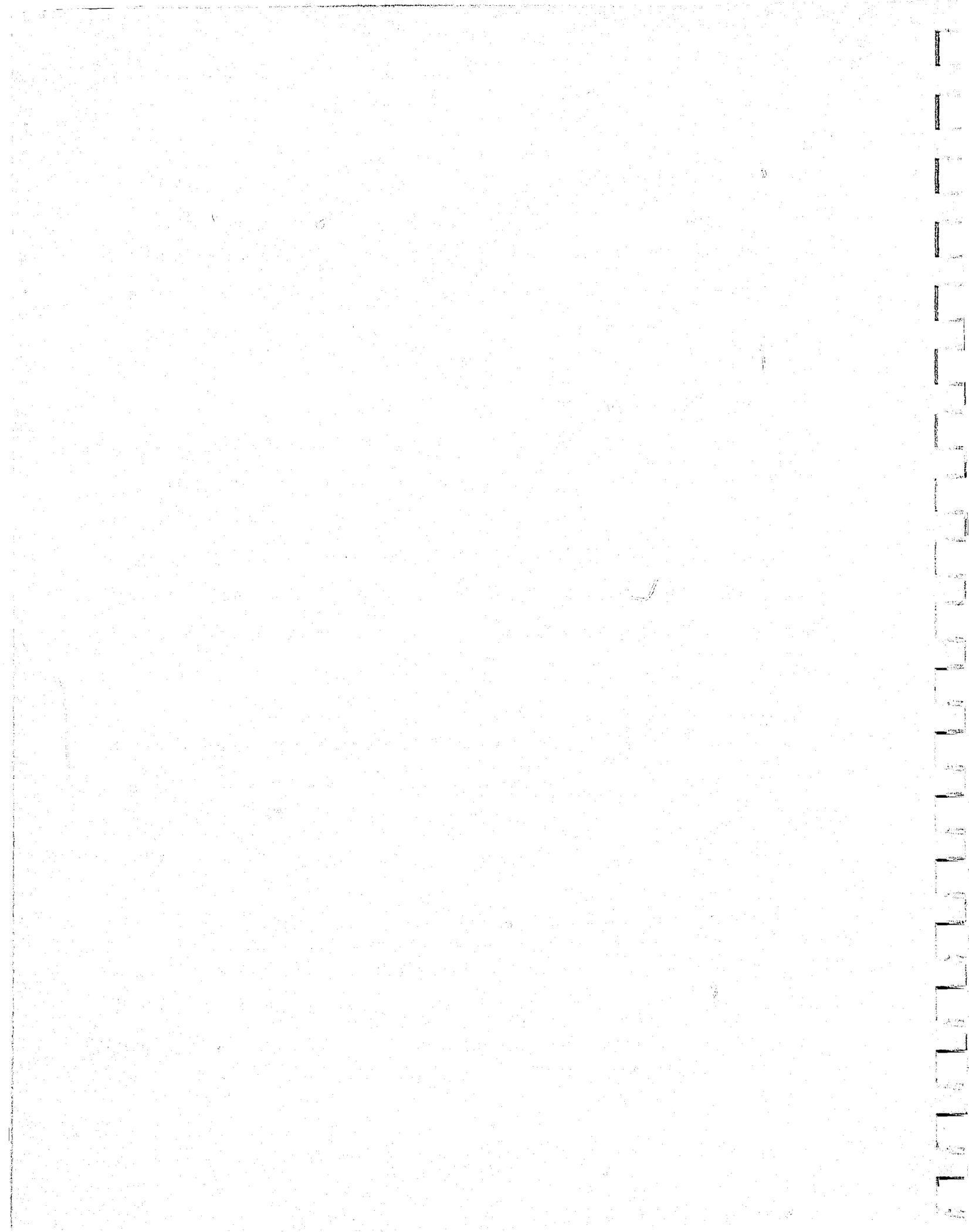
of the officers reveal their individuality as well as their unfounded prejudices.

18. Social and Economic Change

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

19. Legal vs. Illegal Use of Drugs

This subject area is usually a two-hour lecture-discussion which covers the variety of drugs which exist. It is emphasized during the discussion that there is a very thin line between legal and illegal use of drugs. The goal of this subject area is to convey to the officer the use of discretion.

20. Film and Discussion - Law and Order

This 80-minute film, and the accompanying discussion, evaluates actual situations police encounter during a routine day and group dynamics and decision making within groups of police officers.

21. Film and Discussion - This Child is Rated X

This film and discussion help show the officer what happens to a juvenile when he is placed in an institution. The
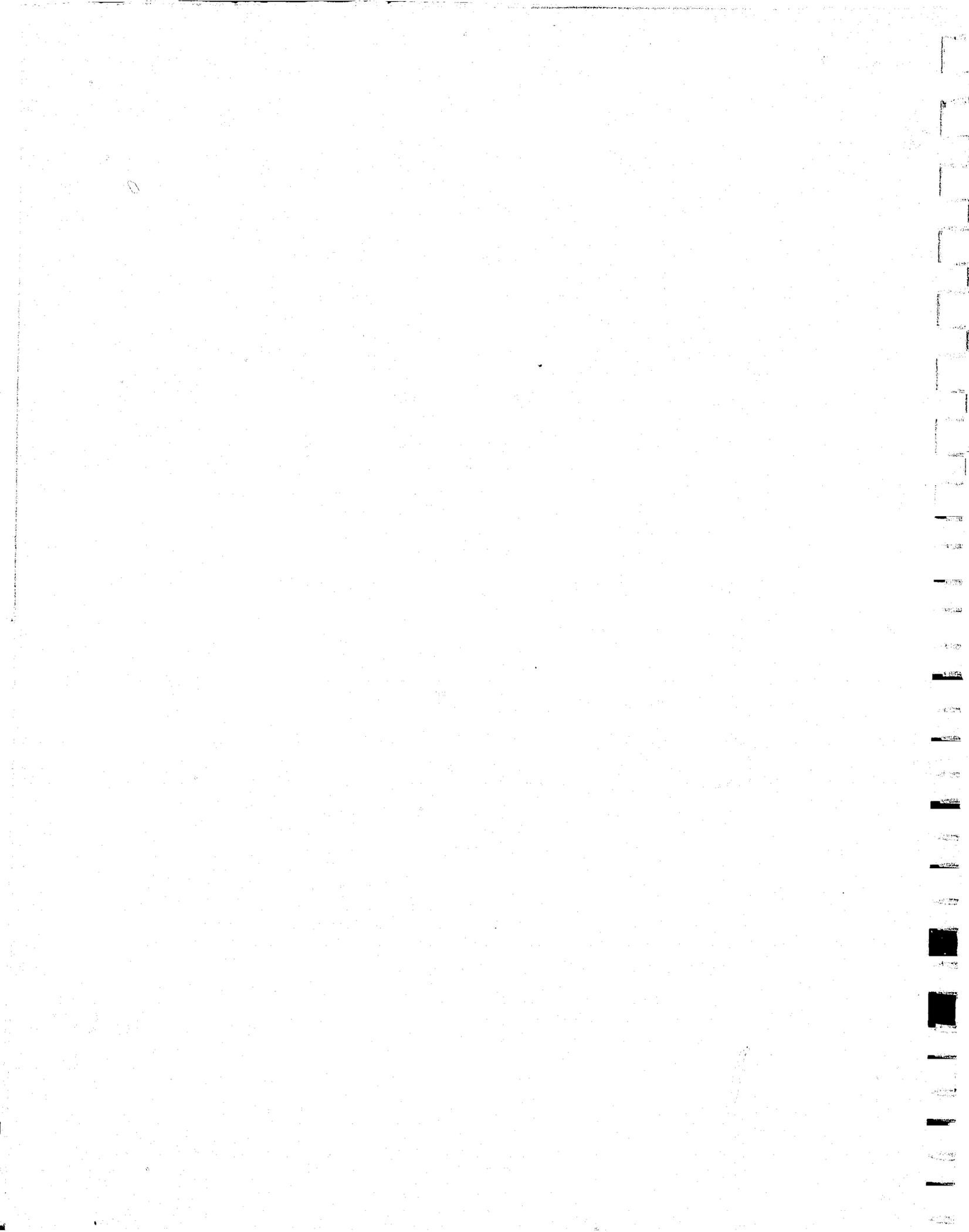
film depicts the problems juveniles have including abuse,
homosexuality, and institutional treatment methods. This
three-hour session is designed to impress upon the officers
a need for alternative courses of action for handling a
juvenile. This session was included only in the seventh
section.

22. Values and Behavior

Individually of the officers in the class is demonstrated
through the use of "value-oriented" games. A discussion of the
individual's different reactions to the game clearly shows the
officer's different perceptions, values, and behaviors. During
the 2.5 hour session differences in the behavior of persons from
various social, economic, racial, and national groups are dis-
cussed. The officers are made aware that each person has his
own set of values as well as behavior patterns.

23. Communications

In the past this topic area had been included in the
Values and Behavior topic area. For the sixth section it was
made a separate subject area. This topic stressed verbal and
non-verbal (body language) communications with minority groups.

24. Child Abuse

This course includes a panel of 2 to 5 local experts in
child abuse including representative of the medical examiner's
office, an agency that deals with the retarded, and a medical
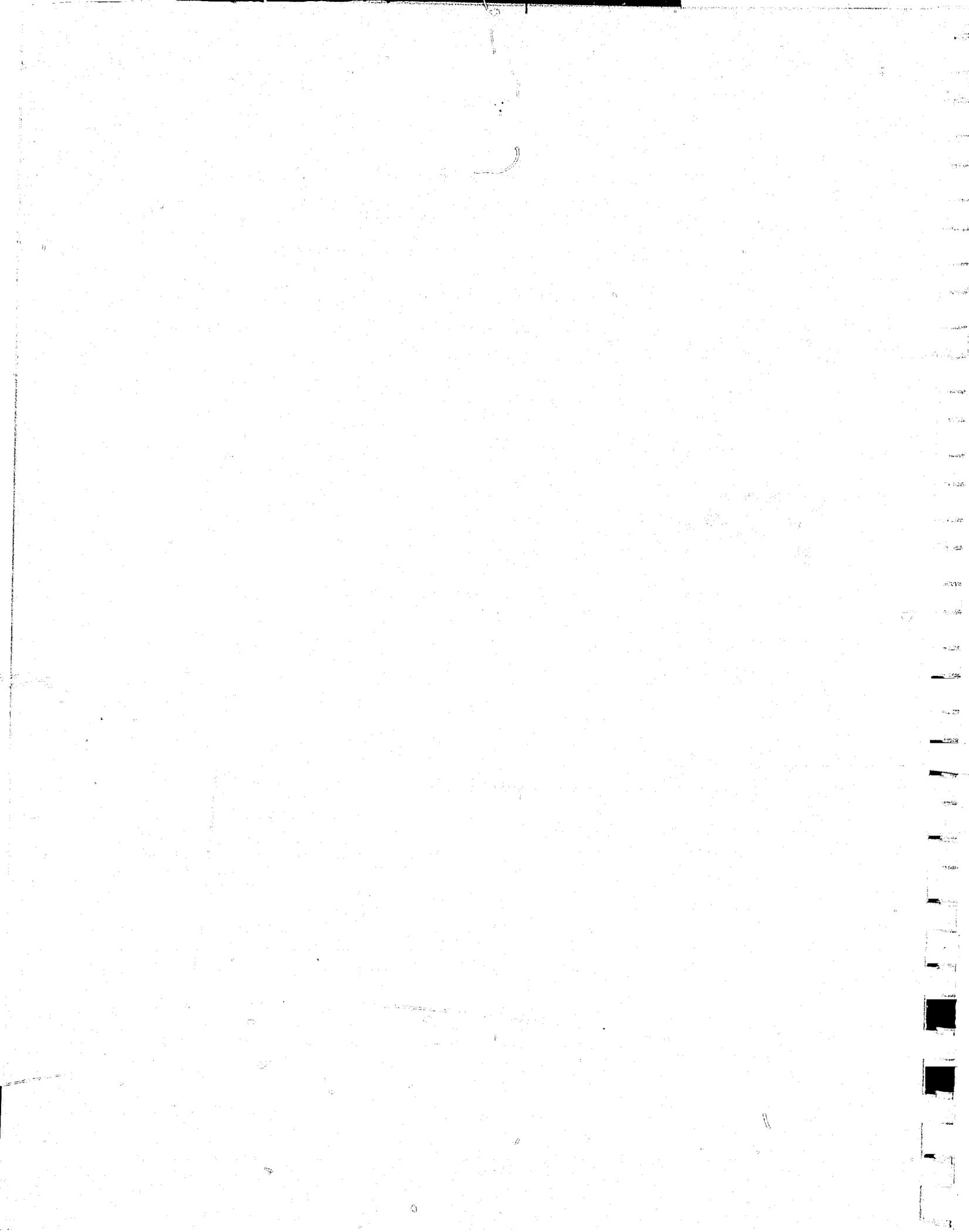
doctor. The Discussion is led by the Director of the Child
Advisory Program.

25. Examination and Evaluation

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

No training program should remain static but should be
continually evaluated and modified to increase effectiveness.
This process is in concert with the diagram of the developmental
process for a training program presented earlier. In order to
measure the level of flexibility and innovativeness in the
Human Relations Training Program, the last eight training sessions
were analyzed. The table on the following page presents this
analysis. The Table breaks out each Training session by the
subject areas given each day of the 10 day session and in what
order for each day. The numbers in each block correspond to the
Course Key on the right side of the page. For example, the
first day of Training Section A included an Orientation, Alcoholism,
and a Panel Discussion on Narcotics and Dangerous Drugs while the
first day of Section H included Family Crisis Intervention and
Film and Discussion - The Prejudice Film.

As the Table demonstrates the Human Relations Training
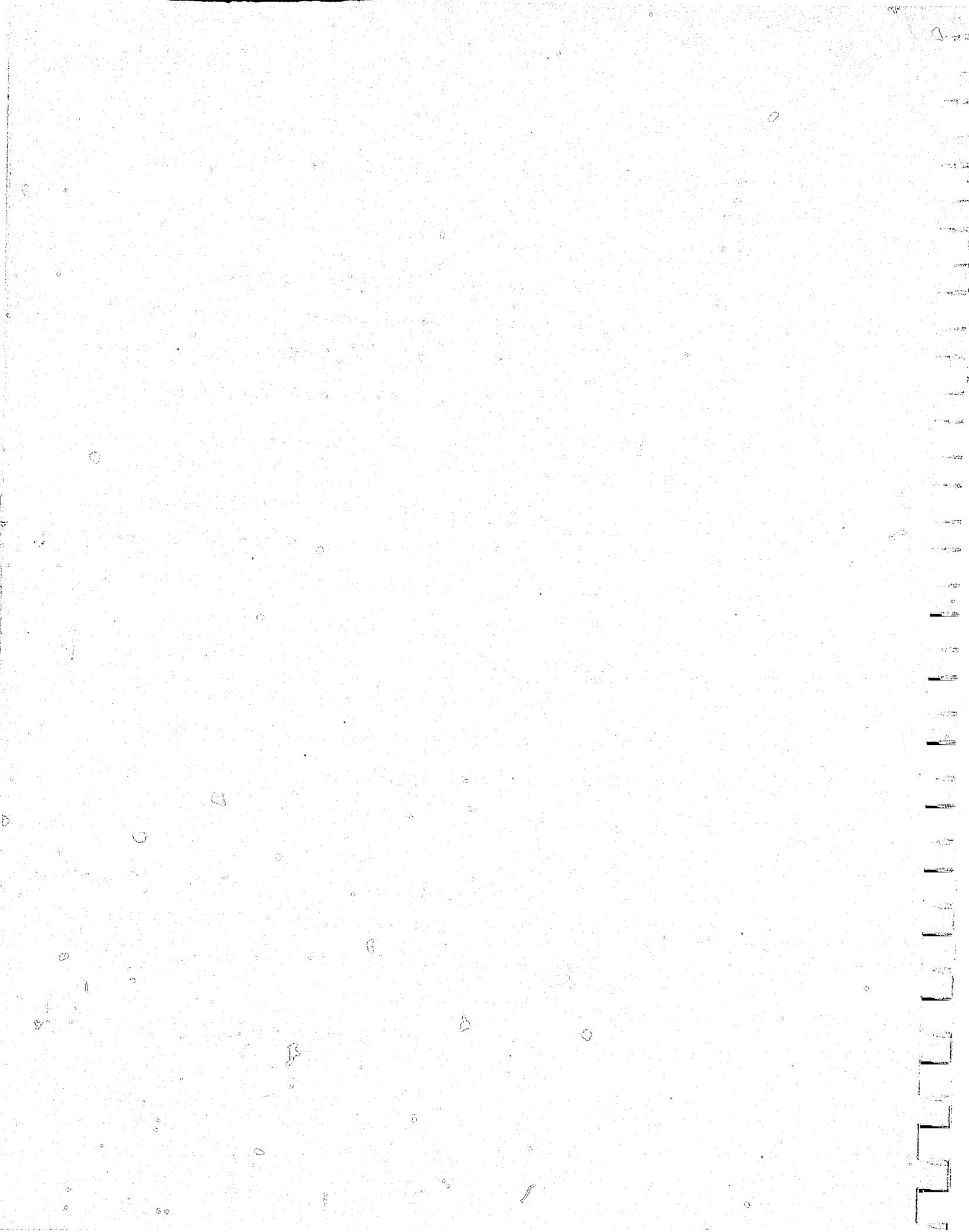
COURSE CHANGE ANALYSIS

TRAINING SECTIONS

A	B	C	D	E	F	G	H	DAY
1	1	1	1	1	1	1	7	
2	20	11	20	20	7	2	23	1
3	12	8	7	7	8	3		
					23			
4	20	20	13	20	13	5	12	
5	6	6	5	6	20	20	11	2
6			6		6	6	6	
7	2	20	18	11	14	13	8	
8	3	12	8	8	17	4	4	3
					25	17	20	
9	8	9	11	9	5	10	13	
6	6	6	6	6	4	6	6	4
					6			
10	10	10	10	10	18	15	10	
6	6	6	6	6	6	9	6	5
						6		
11	9	2	2	2	2	7	12	
12	17	3	3	3	3	8	20	6
						23	8	
13	13	13	20	13	11	11	14	
14	14	14	14	14	22	14	17	7
6	6	6	6	6	6	6	6	
15	15	15	15	15	15	18	2	
16	4	4	4	4	9	24	3	8
12	11	7	26	12	24			
17	7	17	17	17	10	22	4	
11	11	11	27	27	6	6	26	9
6	6	6	6	6			6	
18	18	18	12	18	12	12	18	
19	19	19	19	19	19	19	19	10
6	6	6	6	6	6	6	6	

COURSE KEY

1. Orientation
2. Alcoholism
3. Panel Discussion – Narcotics and Dangerous Drugs
4. The Correctional System and the Police
5. Temple Student Panel
6. Police Officer Training – Panel Code
7. Family Crisis Intervention
8. Family Organization, Interaction, and Sexuality
9. Educational and Occupational Patterns
10. The Philadelphia Criminal Justice System
11. Analysis of Social and Economic Change
12. Values and Behavoir
13. Recognition of Abnormal Behavior
14. Legitimate vs. Illegal Use of Drugs
15. High School Student Panel
16. Juvenile Gang Syndrome
17. Community Organizations
18. Film and Discussion – Law and Order
19. Examination and Evaluation
20. Juvenile Problems and the Police
21. Film and Discussion – Besieged Majority
22. Conflict Resolution
23. Film and Discussion – The Prejudice Films
24. Film and Discussion – This Child is Rated X
25. Communications
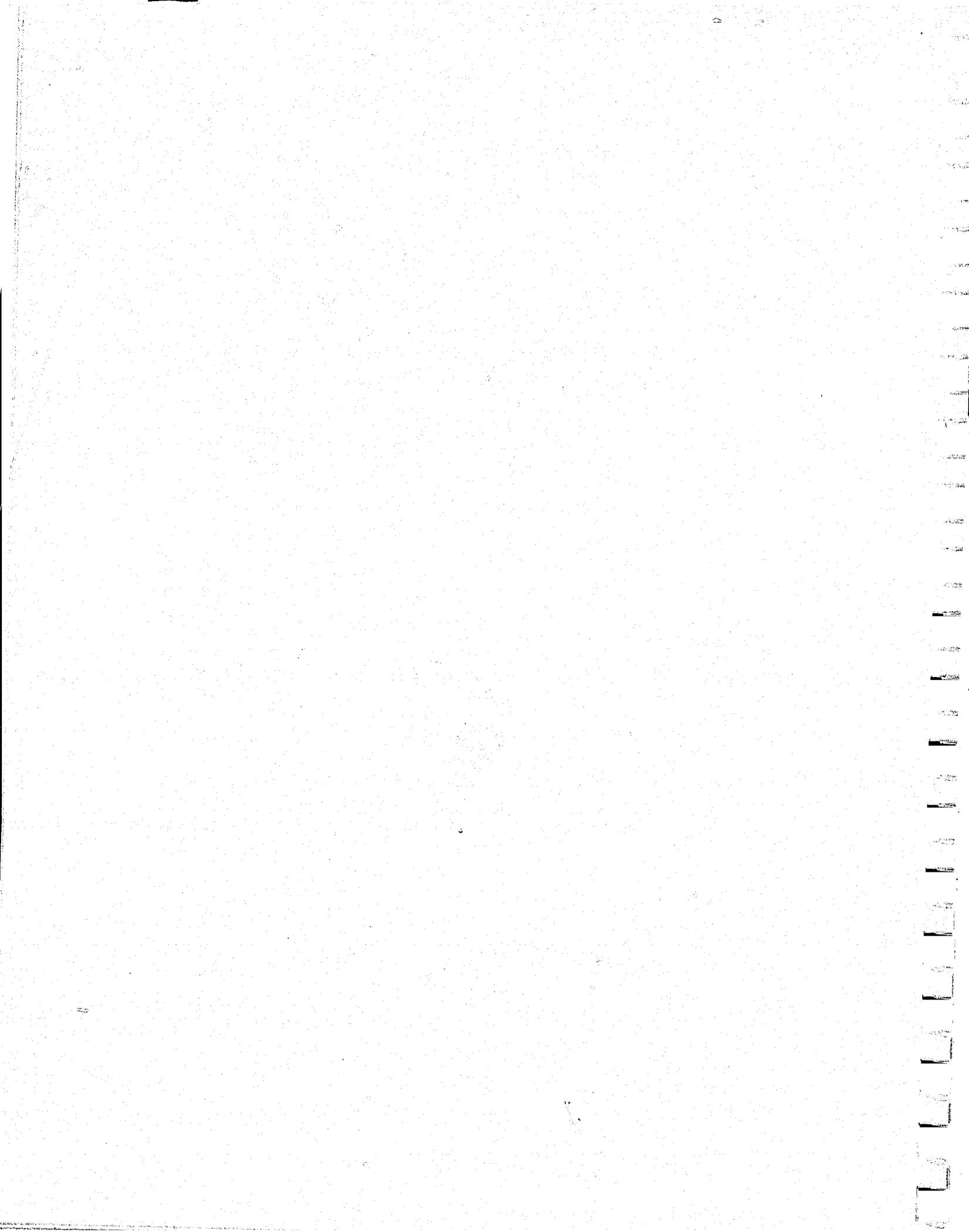
Program has been highly flexible in terms of course arrange-
ment. Course arrangement is highly important because the
placement of some subjects before or after others may negate
the effects of the subject. This is due to either course
content and/or instructor. For example, placing the high
school student panel immediately before Family Crisis Inter-
vention may reduce the effectiveness of the Family Crisis
Intervention Course because the high school panel may have the
tendency to arouse anger in the trainees thus reducing their
receptiveness to Family Crisis Intervention Training. The
same principle exists with instructors in terms of the techniques
they use and the responses they evoke in the trainees. Both
instructors and Course Content have to compliment each other
to insure that an optimal learning experience can occur. The
project staff at Temple has been very sensitive to this prin-
ciple and to date have provided a course arrangement that pro-
vides for an optimal learning experience. The fact that the
project staff is continually revising course content and course
arrangement also demonstrates that the training program is not
remaining static but is being continually evaluated and improved.

26. Penal Code Instruction

Typically 18 hours of penal code instruction is given the
recruit by a Philadelphia Police Academy Instructor. It is the
evaluator's recommendation that this 18 hours should be used for
human relations training, rather than Penal Code Instruction.

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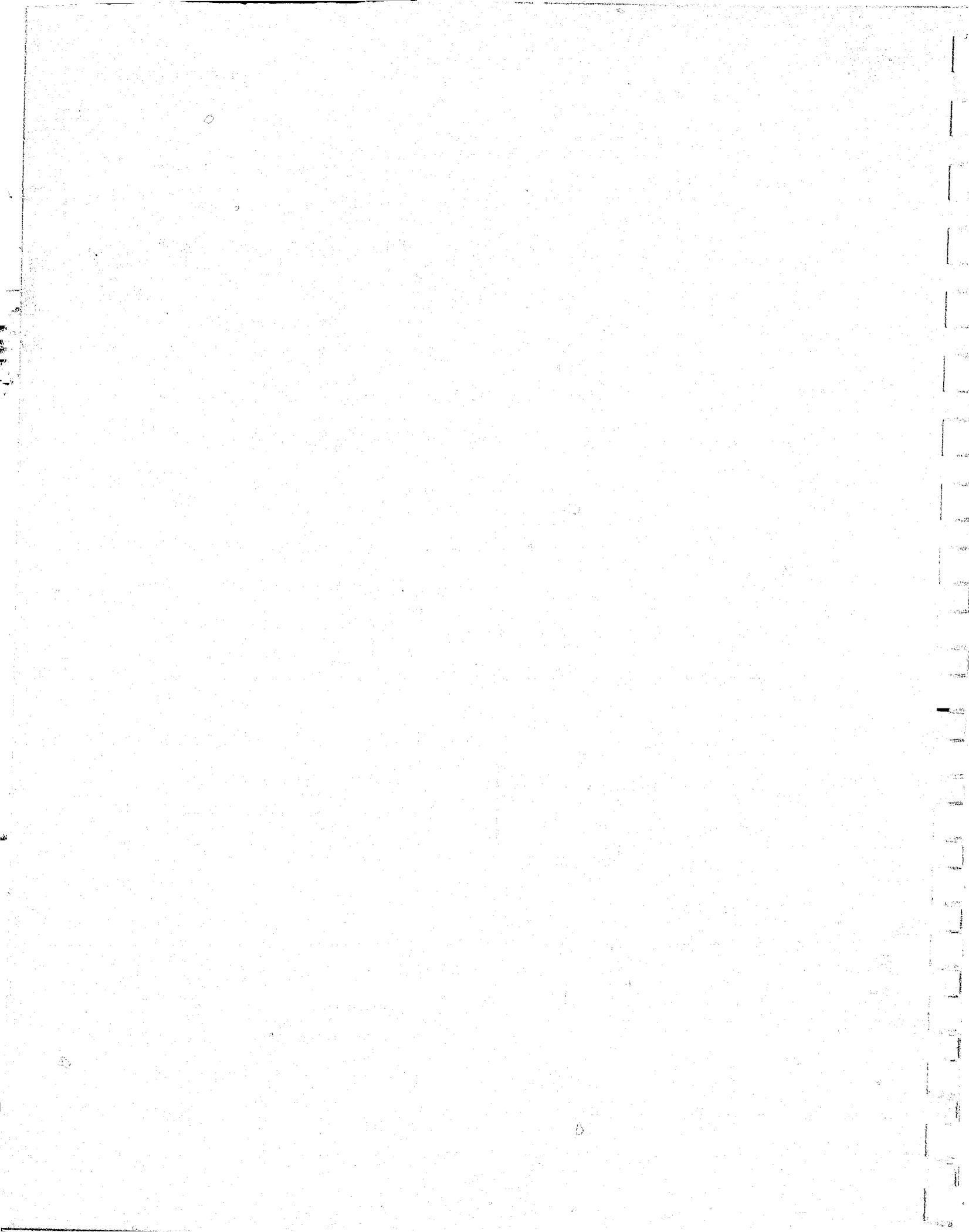
Human Relations Training is a relatively new con-
cept in police departments and many of the programs have
tended to be of the "sound and fury" variety. For example,
interchange role plays with ghetto youths or formless and
vague community dialogue sessions are used. Human Relations
Training of this type, though it may have some short term
effects in that it tends to bring long submerged attitudes to
the surface, generates more emotions than solutions to prob-
lems. In other words, emotions are raised, but there is rarely
an inkling about what to do with them. In many cases, this
kind of training raises anxieties to such a level that not only
is there a large fall-off effect because it is hard to sustain
unfocused emotion, but there is also a "walking on eggs" effect
created in the participant who must now go back to the street
"sensitized" but with nothing in which to use his new sensitivity
in terms of techniques or plans. The problem is one of translat-
ing what is learned in the classroon on to the street in day to
day situations. In other words, the training program must not
only raise emotions, but attempt to relate them to behavorial
changes on the job.*

In order to evaluate the effectiveness of the course
content of the Human Relations Training Program in terms of
its transferability to the street situation, the following

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*Byron L. Boer, Bruce C. McIver, "Human Relations Laboratories
 and Team Policing," Journal of Police Science and Administrations
 Vol. 2, No. 4.
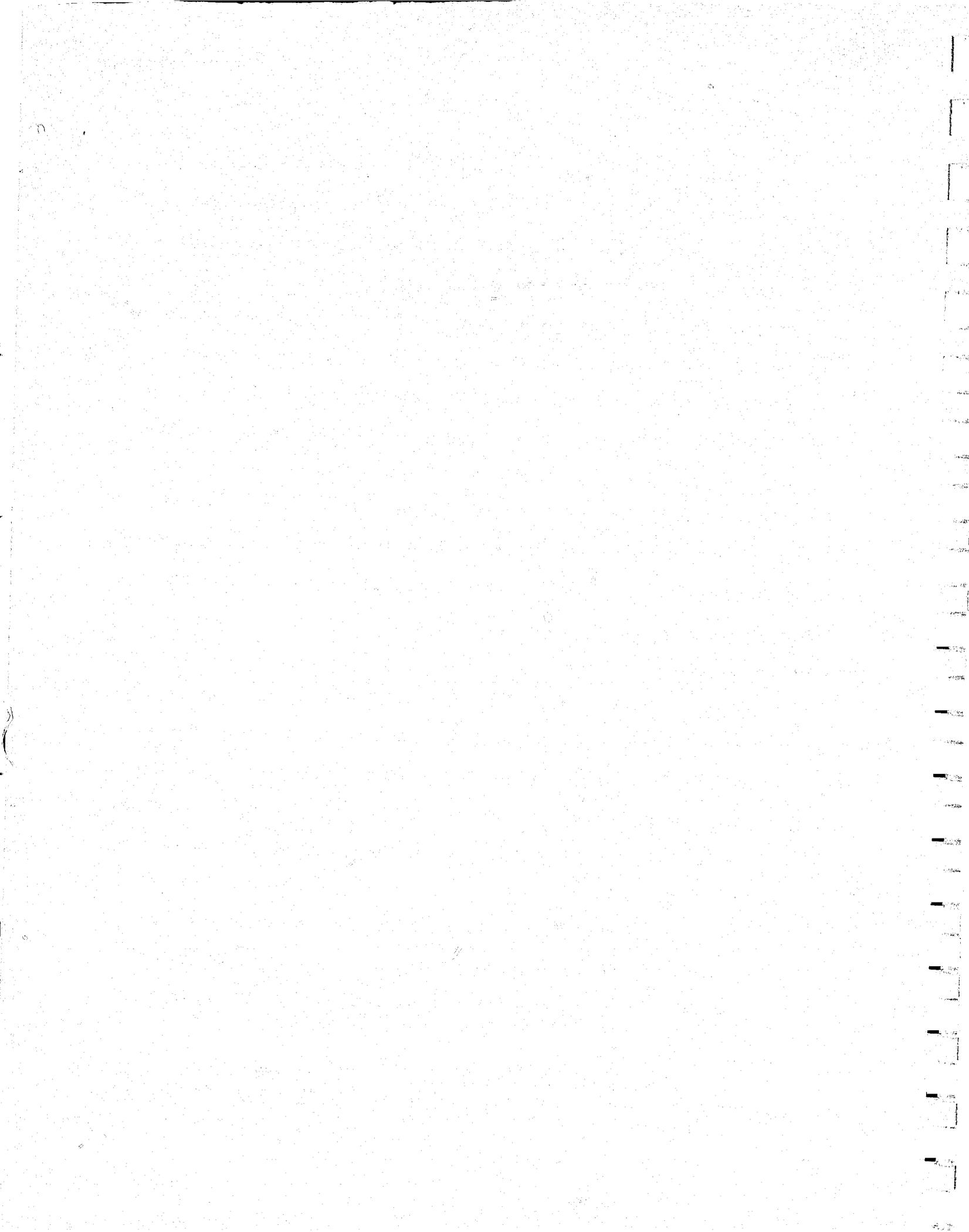
factors were identified as evaluative indicators:

- Is the training material analogous to
  real life?

- Are the pertinent dynamics of the course
  relevant and identifiable?

- Are the non-essential variables separated
  so that the important points can be ident-
  ified and assimulated by the trainees?*

- Is the course content intensive in that
  it involves many different experiences
  that have a high degree of personal
  impact?

- Does the course context have a high degree
  of learner participation.**

The table on the following page presents each training subject

of the Human Relations Training program and compares them to

the evaluative indicators listed above. As the table demon-

strates, most subject areas meet the requirements of the evalu-

ative indicators except in the case of "High degree of Learner

Participation." This is due to the fact that many of the subject

areas require that the trainees have a common base of knowledge

before they are able to participate. This knowledge is provided

through a lecture. The participation level of each subject area

is therefore acceptable. The wide range of subject areas is also

acceptable and includes all subject areas required in an effective

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*Boer, McIver, Human Relations Training Laboratories and Team
 Policing.

**Majron Katz, "Family Crisis Training: Upgrading the Police
  While Building a Bridge to the Minority Community," Journal
  of Police Science and Administration, Vol. 2, No. 3.
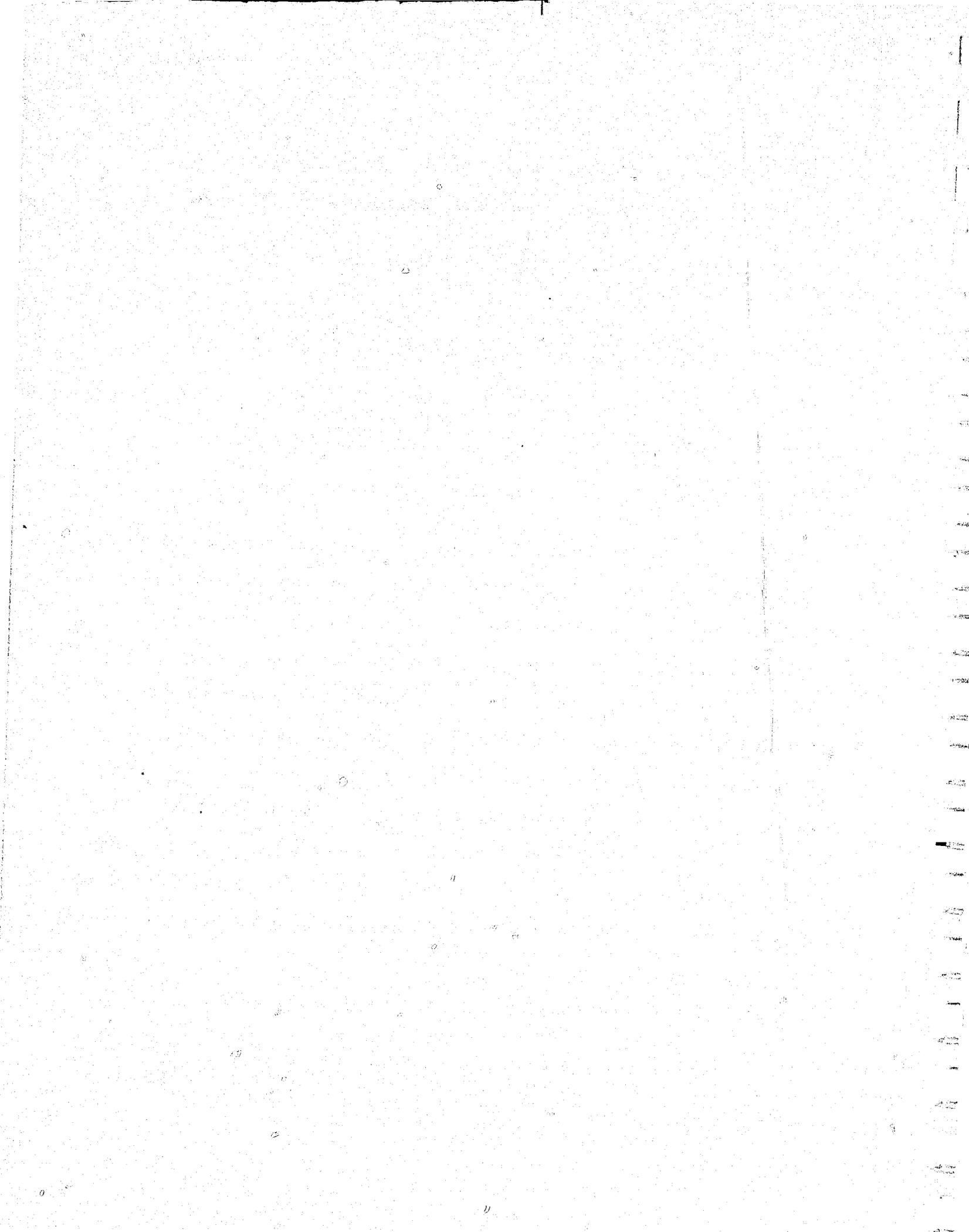
ANALYSIS OF SUBJECT
TRANSFERABILITY

	ANALAGOUS TO REAL LIFE	PERTINENT DYNAMIC IDENTIFIABLE	NON-ESSENTIAL VARIABLES SEPARATED	COURSE CONTENT INTENSIVE	HIGH DEGREE OF LEARNER PARTICIPATION
1. Orientation	N/A	N/A	N/A	N/A	N/A
2. Alcoholism	Yes	Yes	Yes	Yes	Yes
3. Panel Discussion - Narcotics and Dangerous Drugs	Yes	Yes	Yes	Yes	Some
4. The Correctional System and the Police	Some	Yes	Yes	Yes	Some
5. Temple Student Panel	Yes	Yes	Yes	Yes	Yes
6. Police Officer Training	N/A	N/A	N/A	N/A	N/A
7. Family Crisis Intervention	Yes	Yes	Yes	Yes	Yes
8. Family Organization, Interaction and Sexuality	Yes	Yes	Some	Yes	Some
9. Education and Occupational Patterns	Some	Yes	Yes	Yes	Some
10. The Philadelphia Criminal Justice System	Yes	Yes	Yes	Yes	Yes
11. Analysis of Social and Economic Change	Yes	Yes	Yes	Yes	Little
12. Values and Behavior	Yes	Yes	Yes	Yes	Little
13. Recognition of Abnormal Behavoir	Yes	Yes	Yes	Yes	Some
14. Legitimate vs. Illegal Use of Drugs	Yes	Some	Some	Yes	Little
15. High School Student Panel	Yes	Yes	Yes	Yes	Yes
16. Juvenile Gang Syndrome	Yes	Yes	Yes	Yes	Little
17. Community Organization	Yes	Yes	Yes	Yes	Little
18. Film and Discussion - Laws and Order	Yes	Yes	Yes	Yes	Yes
19. Examination and Evaluation	N/A	N/A	N/A	N/A	N/A
20. Juvenile Problems and the Police	Yes	Yes	Yes	Yes	Some
21. Film and Discussion - Besieged Majority	Yes	Yes	Yes	Yes	Yes
22. Conflict Resolution	Yes	Yes	Yes	Yes	Yes
23. Film and Discussion - The Prejudice Film	Yes	Yes	Yes	Yes	Yes
24. Film and Discussion - This Child is Rated X	Yes	Yes	Some	Yes	Little
25. Communications	Yes	Yes	Yes	Yes	Some
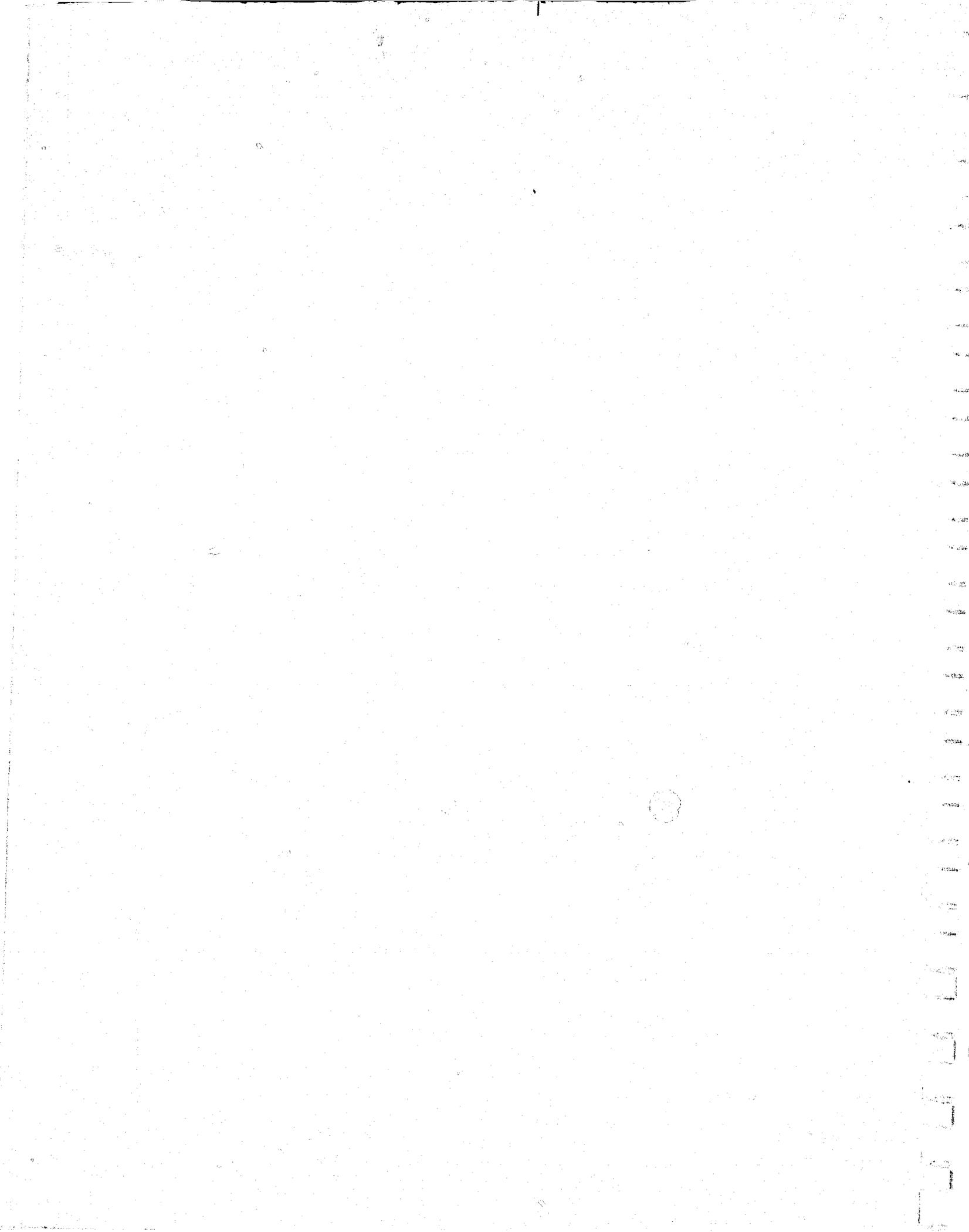
Human Relations Training Program.

It is interesting to note, at this point, that the project staff has implemented many of the recommendations of the last evaluation report prepared by Bartell Associates, and is continuing to improve the Human Relations Training Program with each new section. This ability to change and remain flexible in meeting changing needs is a valuable indicator of the success of any program. As recommended in the last evaluation report, however, it is highly recommended that the penal code instruction not be included in the Human Relations Training Program but the present subject areas should be expanded or additions made.

C.   Instructors

Traditionally, the nature of training material was not a consideration in developing training programs because only specialized police activities were taught. Problems arise, however, when Human Relations Training is brought into the training schedule because a training strategy that is effective in teaching pistol accuracy may leave something to be desired when teaching race relations. Two types of police training can therefore be categorized: Specialized police subjects and psychological subjects.*

In providing training there are basically three types of training sources:

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*Finhelman, Reichman, "Police Training Strategies: A Contingency Model."

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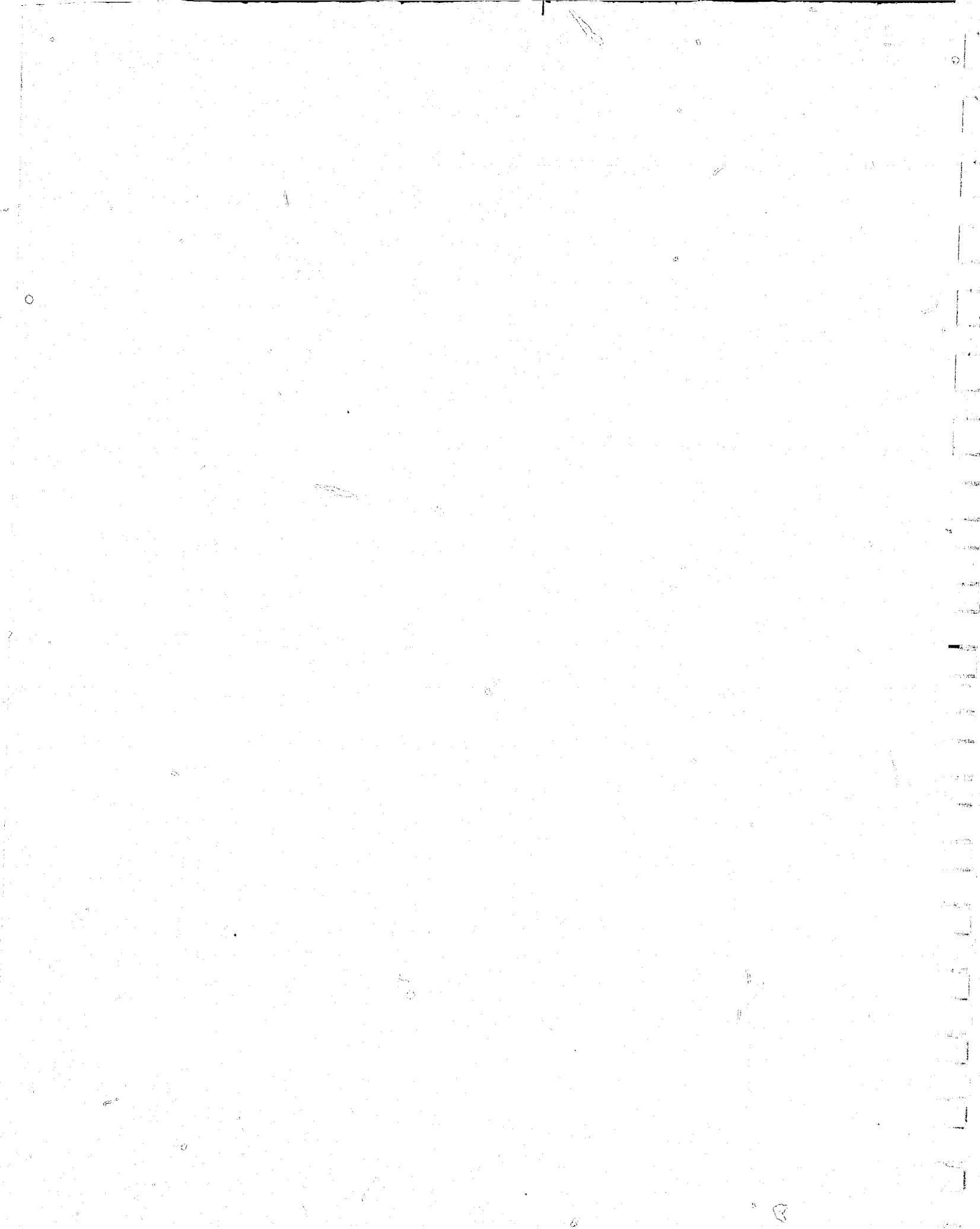
1. Internal Trainers:

An internal trainer is part of the police department
and has a common ground with the men he is training and is
acceptable to them. In addition, he has an intimate knowledge
of police work and knows the operating problems and system
constraints under which the trainee must function. On the other
hand, while the internal trainer is acceptable as a fellow
officer, he must convince the police that he has something to
teach them. The internal trainer must spend time and energy
overcoming the trainees perception that he may be no more com-
petent than they. Their uncertainty with respect to his academic
credentials may raise barriers against cooperative problem solv-
ing.

2. Training Academies

Training academies are recognized and established insti-
tutions. This confers upon them a degree of credability in the
eyes of the police. It is further enhanced by the traditional
close association between academy and police. In spite of this
alliance, most police academies have been successful in main-
taining independent standards of academic quality. They thus
have the potential of providing instructors who are both tech-
nically competent and experienced in dealing with the police.
As with any organization, the police academy has self-perpetuation
as a major function. It therefore expends resources on non-academic
functions and develops an inertia which minimizes change and
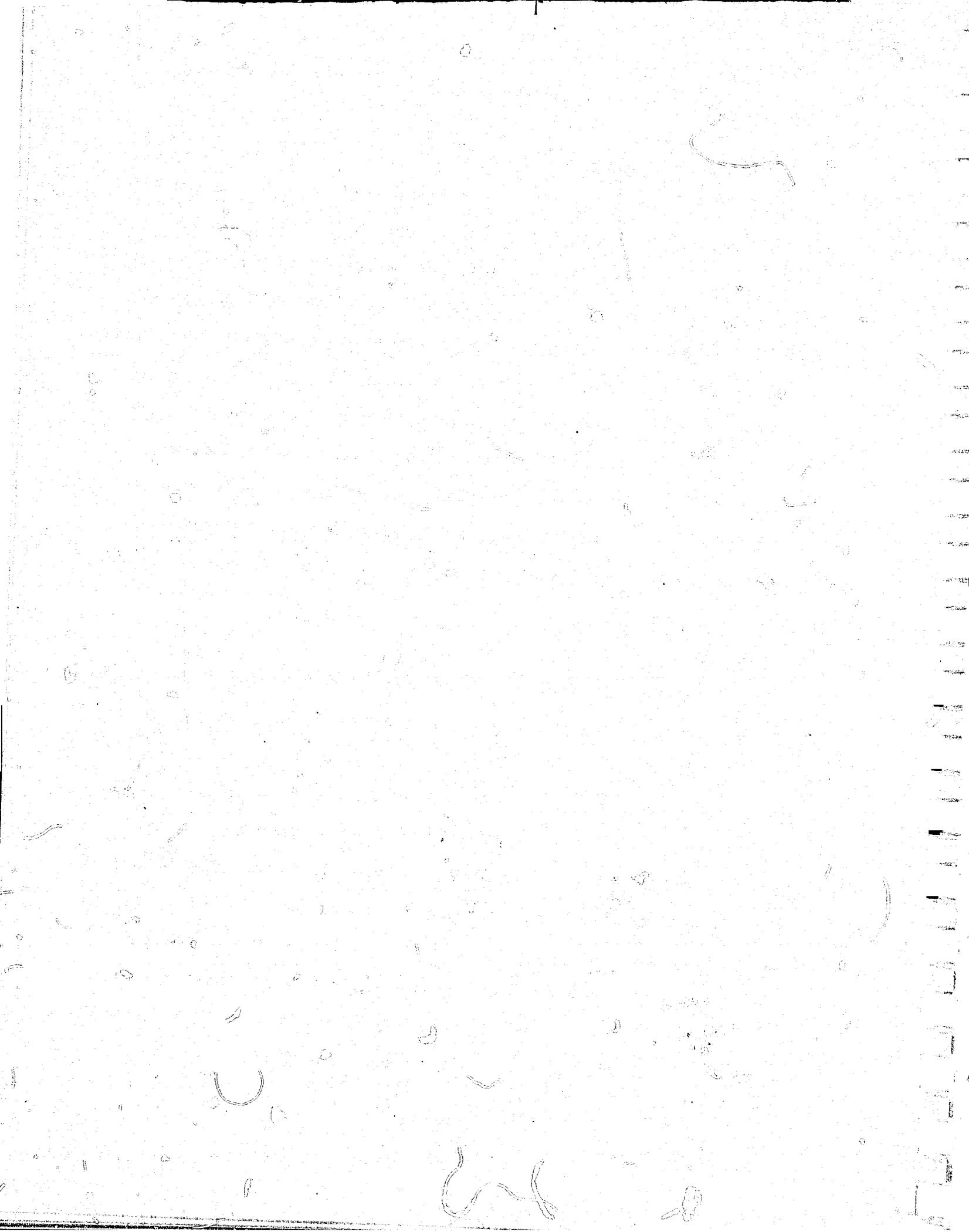
reduces flexibility. Thus, courses may not reflect the current needs of police departments but instead represent the result of compromise by academy staff.

3. External Trainers

The training credentials of a qualified external trainer are usually beyond reproach. He is in a unique postion to draw on the data and theories of his profession and thus augment the training program. This permits the external trainer and trainee to interpret police experiences with a broader perspective. Because of the affiliations, he has the potential for setting up lines of communication between the police and other groups in the community and academic spheres. Because the external trainer does not have vested interest in the police organization and is not dependent upon them for his sole support, he can be more open, flexible, and amenable to change. He is therefore capable of inducing critical reflection and thereby constitutes an effective change agent.*

Since there is a definite need for Human Relations Training for the Philadelphia Police Department, the question now becomes one of what training source should be used: Internal, Academy or External Trainer. The answer to the question is obvious in that the type of material that is covered requires

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*Finhelman, Reichman, "Police Training Strategies: A Contingency Approach."
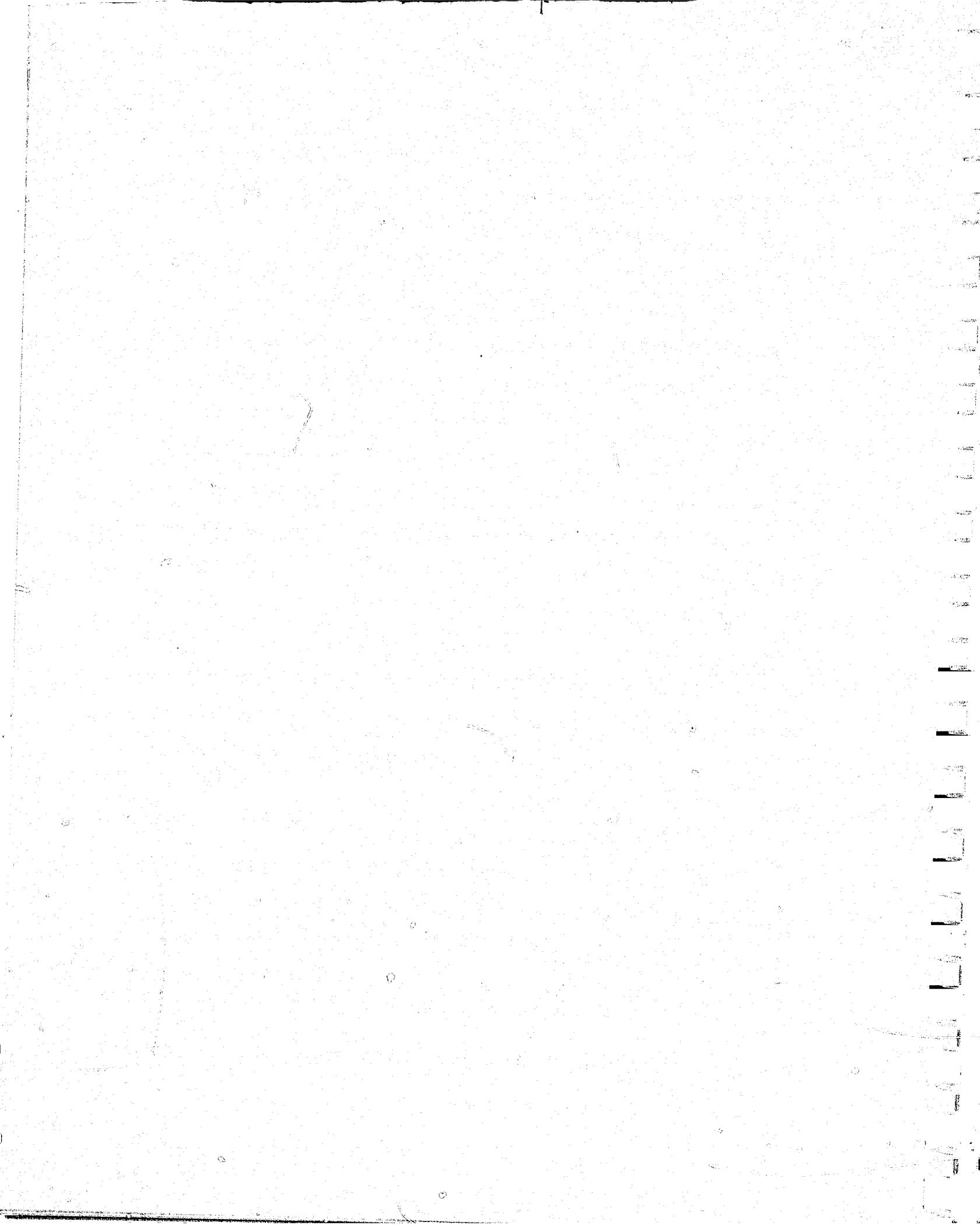
trainers with expertise in highly specialized fields, i.e., psychology, sociology, etc.

The project staff at Temple University have taken the approach and utilize the services of a wide range of external trainers with excellent qualifications. The following is a list of instructors used.

MR. LOUIS AYTCH - Mr. Aytch is the Superintendent of the Philadelphia Prisons. His educational background includes a Bachelor of Science Degree from Saint Joseph's College.

MR. EDWARD FORMAN - Mr. Forman is the Warden of the Philadelphia House of Corrections.

MS. LYNN HUBSCHMAN - Ms. Hubschman is Director of Social Services at The Pennsylvania Hospital. Her educational background includes a B.S. and M.S.W. degree from the University of Pennsylvania.

MR. DONALD JOHNSON - Mr. Johnson is an Assistant Director Attorney of the City of Philadelphia. His educational background includes a B.S. degree from LaSalle College and a J.D. from Villanova University.

MR. KELLY MILLER - Mr. Miller is the Director of the Child Advocacy Project, Philadelphia Urban League.

MR. JOHN MULVENA - Mr. Mulvena is a Professor of Social Administration at Temple University.
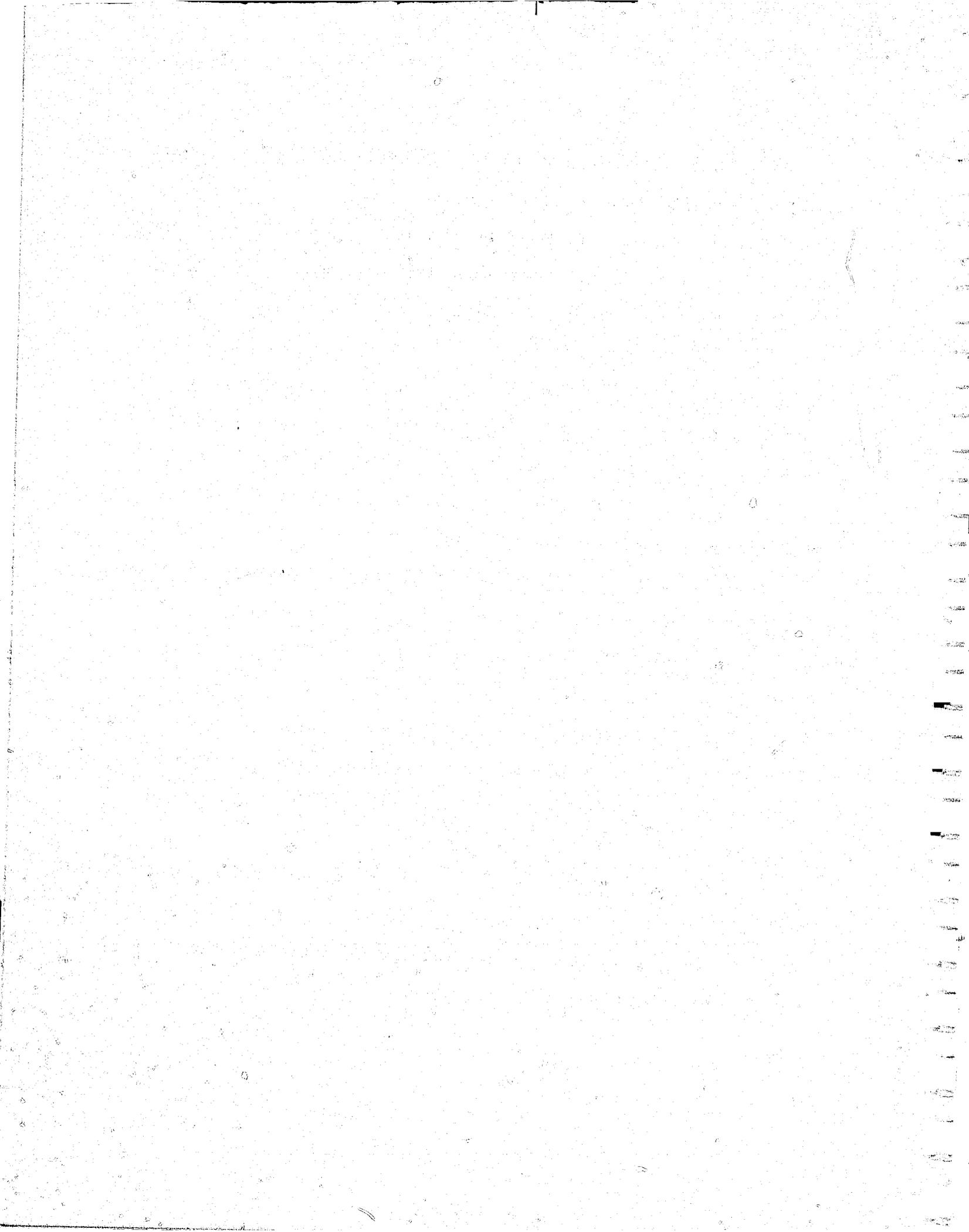
MR. JOSEPH POTOSNAK - Mr. Potosnak is the Executive Director of the Livengrin Rehabilitation Hospital. His education includes a B.A. in Social Welfare from St. Mary's Seminary.

DR. WARREN SMITH - Dr. Smith is a psychiatrist associated with the Hahnemann Medical College. His educational background includes an A.B. from Lincoln University and an M.D. from Hahnemann Medical College.

MR. WILLIAM STEPHENS - Mr. Stephens is an Assistant Director Attorney and Head of the Trail Discussion for the City of Philadelphia.

DR. ALLAN SUMMERS - Dr. Summers is a Psychiatrist. His educational background includes a B.A. and M.A. from the University of Pennsylvania, and a Ph.D. and M.D. from Jefferson Medical College.

MR. RONALD VANDERWIEL - Mr. VanderWiel is an Associate Professor of Social Welfare at Temple University. His educational background includes a B.A. from the State University of Iowa and a M.S.W. from Washington University.

MR. VINCENT ZICCARDI - Mr. Ziccardi is the former Chief Defender for the Defender Association of Philadelphia. His educational background includes a B.S. and M.Ed. from Temple University and a LL.B. from Temple Law School.
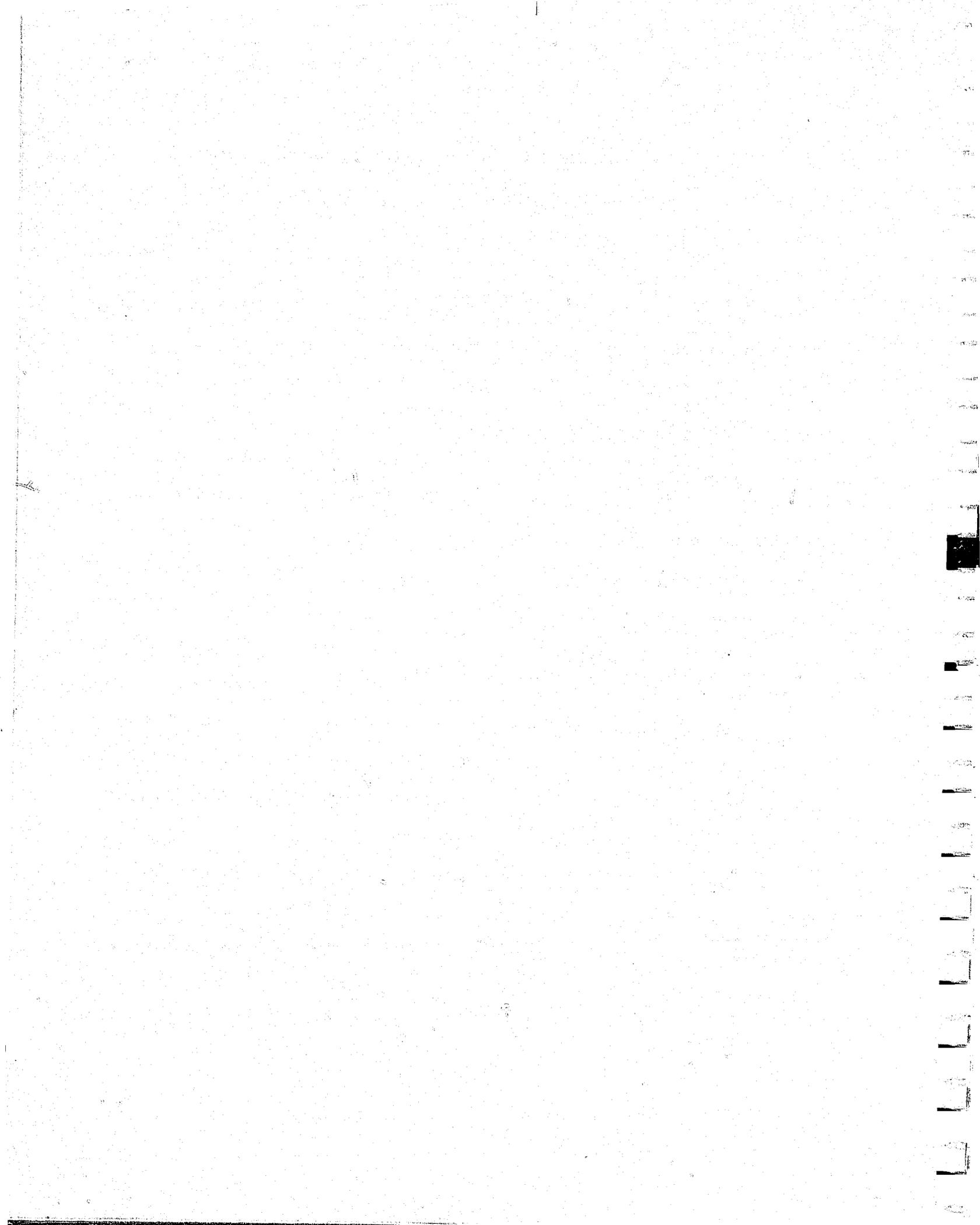
As is evident from the above list and brief description of the qualifications of the Human Relations Training Instructors, a qualified and well rounded team is utilized to present the subject material. The project staff should be commended for their ability to attract such a highly qualified staff of instructors and should continue to do so.

The project staff should insure, however, that all instructors are secure in their identities and roles and that they do not have to demonstrate their personal and professional superiority to the police. In addition, they should be able to apply their knowledge in a manner that will truly enhance their effectiveness. The instructors should be as effective as possible in relating to the police and therefore the instructors should be thoroughly familiarized with all relevant aspects of police activities, experiences, and problems. On many occasions, police may respond to an instructor in a manner which perpetuates his lack of understanding of police problems. Under such circumstances the prediction of those who are hostile and fearful about the instructor's presence to begin with will come true. The instructor will not be able to relate his training material to the reality of police work. This is known as the self-fulfilling prophecy, and the police must assume their fair share of the responsibility for its occurrence. Rather then perceive the instructor as a "noisey foreigner" who must be shielded from certain aspects of police problems and activities, the project

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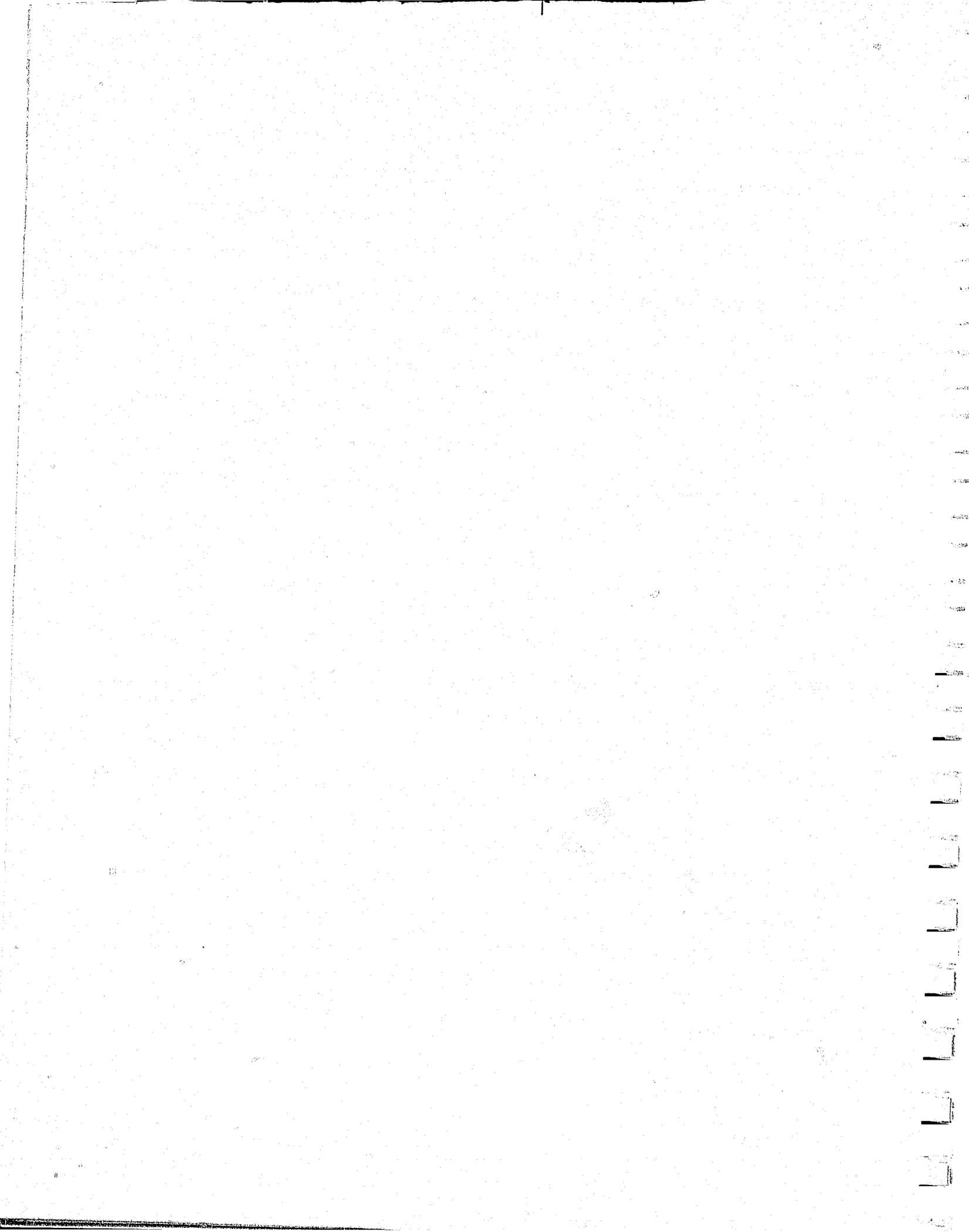
staff must take every effort to expose and orient the instructors to these activities and problems as soon as possible. It is only in this manner that the instructor and the police can work cooperatively to bring officers of all services and ranks to the desired level of professionalism.* For this reason it is recommended that the instructors in the Human Relations Training Program engage in a Training and Orientation session on the activities and problems of Philadelphia Police Officers. This training and orientation session could probably be provided by a team made up of police academy instructors, a ranking police officer, and a regular patrolman. This would provide the instructors with a better perspective on the work of police officers and they would be better able to relate their training material to the day to day activities of police officers and thus increasing the transferability of the training material. It should be mentioned, however, that all of the instructors in the Human Relations Training Program except one, are also instructors in the Minority Cultures Training Program. Since the Minority Cultures Training Program includes only veterans, the instructors receive a great deal of feedback on police problems. If the experience is adequate, a training session on police problems for instructors would not be needed. The project staff should make this determination.

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*Finhelman, Reichman, "Police Training Strategies: A Contingency Model."

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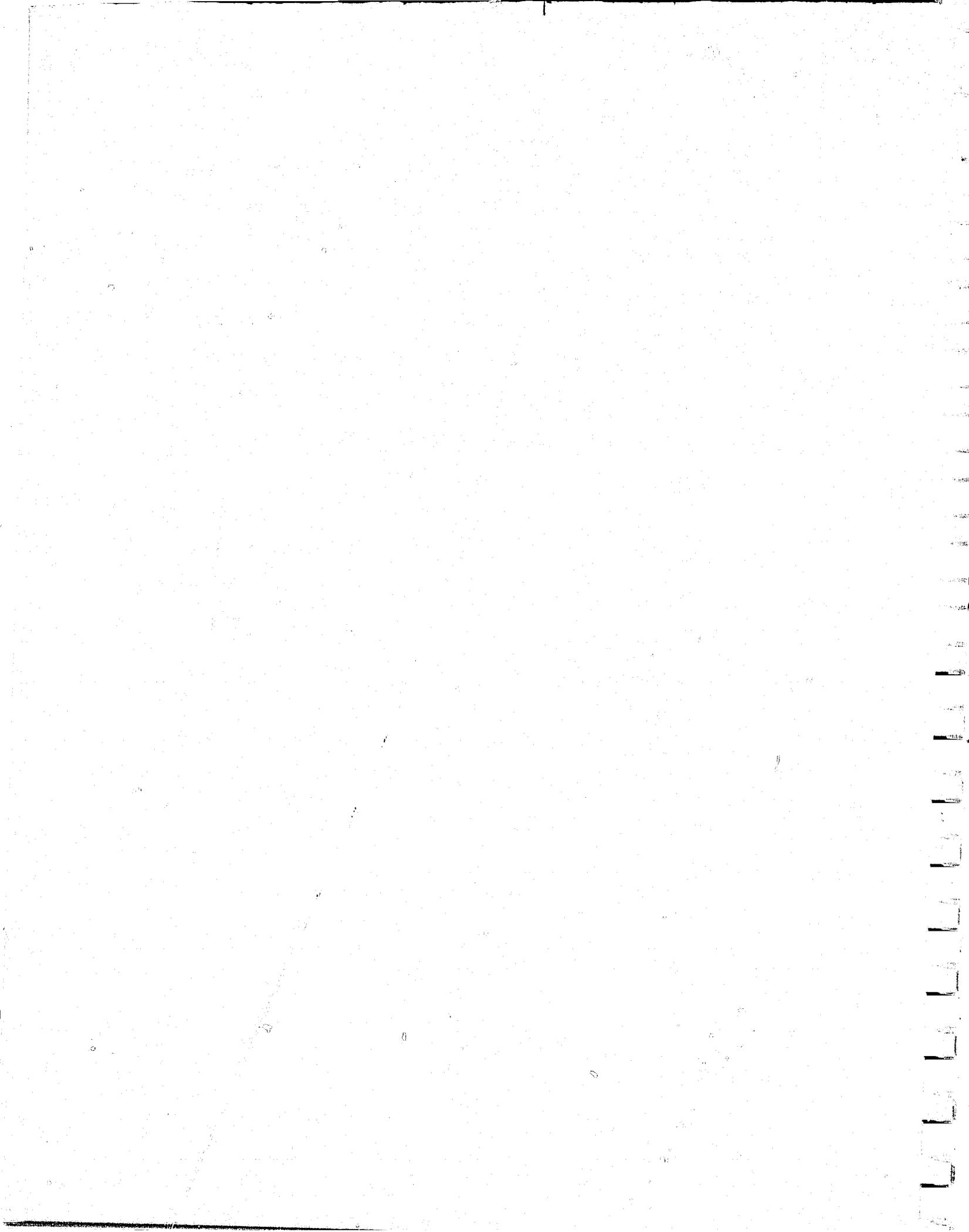
D. <u>Handouts</u>

The Table on the following three pages includes a break-down of each handout of the training program according to the course it is used in, its fog index, appropriate use, length, reading time, date published, author, and evaluative comments. All reading materials are distributed at orientation. This is a good practice for it insures that officers have ample time to read all materials. In order to reduce confusion, however, it is recommended that the required reading for each class subject be included in the training syllabus.

The "fog index" refers to the reading level required to assimulate the information. The fog index is computed through the average number of words per sentence and the number of poly-syllable words in a sample passage. It is suggested that the index stay within the 9 to 13 range. The numbers are equivalent to the years of formal education required to simulate the infor-mation.

"Reading" time refers to the average amount of time it should take an officer to read the material. This figure is based on the average reading time of patrolmen, developed by <u>Law and Order</u>, a law enforcement journal. The total reading time for all handouts is 4.6 hours. Even though five additional handouts were added as recommended in the last evaluation reports, this reading time is still low and should be increased to but not to exceed
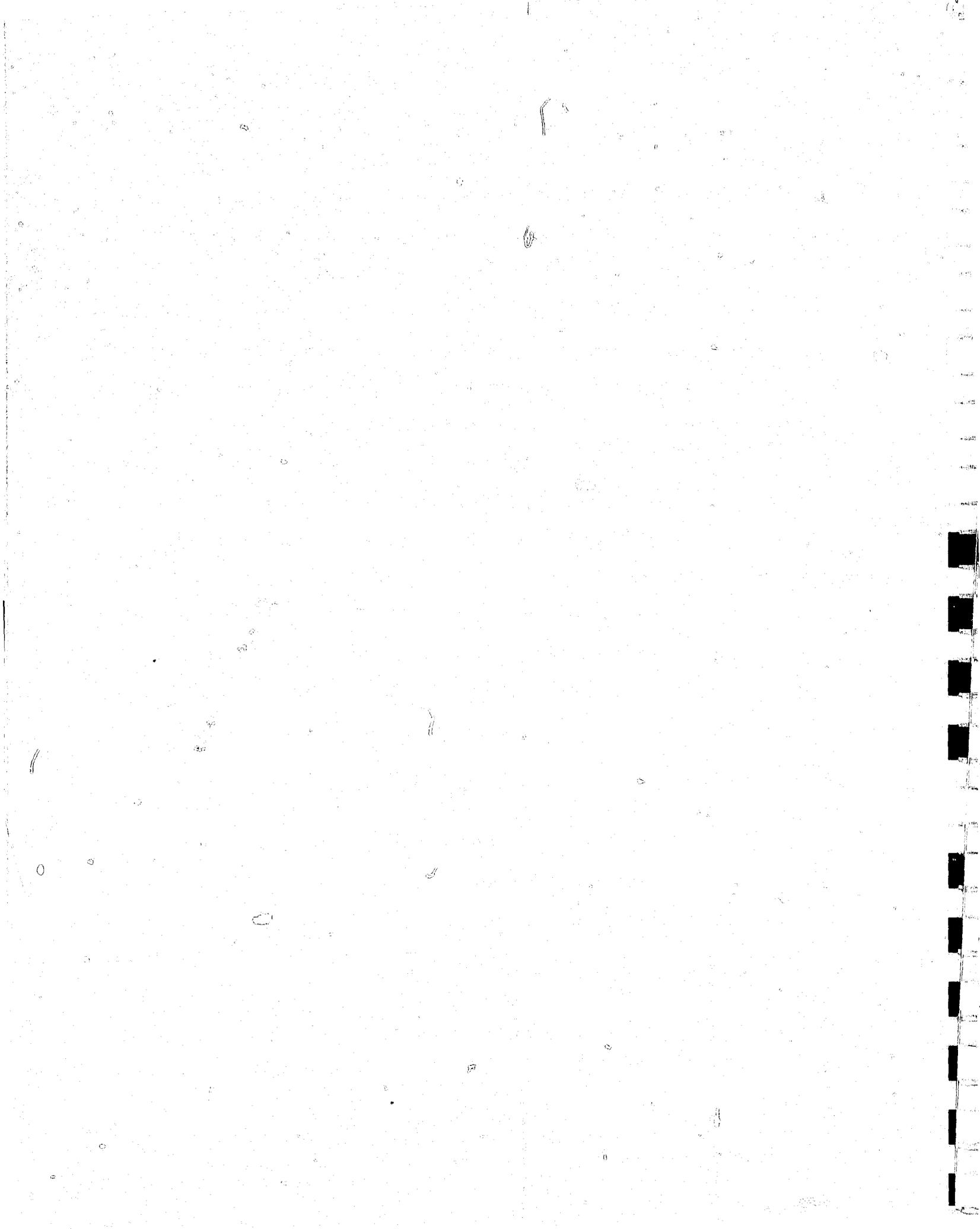
EVALUATION SUMMARY OF HANDOUT MATERIALS
USED IN THE HUMAN RELATIONS TRAINING PROGRAM

HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs.& Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
A. 13 STEPS TO ALCOHOLISM	2. ALCOHOLISM	9	EDUCATION	16 pgs. 3248 wds.	18 minutes	9/72	NATIONAL COUNCIL ON	PROVIDES INFORMATION ABOUT ALCOHOLICS—BUT NOT HOW TO HANDLE AN ALCOHOLIC. GOOD PERSONAL INFORMATION, BUT NOT AS A TOOL TO USE ON THE JOB.
B. DRUG ABUSE	3. PANEL—NARCOTICS DANGEROUS DRUGS	14	EDUCATION REFERENCE TRAINING	35 pgs. 11,025 wds.	60 minutes	10/72	PANELS OF ADVISORS	CONTAINS MUCH GENERAL INFORMATION BUT NOTHING SPECIFIC. DOESN'T STRESS THE HUMAN ELEMENT OF HANDLING ABUSERS. THIS ONE PUBLICATION DOES NOT SIGNIFICANTLY COVER DRUGS.

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HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs. & Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
C. HOW TO RECOGNIZE & HANDLE ABNORMAL PEOPLE	7. ABNORMAL BEHAVIOR	11	TRAINING REFERENCE	68 pgs. 12,600 wds.	145 minutes	1974	MATTHEWS AND ROWLAND LA. ASSOC. MENTAL HEALTH	CONTAINS EXCELLENT INFORMATION ON HOW TO RECOGNIZE AND HANDLE MENTALLY DISTURBED PERSONS. GOOD TRAINING TOOL
D. NO TITLE	SOCIAL AND ECONOMIC CHANGE	11.6	EDUCATION	5 pg. 1665 wds.	9 minutes	NO DATE	FATHER MULLALY (INSTRUCTOR)	PROVIDES GOOD PROFILES ON THE CLASSES
E. COMMONLY ABUSED DRUGS	20. LEGAL VS. ILLEGAL USE OF DRUGS	NOT APPLICABLE	TRAINING & REFERENCE	2 pgs. 300 wds.	5 minutes	NO DATE	CENTER FOR ADMIN. OF JUSTICE	
F. TECHNIQUES FOR CRISIS INTERVENTION	22. LAW & ORDER	11	TRAINING	.5 pgs. 150 wds.	2 minutes	NO DATE	NOT A PUBLICATION	PROVIDES CONCISE, EXACT INSTRUCTIONS ON EXACTLY WHAT TO DO IN A CRISIS SITUATION. SHOULD BE FOLLOWED WITH AN EXPLANATION FROM THE INSTRUCTOR.
G. TECHNIQUES FOR CRISIS INTERVENTION	22. LAW & ORDER	11	TRAINING	.5 pgs. 150 wds.	2 minutes	NO DATE		CONTAINS SOME INFORMATION AS ABOVE.
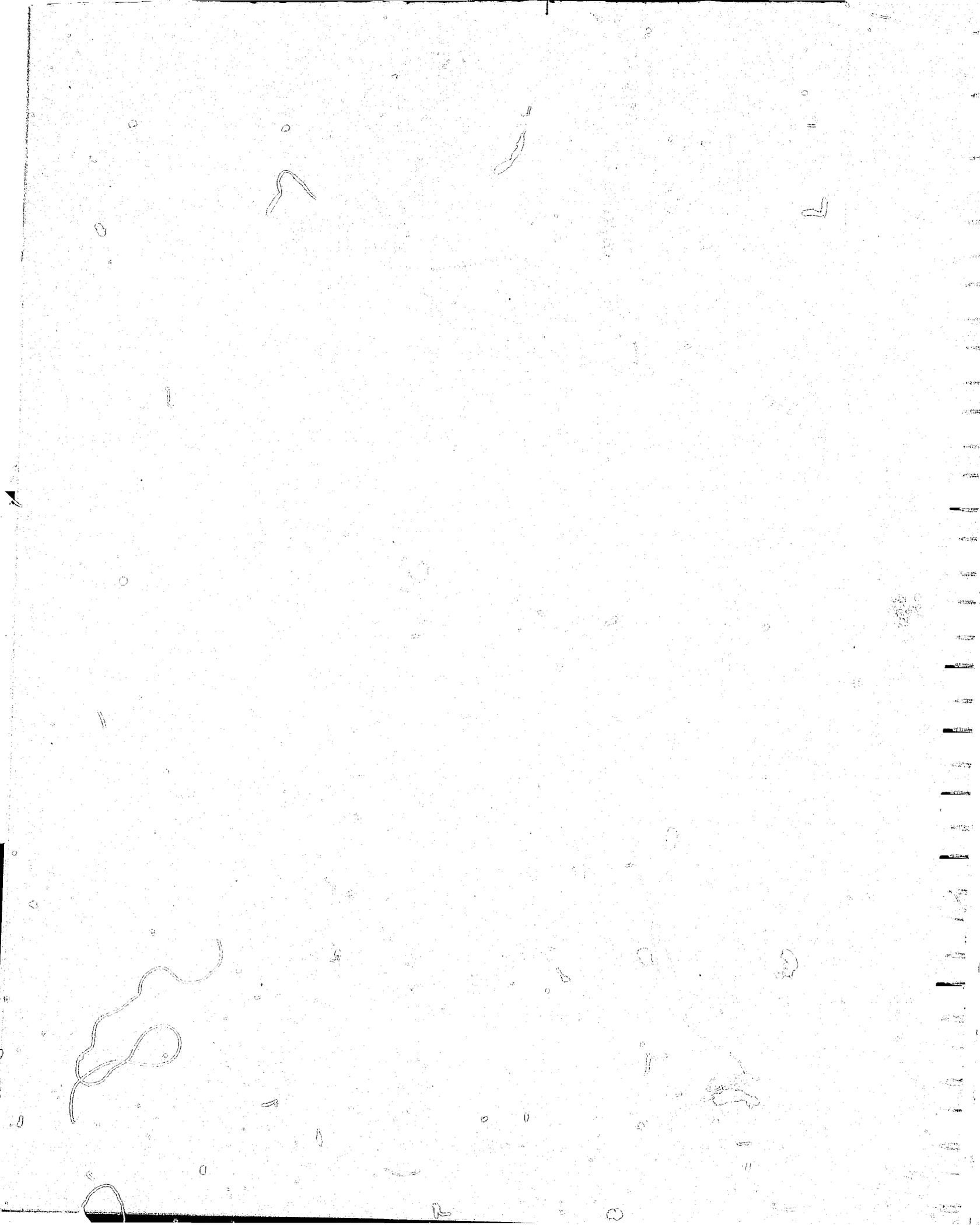
EVALUATION SUMMARY OF HANDOUT MATERIALS
USED IN THE HUMAN RELATIONS TRAINING PROGRAM (CONTINUED)

HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs.& Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
H. CULTURAL FACTORS	26. VALUES AND BEHAVIOR	9	EDUCATION	3 pgs. 913 wds.	5 minutes	NO DATE	VANDERWIEL (INSTRUCTOR)	PROVIDES GOOD DEFINITIONS OF TERMS OF SOCIOLOGY. DOUBTFUL THAT THIS ADEQUATELY COVERS SUBJECT AREA.
I. INTRODUCTION TO LEGAL VS. ILLEGAL	LEGAL VS. ILLEGAL USE OF DRUGS	–	TRAINING			NO DATE	NONE	GOOD INTRODUCTION TO TRAINING SESSIONS
J. ALCOHOLISM: NEW VICTIMS, NEW TREATMENT	ALCOHOLISM		EDUCATION	7 pgs.	10 minutes	NO DATE	TIME MAGAZINE	
K. WHERE TO RUN 1974	REFERENCE		REFERENCE			1974	HEALTH AND WELFARE COUNCIL, INC.	
L. SLAVERY: AN APOLOGISTS VIEW			EDUCATION	3 pgs.	5 minutes	NO		
M. CRISIS INTERVENTION FOR LAW ENFORCEMENT OFFICERS			TRAINING	14 pgs.	15 minutes	NO DATE	CENTER FOR THE ADMINISTRATION OF JUSTICE	

TOTAL PAGES: 154

TOTAL READING TIME: 4.6 hours
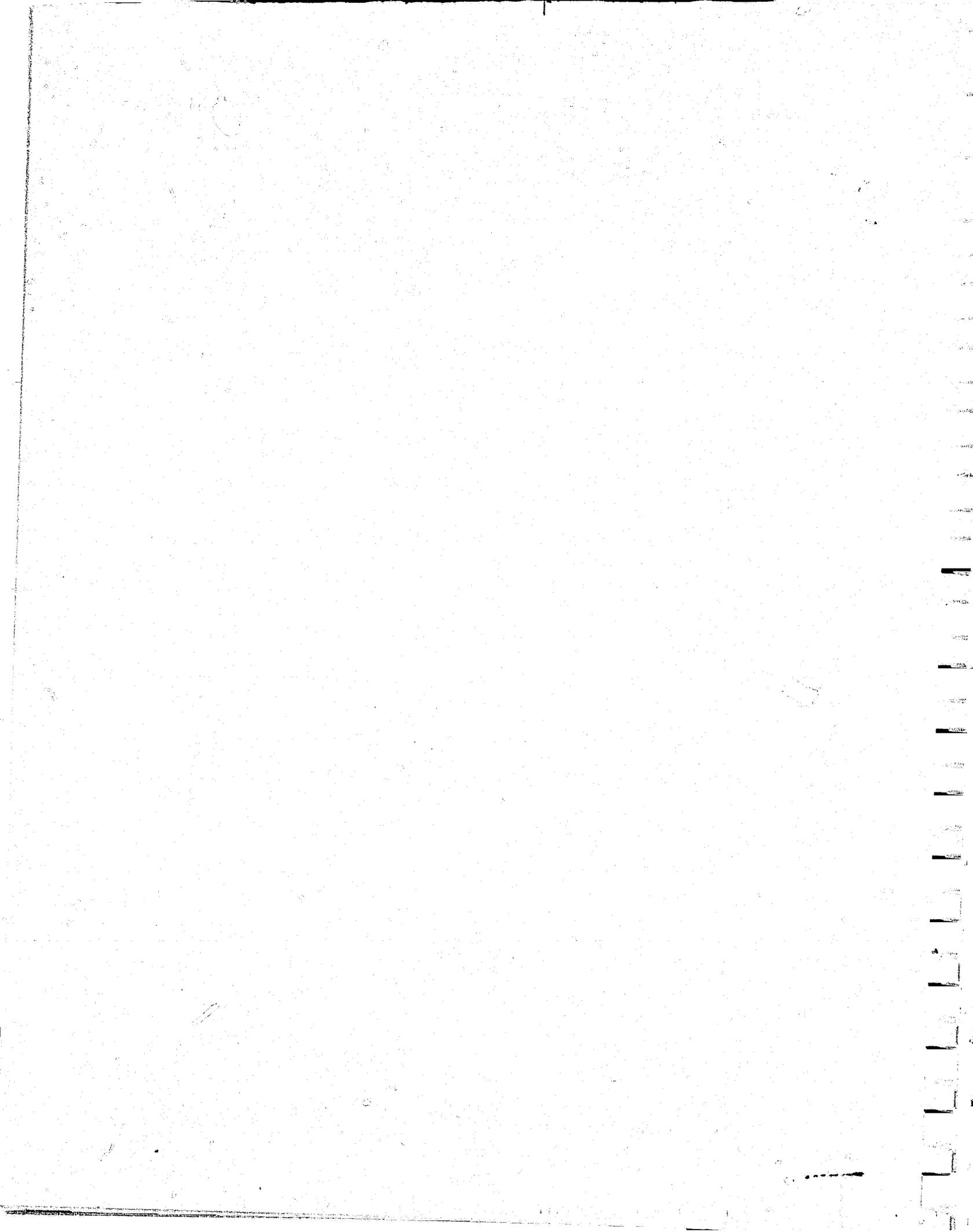
10 hours. This would mean that the officer would spend approximately one hour a day preparing for the classes for the next day. One way of increasing the amount of reading material without additional cost would be to require the reading of selected chapters from the books on the recommended reading list. The recommended reading list has been greatly improved since the last evaluation with an addition of approximately 85 books. In summary, the project staff could insure that the handout materials fall within the reading level range of 9 to 13 and that the reading time should be increased to a maximum of ten hours.

E. Instructional Techniques

Instructional techniques are highly important in a training program and have a high degree of effect on how much of the information given in the classroom is transferred to the street situation. Depending on the instructional technique used, training gets translated into the work situation in two basic ways or levels. Level one is the "hard edged" use of techniques which means the direct translation of a technique displayed in the training to some aspect of the work environment. Level two is the meta-learning or functional awareness level where values that are focused on and reinforced in the training became part of the participant's work ethic. The "hard edge" level is the least important of the two levels since it is rare that Human Relations training can be translated directly to the street situation which is highly flexible and dynamic and the classroom situation is much
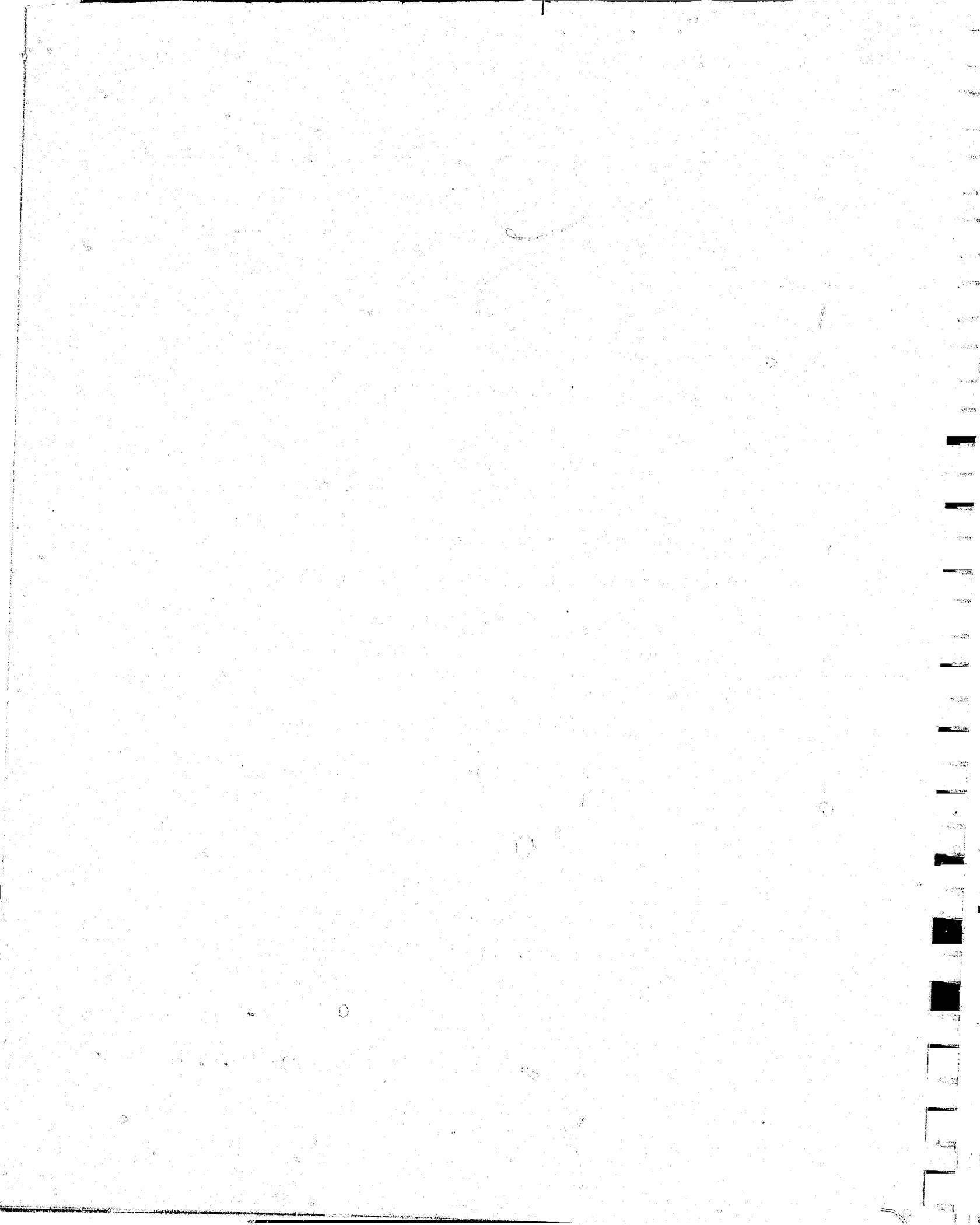
less so. The meta-learning or functional awareness level of training attempts to impact on the trainee that he has choices or that options of behavior are open to him, and that he is obligated not only to take those options seriously, but analytically as well in street situations. If this occurs, the police officer will be acting professionally rather than in a military fashion where choices or approaches to action are purposefully limited.*

The techniques used in a Human Relations Training Program should therefore attempt to foster the meta level of learning in which the police officer perceives and does have choices in developing his approaches to various street situations.

The Human Relations Training Program provided by Temple University uses a variety of Instructional Techniques. They are listed below with their approximate percentage of use.

Lecture	19%
Question-Answer*	16%
Film Presentation	13%
Group Discussion	10%
Panel Discussion	23%
Small Group Discussion	4%
Role Play with Video Tape	15%

*Often part of lecture.

During the upcoming training sessions, the lecture method will be slightly decreased and the small group discussion increased. Not unlike other forms of training and instruction, the lecture method is the most well-known. This approach is primarily used

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*Boer, McIver, Human Relations Training: Laboratories and Team Policing.

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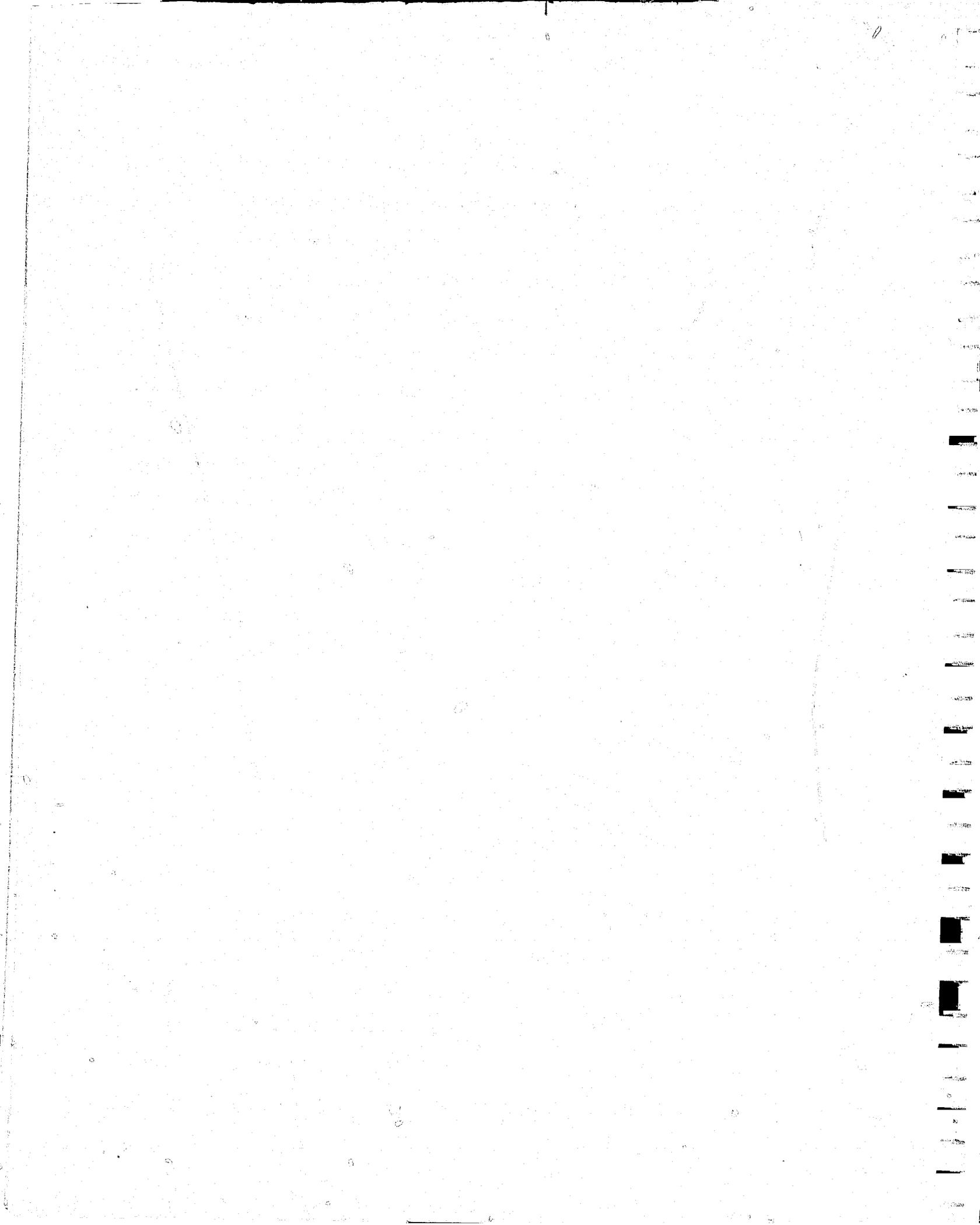
for the dissemination of general information. Although high in information transference efficiency, the lecture technique is generally low in motivation which should be of prime consideration in training of recruits. However, classroom observation by the evaluators has found the energy level was quite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

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

The unique advantage of the question-answer method of training is that the individual officers can have a course tailored to their particular concerns and special needs. This approach can be much more effective if the trainees can be on the street at least two to four hours of duty prior to this course. The questions can be much more meaningful, placed in a better context and the students can test and assimilate the answers more intensely.

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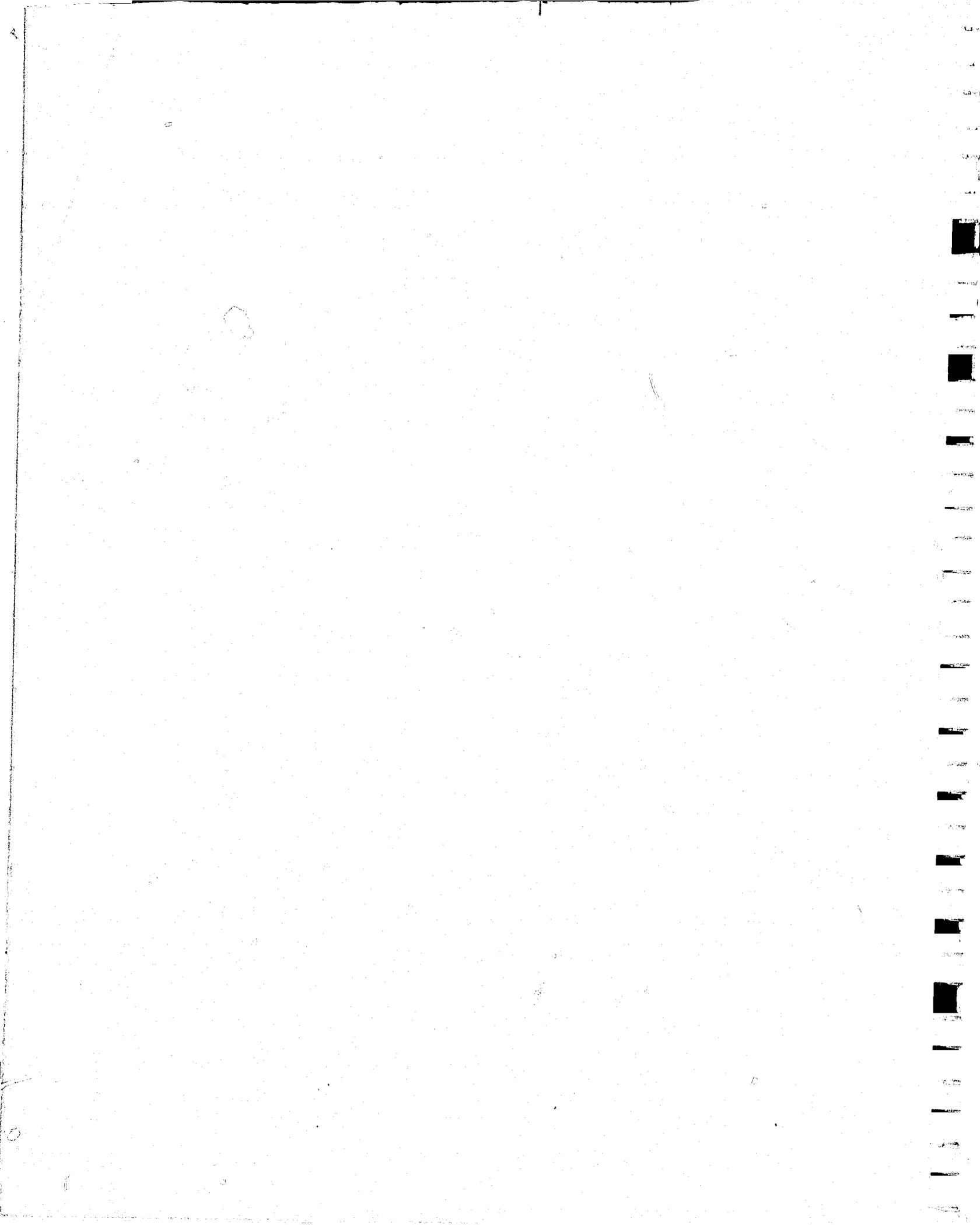
Often times an instructor will use the question-answer approach in lieu of preparing for the course itself. However, the evaluator could find no indications of abuses in this type of training technique as utilized by the Human Relations Training Program.

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

The fourth technique used by the Human Relations Training Program is the group discussion approach. Although not used extensively it is suggested that it be continued to be used only with extreme care due to its unpredictive nature. The value of a group discussion is affected by several factors many which are difficult to control and may result in ineffic- ient training. Some of these factors include:

- Class Size. An average of thirty cadets
  in the Human Relations Training Program
  often can make it difficult to develop
  meaningful discussions in which all can
  participate. Small discussion groups
  could solve this problem.

- Domination by individuals. Often times
  it is not unusual to have one or two
  individuals dominate the discussion if
  the discussion leader does not attempt
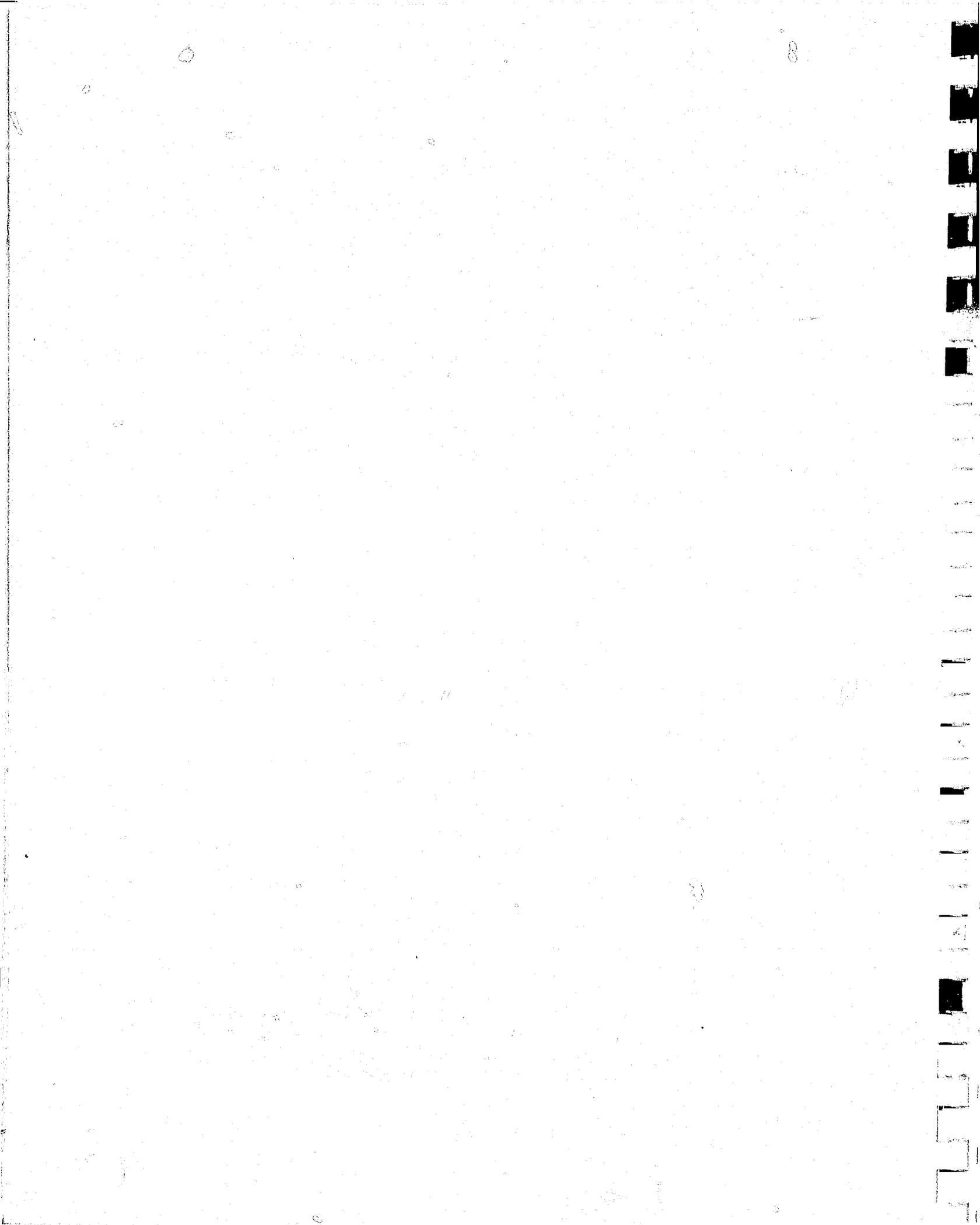
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1 OF 2

to involve the whole class.

· Instructor skill. The instructor has
to be skilled in the stimulation of
discussions, understand how to focus
the students' energies on the problem
and not on each other, maintain a high
energy level in the class, be able to
listen and lastly be able to develop
the positive aspects of the discussion
and not dwell on the negative aspects
of the discussion.

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

The panel discussion approach to training is the most
often used. Panel discussions are developed using college
students, drug users, gang members, high school students and
other subgroup members from the city. The major problem felt
with this type of approach in the previous evaluation was the
students indicated that they became frustrated in they did not
have enough time or opportunity to respond, personally, to the
panel members' comments. Breaking the group into small groups
or scheduling more time for this training approach might allev-
iate this problem.

Small group discussions are utilized only 4% of the
time. However, increased use of such a technique is difficult
in that the budget is limited and the staff is not immediately
available to provide such services.

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Role-play is the last technique used in the Human Relations Training Program. Fifteen percent of the program consisted of this technique. A role-play takes two forms: 1) actors coming and playing the parts of the combatants and having the officers in the class respond to the situation as they might on the street, and 2) officers playing the roles of the combatants and others responding and mediating. The first approach of the role playing by professional actors seems to have the most success and has the most transference to the real street situation. Training to be effective must maximize the transference between the classroon artificial situation and that of the street situation. During the last evaluation, some of the actors utilized in the course were evaluated in the role-play technique and it was unanimously felt by the evaluators, staff and by students that there was great transference to the real situation. It was so effective that often the actors would become physically hurt and in many other cases emotionally hurt because the officer over identified with his role and responded as he might in the real situation.

For these role-play situations to be maximally effective it was suggested in the previous evaluation that video taping of sessions be used so that immediate feedback can be provided to the reacting officers as well as to be used in other training classes in the future. This has been done and the

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equipment is being used quite effectively by the project staff.

As is evident, the project staff at Temple University have used a variety of techniques in order to foster the meta level of learning in the trainees. There are still other techniques that can be used, however, that can further foster this meta level of learning. For example, in a project entitled "Developing interpersonal Communications Abilities and Communications Systems for more effective law enforcement in Situations of Conflict" funded by the Law Enforcement Assistance Administration, three major techniques were used and are described below. These were Video Tape Role Playing, Communication in Conflict Group Exercises and Communications in Conflict Film based Case Study.* Even though the present project utilizes video tape role playing, the techniques used by the above project are sufficiently different to warrant inclusion here.

Role Reversal

"Each role-playing situation required one officer in the training session to play the role of a police officer while the other participant played the role of a citizen. This procedure was followed in order to enable the officer to "see" a conflict from the standpoint of a citizen. During the training session, each officer had the opportunity to role play a

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*Richard C. Huseman, "Interpersonal Communication Training for Police: An Evaluation," Journal of Police Science and Administration, Vol. 1, No.3.

citizen as well as to play his normal role of police officer."

No Audience Participation

"Pretesting indicated that officers did their best
role playing when the rest of the training group was not allowed
to observe them as the role-plays were recorded on video tape.
The role-playing procedure allowed the two officers involved
in each role-playing situation about ten minutes to read their
role and then engage in the actual role-playing. On the aver-
age, the recorded role plays lasted approximately ten minutes."

Self-Evaluation

"After all of the role-plays were recorded, the trainees
were divided into groups of eight. In this way each participant
would see his own role play and three other role plays. Before
hearing the reaction of other officers, the participants of
each role play would evaluate their own performances. This
procedure capitalized on one of the real strengths of video tape,
that is, the instructors did not have to point out each detail
of the communication situation. Rather, the participants obser-
ved the role-play and engaged in self-evaluation."

Evaluation by Others

"After each individual had a chance to react and eval-
uate his own performance in a role-playing situation, others
in the training group were permitted to comment and evaluate;
and finally, the two training instructors, who worked as a team,

commented and evaluated the role-plays."* The main differ-
ence between the above Role Playing situation and   the
type used by Temple University is that no actors are used,
police officers play all roles and engage in role reversal,
there is no audience participation as the roles are being
acted, the class is divided into small groups for self-
evaluation and evaluation by the other trainees. The follow-
ing is an example of a role playing situation used by the
L.E.A.A. project.

     Mr. Baxter: "You have been the principal at East
High School for the three years since it was built. The
school has been relatively free of racial tensions, vandal-
ism, and as far as you know, drugs.

     This morning you had a call from the Chief of Police
who said that his department had information that drug pushers
were operating just off the campus and sometimes on the campus.
He was not certain whether or not students were involved as
pushers, but he recommended that his force take immediate action.
He suggested an appointment between you and a plain clothes
officer in your office this afternoon.

     You have been thinking of alternatives. You don't want
a lot of police officers, or police cars, or commotion of any
kind, since, in your opinion, that would serve only to create
further tensions within the student body and with parents. You

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*Huseman, "Interpersonal Communications Training for Police:
An Evaluation."

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have decided that you do not want any police on the school grounds."

Officer Parker: "You are a plainclothes officer assigned to Narcotics Bureau duty for a six-month period. Your chief has asked you to go to East High School and speak to Mr. Baxter, the principal. It seems there have been anonymous telephone calls reporting drug traffic on and off the campus. The Chief wants to set up surveillance on the campus. He asked you to get the approval and cooperation of Mr. Baxter. Mr. Baxter has learned of the tips from the Chief and is expecting you.*

It is recommended that the project staff at Temple consider the above variations to video tape role playing and experiment with their use for the Human Relations Training Program.

The second technique used by the L.E.A.A. project is called Communication in Conflict Group Exercises.

"This type of exercise employed a format in which participants worked in groups of five or six people. The exercise began with the presentation of a situation which possessed the potential for conflict. This explanation was followed by a series of four or five questions related to the situation. Each of the questions sought to elicit the participants' respon-

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*Huseman, "Interpersonal Communications Training for Police: An Evaluation."

ses at some critical point in the process of handling the conflict situation. Most of the questions provided the officer with five choices of the "best" communication alternative in multiple choice form. In some cases, however, a question called for the officer to write some brief statements which he would use in handling the conflict. The responses in both types of questions were given an appropriate number of points based upon the effect the communication was most likely to have in that particular situation."

"Operating in small groups, the participants first individually chose one of the responses to the questions. This selection was followed by a discussion in which the group was asked to reach a unanimous decision concerning the selection of one of the alternatives. The directions for this exercise suggested that a group decision not be made by a majority vote but through discussion and persuasion of fellow officers. This procedure promoted competition between the groups."

"This exercise provided participants with the opportunity to apply communication principles to conflict situations in a manner which revealed the step-by-step development of conflict. The group decision-making procedure, in addition to providing participants with the opportunity to practice the art of communicating, allowed them to compare their choices with those of fellow officers. The result was that the learning in this exercise was not merely the choice of the "best" communication

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alternative for the exercise, but also a method through which an understanding of the reasons for such a choice was gained through the defense of an answer in the group discussion. Other officers' explanations also served to broaden participant understanding of the handling of the conflict situation."

"The following is a sample conflict exercise that participants evaluated and then recommended as to what communication alternative they would have implemented."

THE CONFLICT SITUATION

"You are a patrol officer alone in you patrol car cruising a traffic circle which surrounds a park square in downtown area. Because the park is small and heavily used, laws against loitering and use by large groups have been established. The city ordinance prohibits groups to reserve the park or to occupy it for group activities, but permits such things as individual and small group picnicking. Sometimes an artist will set up his easel and a crowd of passersby will stop to watch. Police discretion is required to determine when a group constitutes a nuisance to other park users.

Today the park seems to be particularly crowded. There are quite a number of shoppers and workers on lunch hour picnicking, people resting or walking dogs, and there are a few children playing. At one corner of the park there is a

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lady with a tamborine taking collections for the Salvation
Army. You also notice a group of three long haired youths,
dressed hippie style, playing guitars and singing songs.
Seated and standing around them are about fifteen people,
most of them singing along."

"You consider that the gathering may be a violation
and a nuisance to others."*

The third and last technique used by the L.E.A.A.
project is called "Communication in Conflict Film Based
Case Study as is described below.

"During the grant period, a 16 mm color film was
secured from Universal Studios. The film depicted a riot
on a college campus that involved students, towns-people,
political officials, and national guardsmen. The officers
saw the entire conflict on film; however, they saw it in
segments. The film was stopped at predetermined places in
order to allow the participants and the instructor time to
discuss particular incidents and how they were handled. Much
of the film story was shown through a series of flashbacks,
showing incidents only as they were remembered by one or more
persons in the conflict situation."

"Before being confronted with the film case study, the
police participants were provided information on the communica-

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*Huseman, Interpersonal Communication Training for Police:
An Evaluation.

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tion process, listening, perception, and nonverbal communications."

"The police participant was introduced to the conflict film by viewing a three-minute preview that showed a conflict scene between the college students and the national guardsmen. At the end of the preview the police were asked a series of questions to introduce them to the system. One of the sample questions used was:"

Did you see the guardsmen...

(a) _____ Use tear gas
(b) _____ Load their guns
(c) _____ Fix bayonets
(d) _____ Fire a warning shot

"After the preview and the introduction to the system, the participants were provided the following background information:"

"The film preview that you have just seen describes a situation that is familiar to all of us-a conflict situation involving students, towns-people, political officials, and national guardsmen. Although the movie is fiction, you may see in it people or incidents that remind you of things that are happening today."

"You will see the entire story in the film, but you will see it only in segments, as the film will be stopped from time to time in order to discuss particular incidents and how they were handled. Much of the film story is shown through a series of flashbacks (i.e., incidents are shown only as they

are remembered by one or more persons). So that you will be able to visualize the entire sequence of events more clearly, the following background information is provided:"

"Ainsworth is a town of approximately 30,000 people. The mayor and most of the townspeople have lived there most of their lives. The residents of Ainsworth have very litte contact with the university students-there are 10,000 students and most of them live on the campus, which is located in the northern part of the town."

"On Monday, one thousand students staged a two-hour march in protest of the Vietnam War in the town's central business district. During the demonstration, students clashed with police. A drugstore and a sporting goods store were burned, and nine students and four townspeople were injured."

"On Tuesday, the students staged another demonstration-this time at the University Administration building. The National Guard was summoned to curb the activity, and shooting began. The demonstration was abruptly ended, with the injury of four students and the death of two."

"Because there was considerable doubt as to who was to blame for the killings, the governor of the state appointed a commission of three men to investigate. Members of the commission are Mr. Arthur Beresford, Dr. Benjamin Edwards, and Senator Hayes Stone."

"The rest of the story is told in the movie, through testimony before the commission. Through each person's description the incidents are remembered differently; the viewer must make his own evaluation as to what really happened."

"After the participants had read the background material they viewed the first segment of the film. Each segment was followed by a series of questions designed to test the police officer's ability to analyze the communication in the conflict situation. The police responded to such questions as:

"Of all the persons you have heard testify before the commission thus far, which person do you think is most likely not telling the truth"?

(a) _____ Chancellor
(b) _____ Mayor
(c) _____ Deputy Mayor
(d) _____ Governor

"What is it about this person (checked above) that causes you not to believe his testimony"?

(a) _____ I've seen his type before-all he wants to do is to make himself look good to the commission.

(b) _____ There was some discrepancies and inconsistencies in his testimony.

(c) _____ His story was too smooth, too polished-he seemed to have practiced it ahead of time.

(d) _____ He looked and acted like he was lying.

"Some of the questions pertained to communication with

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groups of people, for example:

"Senator Stone recognized that, without the testimony of student witnesses, the commission would have difficulty arriving at an objective decision. If you were in the Senator's situation, what would you do about the student's refusal to testify"?

(a) _____ Send subpoenas to the students that you think should testify.

(b) _____ Try to arrange a time when you can meet with groups of students and try to convince them to testify.

(c) _____ Try to meet students who seem to be the leaders of the protest movement. See what you can do to change their minds about testifying, hoping that they will in turn influence others to come forward.

(d) _____ Assume that no amount of persuasion will alter the students' decisions, and therefore, make no effort.

"Each student responded independently to each question and then the answers were analyzed by the entire group."*

In summary, the techniques utilized in the Human Relations Training Program are diversified and tailored to the specific course that is being taught in order to foster the meta type of learning. For an optimum training program, the course should give the officer a mental set that is acceptable and which he can use in his daily activities in the field. To the fullest

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*Huseman, "Interpersonal Communications Training for Police: An Evaluation."

extent possible, the Human Relations Training Program is accomplishing this goal.

F. Evaluations and Test

Since training programs must meet the needs of the group that is being trained, they must be continually evaluated, updated and improved. There are a wide variety of evaluation techniques available to people who present training programs to law enforcement officers. These are presented on the continuum shown below from least effective to most effective.

EVALUATION TECHNIQUES*

Least Effective   Most Effective

No evaluation	"How did I do"?	Structural open-ended questions	Non validated rating scale plus open-ended questions	Validated rating scale according to topic or activity	Plus open-ended questions	Validated rating scale

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*Lyle Knowles, "Evaluating Training and Educational Programs in Criminal Justice," Journal of Police Science and Administration, Vol. 1, No. 3.

At the least effective end of the continuum, one finds
individuals who perform no evaluation at all. They ask for
no feedback from the people who participate in their sessions
and may use their own judgment or other criteria in evaluating
their effectiveness with a group. Next are those persons who
may informally approach participants during a break or after
a session with a question such as "How did I do" or "How did
they like me"? The disadvantages of this technique are essen-
tially two-fold. First, the response will usually contain only
a few words, with little detailed constructive feedback. Second,
few people want to hurt the feelings of a poor lecturer or
discussion leader by this face-to-face confrontation. Next on
the continuum is found the individual who relies on an open-
ended written response. Participants are given a blank sheet
of paper and are requested to write down their reactions and
comments. This is better than no documentation at all, but re-
sponses will range from a blank sheet of paper, or a "great
course" comment to a full page of glowing words saying essen-
tially the same thing. An expansion of this technique would
be a request for open-ended comments, both positive and negative
for specific topics, lectures, or activities. However, individuals
evaluating open-ended responses rarely perform a "content analy-
sis" of the results by categorizing, tabulating, and summarizing
comments in a meaningful and systematic fashion. Further along

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the continuum is the use of nonvalidated instruments that request a response from each participant to specific areas of a given session according to a rating scale. The choices provided may be "excellent", "good", "fair", and "poor" or some similar type of continuum. Creating a meaningful scale of objectives along a logical continuum can be a problem for the most astute researcher. One of the difficulties of such an instrument is that it is rarely subjected to one of the accepted validation procedures, or evaluated for validity and reliability over a period of continued use. Further to the right on the evaluation continuum lies the validated rating scale, with the final entry including such a scale supplemented with open-ended questions.*

Before the first evaluation conducted by Bartell Associates, the project staff was using a structured open-ended question type of evaluation form, and a nonvalidated rating scale for instructors. Upon the recommendations of the first evaluation report of Bartell Associates, the project staff changed all their evaluation forms to nonvalidated rating scale with open-ended questions for instructors, panel discussions, and course content. These evaluation forms are included in Appendix A.

In order to further aid the project staff at Temple in evaluating and updating their training program, the following

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*Knowles, "Evaluating Training and Educational Programs in Criminal Justice."

is presented as an example of a validated rating scale plus
open-ended questions as developed by Lyle Knowles after exper-
imenting with several techniques over the past several years.

The Table on the following page presents an example
of the Training and Education Evaluation Measure (TEEM). As
is evident, the evaluation form has a fairly simple format
and is easy to construct to evaluate almost any training session
or course. The topics or activities are listed down the center
of the page. Each participant is requested to respond to items
according to a five point scale ranging from "strongly agree" to
"strongly disagree." The person is first asked to evaluate each
topic or activity in terms of its value to him as a personal
learning experience. Then he rates each item according to the
value as a professional learning experience. Lastly, he indi-
cates whether the time given to each topic or activity was
sufficient or needs more or less time. The participant may then
be asked personal or descriptive items such as rank and years of
education. Any number of such variables might be included if it
was felt that they might in some way be related to the learning
experience of the course. In the example, rank provides a rough
measure of management level and experience. Years of education
could be related to the value of various aspects of a course in
terms of exposure to ideas on a higher level of abstraction.
An open-ended question is also asked regarding recommendations
for the improvement of the course or session, requesting both

Evaluation Of Research And Statistics Course*

Please respond to the items below according to the scale provided.

1. Strongly Agree
2. Agree
3. Undecided
4. Desagree
5. Strongly Disagree

A valuable personal experience	Topic or Activity	A valuable professional experience for me	This topic needs: M (More time) OK (Time okay) L (Less time)
_____	1. Basic research definitions	_____	_____
_____	2. Example of the scientific method	_____	_____
_____	3. Types of research design	_____	_____
_____	4. Methods of sampling	_____	_____
_____	5. Steps in survey research	_____	_____

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

Personal learning experience	Topic or Activity	Professional learning experience	This topic needs: M (More time) OK (Time okay) L (Less time)
_____	6. Types of surveys	_____	_____
_____	7. Questionnaire design	_____	_____
_____	8. Constructing effective attitude statements	_____	_____
_____	9. Review of algebra	_____	_____
_____	10. Charts and graphs	_____	_____
_____	11. Statistics (mean, standard debiation, correlation)	_____	_____
_____	12. Examples of research given by the professor	_____	_____
_____	13. Term project assignment	_____	_____
_____	14. The entire research methods course	_____	_____

Rank_____ Years of education_____

Please use the reverse side for any positive or negative comments, or recommendations on how this course could have been made more meaningful for you.

*Knowles, "Evaluating Training and Educational Programs in Criminal Justice".

positive and negative feedback. This item can be made as detailed as desired. Once the information is gathered, the data can then be summarized on a tally sheet for all topics and activities according to the five point scale and the three category scale for time. Percentages can also be computed as well as a breakdown or cross-tabulation by rank and/ or years of education. Open-ended responses can be categorized and tabulated in terms of a formal content analysis of the information obtained.*

When examining the summarized results of a session, a given topic may be of more value personally than professionally. If the group felt that less time should be given to that topic and the direction of the course is toward meeting professional needs, consideration might be given to eliminating the topic. On the other hand, if the group felt it was of personal value and had sufficient time or needed more time, the topic might be worth retaining, particularly if it is related to some of the professionally oriented topics. A low rating on both the professional and personal scales may reflect several things. It may be that the subject itself was of little value, or perhaps the topic was of potential value, but the content surrounding the topic was not meaningful. A third possibility might be that either the subject or content was of value, but the presentation was ineffective.

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*Knowles, "Evaluating Training and Educational Programs in Criminal Justice."

Insight into these responses is often obtained by examining responses to other scaled items or from the analysis of the open-ended questions on course improvement. This information can usually be reinforced through specific informal questions asked of the program sponsor or several participants upon completion of a given session.*

It is recommended that the project staff at Temple consider the above type of evaluation procedure and experiment with its use for the Human Relations Training Program.

An examination is also used by the project staff at the end of the Human Relations Training Program. The examination used is included in Appendix B. It is worth noting that the use of examinations is often implemented to measure level of learning as well as for evaluation purposes. Examinations can provide effective feedback but are more often used to evaluate the performance of the individual participant rather than the effectiveness of the course or its instructor.

The test used by the Human Relations Training Program is sufficient for its present use. Care should be taken, however, to include questions from each course as well as the handout material so that the information can be used as an evaluation tool for courses and instructors as well as measuring the level of learning of each participant.

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*Knowles, "Evaluation Training and Educational Programs in Criminal Justice."

V. PROJECT RESULTS

Based on experience in the field of police training

and knowledge of the relevant literature the results of the

Human Relations Training Program compare very favorably to

that of other projects using similar ideas. For example, a

three day Institute on Human Relations for Police was recently

developed by a Mid-Western University. The following is an

outline of the training institute.

First Day

- Introduction.

- Philosophy of Police - An understanding
  of the derivation of the police role and
  the way it is rooted in the basic political
  philosophy of our system of government.

- The Political, Economic, and Social Factors
  in the community. This subject provides a
  thorough understanding of those facets of
  community life which are important to a
  police officer, particularly in the area of
  recruitment.

Second Day

- The psychology of Human Development. Will
  deal with the relative influence of environ-
  ment and heredity on human development and
  the learning process including conditioning
  and memory in elementary terms.

- Supervisor and subordinate relationships
  will develop an understanding of the fund-
  amentals of human behavior with which the
  Supervisor deals, and how the supervisor
  gets to know his personnel.

Third Day

· Communications - Will create an awareness
  of problems involved when people communi-
  cate whether through words or actions.

· Basic concepts of the social sciences - The
  subject will show that improvement of police
  services can draw on the vast knowledge of the
  social sciences that is relevant and useful.

The above Human Relations Institute for police cannot
compare to the level of sophistication and value of the Human
Relations Training Program provided by Temple University.

Without the projects existence, no results would have
been obtained since there is no other human relations training
offered by the Philadelphia Police Department. Since there is
a need for Human Relations Training and Temple is providing
an excellent program based on comparison with other training
programs and the relevant literature the training program
should be continued.

This statement can also be justified financially also.
The following is a breakdown of cost for each 10 day class of
Human Relations Training for 1974, 75.

CATEGORY	COST
Instructor's Salaries	$1,265.00
Indirect Cost (64% of Salaries)	812.13
Fringe Benefits (14% of Salaries)	177.10
Actors	120.00
Panelist	45.00

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Video Tape Recorder	50.00
Films	30.00
Materials, Text	30.00
Reproduction, Misc.	39.77
TOTAL	$2,569.00

With a total cost per class of $2,569.00 the cost per trainee with an average of 30 students per class is $85.63. This figure is very low for any training program.

The proposed cost for the training program is presented below for 1975, 76.

	Per Class
Personnel	
Instructional	1,267.00
Administrative	675.00
Clerical	208.00
Evaluation	84.00
Overhead - 64.2%	1,434.00
Fringe Benefits - 15%	355.00
Actors	200.00
Panelists	195.00
Video Tape Recorder	50.00
Films	39.00
Materials, Texts, Reproductions	200.00
	4,687.00

With these proposed figures, the approximate cost per trainee per class would be $121.00 with 465 officers projected for training. It is the evaluator's belief that this cost can also be justified.

This is so because the training academy cannot provide the training at the same cost due to a number of factors such

65

as instructors. Temple has the ability and resources to
attract qualified professionals to instruct on a part-time
basis. Thus, they do not have to have full time instructors
present at all times.

VI. FINDINGS AND RECOMMENDATIONS

It is the finding of this evaluation report that the Human Relations Training Program is achieving the project objectives as stated in the subgrant application and has had an impact on the problem. This is due to a number of reasons:

- The project staff at Temple University is very interested in the problem and need for Human Relations Training and is therefore, continually exploring new techniques and ideas for program improvement.

- The project staff has the ability to attract qualified instructors in all field related to Human Relations Training and has combined the instructors and course material in such a manner as to develop a program that is highly responsive to the training need.

- The project staff is using the team approach to providing training, i.e., a number of qualified instructors are used only on a part-time basis and only in specialty area. For this reason, the training has been highly cost/effective since the average cost per trainee is only $85.63 for 74/75 and a projected cost of $121.00 for 75/76.

- The project staff is continually evaluating each training session through the use of evaluation forms filled out by trainees. These evaluation forms are then used for program improvement.

- The course content developed by the project staff and the techniques used by the instructors foster the "meta" type of learning as discussed earlier. The course content is also very responsive to the need for Human Relations Training.

• The handouts compiled by the project
staff complement the course material in
Human Relations Training.

In summary, the following recommendations are provided

for each section of the training program.

Course Content

• The project staff should continue to
evaluate course arrangements in the
training program to insure that courses
and instructors complement each other
so that trainees will be optimally
receptive to each course.

• If at all possible, the penal code
instruction included in the Training
Program should be provided at some
other time during the recruits train-
ing. Penal Code has no relation to
Human Relations Training and could be
replaced by such a course as "Community
Relations and Integrity."

• The training material should be as
analogous to real life as possible so
that the information received can be
transferred to the street situation.
In addition, the important points of
each course should be readily identi-
fiable by the trainees so that assimula-
tion can be as quick as possible.

• The course content should also continue to
be as intensive as possible and include
different experiences that have a high de-
gree of personal impact.

• Finally, the course content should allow
for a high degree of learner participation.

Instructors

The pool of instructors used by the Human Relations

Training Program is varied to meet course requirements and

contains a large degree of expertise in all related fields.
All instructors are therefore, highly qualified to instruct
in Human Relations Training.

In order to insure the highest transferability of
subject material possible, the project staff should make
every effort to expose and orient the instructors to the
activities and problems of police as soon as possible. For
this reason it is recommended that the instructors in the
Human Relations Training Program engage in a training and
orientation session on the activities and problems of the
Philadelphia Police Officer. This training and orientation
session could probably be provided by a team made up of police
academy instructors, a ranking police officer, and a regular
patrolman. This would provide the instructors with a better
perspective on the work of police officers and they would be
better able to relate their training material to the day to day
activities of police officers and thus increasing the transfer-
ability of the training material. This training should only be
given if it is felt by the project staff that it is required.

Handouts

The handouts for the Human Relations Training Program
include handouts in all courses for the Human Relations
Training Program. Overall, the handouts are excellent for the
training program and provide the trainees with sufficient back-
ground information for each training course. The only recommen-
dation for this section of the training program is that the

reading time be increased to at least ten hours so that
they will have at least one hour of reading for each class
day.

Techniques

The instructors in the training program have used
a variety of techniques in order to foster the meta level
of learning in the trainees. It is recommended however, that
three other techniques be considered, experimented with, and
utilized where applicable. These techniques are as follows:

1. Video-tape role playing where no
    actors are used but police officers
    play all roles and engage in role
    reversal, there is no audience
    participation as the roles are being
    acted, and the class is divided into
    small groups for self-evaluation and
    evaluation by other trainees.

2. Communication in Conflict Group
    Exercises as explained in the text
    of the report.

3. Communications in Conflict, Film-
    Based Case Study which is also
    explained in the text of this report.

In summary, the techniques utilized in the Human Relations
Training Program are diversified and tailored to the specific
course that is being taught in order to foster the meta type of
learning. For an optimum training program, the course should
give the officer a mental set that is acceptable and which he
can use in his daily activities in the field. To the fullest
extent possible, the Human Relations Training Program is
accomplishing this goal.

Evaluations and Test

The project staff at Temple University are presently using a non validated rating scale with open-ended questions for Instructors, Panel Discussions, and course content. These evaluation forms are excellent for their present use and should be continued. However, it is recommended that the project staff consider, experiment, and use, where applicable, the validated rating scale plus open-ended questions as explained in the text of this report. This technique may provide the project staff with more information than they are presently being provided from the present evaluation forms and thus give them more information for program improvement.

In general, the only other recommendation that can be made concerns research in Human Relations Training. Since training in human relations is a relatively new method of police training, little is known of its actual impact on exactly how it should be presented. At best, an educated guess can be made that a human relations training program is having an impact based upon experience and the available research. For this reason, it is highly recommended that a research position be included in the training program at Temple University. This person would continually perform an on-line evaluation of the training program and perform tests and research to continually improve the program. Although the project staff are doing this to some extent at this time, their administrative duties preclude

any extended research.

In conclusion, it is highly recommended that the Human Relations Training Program be refunded for the following year. This recommendation is made for the following reasons.

· There is a definite and justifiable need for Human Relations Training in the City of Philadelphia. This is verified by research into the field as well as the recent publicity the Philadelphia Police Department is receiving concerning Human Relations types of activities.

· Presently, the Training Academy is not providing any type of Human Relations Training except that provided by Temple.

· Based on Experience and Research, the Human Relations Training Program at Temple is providing one of the best training programs available in all areas including course content, hand-outs, instructors, techniques, and evaluative techniques.

Therefore, it is again highly recommended that this project be refunded and continued as an active project of the Governor's Justice Commission. In addition, it is recommended that the City of Philadelphia begin to consider picking up the funding of the Human Relations Training Program so that the future exist-ence of the program can be insured.

APPENDIX A

PRESENT COURSE EVALUATION FORMS

Date _____

Indicate your reactions to the following statements or questions:

1. What is your impression of the training program, Urban Minority Cultures?

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

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

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

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

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

4. Evaluate the effectiveness of the training program in terms of its creating a desire on your part to further your education in the areas of police science and/or human relations (i.e. taking a course at Temple).

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

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

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

6. What is your reaction to the following statement? Training in urban minority cultures should be part of every policeman's training.

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

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

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

8. How would you rate the Temple facitities?

/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

9. Do you think the program should be longer_____ shorter_____ same length_____?

10. Do you think the program would have been more beneficial if the size of your group has been reduced?

Yes_____   No_____

11. Do you think the program should be:

_____A. Continued as it is
_____B. Continued with minor modifications
_____C. Continued with major revisions
_____D. Discontinued

12. Listed below are several questions evaluating the topic "Key Spanish Phrases", presented by Mr. Molino and Dr. Gilderman. Since an extensive amount of time was devoted to this topic, we would appreciate your reactions to the following questions.

a. Did you find the text Key Spanish Phrases to be useful in terms of learning spanish?

Yes_____   No_____

b. Would you recommend that the topic, Key Spanish Phrases be retained or eliminated in future Urban Minoriy Cultures Training Programs?

Retained_____ Eliminated_____

c. Do you think that enough time was devoted to the topic, Key Spanish Phrases?

Yes_____   No_____

d. In your opinion, is it necessary for officers to become acquainted with key spanish phrases?

Yes_____   No_____

e. In you opionion, is it possible, that learning these phrases could improve your performance as an officer in relating and dealing with the members of the Spanish speaking community?

Yes_____   No_____

f. Do you think that you will continue using (keeping it in your patrol car) the text Key Spanish Phrases?

Yes____   No____

g. Would you attend Spanish Language classes for law enforcement officers at Temple University?

Yes____   No____

h. Would it be important to you to receive college credit for evening classes in Spanish?

Yes____   No____

13. Evaluate the entire training program in terms of any new insights or techniques learned which may prove to be useful in your future performance as a police officer.

/_____/_____/_____/_____/_____/
Very Favorable   Very Unfavorable

14. Note any suggestions that would have made the training program a more relevent learning experience.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Instructor_____

Date_____

QUALITIES OF INSTRUCTION. Each of the items below deals with a characteristic of instruction which is important. Indicate your rating of the instructor by a check at the appropriate point on the scale. Please write any additional comments on the reverse side.

1. Is he actively helpful when officers have difficulty?

/___/___/___/___/___/
Helpful   Not Helpful

2. Does he appear sensitive to officers' feelings and problems?

/___/___/___/___/___/
Sensitive   Not Sensitive

3. Was he flexible?

/___/___/___/___/___/
Flexible   Not Flexible

4. Does he make officers feel free to ask questions, disagree, express their ideas, etc?

/___/___/___/___/___/
Encourages free   Discourages free
expression   expression

5. Is he fair and impartial in his dealings with the officers?

/___/___/___/___/___/
Fair   Unfair

6. Is his speech adequate for teaching?

/___/___/___/___/___/
Intelligible   Unintellibile

7. Does he belittle officers?

/___/___/___/___/___/
Does not belittle   Belittles

8. Does he tell the officers when they have done particularly well?

/___/___/___/___/___/
Always   Never

9. Does he dwell upon the obvious?

/___/___/___/___/___/
Introduces   Dwells on Obvious
interesting ideas

10. Is he interested in the subject?

/___/___/___/___/___/
Interested   Uninterested

11. Does he use enough examples or illustrations?

/___/___/___/___/___/
Many   None

12. Does he present material in a well-organized fashion?

/___/___/___/___/___/
Well-organized   Disorganized

13. Was his referring to notes distracting?

/___/___/___/___/___/
Not Distracting   Distracting

14. Does he stimulate thinking?

/___/___/___/___/___/
Stimulating   Not Stimulating

15. Is his teaching technique and manner interesting enough to keep your mind on the subject?

/___/___/___/___/___/
Interesting   Not Interesting

16. Does he put his material across in an interesting way?

/___/___/___/___/___/
Interesting   Not Interesting

17. Did he have a good comprehension of the material to make the course useable?

/___/___/___/___/___/
Good   Not Good

18. In your opinion was this information relevant to police work?

/___/___/___/___/___/
Relevant   Not Relevant

19. Was there enough time allotted to the subject?

/___/___/___/___/___/
Too Much   Enough   Not Enough

20. Considering everything, how would you rate this teacher?

/___/___/___/___/___/
Very   Very
Favorable   Unfavorable

A-3

PANEL DISCUSSION:

Panel discussions are designed to give you a variety of opinions on the subject matter. Please evaluate each panelist's contribution in the following areas:

Panelist_____   Panelist_____   Panelist_____   Panelist_____

Candor /__/__/__/__/   Candor /__/__/__/__/   Candor /__/__/__/__/   Candor /__/__/__/__/
Very   Very   Very   Very   Very   Very   Very   Very
Favorable   Unfavorable   Favorable   Unfavorable   Favorable   Unfavorable   Favorable   Unfavorable

Knowledge /__/__/__/__/   Knowledge /__/__/__/__/   Knowledge /__/__/__/__/   Knowledge /__/__/__/__/
of   of   of   of
subject Very   Very   subject Very   Very   subject Very   Very   subject Very   Very
area Favorable Unfavorable area Favorable Unfavorable area Favorable Unfavorable area Favorable Unfavorable

Clarity in   Clarity in   Clarity in   Clarity in
response /__/__/__/__/   response /__/__/__/__/   response /__/__/__/__/   response /__/__/__/__/
to   Very   Very   to   Very   Very   to   Very   Very   to   Very   Very
questions Favorable Unfavorable questions Favorable Unfavorable questions Favorable Unfavorable questions Favorable Unfavorable

Please respond to the following questions:

1. Was there an open exchange of ideas?

/__/__/__/__/
Open   Closed

2. Was the discussion related to police work?

/__/__/__/__/
Related   Not Related

3. Was there enough time allotted to the subject?

/__/__/__/__/
Too Much   Enough   Not Enough

4. Was this format (panel discussion) an effective vehicle for this subject matter?

/__/__/__/__/
Effective   Not Effective

5. Considereing everything, how would you rate this class?

/__/__/__/__/
Very   Very
Favorable   Unfavorable

APPENDIX B

HUMAN RELATIONS EXAMINATION

NAME: _____   BADGE NUMBER: _____

THE SOCIAL SCIENCES IN POLICE WORK

Examination

1. Alcoholism is <u>NOT</u>:

   a. Hereditary
   b. Environment
   c. An Allergy
   d. An Addiction

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

3. List 5 guidelines in handling a disturbed or violent person:

   _____

   _____

4. List three legitimate reasons for the use of amphetamines.

   _____

   _____

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

   True _____   False _____

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

   True _____   False _____

7. List 5 signs of mental illness: _____

   _____

   _____

8. The basic classifications of gangs are:

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

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

_____

_____

END