The Effect of Guardian Training for Law Enforcement Officers

Longitudinal Findings 2015-2020

PHASE 4 FINAL REPORT

To the Washington State Criminal Justice Training Commission

February 10, 2021

Jacqueline B. Helfgott, PhD, Principal Investigator
Matthew J. Hickman, PhD Co-Investigator

SEATTLEU

Crime and Justice Research Center

The Effect of Guardian Training for Law Enforcement Officers

Longitudinal Findings 2015-2020

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

This project was a collaboration between the Washington State Criminal Justice Training Commission (WSCJTC) and Seattle University Department of Criminal Justice Crime & Justice Research Center. Thanks to Executive Director Sue Rahr whose commitment to evidence-based practice provided the support for this independent evaluation of the WSCJTC BLEA curriculum. Special thanks for WSCJTC Staff Donna Rorvik, Marissa O'Neill, Tara Berlin, and Brian Elliot who assisted with project logistics. This research would not have been possible without the BLEA recruits and graduates who took the time to participate in this study to assist in improving law enforcement training in Washington State.

EXECUTIVE SUMMARY

This report is the fourth and final in a series of reports on the results of a longitudinal study of the effects of guardian training in the Basic Law Enforcement Academy (BLEA) at the Washington State Criminal Justice Training Commission (WSCJTC). This project was piloted in 2014-15 with a pre/post survey instrument at the WSCJTC BLEA to evaluate training effects of the guardian training implemented in 2012. The study follows 40 BLEA cohorts (710-750) through academy training pre/post and 1-year/3-year post-graduation. The results of the pilot study were reported in a Phase 1 Report entitled "Evaluation of the Washington State Criminal Justice Training Commission's "Warriors to Guardians" Cultural Shift and Crisis Intervention Team (CIT) Training" (Helfgott, et al., 2015). The study was continued July 2016-June 2017 to collect longitudinal data on the effectiveness of WSCJTC guardian-focused BLEA training at 6-months and 1-year post academy graduation. Phase 2 results were reported in a second report entitled, "The Effect of Guardian-Focused Training for Law Enforcement Officers" (Helfgott, et al., 2017). The study was continued in Phase 3 through April 2019 to collect longitudinal data 1 and 3-years post BLEA graduation, and the results were reported in a third report entitled, "The Effect of Guardian-Focused Training for Law Enforcement Officers: Longitudinal Continuation" (Helfgott and Hickman, 2019). The current report presents Phase 4 final longitudinal results adding analyses and findings from the 1-year and 3-year post-survey data to the findings presented in the Phase 1 through Phase 3 reports.[1] Results from components of the longitudinal study have been published in academic journal articles (Helfgott et al., 2018, 2020).

Purpose of Study

The purpose of this study is to longitudinally evaluate the impact of the WSCJTC BLEA guardian training curriculum. The Phase I Pilot project, "Evaluation of the Washington State Criminal Justice Training Commission's Warriors to Guardians Cultural Shift and Crisis Intervention Team (CIT) Training" was conducted in 2014-15 to develop the research design, implement the survey instrument, and collect pilot data from a survey instrument administered to BLEA recruits pre/post WSCJTC BLEA training and to a comparison sample of law enforcement personnel who completed BLEA prior to the implementation of guardian training in 2012. The pilot results were used to establish baseline measurements and construct validity for the survey instrument and to provide recommendations for longitudinal study of the impact of guardian training in the BLEA at WSCJTC. In the Phase 2 longitudinal continuation, "The Effect of Guardian-Focused Training for Law Enforcement Officers," the survey instrument was modified based on the findings of the pilot study and ongoing data collection continued examining longitudinal training effects at 6-months and 1-year post-training as well as the relationship between officer characteristics and measures of guardian training effectiveness. In the Phase 3 Report, findings from the 1-year and 3-year longitudinal follow-up surveys were presented and the relationship between recruit characteristics and

[1] The reports from all phases are available on the Seattle University Crime & Justice Research Center website: https://www.seattleu.edu/artsci/departments/criminal/crime-and-justice-research-center/collaborative-research/

training effects was examined. This Phase 4 Final Report presents the comprehensive findings from all follow-up surveys through December 2020.

Research Design

This study employed a mixed method design utilizing a pre/post/1-year/3-year survey instrument administered to BLEA recruits and a comparison sample. The study involved three phases – The Phase I pilot study, the Phase 2 longitudinal continuation that involved administration of the pre/post survey instrument to 40 cohorts and at 3-month, 6-month, and 1-year post-BLEA graduation, the Phase 3 longitudinal study reporting data 1-year and 3-years post BLEA graduation, and the current Phase 4 final longitudinal results.

In Phase 1, survey results from the BLEA pre/post surveys were compared to survey results from a comparison group of 1400 sworn law enforcement officers and civilians who graduated from BLEA in the ten-year period between July 2004 and July 2014 who responded to a statewide survey sent out to nearly 4,716 BLEA graduates across Washington State in February 2015. Scales were validated as measures of guardian training effectiveness. In Phase 2, data was analyzed examining the impact of training on seven scales constructed to measure elements of the guardian training at the academy: 1) Burnout/Emotional Intelligence, 2) Negative Police Subculture, 3) Organizational Support, 4) Guardianship/Respect, 5) Guardianship/Empathy, 6) CIT Support, and 7) CIT Organizational Value.

In Phase 2, data was analyzed from 1190 pre- surveys and 941 post-surveys administered to BLEA recruits from November 2014 through April 2017 with a follow-up survey administered to BLEA graduates at 3-months, 6-months and 1-year post-graduation. Additionally, in Phase 2 the survey instrument was revised based on the pilot study with the revised survey implemented with BLEA Cohort 738 beginning July 7th, 2016 through BLEA Cohort 750 beginning on February 22, 2017. The revised instrument was administered at post-test beginning with BLEA Cohorts 733 through 750. Longitudinal continuation commenced involving pre/post administration of the survey in the BLEA classes at 1-year and 3-year post-graduation.

In Phase 3, follow-up surveys were administered 1-year and 3-years post-graduation from the end of the phase 2 period in April 2017 through April 2019. In Phase 3 additional analyses were conducted examining the relationship between recruit demographic and individual characteristics including gender, college education, years in law enforcement, age, prior CIT training, and personality traits and training effects.

The current Phase 4 report presents comprehensive longitudinal findings from the 1-year and 3-year follow-up surveys through December 2020. Between-subject longitudinal analysis was conducted for pre/post, 1-year, and 3-year survey data for a subset of BLEA recruits who participated in the longitudinal follow-up.

Summary of Findings

This report presents Phase 4 results with focus on the findings from the pre/post/1-year/3-year longitudinal follow-up data collected from BLEA cohorts from November 2014 through December 2020. The Phase 4 component of the study provides data that supplements Phase 1 and Phase 2 reports to help answer the project research questions:

Research Question #1 – Are there statistically significant training effects of the WSCJTC's guardian BLEA in comparison with law enforcement personnel who completed BLEA prior to the implementation of guardian training? (Measured by pre/post survey administration at the beginning/end of BLEA compared with cross-sectional survey responses from a comparison sample comprised of law enforcement personnel who graduated before the guardian curriculum was implemented)?

This question was addressed in the Phase 1 Pilot Study Report. The results showed that there was a significant difference between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian training and BLEA recruits who completed the academy after the shift to

guardian training on all seven scales. On the behavioral crisis items, results from the Phase 1 Pilot showed significant differences on average ratings between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian training and BLEA recruits who completed the academy after the shift to guardian training on items measuring confidence in knowledge of how to respond to behavioral crisis events and on all CIT scenario items.

Research Question #2: Are there statistically significant training effects of the WSCJTC's guardian BLEA? (Measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?)

This question is addressed in the Phase 2 Longitudinal Continuation Report. Results from administration of the pre/post survey instrument showed that there was a significant difference in training effects after completion of academy training on four of the seven scales, the behavioral crisis items, and the CIT scenarios.

Research Question #3: Do officer characteristics predict effectiveness of the guardian style of policing? (Controlling for officer demographic and personality characteristics measured through the *Self-Report Psychopathy-SF*).

This question is addressed in the Phase 2 and 3 Reports. The results showed that officer gender, race, age, education, years in law enforcement, and personality traits (as measured through the SRP-SF) on pre-test, post-test, and change scores suggest that officer characteristics moderate training effects for specific components of guardian training. Results showed that gender and personality moderated training effects on the guardianship empathy scale (female and lower scores on the SRP-SF associated with higher empathy ratings) personality and age moderating training effects on the guardianship-respect scale (higher age and lower SRP-SF score associated with increased respect ratings).

Research Question #4: Are BLEA guardian training effects sustained over time? (Measured at BLEA pre/post and 1-year/3-year post-graduation?)

This question is addressed in the Phase 2, 3 and 4 Longitudinal Continuation Reports. Results from the 3-month, 6-month, and 1-year longitudinal analysis showed long-term sustained stability over time and significant increases in key elements of guardian training. Results show evidence of long-term sustained increases in scale scores for the Burnout/Emotional Intelligence, CIT Support, and CIT Organizational Value scales. In Phases 2 and 3 results showed mixed evidence of a long-term training effect on the Negative Police Subculture scale. With respect to incidents involving behavioral crisis, there was evidence of long-term sustained increases for the specific items and CIT scenarios. Results from the comprehensive 1-year and 3-year longitudinal analysis show long-term sustained stability over time and significant increases in key elements of guardian training showing training, in particular with respect to the CIT Support scale, behavioral crisis items, and key items on the CIT scenarios.

Results from this Phase 4 final comprehensive 1-year and 3-year longitudinal analysis show long-term sustained stability over time and significant increases in four of the seven scales measuring elements of guardian training, in particular with respect to the CIT Support scale, behavioral crisis items, and key items on the CITscenarios. In the between-subject analysis of responses on the scales at pre/post/1-year/3-year results show a statistically significant increase of 6.6-points in ratings from the pre-test average of 83.4, to the post-test average of 90.0, following completion of training on the **Burnout/Emotional Intelligence** scale. The one-year follow-up score was also significantly higher than the pre-test at 86.6, but the three-year follow-up score did not test as significantly different from the pre-test score. There was some evidence of a small, long-term increase on the **Negative Police Subculture** scale, from the pre-test average of 37.9 to the three-year follow-up average of 42.4. On the **Organizational Support** scale, results show no statistically significant change from the pre-test average of 76.5 to the post-test average of 76.2, but this was followed by a significant decrease of 4.2 points in ratings to the one-year follow-up average of 72.0, and another 5.4 points to the three-year follow-up

average of 66.6, following completion of training. On the **CIT Support** scale, the results show a statistically significant increase of 23.7 points in ratings from the pre-test average of 52.4, to the post-test average of 76.1, following completion of training. This increase from the pre-test average was sustained at the one-year (72.6) and three-year (69.1) follow-ups. On the **CIT Organizational Value** scale, results show a statistically significant increase of 9.2-points in ratings from the pre-test average of 73.6, to the post-test average of 82.8, following completion of training. However, average scores returned to pre-test levels at the one-year (77.3) and three-year (70.9) follow-ups. For the remaining scales (**Guardianship/Empathy, Guardianship/Respect**), there was no statistically significant change in average ratings across all four measurement points. In the within subject analyses, statistically significant changes were observed in four of the seven scales. Specifically, there was an average increase of about 6-points on the Burnout/Emotional Intelligence scale; an average decrease of about 2-points on the Guardianship – Empathy scale; an average increase of about 19-points on the CIT Support scale; and an average increase of about 5-points on the CIT Organizational Value scale. These results are largely consistent with the ANOVA findings (except for the Organizational Support and Negative Police Subculture scales for which an aggregate increase was observed in the ANOVA models with no corresponding within-individual change observed, and the Guardianship-Empathy scale for which no aggregate change was observed in the ANOVA model but showed a within-individual decrease).

For the **behavioral crisis** items, statistically significant changes in average ratings were observed for pre- and post-test groups in all but three of the seven items: *"My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly," Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly,"* and *"My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly."* These three items showed no significant change for the pre- and post-test groups. There were significant increases in average ratings from pre- to post-test groups on the items, *"Incidents involving individuals in behavioral crisis are a standard part of patrol work"* (a 5.6-point increase), *"Calls involving persons who are experiencing behavioral crisis are dangerous"* (a 6.0-point increase), *"I am confident in my ability to handle calls involving persons in behavioral crisis"* (a 10.5-point increase), and these increases were sustained to the three-year follow-up survey. There was also a significant increase in average ratings from pre- to post-test groups on the item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* (a 6.7-point increase), but average ratings at the one- and three-year follow-ups were not significantly different from the pre-test level. Results from the within-subjects paired *t*-tests show statistically significant changes in all but one of the seven items. Specifically, there was an average increase of about 6- and 8-points, respectively, on the first two items, "*Incidents involving individuals in behavioral crisis are a standard part of patrol work*" and "*Calls involving persons who are experiencing behavioral crisis are dangerous*", and an average increase of about 9-points on the item, "*I am confident in my ability to handle calls involving persons in behavioral crisis.*" There was an average decrease of about 6-points on the item, "*My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly,*" and an average decrease of about 5-and 6-points, respectively, on the last two items, "*Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly*" and "*My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.*" There was no statistically significant change in the item, "*I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.*" These results are consistent with the ANOVA findings (except for the fourth item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* that exhibited no change within-individuals with an increase observed in the ANOVA model between pre- and post-test groups).

Results from the between-group ANOVA and post hoc Tukey's tests on the **crisis scenarios** show that for the **Depression** scenario show that officers correctly and consistently associated the symptoms portrayed in the scenario with those of Depression at all four points of measurement. There was an increase in average pre- to post-test ratings on the item related to no increased risk of attempted suicide, but the one- and three-year averages were not significantly different from the pre-test level, and there was no difference in averages for the item related to increased risk of suicide-by-cop at all four points of measurement. Officers identified the need to assess the subject's mental state as the first priority at all four points of measurement. Gaining entry to secure weapons and restrain the subject was

identified as a secondary priority (and there was an average decrease on this item from pre-test to three-year follow-up). A substantial decrease of about 32-points was observed in average pre- to post-test scores associated with the item, *"In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself,"* And this decrease was sustained to the three-year follow-up measurement. There was also a decrease in average pre- to post-test scores associated with the item, *"You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face"* although the one- and three-year scores were not significantly different from the pre-test level. Finally, respondents in all groups strongly endorsed the item, *"Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone"* with a significant increase from pre- to post-test. Results from within subjects paired *t*-tests for the Depression scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Depression in both their pre- and post-test responses, with a small but statistically significant increase.

Results from the within-subjects paired sample *t*-tests for the **Schizophrenia** scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Schizophrenia in both their pre- and post-test responses with no statistically significant difference. There was an average decrease of about 6- and 13-points, respectively, in scores associating symptoms with Post-Traumatic Stress Disorder and Depression. Notably, there was a substantial average decrease of about 25-points on the item, "*In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her."* There was also an average decrease of about 13-points on the item, "*If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her"* and an average increase of about 12-points on the item, "Paraphrasing what Ms. S is saying back to her may help deescalate the situation." These results are consistent with the between-subjects ANOVA findings.

Results from within-subjects paired sample *t*-tests for the **Dementia or Alzheimer's** scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Dementia or Alzheimer's in both their pre- and post-test responses, with a significant increase from pre- to post-test. There were decreases in scores associating symptoms with Post-Traumatic Stress Disorder and Schizophrenia. Notably, there was an average decrease of about 11- points on the item, *"You determine that most likely there has been no burglary and you close the case and leave,"* instead favoring more comprehensive responses such as recognizing the need for outside help including friends or family members, and calling a Geriatric Regional Assessment Team (GRAT) or Mobile Crisis Team (MCT). These results are consistent with the ANOVA findings.

Conclusion

The findings show sustained training effects for BLEA recruits as reflected in four of the seven scales used to measure guardian training elements at the WSJTC BLEA with significant effects sustained over time reflected in ratings on the Burnout/Emotional Intelligence, Organizational Support, CIT Support, and CIT Organizational Value scales. Additionally, findings show that guardian BLEA training has significant training effects sustained over time on recruits' knowledge of how to respond to behavioral crisis incidents, particularly regarding decision-making around nuanced response to individuals in behavioral crisis as reflected in results on the scenario items in the survey instrument. The most salient finding is the effect of guardian training on officer support for CIT and knowledge of how to respond to incidents involving behavioral crisis. The training effects for the ratings on the CIT Support and Behavioral Crisis items were sustained over time at pre/post/1-year/3-year data collection points. This is an important finding given the centrality of CIT elements in guardian academy training. The findings of the Phase 4 longitudinal study presented in this phase 4 report including 1-year and 3-year longitudinal data collected through December 2020 are consistent with the Phase 1 Report results reported in June 2015, the Phase 2 Report results reported in 2017, and the Phase 3 Report results reported in 2019. Consistent with the prior three reports, the findings presented in the Phase 4 Report support ongoing use of the guardian training at the WSCJTC, particularly with respect to training effects on officer burnout/emotional intelligence, organizational support, attitudes toward CIT, and knowledge about how to interact with individuals in behavioral crises.

INTRODUCTION

Project Goals

This project seeks to understand the effect of guardian training at the Washington State Criminal Justice Training Commission's (WSCJTC) Basic Law Enforcement Academy (BLEA). The BLEA is a 6-month basic law enforcement training curriculum required of all law enforcement personnel in Washington State. Guardian training, implemented when Sue Rahr moved from her position as King County Sheriff to Executive Director of the WSCJTC in 2012, is comprised of procedural justice, empathy-building, and de-escalation elements including LEED – *"Listen and Explain with Equity and Dignity,"* Blue Courage, and Crisis Intervention Team (CIT) training. The shift from the historical "warrior-style" paramilitary training at the academy to guardian training brought key changes to the BLEA curricula including specific training components that integrate procedural justice (Tyler, 2001, 2006, Tyler & Huo, 2002) and behavioral and social science findings with law enforcement education to improve officer safety and public trust (Rahr & Rice, 2015).

The results reported here are part of a multi-phased approach to collect longitudinal data following BLEA recruits through academy training and after they join their agencies five years post-graduation. The study follows 40 BLEA cohorts beginning with Class 710 (who began the academy on November 18, 2014) through Class 750 (who began the academy February 22, 2017) through academy graduation and 1- and 3-year post-graduation. This report presents Phase 3 results from the longitudinal study of the effects of guardian training at WSCJTC's BLEA reviewing pre/post BLEA survey findings and presenting data from pre/post/1-year/3-year surveys administered to BLEA recruits from November 2014 through April 2019. The longitudinal findings presented in this Phase 3 Report are from data from 360 pre-surveys, 394 post-surveys, 140-1-year surveys, and 116-3-year surveys completed by BLEA graduates who volunteered to participate in the longitudinal follow-up. The findings include between-subjects findings for the BLEA recruits who completed the pre/post/1-year/3-year surveys and individual within-subjects comparison for the recruits for whom pre- and post-test measures could be individually linked. The research initiative includes the following phases:

Phase I—(1) Establish comparative baseline metrics between the cohort(s) and the comparison group and validate the instrument, (2) Analyze differences between the comparison group and the study cohorts, (3) Analyze training effects by administering the survey to recruits at the beginning of their academy experience and the last day of the academy, and (4) compare knowledge and attitude measures.

Phase 2--Transfer operational elements of primary data collection to WSCJTC for completion of the cohort data collection; initiate first follow-up waves (3-months, 6 months, 1-year post-BLEA graduation), data collection and continue to analyze results.

Phase 3--Transfer operational elements of primary data collection to WSCJTC for completion of the cohort data collection; continue 1-year follow-up wave and initiate 3-year follow-up wave data collection and continue to analyze results. Examine the relationship between recruit demographic and individual characteristics and training effects.

Results from components of the longitudinal study have been published in academic journal articles including results from qualitative interviews with trainers about their views on guardian law enforcement training (Helfgott et al., 2018) and results of the evaluation of CIT components of guardian training (Helfgott et al, 2020).

Focus of Phase 4 Longitudinal Study

The Phase 4 study extends Phases 1 through 3 through a data collection effort to include BLEA graduates who completed 1-year and 3-year post BLEA follow-up surveys through December 2020. This report presents findings that extend the Phase 1 Pilot Study (Helfgott, et al, 2015), Phase 2 Longitudinal Continuation Study (Helfgott, et al, 2017), and Phase 3 Longitudinal Continuation Study (Helfgott &

Hickman, 2019). The Phase 4 component of the study involved continued administration of 1-year and 3-year follow-up instruments to BLEA graduates. The Phase 4 Study included:

1. Administration of longitudinal administration of the instrument at 1- and 3-year post-completion of BLEA training through December 2020 (including 1-year data from cohorts 710-750 and 3-year data from cohorts 710-728).
2. Incorporation of the longitudinal 1- and 3-year follow-up data in the evaluation analysis.

The longitudinal continuation of the pilot study enables evaluation of training effects of the WSCJTC guardian Basic Law Enforcement Academy training on quality of service to Washington State communities that will inform law enforcement screening, training, and the interaction between officer characteristics and personality, organizational culture, and guardian law enforcement training.

METHOD

Participants

Participants were BLEA recruits who completed academy training from 2014-2017 (Cohorts 710-750) and who completed pre/post/1-year/3-year surveys administered from November 2014 through December 2020. The data analyzed and reported in this Phase 4 Final Report include data collected from pre/post/1-year surveys administered to WSCJTC BLEA Cohorts 710-750 and 3-year data collected for cohorts 710-728. The study in total follows 40 BLEA cohorts beginning with Class 710 (who began the academy November 18, 2014) through Class 750 (who began the academy February 22, 2017) through graduation and 1-year/3-year post-graduation. The findings presented in the current report are based on analysis of data from 360 pre-surveys, 394 post-surveys, 140 one-year surveys, and 209 three-year surveys. The findings include longitudinal analysis of pre/post, 1-year, and 3-year survey data for the subset of BLEA recruits who participated in the follow-up data collection period through December 2020. Table 1 presents demographic data for survey respondents at the four different points of measurement. As can be seen, across the four waves, approximately 89% of the respondents are male, and 78% are white. The average age at pre-test is 28.5 years, increasing to 32.8 years by the three-year follow-up. At pre-test over 40% have a BA/BS degree or higher, increasing to 47% at 1-year and 50% at 3-year.

Table 1
Background Characteristics of Phase 3 Survey Participants at Pre-Test (n=360), Post-Test (*n*=394), One-Year (*n*=140) and Three-Year (*n*=209) Follow-ups

	Pre-Test		***Post-Test***		***One-Year***		***Three-Year***	
	n (%)	***M(SD)***	***n (%)***	***M(SD)***	***n (%)***	***M(SD)***	***n (%)***	***M(SD)***
Gender								
Female	42 (11.7)	---	38 (9.7)	---	12 (8.6)	---	26 (12.6)	---
Male	316 (88.3)	---	353 (90.1)	---	127 (91.4)	---	179 (86.9)	---
Other	0 (0.0)	---	1 (0.3)	---	0 (0.0)	---	1 (0.5)	
Age								
	---	28.5 (6.0)	---	28.8 (5.6)	---	31.7 (6.7)	---	32.8 (5.7)
Total Years in Law Enforcement								
	---	0.9 (2.4)	---	1.3 (2.9)	---	3.1 (4.6)	---	4.1 (2.1)
Race/Ethnicity*								
Caucasian	273 (76.3)	---	301 (77.0)	---	108 (77.1)	---	169 (81.3)	---
African-American	10 (2.8)	---	8 (2.0)	---	7 (5.0)	---	10 (4.8)	---

Latino/Latina or Hispanic	33 (9.2)	---	37 (9.5)	---	5 (3.6)	---	12 (5.8)	---
Asian/Pacific Islander	23 (6.4)	---	19 (4.9)	---	9 (6.4)	---	5 (2.4)	---
Native-American/Alaskan Native	1 (0.3)	---	1 (0.3)	---	0 (0.0)	---	1 (0.5)	---
Multiple Race/Ethnicity	14 (3.9)	---	17 (4.3)	---	9 (6.4)	---	9 (4.3)	---
Other	4 (1.1)	---	8 (2.0)	---	2 (1.4)	---	2 (1.0)	---
Education								
HS/GED	33 (9.2)	---	30 (7.7)	---	7 (5.0)	---	11 (5.3)	---
Some College	103 (28.8)	---	115 (29.5)	---	35 (25.0)	---	48 (23.2)	---
AA/AS	64 (17.9)	---	66 (16.9)	---	26 (18.6)	---	33 (15.9)	---
BA/BS	145 (40.5)	---	166 (42.6)	---	66 (47.1)	---	103 (49.8)	---
JD	2 (0.6)	---	2 (0.5)	---	0 (0.0)	---	2 (1.0)	---
MA/MS	0 (0.0)	---	11 (2.8)	---	6 (4.3)	---	9 (4.3)	---
PhD/EdD	0 (0.0)	---	0 (0.0)	---	0 (0.0)	---	1 (0.5)	---
Current Rank								
Recruit	296 (84.3)	---	236 (60.7)	---	0 (0.0)	---	0 (0.0)	---
Officer	25 (7.1)	---	68 (17.5)	---	129 (92.1)	---	182 (87.1)	---
Student officer in field training	19 (5.4)	---	72 (18.5)	---	0 (0.0)	---	1 (0.5)	---
Other	11 (3.1)	---	13 (3.3)	---	11 (7.8)	---	26 (12.4)	---

Instruments

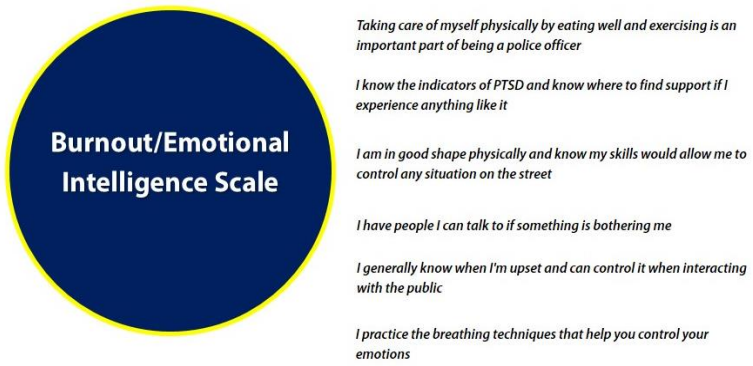
The survey instrument was developed during the Phase 1 pilot study (Helfgott et al, 2015) and revised for the longitudinal study based on the pilot study results (See Appendix A for the revised survey instrument). The instrument is comprised of three sections: 1) Background, 2) General attitudes, 3) Crisis Intervention Team Training. An additional section 4) Self-Report Psychopathy-Short Form (SRP-SF) was added to the revised survey instrument to include a measure of officer personality style. The background section of the survey includes questions regarding demographic characteristics (age, race and sex, education), current rank, assignment, and agency, and prior experience with WSCJTC training components including Blue Courage©, and CIT Training. The General Attitudes section is based on the literature on officer attitudes toward abuse of authority (Weisburd, Greenspan, Hamilton, Bryant & Williams, 2001), empathy, and training effectiveness (Kirkpatrick, 1967; Dionne, 1996; Hung, 2010; Phillips, 1997; Smidt, Balandin, Sigafoos & Reed, 2009). The CIT section includes knowledge-based items and scenario-based queries designed to measure how officers would respond in practice. This portion of the survey was adapted from a prior project that measured the effect of CIT training for the Seattle Police Department (Helfgott, Conn-Johnson, & Wood, 2015). Survey questions included yes/no/forced choice questions, Visual Analogue Scale (VAS) (“slider scale”) questions, and open-ended questions. Most of the survey sections and items that comprise the central measurement concepts were measured through VAS questions. When compared to Likert-scale questions, VASs allow for an unrestricted interpretation of a response and a detection of very small response changes. (Guyatt, Townsend, Berman, & Keller, 1987). Studies have shown that though not equivalent (Flynn, van Schaik, & van Wersch, 2004), both Likert-scales and VASs measure adequately subjective data. VASs are equidistant and similar to that of a Likert-scale (Reips & Funke, 2008) and they have higher responsiveness (sensitivity) than Likert-scale questions.

Sections of the survey instrument (General Questions and CIT Perceptions) were subjected to factor analysis and scales were created to measure concepts reflecting key curricular goals of guardian law enforcement training. The general attitudes section of the instrument includes items that are used to construct the scales deemed relevant to the research questions. Factor analysis completed in Phase I indicated that all scales showed adequate reliability and suggested that scales could be improved by omitting some items in certain scales that did not load highly on the underlying factor. In Phase 2, researchers took into account Phase 1 factor analysis findings and improved scales by omitting those items that were not strongly correlated with other items on the scale, or their underlying factors.[2]

Burnout/Emotional Intelligence

The basic concepts present in guardian training is that the officer must be aware of his/her own emotional states and affect to control them. Certain practices are taught to recruits (e.g. deep breathing exercises) to help guard against burn-out and emotional exhaustion. This scale was constructed in the Phase 1 pilot to measure aspects of emotional intelligence and self-awareness. Based on the scale dimensionality and reliability analysis conducted in the Phase 1 pilot, the item *"It is inevitable that police officers become cynical about human nature"* was omitted from the revised instrument because it did not statistically load well on the underlying factor and Cronbach's Alpha increased from .54 to .63 with this item dropped from the scale. Figure 3 shows the survey question items that make up the Burnout/Emotional Intelligence Scale in the revised survey instrument.

Figure 3
Burnout/Emotional Intelligence Scale



Negative Police Subculture

Part of the concept of guardian policing is the idea that warrior-style policing creates an artificial and damaging divide between police officers and the public. This divide between the police and citizens is an element of police subculture. Because a goal of the guardian model is to counteract the negative aspects of police subculture, this scale was constructed based on prior research including items adapted from *the Officer Attitudes toward Abuse of Authority* (Weisburd, Greenspan, Hamilton, Bryant & Williams, 2001). Based on the scale dimensionality and reliability analysis conducted in the Phase 1 pilot, the item, *"Pretty much everything I do and who I socialize with is related to law enforcement and other police officers"* was omitted from the revised instrument because it did not statistically load well on the underlying factor and Cronbach's Alpha increased from .73 to .75 with this item dropped from the scale.

[2] The pilot instrument also included a Social Tactics Scale which was removed from the revised survey instrument to make room for inclusion of the additional SRP-SF items included in the revised survey to measure officer personality style. The Social Tactics Scale measured elements of Tactical Social Interaction (TSI) Training. The scale was removed because though elements of TSI training overlap with elements of guardian training, however TSI is not a standard component of BLEA.

Figure 4 shows the survey question items that make up the Negative Police Subculture Scale in the revised survey instrument.

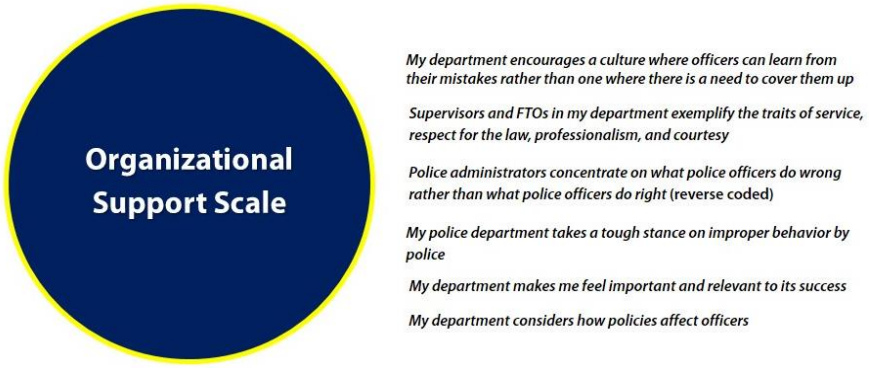
Figure 4
Negative Police Subculture Scale

Organizational Support

This scale measures organizational support for guardian-training elements to examine the degree to which training effects are robust over time. Because guardian policing is rooted in procedural justice, and procedural justice is related to organizational justice concepts, the presumption is that police officers must feel that they are being treated fairly by the organization and that their organization is supportive of procedural justice goals. Based on the scale dimensionality and reliability analysis conducted in the Phase 1 pilot, the item, *"Police officers in my department respond to verbal abuse with physical force and nothing is done"* was omitted from the revised instrument because it did not statistically load well on the underlying factor and Cronbach's Alpha increased from .79 to .82 with this item dropped from the scale. Figure 5 shows the survey question items that make up the Organizational Support Scale in the revised survey instrument.

Figure 5

Organizational Support Scale



Guardianship/Empathy

A fundamental element of guardian-focused training is the development of empathy skills. Police officers need to be able to understand what is happening with citizens in crisis in order to effectively intervene in particular in crisis situations. The Jefferson Scale of Physician Empathy (Hojat, Gonnella, Nasca, Mangione, Veloski, and Magee, 2002) was used to develop these items adapted to make the questions applicable to the law enforcement discipline. Based on the scale dimensionality and reliability analysis

conducted in the Phase 1 pilot, the items, *"Because people are different, it is almost impossible for me to see things from the perspective of the subjects I am contacting" and "It is difficult for me to view things from mu subjects' perspective"* were omitted from the revised instrument because the items did not statistically load well on the underlying factor and Cronbach's Alpha increased from .63 to .76 with these items dropped from the scale. Figure 6 shows the survey question items that make up the Guardianship/Empathy Scale in the revised survey instrument.

Figure 6
Guardianship/Empathy Scale

Guardianship/Respect

This scale was constructed to measure a respectful approach to interactions with citizenry which is an essential element of the guardian model. Based on the scale dimensionality and reliability analysis conducted in the Phase 1 pilot, three items were removed from this scale -- *"Sometimes the things I have to say to do my job offend, "Treating people politely usually puts officers in danger because then they don't respect the officer's authority," and "I'll give people respect when they do what I tell them to do"* were omitted from the revised instrument because the items did not statistically load well on the underlying factor and Cronbach's Alpha increased from .60 to .71 with these items dropped from the scale. Figure 7 shows the survey question items that make up the Guardianship/Respect Scale.

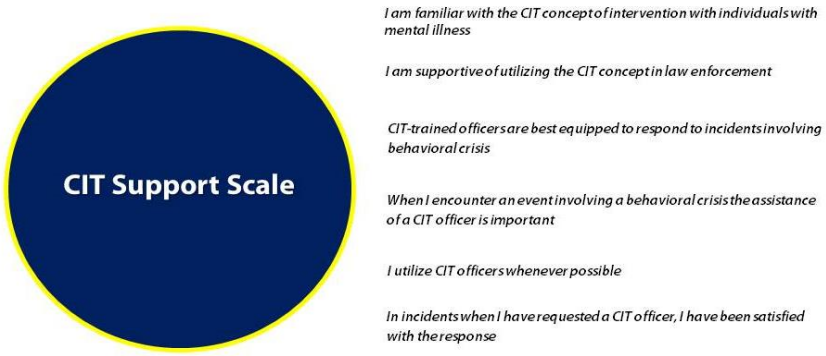
Figure 7
Guardianship/Respect Scale

CIT Support

This measure provides an indicator of officer knowledge and support for the CIT model. The CIT perception items were adapted from an instrument developed for a Seattle Police Department survey of police culture and attitudes toward CIT. (Helfgott, Conn-Johnson, & Wood, 2015) to assess support for the CIT model and de-escalation approach in law enforcement. Based on the scale

dimensionality and reliability analysis conducted in the Phase 1 pilot, Cronbach's Alpha for the full scale was equal to .88 and specific item removal would yield no improvement in reliability so no items were removed from this scale. Figure 8 shows the survey question items that make up the CIT Support Scale.

Figure 8
CIT Support Scale



CIT Organizational Value

This measure provides an indicator of perceptions of organizational support for the CIT model. The CIT Organizational Value items were adapted from an instrument developed for a Seattle Police Department survey of police culture and attitudes toward CIT (Helfgott, Conn-Johnson, & Wood, 2015). Based on the scale dimensionality and reliability analysis conducted in the Phase 1 pilot, Cronbach's Alpha for the full scale was equal to .87 and specific item removal would yield no reliability improvement, so no items were removed from this scale. Figure 9 shows the survey question items that make up the CIT Organizational Value Scale.

Figure 9
CIT Organizational Value

CIT Scenarios

CIT Scenarios and associated questions were developed with attention to the objectives of the WSCJTC In-service CIT Facilitator Guide and the 2014 King County Mock Scenarios used in current WSCJTC training and modeled after scenarios used in previous research to measure CIT training effectiveness (Bahora et al, 2008, Broussard et al, 2011, Compton et al, 2006, 2008a, 2008b, 2014a, 2014b; Dupont, Cochran, and Pillsbury, 2007; Hatfield, 2014). This section was included to assess participants' understanding and knowledge of the most effective and appropriate behavioral responses to various scenarios involving people in crisis exhibiting symptoms and behaviors associated with different mental health issues specific to content covered in the CIT component of BLEA course which focuses on

de-escalation skills and knowledge and understanding of mental health conditions and behavioral crisis events considered an important component of guardian training.

The survey instrument included a set of three scenarios to assess participants' knowledge before and after the 8-hour CIT component in BLEA as well as continued practice of CIT understanding.[3] Scenarios were developed to represent specific situations police officers were likely to encounter recurrently in their daily work. These consisted of: (1) individuals who may be experiencing depression and who may be suicidal, (2) individuals who may be experiencing schizophrenic episodes, (3) individuals who are elderly and who may be experiencing dementia. Each scenario is followed by ten corresponding statements that outlined assessments officers might make regarding the possible mental health issue present, potential associated concerns officers might have, and possible behavioral responses officers might take.

Procedure

The procedure for the pre/post BLEA data collection is explained in detail in the Phase 1 and 2 reports. For the pilot study and the Phase 2 component of the study, a Seattle University research assistant served as a contracted embedded researcher with WSCJTC to conduct pre/post and longitudinal follow-up survey administrations of recruit participants. For these administrations, participants were either given access to academy tablets or they used their own laptop or smartphone to complete the survey. An informed consent section was the first section of the survey. Surveys were conducted using a web-based electronic format to increase response rate and accessibility.

Surveys administered to the cohorts were administered in a pre/post design. Survey scripts are included in Appendix B. The first survey, a pre-survey, was administered to recruits following successful completion of the Physical Ability Test (PAT) two weeks prior to the start of the academy. This date was selected to prevent contamination from course material recruits are asked to read prior to the first day of class. The pre-survey was administered following strenuous physical exertion and with the final knowledge that the recruit would be entering the academy, so artificial upward pressure on survey responses must be acknowledged. The post-survey was administered following completion of the comprehensive test administered two days prior to graduation. Similar to the pre-survey, the post-survey was administered at a point where the recruits had completed all coursework and knew they would be graduating. Upward pressure must be acknowledged at this point as well but was deemed to be roughly equivalent to pre-survey effects.

For the longitudinal component of the study, WSCJTC staff sent follow-up emails to BLEA graduates to solicit participation in the 1-year and 3-year follow-up surveys. BLEA graduates were offered a $5 Starbucks card in an email invitation that they could redeem whether or not they elected to participate in the follow-up survey. WSCJTC staff kept a calendar of all BLEA classes included in the study period and an excel sheet that had each officer who had been accepted into BLEA with information about class number, ID number, email, department, and records of the date that their surveys were completed. As the different surveys were completed and the recruits continued to participate in the survey, the excel sheet was updated; those who completed both the pre and post surveys were contacted the week of their 1-year and 3-year anniversary of graduating BLEA. Those who asked to be removed from the survey had their information removed from a working version of the excel sheet. In the case that an email did not work, it would be confirmed using the learning management system at the WSCJTC and any erroneous emails were corrected. In some cases, officers

[3] The Pilot Study included an additional assessment of the effectiveness of the 40-hour CIT In-service training that utilized six CIT scenarios involving individuals in behavioral crisis involving Depression, Schizophrenia, Alzheimer's/Dementia, PTSD, Autism Spectrum, and Anger Management. The 8-Hours of CIT training in BLEA is a condensed version of the 40-hour training, which was implemented into BLEA in 2014 as part of the guardian training. The decision to utilize the three scenarios involving Depression, Alzheimer's/Dementia, and Schizophrenia for the BLEA assessment was made based on the incidence of these conditions in police-citizen interactions. Future research on the effects of guardian training in a range of scenarios is an important next step in data collection efforts.

were dismissed from their department and therefore their emails were no longer working - these officers were also removed from the study. At first, Starbucks cards were being sent with the original emails.

RESULTS

Group Comparisons

The four groups (pre-test, post-test, one-year, and three-year follow-ups) average responses were compared across all scales using One-Way Analysis of Variance (ANOVA), followed by Tukey's Honest Significant Difference (HSD) post-hoc test. Figure 10 depicts the mean scores graphically for each group, and Appendix C Tables 1 and 2 summarize the results of the ANOVA models. Four of the scales yielded significant differences indicating increases from pre- to post-test averages (for the Burnout / Emotional Intelligence, Organizational Support, CIT Support, and CIT Organizational Value scales). The remaining three scales yielded no significant differences across the four groups indicating no change in pre- to post-test averages or in one-year and three-year follow-ups (for the Negative Police Subculture, Guardianship / Empathy, and Guardianship / Respect scales).

With regard to the Burnout / Emotional Intelligence scale, the results show a statistically significant increase of 6.6-points in ratings from the pre-test average of 83.4, to the post-test average of 90.0, following completion of training. The one-year follow-up rating was also significantly higher than the pre-test at 86.6, but the three-year follow-up rating (83.5) did not test as significantly different from pre-test. In other words, there was a measurable increase from pre- to post-test, and that increase was sustained to the one-year mark, but then returned to pre-test levels by the three-year mark.

With regard to the Negative Police Subculture scale, omnibus tests indicated that there were no statistically significant differences across all groups; however, the specific tests indicated that the increase of 4.5 points from pre-test to the three-year follow-up was significant. In other words, there is a possibility of a long-term measurable increase from pre-test to the three-year mark.

With regard to the Organizational Support scale, the results show no statistically significant change from the pre-test average of 76.5 to the post-test average of 76.2, but this was followed by a significant decrease of 4.2 points in ratings to the one-year follow-up average of 72.0, and another 5.4 points to the three-year follow-up average of 66.6, following completion of training. In other words, there was no change from pre- to post-test, but that was followed by significant decreases at the one- and three-year marks.

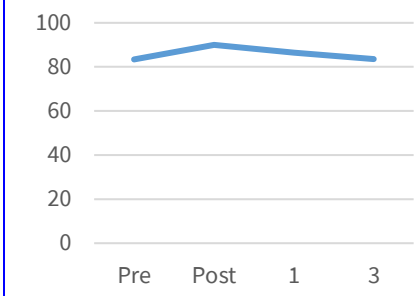
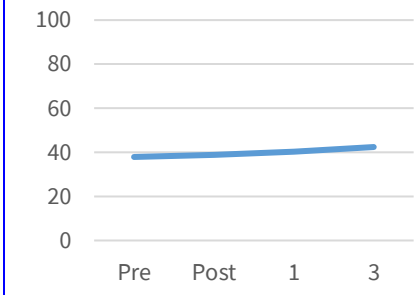
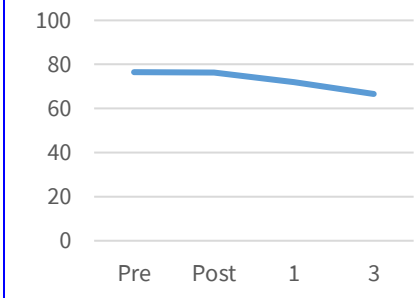
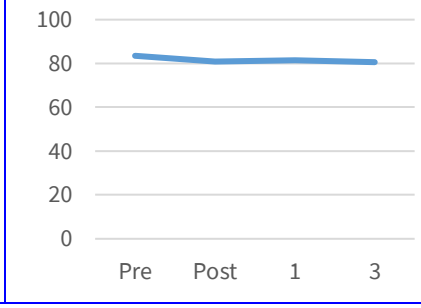
With regard to the CIT Support scale, the results show a statistically significant increase of 23.7 points in ratings from the pre-test average of 52.4, to the post-test average of 76.1, following completion of training. This increase from the pre-test average was sustained at the one-year (72.6) and three-year (69.1) follow-ups. In other words, there was a measurable increase from pre- to post-test, and that increase was sustained at the one- and three-year marks.

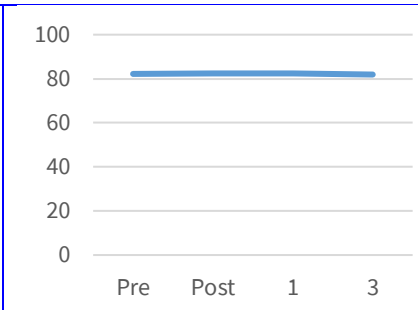
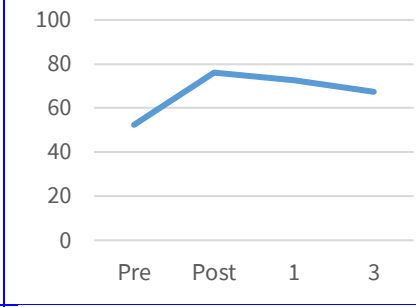
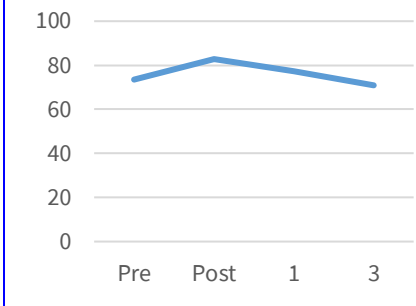
With regard to the CIT Organizational Value scale, the results show a statistically significant increase of 9.2 points in ratings from the pre-test average of 73.6, to the post-test average of 82.8, following completion of training. However, average scores returned to pre-test levels at the one-year (77.3) and three-year (70.9) follow-ups. In other words, there was a measurable increase from pre- to post-test, but that was followed by a return to pre-test levels.

For the remaining scales (Guardianship / Empathy, and Guardianship / Respect), there was no statistically significant change in average ratings across all four measurement points.

Figure 10

Mean Differences on Scales for Pre-Test, Post-Test, One-Year, and Three-Year Groups

Scale	Data over time	Nature of change, Pre- to Post-BLEA	Was the change (or level) sustained over time?	Statistical evidence of sustained change (or level)
Burnout/EI		Increased	Sustained to one-year, then returned to pre-BLEA level	Post-BLEA and one-year higher than pre-BLEA and three-year
Negative Police Subculture		No change	Increased at three-year	Three-year significantly higher than pre-test
Organizational Support		No change	Declined at one-year and three-year	Pre- and post-BLEA not different; one-year and three-year significantly lower
Guardianship/ Empathy		No change	No change	No significant differences

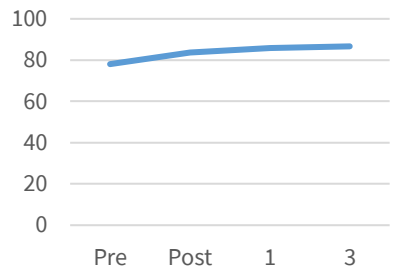
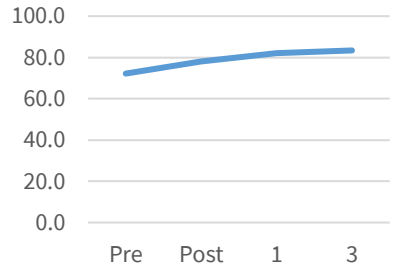
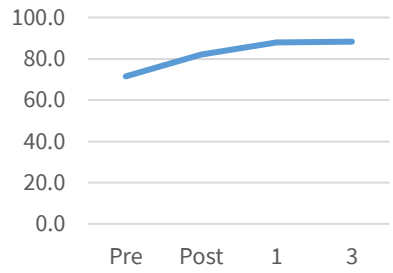
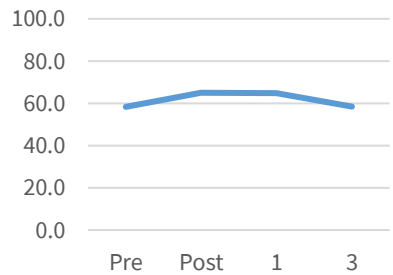
Guardianship/ Respect		No change	No change	No significant differences
CIT Support		Increased	Sustained to one- and three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
CIT Organizational Value		Increased	Returned to pre-BLEA level by 3-year	Post-BLEA significantly higher than pre- and three-year

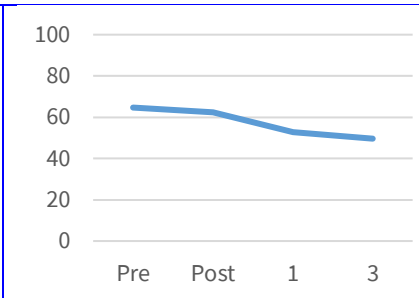
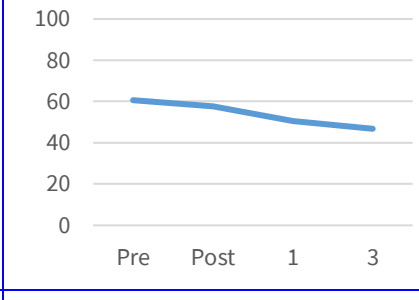
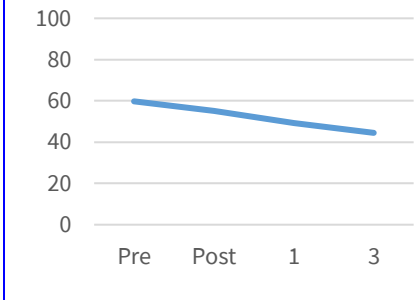
We next examined group differences in responses to the behavioral crisis items. Figure 11 depicts the means scores graphically for those items, and results from the ANOVA and post hoc Tukey's tests are summarized in Appendix C Tables 3 and 4. Statistically significant changes in average ratings were observed for pre- and post-test groups in all but three of the seven items*: "My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly," Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly," and "My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly."* These three items showed no significant change for the pre- and post-test groups, and significant declines at the one- and three-year marks.

There were significant increases in average ratings from pre- to post-test groups on the items, *"Incidents involving individuals in behavioral crisis are a standard part of patrol work"* (a 5.6-point increase), *"Calls involving persons who are experiencing behavioral crisis are dangerous"* (a 6.0-point increase), *"I am confident in my ability to handle calls involving persons in behavioral crisis"* (a 10.5-point increase), and these increases were sustained to the three-year follow-up survey. There was also a significant increase in average ratings from pre- to post-test groups on the item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* (a 6.7-point increase), but average ratings at the one- and three-year follow-ups were not significantly different from the pre-test level.

Figure 11

Mean Differences on Items Related to Incidents Involving Behavioral Crisis

Scale	Data over time	Nature of change, Pre- to Post-BLEA	Was the change (or level) sustained over time?	Statistical evidence of sustained change (or level)
Incidents involving individuals in behavioral crisis are a standard part of patrol work.		Increased	Sustained to three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
Calls involving persons who are experiencing behavioral crisis are dangerous.		Increased	Sustained to three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
I am confident in my ability to handle calls involving persons in behavioral crisis.		Increased	Sustained to three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.		Increased	Not sustained	Post-BLEA higher, but one- and three-year not different than pre-BLEA

My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.		No change	Declined from post-BLEA to 3-year	Pre- and Post-BLEA not different, but one- and three-year significantly lower than pre-BLEA
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.		No change	Declined from post-BLEA to 3-year	Pre- and Post-BLEA not different, but one- and three-year significantly lower than pre-BLEA
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.		No change	Declined from post-BLEA to 3-year	Pre- and Post-BLEA not different, but one- and three-year significantly lower than pre-BLEA

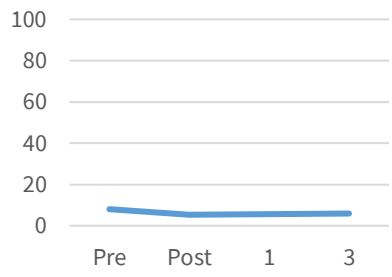
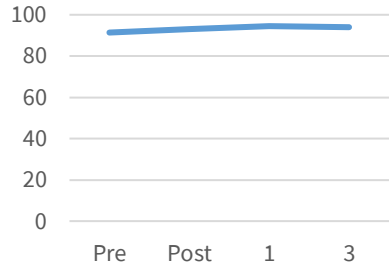
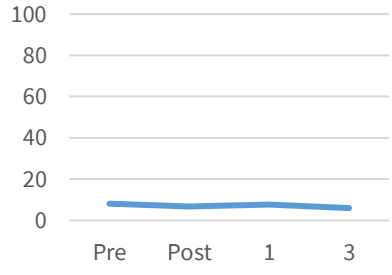
Finally, we examined group differences in responses to the three scenarios. Figure 12 summarizes the mean scores for the first scenario (Depression) graphically, and results from the ANOVA and post hoc Tukey's tests are summarized in Appendix C -Tables 5 and 6. Scenario 1 read as follows:

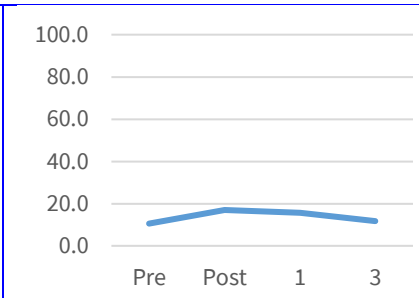
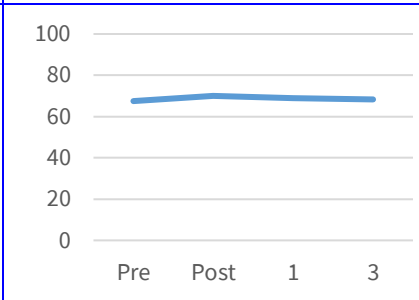
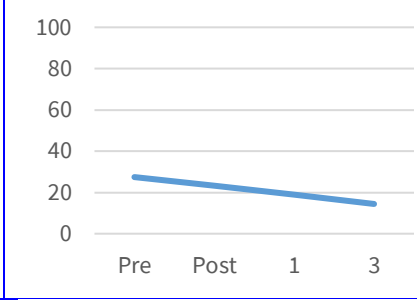
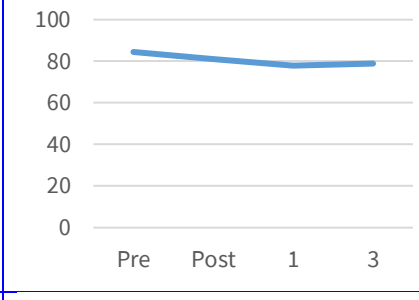
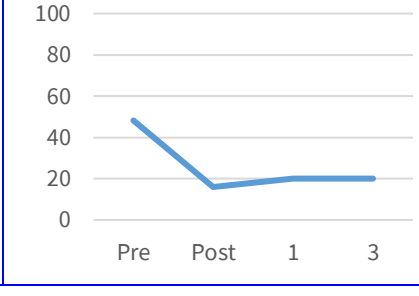
> You are dispatched to a residence with the following information. Mr. N is a 30-year-old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

As can be seen, officers correctly and consistently associated the symptoms portrayed in the scenario with those of Depression at all four points of measurement. There was an increase in average pre- to post-test ratings on the item related to no increased risk of attempted suicide, but the 1- and 3-year averages were not significantly different from the pre-test level, and there was no difference in averages for the item related to increased risk of suicide-by-cop at all four points of measurement. Officers identified the need to assess the subject's mental state as the first priority at all four points of measurement. Gaining entry to secure weapons and restrain the subject was identified as a secondary

priority (and there was an average decrease on this item from pre-test to three-year follow-up). A substantial decrease of about 32 points was observed in average pre- to post-test scores associated with the item, *"In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself*," and this decrease was sustained to the three-year follow-up measurement. Finally, respondents in all groups strongly endorsed the item, *"Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone."*

Figure 12
Summary of changes on Scenario 1 (Depression) items

Item	Data over time	Nature of change, Pre- to Post-BLEA	Was the change (or level) sustained over time?	Statistical evidence of sustained change (or level)
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.		No change	No change	No significant differences
Mr. N is exhibiting symptoms most associated with Depression.		No change	No change	No significant differences
Mr. N is exhibiting symptoms most associated with Schizophrenia.		No change	No change	No significant differences

You determine that there is no increased risk that Mr. N might attempt suicide.		Increased	No change	Post-BLEA significantly higher than pre-BLEA, but one- and three-year are not different
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.		No change	No change	No significant differences
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.		No change	Decline from pre-BLEA to three-year	Three-year significantly lower than pre-BLEA
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.		No change	No change	No significant differences
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.		Declined	Decline sustained to three-year	Post-BLEA, one-, and three-year significantly lower than pre-BLEA

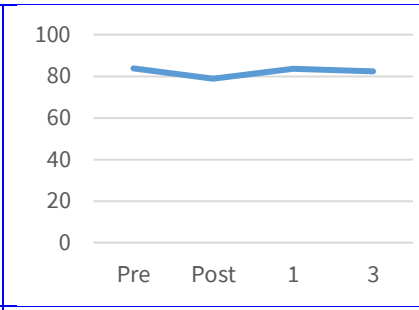
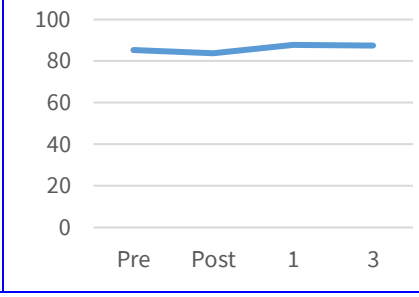
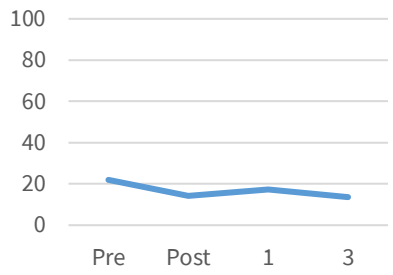
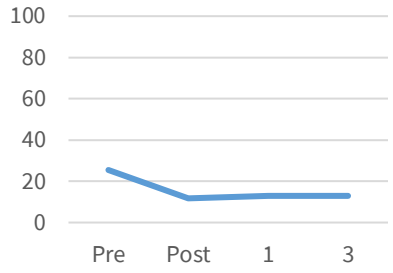
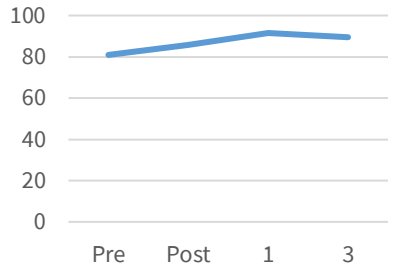
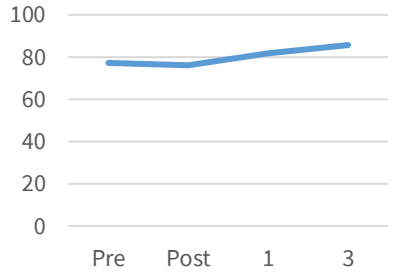
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.		Declined	No change	Post-BLEA significantly lower than pre-BLEA, but one- and three-year are not different
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone.		No change	No change	No significant differences

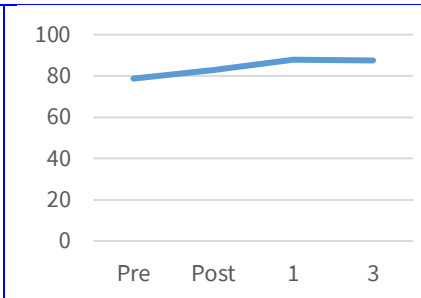
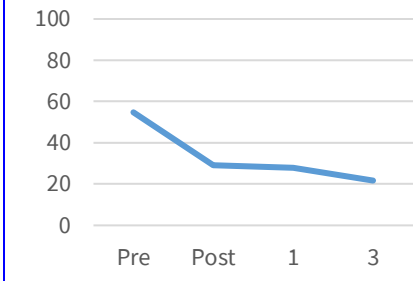
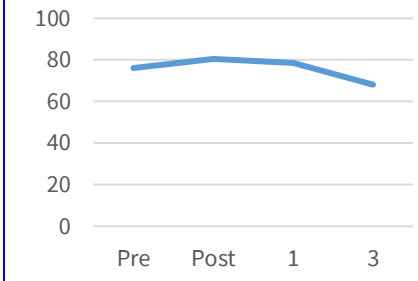
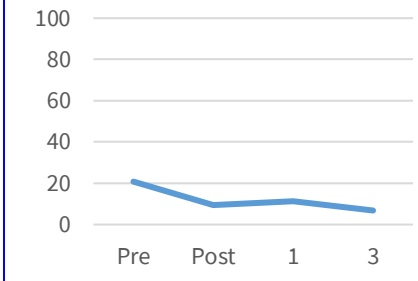
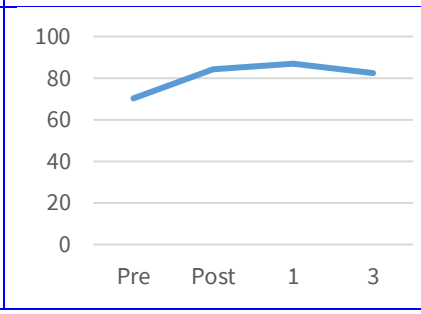
Figure 13 summarizes the mean scores for the second scenario (Schizophrenia), and results from the ANOVA and post hoc Tukey's tests are summarized in Appendix C Tables 7 and 8. Scenario 2 read as follows:

> You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Schizophrenia at all four points of measurement, with the average ratings significantly higher for the post-test, as well as one- and three-year follow-up groups. There was a notable decrease of about 26-points in pre- to post-test averages on the item, *"In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her,"* and that decrease was sustained at the one- and three-year follow-ups. There was also a decrease in pre- to post-test averages on the item, *"If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her*," and an increase in averages on the item, *"Paraphrasing what Ms. S is saying back to her may help deescalate the situation,"* both of which were sustained at the one- and three-year follow-ups.

Figure 13
Summary of changes on Scenario 2 (Schizophrenia) items

Item	Data over time	Nature of change, Pre- to Post-BLEA	Was the change (or level) sustained over time?	Statistical evidence of sustained change (or level)
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).		Decrease	No change	One- and three-year not different than Pre- or Post-BLEA
Ms. S is exhibiting symptoms associated with depression.		Decrease	Sustained to three-year	Post-BLEA, one- and three-year significantly lower than pre-BLEA
Ms. S is exhibiting symptoms associated with Schizophrenia.		Increase	Sustained to three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
The voices Ms. S hears in her head suggest she is experiencing hallucinations.		No change	Increase at three-year	Three-year significantly higher than Pre- and Post-BLEA

Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.		No change	Increase at one- and three-year	One- and three-year significantly higher than pre-BLEA
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.		Decrease	Sustained to three-year	Post-BLEA, one- and three-year significantly lower than pre-BLEA
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why.		No change	Decrease at three-year	Three-year significantly lower than Post-BLEA
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.		Decrease	Sustained to three-year	Post-BLEA, one- and three-year significantly lower than pre-BLEA
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.		Increase	Sustained to three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA

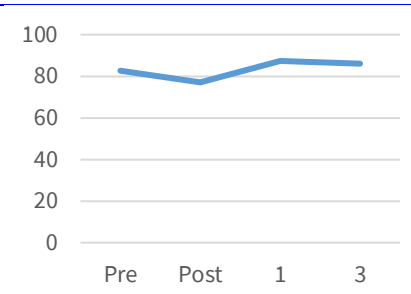
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.		Decrease	Mixed	One-year significantly higher than Post-BLEA but not different than other groups

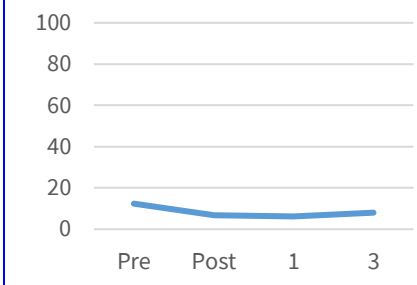
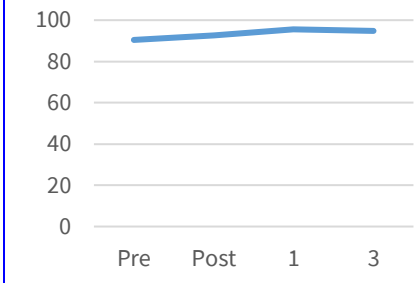
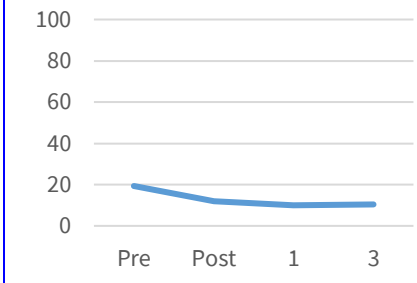
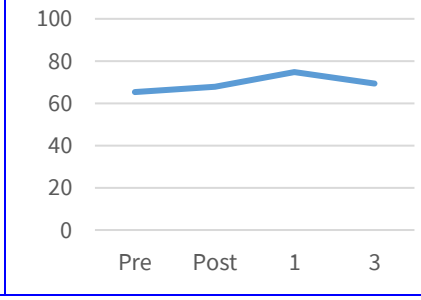
Figure 14 summarizes the mean scores for the third scenario (Dementia or Alzheimer's), and results from the ANOVA and post hoc Tukey's tests are presented in Appendix C Tables 9 and 10. Scenario 3 read as follows:

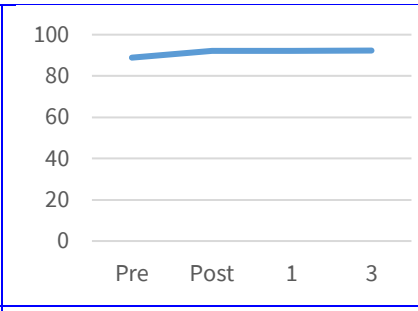
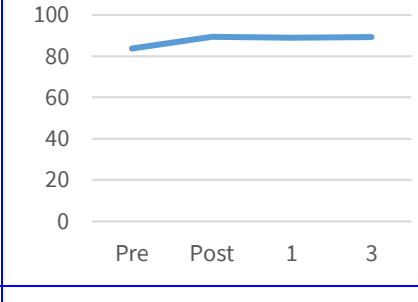
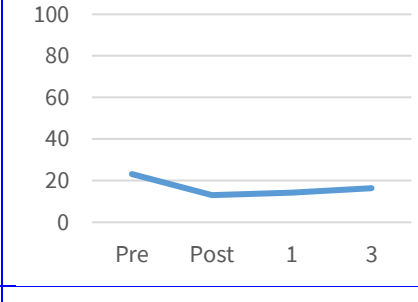
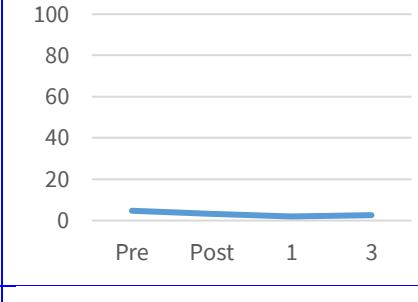
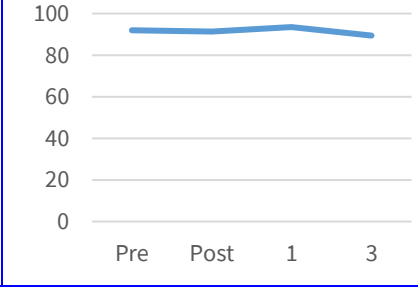
> You are dispatched to a residence with the following information. Mr. B is an 88-year-old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen, why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

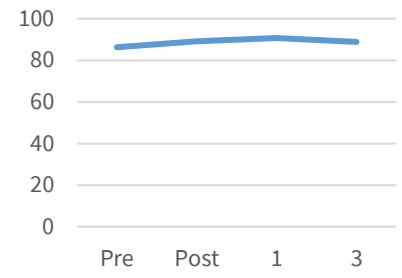
As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Dementia or Alzheimer's at all four points of measurement, with the average ratings at the one-year and three-year marks significantly higher than the pre-test group. There was a decrease in pre- to post-test scores on the item, *"You determine that most likely there has been no burglary and you close the case and leave,"* instead favoring more comprehensive responses such as recognizing the need for outside help including friends or family members, and calling a Geriatric Regional Assessment Team (GRAT) or Mobile Crisis Team (MCT).

Figure 14

Summary of changes on Scenario 3 (Dementia or Alzheimer's) items

Item	Data over time	Nature of change, Pre- to Post-BLEA	Was the change (or level) sustained over time?	Statistical evidence of sustained change (or level)
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).		Decrease	Sustained at one-year	Post-BLEA and one-year significantly lower than pre-BLEA
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.		No change	Increase at one-year	One-year significantly higher than Pre-BLEA
Mr. B is exhibiting symptoms most associated with Schizophrenia.		Decrease	Sustained at one-year	Post-BLEA and one-year significantly lower than pre-BLEA
You ask Mr. B if you can sit down and ask permission before moving any items.		No change	No change	No significant differences

You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.		Increase	Sustained at three-year	Post-BLEA and three-year significantly higher than pre-BLEA
Paraphrasing Mr. B's statements help to confirm that you understand them.		Increase	Sustained at one- and three-year	Post-BLEA, one- and three-year significantly higher than pre-BLEA
You determine that most likely there has been no burglary and you close the case and leave.		Decrease	Sustained at one-year	Post-BLEA and one-year significantly lower than pre-BLEA
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.		No change	No change	No significant differences
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him		No change	No change	No significant differences

You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.		No change	No change	No significant differences

Within Individual Change

The ANOVA results presented above describe aggregate (group-level) change but may mask variability in individual change. Paired sample *t*-tests were conducted to examine within-individual change among 252 recruits for whom pre-test and any post-test measures could be individually linked. Within this sample of 252 officers, 10% are female, 22% are nonwhite, and 64% have a college degree. Table 2 shows the demographic characteristics of the 252 recruits included in the within individual change analysis.

Table 2
Background Characteristics of Within-Individual Sample (n=252)

	n (%)	***M(SD)***
Gender		
Female	26 (10.3)	---
Male	226 (89.7)	---
Age		
	---	28.9 (6.1)
Total Years in Law Enforcement (n=223)		
	---	1.1 (2.6)
Race/Ethnicity		
Caucasian	197 (78.2)	---
African-American	7 (2.8)	---
Latino/Latina or Hispanic	23 (9.1)	---
Asian/Pacific Islander	12 (4.4)	---
Native-American/Alaskan Native	0 (0.0)	---
Multiple Race/Ethnicity	10 (4.0)	---
Other	3 (1.2)	---
Education (n=250)		
HS/GED	19 (7.6)	---
Some College	72 (28.8)	---
AA/AS	46 (18.4)	---
BA/BS	107 (42.8)	---

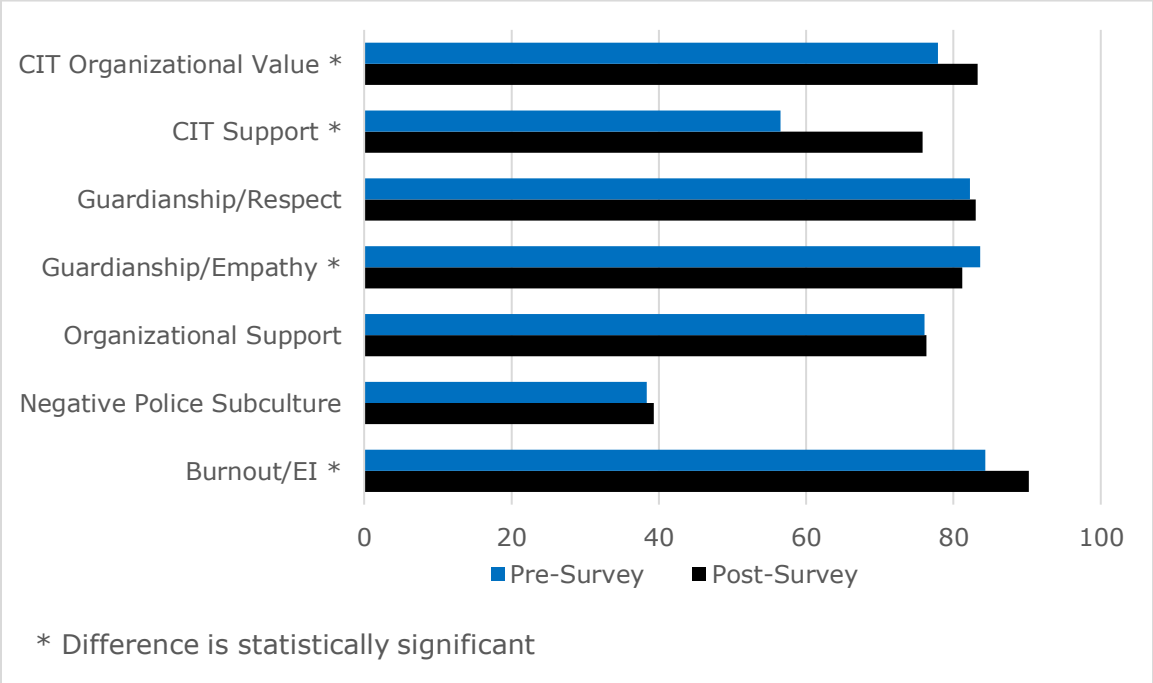
MA/MS	6 (2.4)	---
Current Rank (n=245)		
Recruit	203 (82.9)	---
Officer	19 (7.8)	---
Student officer in field training	14 (5.7)	---
Other	9 (3.7)	

Z-tests for the difference in proportions show that these demographics are not statistically different from those of the larger pre-test group (z = -0.5, p = .589; z = -0.6, p = .582; and z = 1.1, p = .254, respectively). In addition, the average age is 28.9 years (*SD* = 6.1), and this is not statistically different from the larger pre-test group (t (610) = 0.8, p = .420).

Figure 15 depicts the mean scale scores graphically for each group, and results from the paired t-tests examining scale scores are presented in Appendix C Table 11. Statistically significant changes were observed in four of the seven scales. Specifically, there was an average increase of about 6 points on the Burnout / Emotional Intelligence scale (t (237) = -9.1, p < .001); an average decrease of about 2 points on the Guardianship – Empathy scale (t (225) = 2.5, p = .013); an average increase of about 19 points on the CIT Support scale (t (129) = -8.5, p < .001); and an average increase of about 5 points on the CIT Organizational Value scale (t (187) = -2.7, p = .008). These results are largely consistent with the ANOVA findings (except for the Organizational Support scale for which an aggregate increase was observed in the ANOVA model, but with no corresponding within-individual change and the Guardianship-Empathy scale for which no aggregate change was observed in the ANOVA model but showed a within-individual decrease).

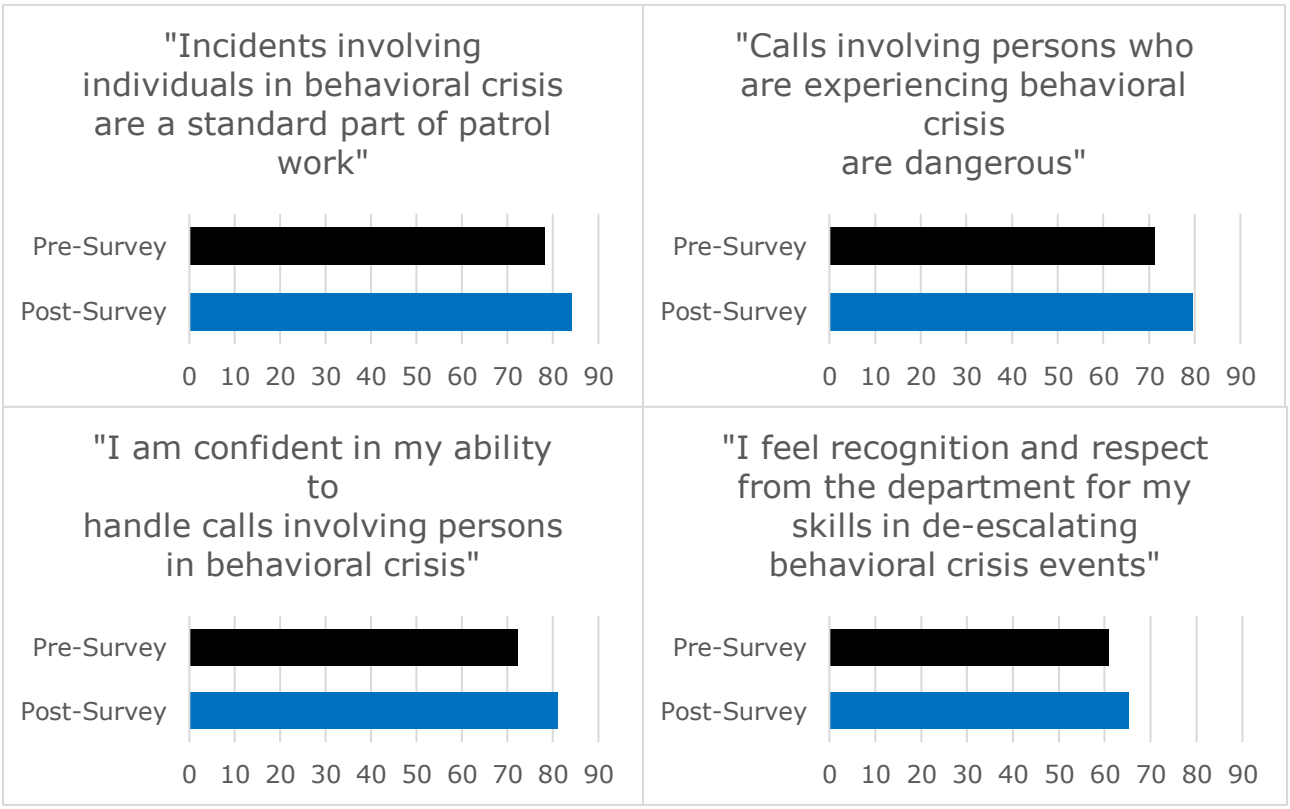
Figure 15

Mean Differences on Scales for BLEA Pre/Post Paired Sample *t*-tests



We next examined individual change in responses to the behavioral crisis items. Figure 16 depicts selected mean scores graphically for each group, and results from paired *t*-tests are presented in Appendix C Table 12. Statistically significant changes were observed in all but one of the seven items. Specifically, there was an average increase of about 6- and 8-points, respectively, on the first two items, "*Incidents involving individuals in behavioral crisis are a standard part of patrol work*" and "*Calls involving persons who are experiencing behavioral crisis are dangerous*" (t (243) = -4.0, $p < .001$; t (241) = -4.9, $p<.001$), and an average increase of about 9-points on the item, "*I am confident in my ability to handle calls involving persons in behavioral crisis*" (t (246) = -5.6, $p < .001$). There was an average decrease of about 6-points on the item, "*My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly*" (t (216) = 2.9, $p = .004$), and an average decrease of about 5- and 6-points, respectively, on the last two items, "*Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly*" and "*My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly*" (t (2113) = 2.5, $p = .015$; t (203) = 2.8, $p = .006$). There was no statistically significant change in the item, "*I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events*" (t (207) = -1.9, $p = .064$). These results are consistent with the ANOVA findings (except for the fourth item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events,"* that exhibited no change within-individuals but an increase was observed in the ANOVA model between pre- and post-test.

Figure 16
Selected Items - Behavioral Crisis BLEA Pre/Post



Finally, we examined individual change in responses to the three scenarios. Figure 17 depicts selected mean scores graphically for each group for the first scenario (Depression), and results from paired *t*-tests are presented in Appendix C Table 13. Officers correctly associated the symptoms portrayed in the scenario with those of Depression in both their pre- and post-test responses, with a small

but statistically significant increase (t (227) = -2.3, p = .021). There was also an average decrease in scores associating symptoms with Dementia or Alzheimer's (t (154) = 2.6, p = .010), although these ratings were relatively low to begin with. There was an average increase of about 8-points on the item related to no increased risk of attempted suicide (t (157) = -2.7, p = .008), and an average increase of about 4-points on the item related to increased risk of suicide-by-cop (t (213) = -1.9, p = .054). Officers identified the need to assess the subject's mental state as the first priority in both pre- and post-test responses (with a statistically significant decrease, although the ratings were the highest for this priority) and gaining entry to secure weapons and restrain the subject as a secondary priority (with a statistically significant decrease from pre- to post-test). A substantial decrease of about 32-points on average was observed with regard to the item, *"In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself"* (t (179) = 9.3, p < .001). These results are largely consistent with the ANOVA findings.

Figure 17
Selected Items Scenario 1 - Depression BLEA Pre/Post

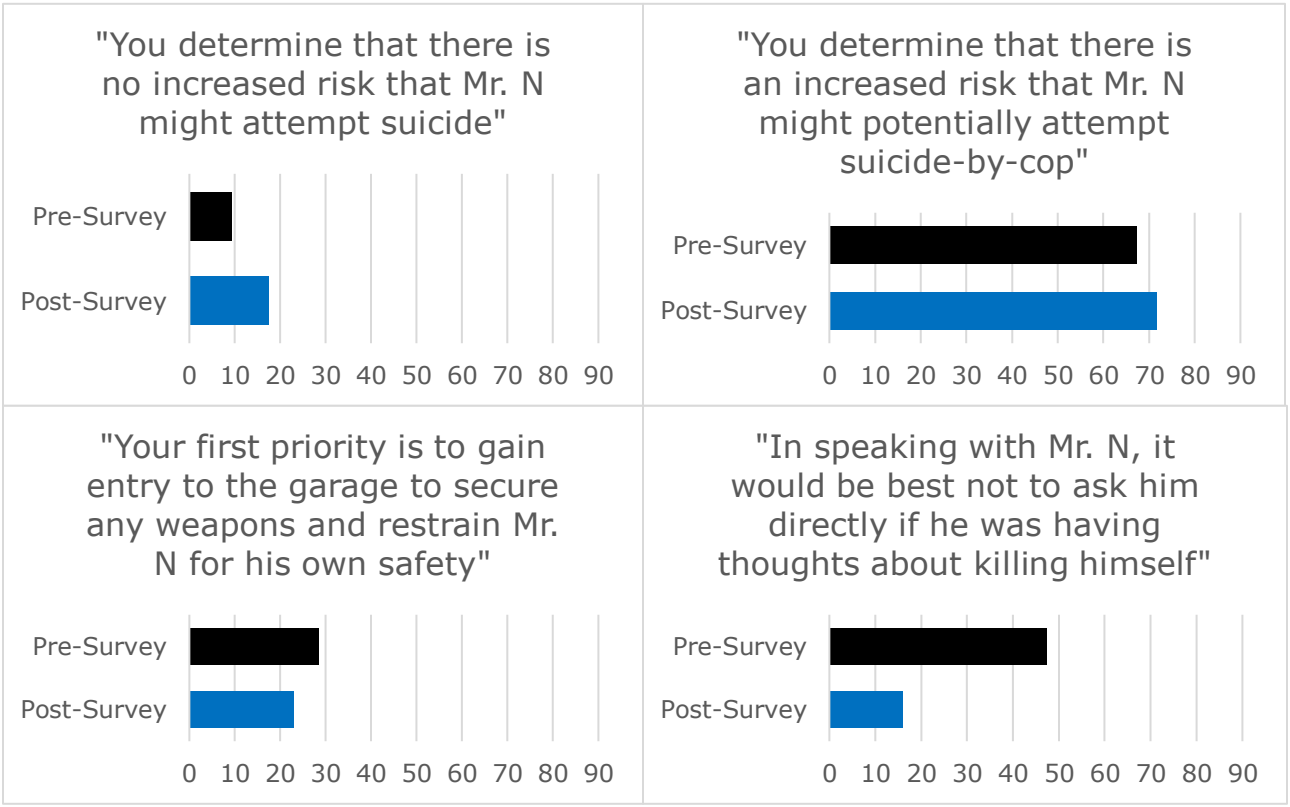


Figure 18 depicts selected mean scores graphically for each group for the second scenario (Schizophrenia), and results from paired sample t-tests are presented in Appendix C Table 14. Officers correctly associated the symptoms portrayed in the scenario with those of Schizophrenia in both their pre- and post-test responses, with a statistically significant increase from pre- to post-test (t(224) = 2.2, p = .032). There was also an average decrease of about 5 and 13 points, respectively, in scores associating symptoms with Post-Traumatic Stress Disorder and Depression (t (162) = 2.7, p = .008; t (164) = 6.1, p < .001). Notably, there was a substantial average decrease of about 25 points on the item, "In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her" (t (195) = 8.1, p < .001). There was also an average decrease of about 13 points on the item, "If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her" (t (166) = 5.5, p < .001), and an

average increase of about 12 points on the item, “Paraphrasing what Ms. S is saying back to her may help deescalate the situation” (t (216) = -5.3, p < .001). These results are consistent with the ANOVA findings.

Figure 18
Selected Items Scenario 2 - Schizophrenia BLEA Pre/Post

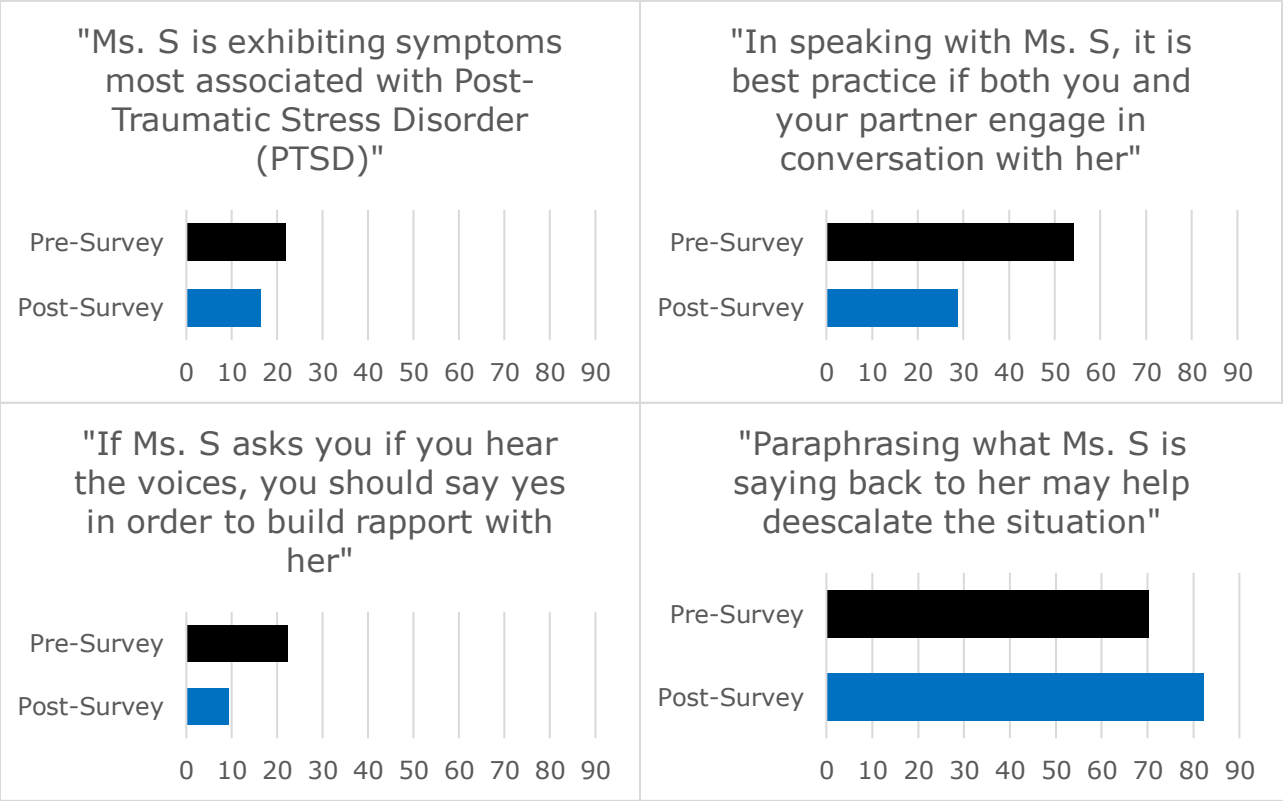
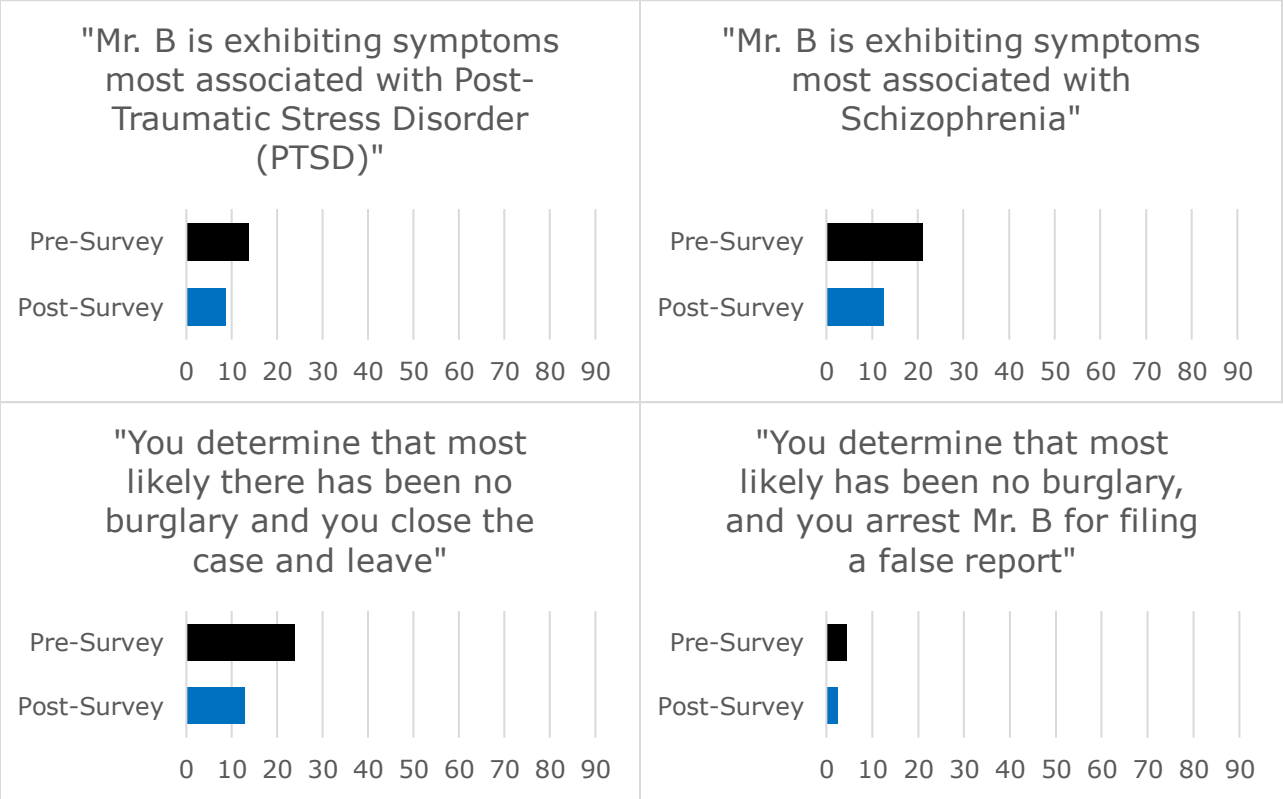


Figure 19 depicts selected mean scores graphically for each group for the third scenario (Dementia or Alzheimer’s), and results from paired sample t-tests are presented in Appendix C Table 15. Officers correctly associated the symptoms portrayed in the scenario with those of Dementia or Alzheimer’s in both their pre- and post-test responses, with a significant increase from pre- to post-test (t (221) = -2.4, p = .019). There were decreases in scores associating symptoms with Post-Traumatic Stress Disorder and Schizophrenia (t (141) = 3.0, p = .003; t (151) = 4.0, p < .001). Notably, there was an average decrease of about 11-points on the item, “You determine that most likely there has been no burglary and you close the case and leave” (t (169) = 4.7, p < .001), instead favoring more comprehensive responses such as recognizing the need for outside help including friends or family members, and calling a Geriatric Regional Assessment Team (GRAT) or Mobile Crisis Team (MCT). These results are consistent with the ANOVA findings.

Figure 19
Selected Items Scenario 3 – Alzheimer's/Dementia BLEA Pre/Post



DISCUSSION

This report presents phase 4 final results with focus on the findings from the pre/post/1-year/3-year longitudinal follow-up data collected from BLEA cohorts from November 2014 through December 2020. Results from the 1-year and 3-year longitudinal analysis show long-term sustained stability over time and significant increases in key elements of guardian-focused training particularly with respect to the CIT Support scale, behavioral crisis items, and key items on the CIT scenarios.

Research Questions

Phase 4 results supplement findings from Phases 1 through 3 to help answer the project research questions:

Research Question #1 – Are there statistically significant training effects of the WSCJTC's guardian-oriented BLEA in comparison with law enforcement personnel who completed BLEA prior to the implementation of guardian-oriented training? (Measured by pre/post survey administration at the beginning/end of BLEA compared with cross-sectional survey responses from a comparison sample comprised of law enforcement personnel who graduated before the guardian-oriented curriculum was implemented)?

This question was addressed in the Phase 1 Pilot Study Report. The results showed that there was a significant difference between the comparison group of law enforcement personnel who completed BLEA

prior to the shift to guardian training and BLEA recruits who completed the academy after the shift to guardian training on all seven scales. On the behavioral crisis items, results from the Phase 1 Pilot showed significant differences on average ratings between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian training and BLEA recruits who completed the academy after the shift to guardian training on items measuring confidence in knowledge of how to respond to behavioral crisis events and on all CIT scenario items.

Research Question #2: Are there statistically significant training effects of the WSCJTC's guardian-oriented BLEA? (Measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?)
This question was addressed in the Phase 2 Longitudinal Continuation Report. Results from administration of the pre/post survey instrument showed that there was a significant difference in training effects after completion of academy training on four of the seven scales, the behavioral crisis items, and the CIT scenarios.

Research Question #3: Do officer characteristics predict effectiveness of the guardian style of policing? (Controlling for officer demographic and personality characteristics measured through the *Self-Report Psychopathy-SF*).
This question is addressed in the Phase 2 and 3 Reports. The results showed that officer gender, race, age, education, years in law enforcement, and personality traits (as measured through the SRP-SF) on pre-test, post-test, and change scores suggest that officer characteristics moderate training effects for specific components of guardian training. Results showed that gender and personality moderated training effects on the guardianship empathy scale (female and lower scores on the SRP-SF associated with higher empathy ratings) personality and age moderating training effects on the guardianship-respect scale (higher age and lower SRP-SF score associated with increased respect ratings).

Research Question #4: Are BLEA guardian-focused training effects sustained over time? (Measured at BLEA pre/post and 1-year/3-year post-graduation?)
This question is addressed in the Phase 2, 3 and 4 Longitudinal Continuation Reports. Results from the 3-month, 6-month, and 1-year longitudinal analysis showed long-term sustained stability over time and significant increases in key elements of guardian-focused training. Results show evidence of long-term sustained increases in scale scores for the Burnout/Emotional Intelligence, CIT Support, and CIT Organizational Value scales. In Phases 2 and 3 results showed mixed evidence of a long-term training effect on the Negative Police Subculture scale. With respect to incidents involving behavioral crisis, there was evidence of long-term sustained increases for the specific items and CIT scenarios. Results from the comprehensive 1-year and 3-year longitudinal analysis show long-term sustained stability over time and significant increases in key elements of guardian-focused training, in particular with respect to the CIT Support scale, behavioral crisis items, and key items on the CIT scenarios.

Results from the Phase 4 longitudinal analysis show long-term sustained stability over time and significant increases in key elements of guardian-focused training at 1- and 3-years post-BLEA. Results from analysis of the 1-year and 3-year data show long-term sustained stability over time and significant increases in four of the seven scales measuring elements of guardian training, in particular with respect to the CIT Support scale, behavioral crisis items, and key items on the CIT scenarios.

The results from the between-subject analysis of responses on the scales at pre/post/1-year/3-year, results show a statistically significant increase of 6.6-points in ratings from the pre-test average of 83.4, to the post-test average of 90.0, following completion of training on the **Burnout/Emotional Intelligence** scale. The one-year follow-up score was also significantly higher than the pre-test at 86.6, but the three-year follow-up score did not test as significantly different from the pre-test score. This

suggests that the training effects for the Burnout/Emotional Intelligence scale were sustained for 1-year, but not 3-years post BLEA. There is some evidence of a small, long-term increase on the **Negative Police Subculture** scale, from the pre-test average of 37.9 to the three-year follow-up average of 42.4. The finding of no significant change on the **Organizational Support** scale from the pre-test average of 76.5 to the post-test average of 76.2 but followed by a significant decrease of 4.2 points in ratings to the one-year follow-up average of 72.0, and another 5.4 points to the three-year follow-up average of 66.6, following completion of training suggests that ratings on organizational support decreased significantly over time. On the **CIT Support** scale, the results showing a statistically significant increase of 23.7 points in ratings from the pre-test average of 52.4, to the post-test average of 76.1, sustained at the one-year (72.6) and three-year (69.1) follow-ups suggests that the training effects on the CIT support were sustained over the three year time frame. On the **CIT Organizational Value** scale, results showing a statistically significant increase of 9.2-points in ratings from the pre-test average of 73.6, to the post-test average of 82.8, following completion of training, followed by a return to pre-test levels at the one-year (77.3) and three-year (70.9) follow-ups suggests that the training effects were not sustained over time for CIT Organizational Value. The finding on remaining scales (**Guardianship/Empathy, Guardianship /Respect**) of no statistically significant change in average ratings across all four measurement points suggest that there were not sustained training effects with respect to these scales. These findings are supported by the within-subject analyses showing statistically significant changes in four of the seven scales -- An average increase of about 6-points on the Burnout/Emotional Intelligence scale; an average decrease of about 2-points on the Guardianship – Empathy scale; an average increase of about 19-points on the CIT Support scale; and an average increase of about 5-points on the CIT Organizational Value scale. These results are largely consistent with the ANOVA findings, with the exception of the Organizational Support and Negative Police Subculture scales (for which an aggregate increase was observed in the ANOVA models, but with no corresponding within-individual changes) and the Guardianship - Empathy scale for which no aggregate change was observed in the ANOVA model, showing a within-individual decrease.

For the **behavioral crisis** items, statistically significant changes in average ratings were observed for pre- and post-test groups in all but three of the seven items: *"My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly," Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly,"* and *"My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly."* These three items showed no significant change for the pre- and post-test groups. There were significant increases in average ratings from pre- to post-test groups on the items, *"Incidents involving individuals in behavioral crisis are a standard part of patrol work"* (a 5.6-point increase), *"Calls involving persons who are experiencing behavioral crisis are dangerous"* (a 6.0-point increase), *"I am confident in my ability to handle calls involving persons in behavioral crisis"* (a 10.5-point increase), and these increases were sustained to the three-year follow-up survey. There was also a significant increase in average ratings from pre- to post-test groups on the item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* (a 6.7-point increase), but average ratings at the one- and three-year follow-ups were not significantly different from the pre-test level. Results from the within subjects paired *t*-tests show statistically significant changes in all but one of the seven items. Specifically, there was an average increase of about 6- and 8-points, respectively, on the first two items, "*Incidents involving individuals in behavioral crisis are a standard part of patrol work*" and "*Calls involving persons who are experiencing behavioral crisis are dangerous*", and an average increase of about 9-points on the item, "*I am confident in my ability to handle calls involving persons in behavioral crisis.*" There was an average decrease of about 6-points on the item, "*My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly*", and an average decrease of about 5-and 6-points, respectively, on the last two items, "*Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly*" and "*My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.*" There was no statistically significant change in the item, "*I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.*" These results are consistent with the ANOVA findings, with the exception of the fourth item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events,"* which exhibited no change within-individuals, but there was an increase observed in the ANOVA model between

pre- and post-test groups. These results suggest that there was sustained change over time in the ley behavioral crisis items.

Results from the between-group ANOVA and post hoc Tukey's tests on the **crisis scenarios** show that for the **Depression** scenario show that officers correctly and consistently associated the symptoms portrayed in the scenario with those of Depression at all four points of measurement. There was an increase in average pre- to post-test ratings on the item related to no increased risk of attempted suicide, but the one- and three-year averages were not significantly different from the pre-test level, and there was no difference in averages for the item related to increased risk of suicide-by-cop at all four points of measurement. Officers identified the need to assess the subject's mental state as the first priority at all four points of measurement. Gaining entry to secure weapons and restrain the subject was identified as a secondary priority (and there was an average decrease on this item from pre-test to three-year follow-up). A substantial decrease of about 32-points was observed in average pre- to post-test scores associated with the item, *"In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself,"* And this decrease was sustained to the three-year follow-up measurement. There was also a decrease in average pre- to post-test scores associated with the item, *"You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face"* although the one- and three-year scores were not significantly different from the pre-test level. Finally, respondents in all groups strongly endorsed the item, *"Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone"* with a significant increase from pre- to post-test. Results from within subjects paired *t*-tests for the Depression scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Depression in both their pre- and post-test responses, with a small but statistically significant increase.

Results from the within-subjects paired sample *t*-tests for the **Schizophrenia** scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Schizophrenia in both their pre- and post-test responses, with no statistically significant difference. There was an average decrease of about 6- and 13-points, respectively, in scores associating symptoms with Post-Traumatic Stress Disorder and Depression. Notably, there was a substantial average decrease of about 25-points on the item, "*In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her."* There was also an average decrease of about 13-points on the item, "*If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her"* and an average increase of about 12-points on the item, "Paraphrasing what Ms. S is saying back to her may help deescalate the situation." These results are consistent with the between-subjects ANOVA findings.

Results from within-subjects paired sample *t*-tests for the **Dementia or Alzheimer's** scenario show that officers correctly associated the symptoms portrayed in the scenario with those of Dementia or Alzheimer's in both their pre- and post-test responses, with a significant increase from pre- to post-test. There were decreases in scores associating symptoms with Post-Traumatic Stress Disorder and Schizophrenia. Notably, there was an average decrease of about 11-points on the item, *"You determine that most likely there has been no burglary and you close the case and leave,"* instead favoring more comprehensive responses such as recognizing the need for outside help including friends or family members, and calling a Geriatric Regional Assessment Team (GRAT) or Mobile Crisis Team (MCT). These results are consistent with the ANOVA findings.

Concluding Comments

The findings presented in this Phase 4 Final Report show sustained guardian-focused training effects for BLEA recruits as reflected in four of the seven scales used to measure guardian-focused training elements with significant effects in the Burnout/Emotional Intelligence, Organizational Support, CIT Support, and CIT Organizational Value scales. Additionally, findings show that guardian-focused BLEA training has significant training effects on recruits' knowledge of how to respond to behavioral crisis incidents, particularly regarding decision-making around nuanced response to individuals in behavioral crisis as reflected in results on the scenario items in the survey instrument. The most salient finding is the effect of guardian-focused training on officer support for CIT and knowledge of how to respond to

incidents involving behavioral crisis. The training effects for the ratings on the CIT Support and Behavioral Crisis items were sustained over time at pre/post/1-year/3-year data collection points. This is an important finding given the centrality of CIT elements in guardian-focused academy training. The findings of the Phase 4 longitudinal study presented in this phase 4 final report including 1-year and 3-year longitudinal data collected through December 2020 are consistent with the Phase 1 Report results reported in June 2015, the Phase 2 Report results reported in 2017, and the Phase 3 Report results reported in 2019. In addition, the phase 3 findings support findings presented in the phase 2 report that show training effects are moderated by psychopathy level. Consistent with the prior three reports, the findings presented in the current Phase 4 Final Report support the ongoing use of the guardian-focused training at the WSCJTC, particularly with respect to training effects on officer burnout/emotional intelligence, organizational support, attitudes toward CIT, knowledge about how to interact with individuals in behavioral crises.

The Phase 4 findings presented in the current report are consistent with findings in the Phase 1, 2, and 3 Reports showing a significant training effect for the WSCJTC guardian-oriented BLEA. The findings suggest that there are significant BLEA guardian-focused training effects that are sustained over time as measured through the seven scales used to measure components of guardian-focused training as well as the CIT components of the guardian-focused training including the behavioral crisis and scenario items. Significant training effects for all BLEA recruits were found for four of the seven scales used to measure guardian-focused training elements --in the Burnout/Emotional Intelligence, Organizational Support, CIT Support, and CIT Organizational Value scales. Additionally, findings show that guardian-focused BLEA training has significant training effects on recruit's knowledge of how to respond to behavioral crisis incidents in particular regarding decision-making around nuanced response to individuals in behavioral crisis as reflected in results on the scenario items in the survey instrument. The most salient finding is the effect of guardian-focused training on officer support for CIT and knowledge of how to respond to incidents involving behavioral crisis. This is an important finding given the centrality of CIT elements in guardian-focused academy training. An additional important finding is the role of officer characteristics on guardian-focused training effects.

One weakness of the longitudinal study should be noted: Difficulties in obtaining participation in the longitudinal 1- and 3-year follow-up data collection points resulted in a relatively small group of BLEA graduates who participated in the longitudinal follow-up component of the study. While the subsample in the longitudinal study (n= 140 at 1-year, n= 209 at 3-year) is sufficient for data analysis, a larger sample of BLEA graduates participating in the longitudinal follow-up would strengthen the findings.

This final report presents results from BLEA recruits from November 2014 through December 2020 with longitudinal results from recruits who completed the 1- and 3-year follow-up surveys. This longitudinal study has enabled a better understanding of the relationship between law enforcement agency culture, officer characteristics, and WSJTC guardian-oriented training effects over time as the recruits move further in their careers.

REFERENCES

Bahora, M., Hanafi, S., Chien, V., & Compton, M. (2008). Preliminary evidence of effects of crisis intervention team training on self-efficacy and social distance. *Administration and Policy in Mental Health and Mental Health Services Research,* 159-167.

Compton, M. T., & Chien, V. H. (2008). Factors related to knowledge retention after crisis intervention team training for police officers. *Psychiatric Services, 59*(9), 1049-1051.

Compton, M. T., Bahora, M., Watson, A. C., & Oliva, J. R. (2008). A comprehensive review of extant research on Crisis Intervention Team (CIT) programs. *Journal of the American Academy of Psychiatry and the Law Online*, *36*(1), 47-55.

Compton, M. T., Bakeman, R., Broussard, B., Hankerson-Dyson, D., Husbands, L., Krishan, S., ... & Watson, A. C. (2014). The police-based crisis intervention team (CIT) model: I. effects on officers' knowledge, attitudes, and skills. *Psychiatric Services, 65*(4), 517-522.

Compton, M. T., Bakeman, R., Broussard, B., Hankerson-Dyson, D., Husbands, L., Krishan, S., ... & Watson, A. C. (2014). The police-based crisis intervention team (CIT) model: II. Effects on level of force and resolution, referral, and arrest. *Psychiatric Services, 65*(4):523-9.

Compton, M. T., Esterberg, M. L., McGee, R., Kotwicki, R. J., & Oliva, J. R. (2006). Brief reports: crisis intervention team training: changes in knowledge, attitudes, and stigma related to schizophrenia. *Psychiatric Services, 57*(8), 1199-1202.

Dionne, P. (1996). The evaluation of training activities: A complex issue involving different stakes. *Human Resource Development Quarterly, 7*(3), 279.

Dupont, R., Cochran, S., & Pillsbury, S. (2007). Crisis intervention team core elements. Unpublished report, Univeristy of Memphis.

Flynn, D., van Schaik, P., & van Wersch, A. (2004). A Comparison of Multi-Item Likert and Visual Analogue Scales for the Assessment of Transactionally Defined Coping Function. *European Journal of Psychological Assessment, 20*(1), 49.

Guyatt, G. H., Townsend, M., Berman, L. B., & Keller, J. L. (1987). A comparison of Likert and visual analogue scales for measuring change in function. *Journal of chronic diseases, 40*(12), 1129-1133.

Hatfield, R. E. (2014). Training law enforcement in mental health: a broad-based model.

Helfgott, J.B., Conn-Johnson, C., & Wood, N. (May 21, 2015). *Seattle Police Department CIT Culture Survey Final Report.* Seattle Police Foundation/City of Seattle Police Department Consultant Agreement.

Helfgott, J.B., & Hickman, M.J. (June 30, 2019). The Effect of Guardian-Focused Training for Law Enforcement Officers: Longitudinal Continuation.

Helfgott, J.B., Hickman, M.J., & Malterud, E.M. (June 30, 2017). The effect of guardian-focused training for law enforcement officers. Retrieved from https://www.seattleu.edu/artsci/departments/criminal/crime-and-justice-research-center/collaborative-research/

Helfgott, J.B., Atherley, L., Pollock, J., Vinson, J., Strah, B., Neidhart, E., Conn-Johnson, C., Hickman, M.,

& Wood, N. (June 30, 2015). Evaluation of the Washington State Criminal Justice Training Commission's "Warriors to Guardians" Cultural Shift and Crisis Intervention (CIT) Training Final Report. Washington State Criminal Justice Training Commission Consultant Agreement. Retrieved from: https://www.seattleu.edu/media/college-of-arts-and-sciences/departments/criminaljustice/documents/Helfgott-et-al_WSCJTC-Evaluation_FINALREPORT_WEB.docx8789.pdf

Helfgott, J.B., Strah, B.M., Pollock, J., Atherley, L.T., & Vinson, J. (2018). A qualitative approach to understanding guardian models of policing. *Journal of Qualitative Criminal Justice and Criminology, 6*(1), 93-120.

Helfgott, J.B., Strah, B., Atherley, L, & Neidhart, E. (2020). Evaluation of CIT components of guardian law enforcement training. *Journal of Police and Criminal Psychology.*

Hojat, M., Gonnella, J. S., Mangione, S., Nasca, T. J., Veloski, J. J., Erdmann, J. B., ... & Magee, M. (2002). Empathy in medical students as related to academic performance, clinical competence and gender. *Medical education, 36*(6), 522-527.

Hung, T. K. (2010). An empirical study of the training evaluation decision-making model to measure training outcome. Social Behavior and Personality: an international journal, 38(1), 87-101. Kirkpatrick, D. (1979). Techniques for Evaluating Training. *Training & Development Journal,* 78-92.

Kirkpatrick, D. L. (1967). Evaluation of training. In R. L. Craig & L. R. Bittel (Eds.), *Training and Development Handbook* (pp. 87-112). New York: McGraw Hill.

McCarthy, D.J. (2013). Gendered 'soft' policing: Multi-agency working, female cops, and the fluidities of police culture/s. *Policing & Society, 23(*2), 261-278.

Morabito, M., Watson, A., & Draine, J. (2013). Police officer acceptance of new innovation: the case of crisis intervention teams. . *Policing: An International Journal of Police Strategies & Management*, 421-436.

Phillips, J. J. (1997). Handbook of training evaluation and measurement methods. Routledge.

Rahr, S., & Rice, S. K. (2015). From Warriors to Guardians: Recommitting American Police Culture to Democratic Ideals.

Reips, U. D., & Funke, F. (2008). Interval-level measurement with visual analogue scales in Internet-based research: VAS Generator. *Behavior Research Methods, 40*(3), 699-704.

Secklecki, R. & Paynich, R. (2007). A national survey of female police officers: An Overview of findings. *Police Practice and Research, 8*(1), 17-30.

Smidt, A., Balandin, S., Sigafoos, J., & Reed, V. A. (2009). The Kirkpatrick model: A useful tool for evaluating training outcomes. Journal of Intellectual and Developmental Disability, 34(3), 266-274.

Swan, A.A. (2015). Masculine, feminine, or androgynous: The influence of gender identity on job satisfaction among female police officers. *Women & Criminal Justice, 26*(1), 1-19.

Tyler, T. R. (2006). *Why people obey the law.* Princeton University Press.

Tyler, T. R. (2001). Public trust and confidence in legal authorities: What do majority and minority group members want from the law and legal institutions?*. Behavioral Sciences & the Law, 19(2), 215-235.

Tyler, T. R., & Huo, Y. (2002). Trust in the law: encouraging public cooperation with the police and courts through. Russell Sage Foundation.

Weisburd, D. & Greenspan, R. (2000). Police Attitudes Toward Abuse of Authority. NIJ: Research in Brief. Available via https://www.ncjrs.gov/pdffiles1/nij/181312.pdf.

Weisburd, D., Greenspan, R., Hamilton, E. E., Bryant, K. A., & Williams, H. (2001). The abuse of police authority: A national study of police officers' attitudes. Washington, DC: Police Foundation.

APPENDIX A
WSCJTC BLEA Pre/Post Survey Instrument

CONSENT TO PARTICIPATE IN EVALUATION OF WSCJTC CURRICULUM
You are being asked to participate in a project evaluating the effectiveness of certain training programs at the Washington State Criminal Justice Training Center (WSCJTC). The survey will take approximately 20 minutes to complete. Your answers will be collected electronically and analyzed by an independent research team. A final report will be made public, though none of your answers will be identified, individually, ever. Your participation will assist in improving the quality of training for future law enforcement officers in the State of Washington. There are no foreseeable risks for participating in this research. The results will be used to improve WSCJTC curriculum and training. The data in this study will be confidential. Though you will be asked to provide details about yourself and your experience as a law enforcement officer, those responses will be held confidential. Identified responses will be held for a minimum of seven years by the research team as required by human subject's research standards and the protocol of this study. At the end of this period, your identified responses will be purged.

PARTICIPATION
Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty. There are no costs to you or any other party. This research is being conducted by a research team directed by Dr. Jacqueline Helfgott (Principal Investigator) and is monitored by the Institutional Review Board (IRB) at Seattle University. Should you have any research related questions, you may contact Dr. Helfgott at (jhelfgot@seattleu.edu) or the review board at (irb@seattleu.edu). Participant Signature/Date

Name:
Student ID:
Class Number:
Age:

Sex:
- ❍ Male
- ❍ Female
- ❍ Other _____

Race/Ethnicity:
- ❍ Caucasian
- ❍ African American
- ❍ Hispanic
- ❍ Asian/Pacific Islander
- ❍ Native American
- ❍ Multiple Race/Ethnicity
- ❍ Other _____

Education:
- ❍ HS/GED
- ❍ Some College
- ❍ AA/AS
- ❍ BA/BS
- ❍ MA/MS
- ❍ PhD/EdD
- ❍ JD

Total Years in Law Enforcement:

Current Agency Employed:

Date Employed at Current Agency:

Current Rank:
- ❍ Recruit
- ❍ Student Officer in Field Training
- ❍ Officer
- ❍ Detective
- ❍ Sergeant
- ❍ Lieutenant
- ❍ Captain
- ❍ Chief (Assistant, Deputy, Chief)
- ❍ Other _____

Current Assignment:
Please indicate by sliding the bar your level of familiarity with the concepts and ideas associated with the following law enforcement training components. Please move the slider bar to the right or click the slider bar to the desired position to indicate your level of familiarity with the concepts and ideas associated with each of the training components.
_____ Blue Courage
_____ Crisis Intervention Team (CIT)

Have you previously received "Blue Courage Training" prior to BLEA?
- ❍ Yes
- ❍ No

Have you previously received Crisis Intervention Team (CIT) Training prior to BLEA?
- ❍ Yes
- ❍ No

What type of Crisis Intervention Training did you receive prior to BLEA?
- ❑ 40-hour training
- ❑ Basic 8-hour CIT training
- ❑ Other _____

Please indicate the location of CIT training you completed prior to BLEA.

I volunteered for the 40-hour CIT training:
- ❍ Yes, I volunteered.
- ❍ No, I was required to attend.

Would you be interested in attending CIT training beyond what is included in BLEA in the future?
- ❍ Yes
- ❍ No
- ❍ Maybe

II. LAW ENFORCEMENT OPERATIONS

Below is a series of statements regarding day-to-day law enforcement operations. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement

_____ Taking care of myself physically by eating well and exercising is an important part of being a police officer.
_____ I know the indicators of PTSD and know where to find support if I experience anything like it.
_____ I am in good shape physically and know my skills would allow me to control any situation on the street.
_____ I have people I can talk to if something is bothering me.
_____ I generally know when I'm upset and can control it when interacting with the public.
_____ I practice the breathing techniques that help you control your emotions.
_____ People need to show more respect for the authority of the police.
_____ The law and departmental policies don't give officers enough support to use force when necessary.
_____ Always following the rules is not compatible with getting the job done.
_____ The public is overly concerned with police brutality.
_____ Police officers are not permitted to use as much force as is often necessary in making arrests.
_____ Police officers should forget what they learned in the academy because it doesn't help them survive on the street.
_____ My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up.
_____ Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy.
_____ Police administrators concentrate on what police officers do wrong rather than what police officers do right.
_____ My police department takes a tough stance on improper behavior by police.
_____ My department makes me feel important and relevant to its success.
_____ My department considers how policies affect officers.
_____ I try to imagine myself in the shoes of the subjects I'm contacting.
_____ I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language.
_____ I try to think like the citizens I'm dealing with in order to render a better outcome.
_____ Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited.
_____ I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship.
_____ In most situations, officers can resolve an issue just by listening and talking to citizens.
_____ Sometimes the right thing to do is just listen and sympathize with an agitated citizen.
_____ Police should work with citizens to try and solve problems on their beat.
_____ I can usually respect the other person's viewpoint, even if I don't agree with it.
_____ Pretty much everything I do and who I socialize with is related to law enforcement and other police officers.

III. INCIDENTS INVOLVING INDIVIDUALS IN BEHAVIORAL CRISIS

Below is a series of questions regarding day-to-day operations involving incidents involving individuals in behavioral crisis. If you are not currently in a position where you regularly respond to calls, please answer to the best of your ability based on your background and experience. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

_____ Incidents involving individuals in behavioral crisis are a standard part of patrol work.
_____ Calls involving persons who are experiencing behavioral crisis are dangerous.
_____ I am confident in my ability to handle calls involving persons in behavioral crisis.
_____ I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.
_____ My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.
_____ Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.
_____ My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.

IV. PERCEPTIONS of CIT

Below are a series of questions regarding your perceptions of CIT. These questions are important even if you have not taken CIT Training. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your
agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

_____ I am familiar with the CIT concept of intervention with individuals with mental illness.
_____ I am supportive of utilizing the CIT concept in law enforcement.
_____ CIT-trained officers are best equipped to respond to incidents involving behavioral crisis.
_____ When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important.
_____ I utilize CIT officers whenever possible.
_____ In incidents when I have requested a CIT officer, I have been satisfied with the response.
_____ The Basic Law Enforcement Academy Training (BLEA) that all officers receive is adequate to prepare officers to respond to incidents involving behavioral crisis.

V. ORGANIZATIONAL VALUE OF CIT

Below is a list of different organizational levels within law enforcement agencies. Please move the slider bar to the right or click the slider bar at the desired position to indicate the value you believe is placed on the CIT concept in your agency for each level of your organization. The degree to which you move the slider bar to the right indicates the value you believe is placed on the CIT concept.

_____ Department Leadership (i.e., Command Staff)
_____ My individual chain of command (i.e. Lieutenants, precinct leadership).
_____ My immediate supervisor (i.e. patrol sergeants).
_____ Patrol officers.

What is your general perception of CIT?

VI. CIT SCENARIOS

The following three scenarios involve individuals who you may come into contact with when responding to routine calls for service.

Please read the scenarios and use the slider to rate the strength of your agreement with the subsequent statements associated with each. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement

(1) You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she does not know what he is going to do in there and she is concerned for his well-being. Mr. N has a collection of guns that he uses for hunting which are stored in the garage. The wife states that Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off
doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

_____ Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.
_____ Mr. N is exhibiting symptoms most associated with Depression.
_____ Mr. N is exhibiting symptoms most associated with Schizophrenia.
_____ You determine there is no increased risk that Mr. N might attempt suicide.
_____ You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.
_____ Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.
_____ Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.
_____ In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.
_____ You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face.
_____ Once you assess that Mr. N is not in imminent danger of self-harm. You give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.

(2) You and a partner are dispatched to an apartment residence with the following information. Building manager has called the police because tenant Ms. S, age 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, just wants her to quiet down.
From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

_____ Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).
_____ Ms. S is exhibiting symptoms most associated with Depression.
_____ Ms. S is exhibiting symptoms most associated with Schizophrenia.
_____ The voices Ms. S hears in her head suggest she is experiencing hallucinations.
_____ Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.
_____ In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.
_____ In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why.
_____ If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her.
_____ Paraphrasing what Ms. S is saying back to her may help deescalate the situation.
_____ You determine that since Ms. S is not an imminent danger to herself of others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.

(3) You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but

notice that his clothing is stained and smells of urine. Walking through the kitchen you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says nothing was stolen, and asks why would anything be stolen. You tell him that you are at his house because he called to report a burglary, however he denies doing this.
From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.
_____ Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).
_____ Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.
_____ Mr. B is exhibiting symptoms most associated with Schizophrenia.
_____ You ask Mr. B if you can sit down and ask permission before moving any items.
_____ You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.
_____ Paraphrasing Mr. B's statements helps to confirm that you understand them.
_____ You determine that most likely there has been no burglary and you close the case and leave.
_____ You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report.
_____ You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.
_____ You call the Geriatric Regional Assessment Team (GRAT) or the Mobile Crisis Team (MCT) to see if they are available to do an evaluation.

VII. Please rate the degree to which you agree with the following statements.

APPENDIX B
BLEA Pre/Post Survey Administration Scripts

PRETEST ADMINISTRATION SCRIPT – *PAT Day Administration*

Wait until all recruits are in the classroom and the alternates have been pulled out by Sacheie. She will give the go ahead to start. Please introduce yourself as assisting in a Seattle University research study. The basic intro script is as follows:

Hello, my name is Emily Malterud and I am an Assistant Researcher from Seattle University who is currently working with the Criminal Justice Training Commission on a research project concerning the Basic Law Enforcement Academy. This survey is part of a research study being conducted by Seattle University as an external partner to the training commission to evaluate the BLEA training curriculum and the post-academy effects of training. This is an important and unprecedented study and your feedback is important to shaping the future of BLEA training at WSCJTC. Participation is completely voluntary, but your participation very valuable and would be greatly appreciated. The evaluation process consists of a pre-survey and a post-survey, with follow-up contacts made 6 months and one year after you graduate the academy to see how training is impacting your work on the job.

The data in this study will be confidential. You will be asked to provide personal details about yourself and your experience in law enforcement. This information will be kept confidential and will not be available to the Criminal Justice Training Commission or to your agency with any personal identifiers attached. A identifiers linking your responses to you individually will be kept confidential and will be accessed by members of the research team who are ethically obligated to keep your responses confidential under the purview of the Seattle University Institutional Review Board. If you choose to participate, you will find an informed consent page at the beginning of the survey. Please read and sign the consent form -- You will not be able to move forward to complete the survey without signing and consenting to participate. If you have any questions about the survey please contact the lead researcher Dr. Jacqueline Helfgott whose information is on the consent form.

Before starting the survey, I would like to clarify some items. After the consent page, you will find a page that asks questions regarding your current position within your department. First, please use your name where it asks for an ID number. Next, one of the questions requests information about your current assignment. If you are unsure about your current assignment, please feel free to put "unassigned." Most of you will begin with a patrol assignment so you can list "patrol." If you have a different assignment that you are aware of, please put that as your answer. One final clarification for this page is the inclusion of all law enforcement experience in the prompt "Years in Law Enforcement." Please include all training and experience from any previous law enforcement positions you have had (whether in WA or elsewhere at local, state, private, or federal level). The following pages ask for a response using a slider to measure your level of agreement with the statement. When using the sliders, please slide the cursor toward the right to indicate your level of agreement with each item by sliding and clicking on the bar when you get it to the spot you want it.

The final section of this survey includes a set of questions designed to measure personality style. Prior to this survey, this question set has only been used within non-law enforcement populations, and therefore some of the questions may not seem relevant to you as a law enforcement officer. Please answer the questions honestly and if any of the questions make you uncomfortable you are of course free to omit that question and/or exit the survey. If you are having technological difficulties or need clarification on a survey item, raise your hand and I will come around to assist you. Please do your best to complete every item to the best of your ability and comfort level. Once you've completed the survey, please stay seated and I will come around to collect your tablet.

Thank you for your participation!

POST-SURVEY ADMINISTRATION SCRIPT -- *Day before graduation administration*

Wait until all recruits are in the classroom. Please reintroduce yourself as a Research Assistant with a Seattle University research study. The basic script is as follows:

Hello, my name is Emily Malterud and I am an Assistant Researcher from Seattle University who is currently working with the Criminal Justice Training Commission on a research project concerning the Basic Law Enforcement Academy, which you have now completed. Thank you for participating in this study of the WSCJTC Curriculum. This is an important and unprecedented study and your feedback is important to shaping the future of BLEA training at WSCJTC. Participation is completely voluntary, but your participation very valuable and would be greatly appreciated. The evaluation process consists of a pre-survey and a post-survey, with follow-up contacts made 6 months and one year after you graduate the academy to see how training is impacting your work on the job.

The data in this study will be confidential. You will be asked to provide personal details about yourself and your experience in law enforcement. This information will be kept confidential and will not be available to the Criminal Justice Training Commission or to your agency with any personal identifiers attached. A identifiers linking your responses to you individually will be kept confidential and will be accessed by members of the research team who are ethically obligated to keep your responses confidential under the purview of the Seattle University Institutional Review Board. If you choose to participate, you will find an informed consent page at the beginning of the survey. Please read and sign the consent form -- You will not be able to move forward to complete the survey without signing and consenting to participate. If you have any questions about the survey please contact the lead researcher Dr. Jacqueline Helfgott whose information is on the consent form.

Before starting the survey, I would like to clarify some items. After the consent page, you will find a page that asks questions regarding your current position within your department. First, please use your name where it asks for an ID number. Next, one of the questions requests information about your current assignment. If you are unsure about your current assignment, please feel free to put "unassigned." Most of you will begin with a patrol assignment so you can list "patrol." If you have a different assignment that you are aware of, please put that as your answer. One final clarification for this page is the inclusion of all law enforcement experience in the prompt "Years in Law Enforcement." Please include all training and experience from any previous law enforcement positions you have had (whether in WA or elsewhere at local, state, private, or federal level). The following pages ask for a response using a slider to measure your level of agreement with the statement. When using the sliders, please slide the cursor toward the right to indicate your level of agreement with each item by sliding and clicking on the bar when you get it to the spot you want it.

The final section of this survey includes a set of questions designed to measure personality style. Prior to this survey, this question set has only been used within non-law enforcement populations, and therefore some of the questions may not seem relevant to you as a law enforcement officer. Please answer the questions honestly and if any of the questions make you uncomfortable you are of course free to omit that question and/or exit the survey. If you are having technological difficulties or need clarification on a survey item, raise your hand and I will come around to assist you. Please do your best to complete every item to the best of your ability and comfort level. Once you've completed the survey, please stay seated and I will come around to collect your tablet.

One thing I would like to note is that this is a longitudinal study and we will be contacting you in six months and in one-year to complete the survey again and to ask you if you would be willing to complete a follow-up interview. I wanted to plant the seed so you will keep an eye out for this request at a later date. I would also like to take this opportunity to thank you for participating in this study. This attempt to collect longitudinal data from BLEA graduates at the academy and one-year following graduation will contribute to ongoing curricular improvements at the WSCJTC.

Thank you again for your participation, congrats on completion of BLEA, and I look forward to speaking with you in the future!

APPENDIX C
Tables

Table 1
ANOVA Results Comparing Pre-Test, Post-Test, One-Year and Three-Year Groups on Scale Ratings (group n's = 360, 394, 140, and 209 respectively)

		Group Statistics			*F-tests*		
Scale	***Group***	***Mean***	***SD***		***F***	***df***	***Sig.***
Burnout / Emotional Intelligence	Pre-test	83.4	11.6				
	Post-test	90.0	8.6		32.0	1059	<.001
	One-Year	86.6	9.8				
	Three-Year	83.5	10.2				
Negative Police Subculture	Pre-test	37.9	16.3				
	Post-test	38.8	16.7		2.4	867	.063
	One-Year	40.2	19.0				
	Three-Year	42.4	20.1				
Organizational Support	Pre-test	76.5	14.4				
	Post-test	76.2	11.6		26.1	957	<.001
	One-Year	72.0	13.5				
	Three-Year	66.6	15.2				
Guardianship / Empathy	Pre-test	83.5	14.9				
	Post-test	81.0	14.6		2.2	1050	.083
	One-Year	81.5	14.5				
	Three-Year	80.6	14.6				
Guardianship / Respect	Pre-test	82.3	14.9				
	Post-test	82.4	13.9		0.1	1081	.985
	One-Year	82.4	13.1				
	Three-Year	81.9	13.6				
CIT Support	Pre-test	52.4	26.4				
	Post-test	76.1	16.5		60.7	811	<.001
	One-Year	72.6	18.2				
	Three-Year	69.1	20.5				
CIT Organizational Value	Pre-test	73.6	30.0				
	Post-test	82.8	20.7		13.0	961	<.001
	One-Year	77.3	18.8				
	Three-Year	70.9	20.9				

Table 2

Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, One-Year, and Three-Year Group Scores on Scale Ratings

Dependent Variable	*(I) Group*	*(J) Contrast Group*	*Mean Difference (I-J)*
Burnout / Emotional Intelligence Scale Score	Pre Survey	Post Survey	-6.6*
		One-Year	-3.2*
		Three-Year	-0.1
	Post Survey	Pre Survey	6.6*
		One-Year	3.4*
		Three-Year	6.5*
	One-Year	Pre Survey	3.2*
		Post Survey	-3.4*
		Three-Year	3.1*
	Three-Year	Pre Survey	0.1
		Post Survey	-6.5*
		One-Year	-3.1*
Negative Police Subculture Scale Score	Pre Survey	Post Survey	-0.9
		One-Year	-2.3
		Three-Year	-4.5*
	Post Survey	Pre Survey	0.9
		One-Year	-1.4
		Three-Year	-3.6
	One-Year	Pre Survey	2.3
		Post Survey	1.4
		Three-Year	-2.2
	Three-Year	Pre Survey	4.5*
		Post Survey	3.6
		One-Year	2.2
Organizational Support Scale Score	Pre Survey	Post Survey	0.3
		One-Year	4.5*
		Three-Year	10.0*
	Post Survey	Pre Survey	-0.3
		One-Year	4.2*
		Three-Year	9.6*
	One-Year	Pre Survey	-4.5*
		Post Survey	-4.2*
		Three-Year	5.4*
	Three-Year	Pre Survey	-10.0*
		Post Survey	-9.6*
		One-Year	-5.4*
Guardianship Empathy Scale Score	Pre Survey	Post Survey	2.4
		One-Year	2.0
		Three-Year	2.9
	Post Survey	Pre Survey	-2.4
		One-Year	-0.5
		Three-Year	0.4
	One-Year	Pre Survey	-2.0
		Post Survey	0.5
		Three-Year	0.9

	Three-Year	Pre Survey	-2.9
		Post Survey	-0.4
		One-Year	-0.9
Guardianship Respect Scale Score	Pre Survey	Post Survey	-0.04
		One-Year	-0.1
		Three-Year	0.4
	Post Survey	Pre Survey	0.04
		One-Year	-0.02
		Three-Year	0.4
	One-Year	Pre Survey	0.1
		Post Survey	0.02
		Three-Year	0.5
	Three-Year	Pre Survey	-0.4
		Post Survey	-0.4
		One-Year	-0.5
CIT Support Scale Score	Pre Survey	Post Survey	-23.7*
		One-Year	-20.3*
		Three-Year	-16.7*
	Post Survey	Pre Survey	23.7*
		One-Year	3.5
		Three-Year	7.0*
	One-Year	Pre Survey	20.3*
		Post Survey	-3.5
		Three-Year	3.5
	Three-Year	Pre Survey	16.7*
		Post Survey	-7.0*
		One-Year	-3.5
CIT Organizational Value Score	Pre Survey	Post Survey	-9.2*
		One-Year	-3.7
		Three-Year	2.7
	Post Survey	Pre Survey	9.2*
		One-Year	5.5
		Three-Year	11.9*
	One-Year	Pre Survey	3.7
		Post Survey	-5.5
		Three-Year	6.4
	Three-Year	Pre Survey	-2.7
		Post Survey	-11.9*
		One-Year	-6.4
* The mean difference is significant at the 0.05 level.			

Table 3

ANOVA Results Comparing Pre-Test, Post-Test, One-Year, and Three-Year Groups on Behavioral Crisis items (group n's = 360, 394, 140, and 209 respectively)

		Group Statistics			*F-tests*		
Scale	***Group***	***Mean***	***SD***		***F***	***df***	***Sig.***
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	Pre-test	78.1	21.9				
	Post-test	83.6	16.7		10.9	1075	<.001
	One-Year	86.0	19.0				
	Three-Year	86.7	21.0				
Calls involving persons who are experiencing behavioral crisis are dangerous.	Pre-test	72.2	23.9				
	Post-test	78.2	19.9		15.0	1072	<.001
	One-Year	82.1	20.4				
	Three-Year	83.4	18.3				
I am confident in my ability to handle calls involving persons in behavioral crisis.	Pre-test	71.5	24.8				
	Post-test	81.9	16.9		45.9	1080	<.001
	One-Year	88.1	12.5				
	Three-Year	88.3	14.0				
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	Pre-test	58.3	31.0				
	Post-test	65.0	28.7		4.1	1009	.007
	One-Year	64.8	28.9				
	Three-Year	58.4	31.1				
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	64.7	31.4				
	Post-test	62.5	29.1		13.3	1031	<.001
	One-Year	52.6	31.0				
	Three-Year	49.6	31.8				
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	60.7	28.6				
	Post-test	57.7	27.5		11.5	1013	<.001
	One-Year	50.5	29.6				
	Three-Year	46.8	29.6				
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	59.8	29.6				
	Post-test	55.1	28.1		12.2	1000	<.001
	One-Year	49.4	29.6				
	Three-Year	44.5	30.0				

Table 4

Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, One-Year, and Three-Year Group Scores on Behavioral Crisis Items

Dependent Variable	*(I) Group*	*(J) Contrast Group*	*Mean Difference (I-J)*
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	Pre Survey	Post Survey	-5.6*
		One-Year	-7.9*
		Three-Year	-8.6*
	Post Survey	Pre Survey	5.6*
		One-Year	-2.3
		Three-Year	-3.1
	One-Year	Pre Survey	7.9*
		Post Survey	2.3
		Three-Year	-0.7
	Three-Year	Pre Survey	8.6*
		Post Survey	3.1
		One-Year	0.7
Calls involving persons who are experiencing behavioral crisis are dangerous.	Pre Survey	Post Survey	-6.0*
		One-Year	-9.9*
		Three-Year	-11.2*
	Post Survey	Pre Survey	6.0*
		One-Year	-3.9
		Three-Year	-5.3*
	One-Year	Pre Survey	9.9*
		Post Survey	3.9
		Three-Year	-1.3
	Three-Year	Pre Survey	11.2*
		Post Survey	5.3*
		One-Year	1.3
I am confident in my ability to handle calls involving persons in behavioral crisis.	Pre Survey	Post Survey	-10.5*
		One-Year	-16.6*
		Three-Year	-16.8*
	Post Survey	Pre Survey	10.5*
		One-Year	-6.1*
		Three-Year	-6.3*
	One-Year	Pre Survey	16.6*
		Post Survey	6.1*
		Three-Year	-0.2
	Three-Year	Pre Survey	16.8*
		Post Survey	6.3*
		One-Year	0.2
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	Pre Survey	Post Survey	-6.7*
		One-Year	-6.4
		Three-Year	-0.04
	Post Survey	Pre Survey	6.7*
		One-Year	0.2
		Three-Year	6.6
	One-Year	Pre Survey	6.4
		Post Survey	-0.2
		Three-Year	6.4

	Three-Year	Pre Survey	0.04
		Post Survey	-6.6
		One-Year	-6.4
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	2.2
		One-Year	12.1*
		Three-Year	15.0*
	Post Survey	Pre Survey	-2.2
		One-Year	9.9*
		Three-Year	12.9*
	One-Year	Pre Survey	-12.1*
		Post Survey	-9.9*
		Three-Year	3.0
	Three-Year	Pre Survey	-15.0*
		Post Survey	-12.9*
		One-Year	-3.0
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	2.9
		One-Year	10.1*
		Three-Year	13.8*
	Post Survey	Pre Survey	-2.9
		One-Year	7.2
		Three-Year	10.9*
	One-Year	Pre Survey	-10.1*
		Post Survey	-7.2
		Three-Year	3.7
	Three-Year	Pre Survey	-13.8*
		Post Survey	-10.9*
		One-Year	-3.7
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	4.7
		One-Year	10.4*
		Three-Year	15.3*
	Post Survey	Pre Survey	-4.7
		One-Year	5.7
		Three-Year	10.6*
	One-Year	Pre Survey	-10.4*
		Post Survey	-5.7
		Three-Year	4.9
	Three-Year	Pre Survey	-15.3*
		Post Survey	-10.6*
		One-Year	-4.9
* The mean difference is significant at the 0.05 level.			

Table 5

ANOVA Results Comparing Pre-Test, Post-Test, One-Year, and Three-Year Groups on Scenario 1 –Depression Items (group n's = 360, 394, 140, and 209 respectively)

Scenario 1 (Depression): You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

		Group Statistics			F-tests		
Scale	**Group**	**Mean**	**SD.**		**F**	**df**	**Sig.**
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre-test	8.0	15.3				
	Post-test	5.4	15.5		1.7	763	.166
	One-Year	5.5	12.8				
	Three-Year	6.0	14.0				
Mr. N is exhibiting symptoms most associated with Depression.	Pre-test	91.4	12.7				
	Post-test	93.0	14.0		2.5	980	.058
	One-Year	94.5	9.4				
	Three-Year	93.9	11.6				
Mr. N is exhibiting symptoms most associated with Schizophrenia.	Pre-test	8.1	13.8				
	Post-test	6.9	16.5		0.6	736	.590
	One-Year	7.7	17.3				
	Three-Year	6.0	12.2				
You determine that there is no increased risk that Mr. N might attempt suicide.	Pre-test	10.5	23.5				
	Post-test	17.0	32.9		2.9	784	.036
	One-Year	15.7	27.2				
	Three-Year	11.8	24.8				
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	Pre-test	67.5	28.0				
	Post-test	70.0	29.4		0.4	961	.724
	One-Year	69.0	31.3				
	Three-Year	68.3	30.8				
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	Pre-test	27.4	28.8				
	Post-test	23.2	30.4		6.8	833	<.001
	One-Year	18.8	28.0				
	Three-Year	14.4	23.9				
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	Pre-test	84.5	22.3				
	Post-test	81.0	27.2		2.6	964	.051
	One-Year	77.9	30.9				
	Three-Year	78.9	29.5				
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	Pre-test	48.2	36.3				
	Post-test	15.9	31.1		55.2	840	<.001
	One-Year	20.1	33.4				
	Three-Year	19.9	32.0				
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	Pre-test	83.8	21.7				
	Post-test	78.8	27.0		2.6	965	.054
	One-Year	83.5	25.2				
	Three-Year	82.4	27.9				
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis	Pre-test	85.3	23.0				
	Post-test	83.8	27.2		1.2	974	.296
	One-Year	87.8	21.3				

Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone.	Three-Year	87.4	21.8				

Table 6

Tukey's Honest Significant Difference (HSD) Test Results For Pre-Test, Post-Test, One-Year, and Three-Year Group Scores on Scenario 1 Depression Items

Dependent Variable	*(I) Group*	*(J) Contrast Group*	*Mean Difference (I-J)*
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre Survey	Post Survey	2.7
		One-Year	2.5
		Three-Year	2.1
	Post Survey	Pre Survey	-2.7
		One-Year	-0.2
		Three-Year	-0.6
	One-Year	Pre Survey	-2.5
		Post Survey	0.2
		Three-Year	-0.4
	Three-Year	Pre Survey	-2.1
		Post Survey	0.6
		One-Year	0.4
Mr. N is exhibiting symptoms most associated with Depression.	Pre Survey	Post Survey	-1.6
		One-Year	-3.1
		Three-Year	-2.6
	Post Survey	Pre Survey	1.6
		One-Year	-1.5
		Three-Year	-1.0
	One-Year	Pre Survey	3.1
		Post Survey	1.5
		Three-Year	0.5
	Three-Year	Pre Survey	2.6
		Post Survey	1.0
		One-Year	-0.5
Mr. N is exhibiting symptoms most associated with Schizophrenia.	Pre Survey	Post Survey	1.3
		One-Year	0.4
		Three-Year	2.2
	Post Survey	Pre Survey	-1.3
		One-Year	-0.9
		Three-Year	0.9
	One-Year	Pre Survey	-0.4
		Post Survey	0.9
		Three-Year	1.8
	Three-Year	Pre Survey	-2.2
		Post Survey	-0.9
		One-Year	-1.8
You determine that there is no increased risk that Mr. N might attempt suicide.	Pre Survey	Post Survey	-6.4*
		One-Year	-5.1
		Three-Year	-1.2
	Post Survey	Pre Survey	6.4*

		One-Year	1.3
		Three-Year	5.2
	One-Year	Pre Survey	5.1
		Post Survey	-1.3
		Three-Year	3.9
	Three-Year	Pre Survey	1.2
		Post Survey	-5.2
		One-Year	-3.9
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	Pre Survey	Post Survey	-2.5
		One-Year	-1.5
		Three-Year	-0.8
	Post Survey	Pre Survey	2.5
		One-Year	1.1
		Three-Year	1.7
	One-Year	Pre Survey	1.5
		Post Survey	-1.1
		Three-Year	0.6
	Three-Year	Pre Survey	0.8
		Post Survey	-1.7
		One-Year	-0.6
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	Pre Survey	Post Survey	4.2
		One-Year	8.6
		Three-Year	13.0*
	Post Survey	Pre Survey	-4.2
		One-Year	4.4
		Three-Year	8.8*
	One-Year	Pre Survey	-8.6
		Post Survey	-4.4
		Three-Year	4.4
	Three-Year	Pre Survey	-13.0*
		Post Survey	-8.8*
		One-Year	-4.4
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	Pre Survey	Post Survey	3.4
		One-Year	6.6
		Three-Year	5.5
	Post Survey	Pre Survey	-3.4
		One-Year	3.2
		Three-Year	2.1
	One-Year	Pre Survey	-6.6
		Post Survey	-3.2
		Three-Year	-1.1
	Three-Year	Pre Survey	-5.5
		Post Survey	-2.1
		One-Year	1.1
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	Pre Survey	Post Survey	32.2*
		One-Year	28.1*
		Three-Year	28.3*
	Post Survey	Pre Survey	-32.2*
		One-Year	-4.2

		Three-Year	-4.0
	One-Year	Pre Survey	-28.1*
		Post Survey	4.2
		Three-Year	0.2
	Three-Year	Pre Survey	-28.3*
		Post Survey	4.0
		One-Year	-0.2
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	Pre Survey	Post Survey	5.0*
		One-Year	0.3
		Three-Year	1.3
	Post Survey	Pre Survey	-5.0*
		One-Year	-4.7
		Three-Year	-3.6
	One-Year	Pre Survey	-0.3
		Post Survey	4.7
		Three-Year	1.1
	Three-Year	Pre Survey	-1.3
		Post Survey	3.6
		One-Year	-1.1
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone.	Pre Survey	Post Survey	1.5
		One-Year	-2.5
		Three-Year	-2.1
	Post Survey	Pre Survey	-1.5
		One-Year	-4.0
		Three-Year	-3.6
	One-Year	Pre Survey	2.5
		Post Survey	4.0
		Three-Year	0.4
	Three-Year	Pre Survey	2.1
		Post Survey	3.6
		One-Year	-0.4
* The mean difference is significant at the 0.05 level.			

Table 7

ANOVA Results Comparing Pre-Test, Post-Test, One-Year, and Three-Year Groups on Scenario 2 Schizophrenia Items (group n's = 360, 394, 140, and 209 respectively)

Scenario 2 (Schizophrenia): You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

		Group Statistics			*F-tests*		
Scale	***Group***	***Mean***	***SD***		***F***	***df***	***Sig.***
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	Pre-test	22.0	23.9				
	Post-test	14.2	22.6		6.6	773	<.001
	One-year	17.2	22.6				
	Three-year	13.6	21.7				
Ms. S is exhibiting symptoms associated with depression.	Pre-test	25.5	27.5				
	Post-test	11.7	20.8		19.4	782	<.001
	One-year	13.0	19.6				
	Three-year	12.8	21.5				
Ms. S is exhibiting symptoms associated with Schizophrenia.	Pre-test	80.9	24.5				
	Post-test	85.8	22.7		9.4	966	<.001
	One-year	91.5	13.0				
	Three-year	89.4	18.2				
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	Pre-test	77.2	25.0				
	Post-test	76.1	30.4		5.3	952	.001
	One-year	81.7	27.6				
	Three-year	85.7	20.9				
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	Pre-test	78.7	23.9				
	Post-test	82.9	24.6		7.3	954	<.001
	One-year	87.9	20.4				
	Three-year	87.6	21.1				
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	Pre-test	54.8	37.2				
	Post-test	29.1	36.6		40.5	866	<.001
	One-year	28.0	37.1				
	Three-year	21.7	32.0				
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	Pre-test	76.2	27.2				
	Post-test	80.5	28.0		6.8	943	<.001
	One-year	78.7	28.5				
	Three-year	68.1	33.0				
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	Pre-test	20.8	28.6				
	Post-test	9.3	22.5		14.9	793	<.001
	One-year	11.2	24.6				
	Three-year	6.8	16.0				
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	Pre-test	70.3	28.2				
	Post-test	84.1	22.3		24.3	954	<.001
	One-year	86.9	20.2				
	Three-year	82.5	23.1				
	Pre-test	82.8	24.5				

You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	Post-test	77.1	32.1		6.2	945	<.001
	One-year	87.4	23.6				
	Three-year	86.0	24.1				

Table 8

Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, One-Year, and Three-Year Group Scores on Scenario 2 Schizophrenia Items

Dependent Variable	***(I) Group***	***(J) Contrast Group***	***Mean Difference (I-J)***
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	Pre Survey	Post Survey	7.8*
		One-Year	4.8
		Three-Year	8.3*
	Post Survey	Pre Survey	-7.8*
		One-Year	-3.0
		Three-Year	0.6
	One-Year	Pre Survey	-4.8
		Post Survey	3.0
		Three-Year	3.6
	Three-Year	Pre Survey	-8.3*
		Post Survey	-0.6
		One-Year	-3.6
Ms. S is exhibiting symptoms associated with depression.	Pre Survey	Post Survey	13.7*
		One-Year	12.5*
		Three-Year	12.6*
	Post Survey	Pre Survey	-13.7*
		One-Year	-1.3
		Three-Year	-1.1
	One-Year	Pre Survey	-12.5*
		Post Survey	1.3
		Three-Year	0.2
	Three-Year	Pre Survey	-12.6*
		Post Survey	1.1
		One-Year	-0.2
Ms. S is exhibiting symptoms associated with Schizophrenia.	Pre Survey	Post Survey	-4.9*
		One-Year	-10.6*
		Three-Year	-8.5*
	Post Survey	Pre Survey	4.9*
		One-Year	-5.7
		Three-Year	-3.6
	One-Year	Pre Survey	10.6*
		Post Survey	5.7
		Three-Year	2.1
	Three-Year	Pre Survey	8.5*
		Post Survey	3.6
		One-Year	-2.1
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	Pre Survey	Post Survey	1.1
		One-Year	-4.5
		Three-Year	-8.4*
	Post Survey	Pre Survey	-1.1

		One-Year	-5.6
		Three-Year	-9.6*
	One-Year	Pre Survey	4.5
		Post Survey	5.6
		Three-Year	-3.9
	Three-Year	Pre Survey	8.4*
		Post Survey	9.6*
		One-Year	3.9
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	Pre Survey	Post Survey	-4.2
		One-Year	-9.2*
		Three-Year	-8.9*
	Post Survey	Pre Survey	4.2
		One-Year	-5.0
		Three-Year	-4.7
	One-Year	Pre Survey	9.2*
		Post Survey	5.0
		Three-Year	0.2
	Three-Year	Pre Survey	8.9*
		Post Survey	4.7
		One-Year	-0.2
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	Pre Survey	Post Survey	25.7*
		One-Year	26.8*
		Three-Year	33.1*
	Post Survey	Pre Survey	-25.7*
		One-Year	1.1
		Three-Year	7.4
	One-Year	Pre Survey	-26.8*
		Post Survey	-1.1
		Three-Year	6.3
	Three-Year	Pre Survey	-33.1*
		Post Survey	-7.4
		One-Year	-6.3
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	Pre Survey	Post Survey	-4.3
		One-Year	-2.5
		Three-Year	8.1*
	Post Survey	Pre Survey	4.3
		One-Year	1.8
		Three-Year	12.4*
	One-Year	Pre Survey	2.5
		Post Survey	-1.8
		Three-Year	10.6*
	Three-Year	Pre Survey	-8.1*
		Post Survey	-12.4*
		One-Year	-10.6*
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	Pre Survey	Post Survey	11.5*
		One-Year	9.6*
		Three-Year	14.0*
	Post Survey	Pre Survey	-11.5*
		One-Year	-1.9
		Three-Year	2.5
	One-Year	Pre Survey	-9.6*

		Post Survey	1.9
		Three-Year	4.4
	Three-Year	Pre Survey	-14.0*
		Post Survey	-2.5
		One-Year	-4.4
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	Pre Survey	Post Survey	-13.8*
		One-Year	-16.7*
		Three-Year	-12.3*
	Post Survey	Pre Survey	13.8*
		One-Year	-2.8
		Three-Year	1.6
	One-Year	Pre Survey	16.7*
		Post Survey	2.8
		Three-Year	4.4
	Three-Year	Pre Survey	12.3*
		Post Survey	-1.6
		One-Year	-4.4
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	Pre Survey	Post Survey	5.7*
		One-Year	-4.6
		Three-Year	-3.2
	Post Survey	Pre Survey	-5.7*
		One-Year	-10.3*
		Three-Year	-8.9*
	One-Year	Pre Survey	4.6
		Post Survey	10.3*
		Three-Year	1.4
	Three-Year	Pre Survey	3.2
		Post Survey	8.9*
		One-Year	-1.4
* The mean difference is significant at the 0.05 level.			

Table 9

ANOVA Results Comparing Pre-Test, Post-Test, One-Year, and Three-Year Groups on Scenario 3 Dementia/Alzheimer's Items (group n's = 360, 394, 140, and 209 respectively)

Scenario 3 (Dementia or Alzheimer's): You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen, why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

		Group Statistics			F-tests		
Scale	**Group**	**Mean**	**SD**		**F**	**df**	**Sig.**
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	Pre-test	12.4	19.2				
	Post-test	6.8	15.5		6.2	727	<.001
	One-Year	6.2	12.4				
	Three-Year	7.9	15.4				
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre-test	90.4	17.7				
	Post-test	92.7	17.1		4.5	965	.004
	One-Year	95.6	8.9				
	Three-Year	94.8	10.4				
Mr. B is exhibiting symptoms most associated with Schizophrenia.	Pre-test	19.3	26.4				
	Post-test	12.1	21.5		7.4	742	<.001
	One-Year	10.0	17.2				
	Three-Year	10.5	18.8				
You ask Mr. B if you can sit down and ask permission before moving any items.	Pre-test	65.3	36.2				
	Post-test	67.8	37.6		1.8	900	.145
	One-Year	74.8	34.7				
	Three-Year	69.3	34.8				
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	Pre-test	88.9	16.0				
	Post-test	92.2	15.2		3.8	963	.010
	One-Year	92.1	13.7				
	Three-Year	92.3	12.4				
Paraphrasing Mr. B's statements help to confirm that you understand them.	Pre-test	83.8	19.3				
	Post-test	89.4	18.3		6.9	951	<.001
	One-Year	88.9	17.0				
	Three-Year	89.3	15.6				
You determine that most likely there has been no burglary and you close the case and leave.	Pre-test	23.2	29.6				
	Post-test	13.1	24.9		7.6	806	<.001
	One-Year	14.3	26.2				
	Three-Year	16.3	25.6				
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	Pre-test	4.8	13.6				
	Post-test	3.2	12.0		1.7	712	.163
	One-Year	2.0	4.8				
	Three-Year	2.7	8.2				
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	Pre-test	91.8	14.0				
	Post-test	91.2	19.9		1.3	954	.275
	One-Year	93.5	14.7				
	Three-Year	89.4	19.5				
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	Pre-test	86.3	21.4				
	Post-test	89.2	20.7		1.7	945	.160
	One-Year	90.7	22.8				
	Three-Year	88.9	21.0				

Table 10

Tukey's Honest Significant Difference (HSD) Test Results For Pre-Test, Post-Test, One-Year, and Three-Year Group Scores on Scenario 3 Dementia/Alzheimer's Items

Dependent Variable	*(I) Group*	*(J) Contrast Group*	*Mean Difference (I-J)*
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	Pre Survey	Post Survey	5.6*
		One-Year	6.2*
		Three-Year	4.4
	Post Survey	Pre Survey	-5.6*
		One-Year	0.6
		Three-Year	-1.2
	One-Year	Pre Survey	-6.2*
		Post Survey	-0.6
		Three-Year	-1.7
	Three-Year	Pre Survey	-4.4
		Post Survey	1.2
		One-Year	1.7
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre Survey	Post Survey	-2.3
		One-Year	-5.1*
		Three-Year	-4.4*
	Post Survey	Pre Survey	2.3
		One-Year	-2.8
		Three-Year	-2.1
	One-Year	Pre Survey	5.1*
		Post Survey	2.8
		Three-Year	0.8
	Three-Year	Pre Survey	4.4*
		Post Survey	2.1
		One-Year	-0.8
Mr. B is exhibiting symptoms most associated with Schizophrenia.	Pre Survey	Post Survey	7.3*
		One-Year	9.3*
		Three-Year	8.8*
	Post Survey	Pre Survey	-7.3*
		One-Year	2.1
		Three-Year	1.6
	One-Year	Pre Survey	-9.3*
		Post Survey	-2.1
		Three-Year	-0.5
	Three-Year	Pre Survey	-8.8*
		Post Survey	-1.6
		One-Year	0.5
You ask Mr. B if you can sit down and ask permission before moving any items.	Pre Survey	Post Survey	-2.5
		One-Year	-9.5
		Three-Year	-4.0
	Post Survey	Pre Survey	2.5
		One-Year	-7.0
		Three-Year	-1.5
	One-Year	Pre Survey	9.5
		Post Survey	7.0

		Three-Year	5.4
	Three-Year	Pre Survey	4.0
		Post Survey	1.5
		One-Year	-5.4
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	Pre Survey	Post Survey	-3.4*
		One-Year	-3.2
		Three-Year	-3.5
	Post Survey	Pre Survey	3.4*
		One-Year	0.1
		Three-Year	-0.1
	One-Year	Pre Survey	3.2
		Post Survey	-0.1
		Three-Year	-0.2
	Three-Year	Pre Survey	3.5
		Post Survey	0.1
		One-Year	0.2
Paraphrasing Mr. B's statements help to confirm that you understand them.	Pre Survey	Post Survey	-5.7*
		One-Year	-5.2*
		Three-Year	-5.6*
	Post Survey	Pre Survey	5.7*
		One-Year	0.5
		Three-Year	0.1
	One-Year	Pre Survey	5.2*
		Post Survey	-0.5
		Three-Year	-0.4
	Three-Year	Pre Survey	5.6*
		Post Survey	-0.1
		One-Year	0.4
You determine that most likely there has been no burglary and you close the case and leave.	Pre Survey	Post Survey	10.1*
		One-Year	8.9*
		Three-Year	6.9
	Post Survey	Pre Survey	-10.1*
		One-Year	-1.2
		Three-Year	-3.2
	One-Year	Pre Survey	-8.9*
		Post Survey	1.2
		Three-Year	-2.0
	Three-Year	Pre Survey	-6.9
		Post Survey	3.2
		One-Year	2.0
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	Pre Survey	Post Survey	1.6
		One-Year	2.8
		Three-Year	2.1
	Post Survey	Pre Survey	-1.6
		One-Year	1.2
		Three-Year	0.5
	One-Year	Pre Survey	-2.8
		Post Survey	-1.2
		Three-Year	-0.7

	Three-Year	Pre Survey	-2.1
		Post Survey	-0.5
		One-Year	0.7
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	Pre Survey	Post Survey	0.6
		One-Year	-1.7
		Three-Year	2.4
	Post Survey	Pre Survey	-0.6
		One-Year	-2.3
		Three-Year	1.8
	One-Year	Pre Survey	1.7
		Post Survey	2.3
		Three-Year	4.1
	Three-Year	Pre Survey	-2.4
		Post Survey	-1.8
		One-Year	-4.1
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	Pre Survey	Post Survey	-2.9
		One-Year	-4.4
		Three-Year	-2.6
	Post Survey	Pre Survey	2.9
		One-Year	-1.5
		Three-Year	0.3
	One-Year	Pre Survey	4.4
		Post Survey	1.5
		Three-Year	1.8
	Three-Year	Pre Survey	2.6
		Post Survey	-0.3
		One-Year	-1.8
* The mean difference is significant at the 0.05 level.			

Table 11
Mean Differences On Pre- And Post-Test Scale Ratings (*n* = 252)

	Pre-test			*Post-test*					
Scale	***Mean***	***SD***		***Mean***	***SD***		***t***	***df***	***Sig.***
Burnout / Emotional Intelligence	84.3	11.0		90.2	8.3		-9.1	237	<.001
Negative Police Subculture	38.4	16.5		39.3	17.6		-0.7	159	.476
Organizational Support	76.1	14.5		76.3	12.1		-0.2	185	.869
Guardianship / Empathy	83.6	13.3		81.2	14.3		2.5	225	.013
Guardianship / Respect	82.2	14.8		83.0	13.5		-0.9	241	.367
CIT Support	56.5	25.9		75.8	17.0		-8.5	129	<.001
CIT Organizational Value	77.9	25.2		83.3	20.0		-2.7	187	.008

Table 12
Mean Differences On Pre- and Post-Test Behavioral Crisis Items (*n* = 252)

	Pre-test			*Post-test*				
Item	***Mean***	***SD***		***Mean***	***SD***		***t***	***Sig.***
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	78.3	21.4		84.2	16.2		-4.0	<.001
Calls involving persons who are experiencing behavioral crisis are dangerous.	71.3	23.4		79.5	19.3		-4.9	<.001
I am confident in my ability to handle calls involving persons in behavioral crisis.	72.2	23.8		81.1	17.1		-5.6	<.001
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	60.9	28.9		65.3	27.5		-1.9	.064
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	67.7	28.8		61.3	28.2		2.9	.004
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	61.5	27.1		56.4	27.1		2.5	.015
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	61.4	27.9		55.2	27.3		2.8	.006

Table 13

Mean Differences On Pre- And Post-Test Responses, Scenario 1 Depression (*n* = 252)

Scenario 1 (Depression): You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

	Pre-test			***Post-test***				
Item	***Mean***	***SD.***		***Mean***	***SD.***		***T***	***Sig.***
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.	7.9	14.5		5.0	14.3		2.6	.010
Mr. N is exhibiting symptoms most associated with Depression.	91.4	12.9		93.7	11.7		-2.3	.021
Mr. N is exhibiting symptoms most associated with Schizophrenia.	7.5	12.6		6.2	15.5		0.9	.379
You determine that there is no increased risk that Mr. N might attempt suicide.	9.3	22.8		17.5	33.0		-2.7	.008
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	67.3	27.5		71.6	28.4		-1.9	.054
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	28.5	27.8		23.1	30.0		2.1	.035
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	84.1	20.5		80.1	27.0		2.0	.048
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	47.5	35.8		16.0	30.7		9.3	<.001
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	84.1	21.3		80.0	25.8		2.1	.041
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.	84.9	23.8		83.6	27.5		0.6	.542

Table 14

Mean Differences On Pre- And Post-Test Responses, Scenario 2 Schizophrenia (*n* = 252)

Scenario 2 (Schizophrenia): You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

	Pre-test			*Post-test*				
Item	*Mean*	*SD.*		*Mean*	*SD.*		*T*	*Sig.*
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	22.0	23.0		16.5	24.7		2.7	.008
Ms. S is exhibiting symptoms associated with depression.	25.1	26.4		12.2	20.7		6.1	<.001
Ms. S is exhibiting symptoms associated with Schizophrenia.	81.9	22.7		85.7	21.8		-2.2	.032
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	77.4	24.0		80.3	26.9		-1.3	.193
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	79.1	23.8		83.4	24.0		-2.2	.027
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	54.1	36.0		28.7	36.4		8.1	<.001
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	74.7	27.3		79.0	29.2		-1.8	.079
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	22.4	29.8		9.3	21.9		5.5	<.001
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	70.3	28.4		82.3	23.3		-5.3	<.001
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	82.3	24.8		78.6	31.3		1.5	.130

Table 15

Mean Differences On Pre- And Post-Test Responses, Scenario 3 Dementia/Alzheimer's (*n* = 252)

Scenario 3 (Dementia or Alzheimer's): You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen, why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

	Pre-test			***Post-test***				
Item	***Mean***	***SD***		***Mean***	***SD***		***T***	***Sig.***
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	13.7	19.1		8.6	17.7		3.0	.003
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	90.1	18.3		93.5	14.0		-2.4	.019
Mr. B is exhibiting symptoms most associated with Schizophrenia.	21.2	27.2		12.5	21.2		4.0	<.001
You ask Mr. B if you can sit down and ask permission before moving any items.	64.9	36.9		65.3	38.5		-0.1	.899
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	88.7	15.0		91.6	14.7		-2.7	.009
Paraphrasing Mr. B's statements help to confirm that you understand them.	83.1	19.9		88.3	18.6		-3.1	.002
You determine that most likely there has been no burglary and you close the case and leave.	23.8	29.2		12.9	24.2		4.7	<.001
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	4.5	12.6		2.5	9.4		1.9	.060
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	92.0	13.3		92.0	17.6		0.0	1.000
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	86.0	21.1		88.4	21.5		-1.4	.166