The Effect of Guardian-Focused Training for Law Enforcement Officers

FINAL REPORT

To the Washington State Criminal Justice Training Commission

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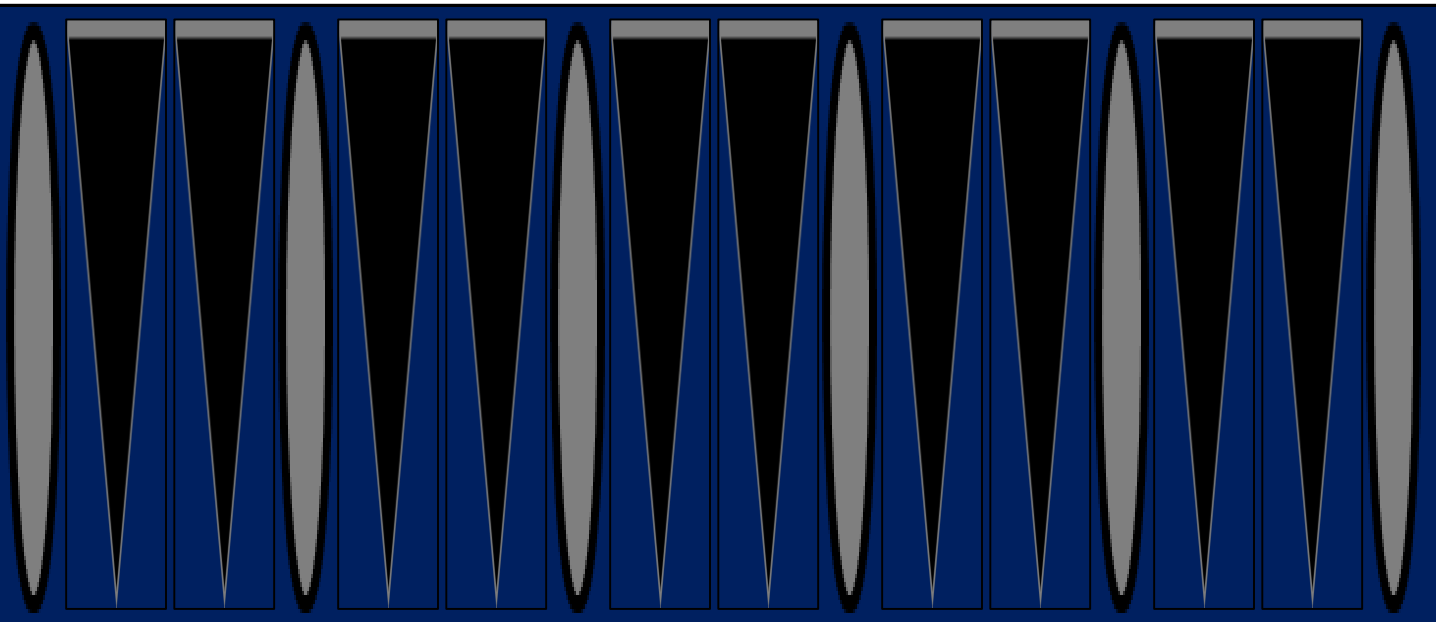

SEATTLEU DEPARTMENT OF CRIMINAL JUSTICE

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EXECUTIVE SUMMARY

This project seeks to understand the effect of guardian-focused training in the Basic Law Enforcement Academy (BLEA) at the WSCJTC. In 2014-15 a pilot study was conducted to evaluate guardian-oriented training at the WSCJTC. The pilot results were presented in a final report to the WSCJTC on June 30, 2015 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 ongoing longitudinal data on the effectiveness of WSCJTC guardian-focused Basic Law Enforcement Academy training. The results reported here are part of a multi-phased longitudinal study following 40 BLEA cohorts 710-750 through academy training and after they join their agencies post-graduation. This document reports Phase 2 results from the longitudinal research study of the effects of guardian-focused training at the Washington State Criminal Justice Training Commission's (WSCJTC) Basic Law Enforcement Academy (BLEA). The data presented in this report includes comparison of 1190 pre-surveys and 941 post-surveys administered to BLEA recruits from November 2015 through April 2017 and a cross-sectional survey administered in February 2015 to a comparison sample of 1400 BLEA graduates who completed the Academy prior to the implementation of guardian-oriented training. The findings also include between-subjects comparison for recruits who participated in the longitudinal follow-up who completed pre/post/3-month/6-month/and 1-year surveys and findings on the impact of officer demographic and personality characteristics on training effects for subsets of the larger sample.

Purpose of Study

The purpose of this study is to longitudinally evaluate the impact of the WSCJTC BLEA guardian-focused training curriculum for BLEA recruits who completed WSCJTC BLEA after the shift to the guardian-focused training model in 2012. The Phase I Pilot Study project "Evaluation of the Washington State Criminal Justice Training Commission's Warriors to Guardians Cultural Shift and Crisis Intervention Team (CIT) Training" conducted in 2014-15 involved developing and collecting pilot data from an instrument administered to BLEA recruits pre and post WSCJTC BLEA training and to a comparison sample of law enforcement personnel who completed BLEA prior to the implementation of guardian training. The data collected in the pilot study was used to establish baseline measurements and construct validity for the survey instrument used in the evaluation and to provide recommendations for longitudinal study of the impact of guardian-focused training in the BLEA at WSCJTC. In the Phase 2 longitudinal continuation of the pilot study -- "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 to examine the longitudinal effects of guardian-oriented training prior to and immediately after BLEA and at 6 months and one year post-training as well as the relationship between officer characteristics and measures of guardian-focused training effectiveness.

Research Design

This study employed a mixed method design utilizing quantitative and qualitative data collection including administration of a pre/post survey instrument to BLEA recruits and a comparison

group of law enforcement personnel who completed BLEA prior to 2014 and follow-up administration to BLEA graduates 6 months and 1-year post graduation and interviews with a subsample of BLEA graduates. During Phase 2, data was analyzed from 1190 pre- surveys and 941 post-surveys administered to BLEA recruits from November 2014 through April 2017 and a follow-up survey administered to BLEA graduates at 3-months, 6-months and 1-year post-graduation. Survey results from the BLEA pre/post surveys were compared to survey results from 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.

The study involved two phases – The Phase I pilot study and the Phase 2 longitudinal continuation involving administration of the pre/post survey instrument to 40 cohorts and at 3-month, 6-month, and 1-year post-BLEA graduation. In the Pilot Study, scales were validated as measures of guardian-focused training effectiveness. In Phase 2 of the study, data was analyzed examining the impact of training on seven scales constructed to measure elements of the guardian-focused 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. 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 and at 3-months, 6-months and 1-year post-graduation. Additionally, between-subject longitudinal analysis was conducted for pre/post, 3-month, 6-month, and 1-year survey data for a subset of BLEA recruits who participated in the longitudinal follow-up.

Summary of Findings

This report presents final results of the continuation of the longitudinal follow-up including data collected from BLEA classes November 2014 through April 2017 and the comparison sample administered the survey in February 2015.

Research Question #1 – Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy as compared to the comparison sample comprised of those who graduated before the curriculum changes took effect?

Results on the seven scales measuring guardian-training elements show that there was a significant difference between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on all seven scales --with the Negative Police Subculture scale which was rated lower than all other scales by both the guardian-trained BLEA recruits and the comparison group (rated 30.8 at BLEA pre-, 32.9 at BLEA post-, and 29.9 by the comparison group). On six of the seven scales --Burnout/Emotional Intelligence, Guardianship/Empathy, Guardianship/Respect, Organizational Support, CIT Support, CIT Organizational value, BLEA recruits who completed the academy after the shift to guardian-focused training showed higher ratings than the comparison group at the start of the academy. The point difference on the scale ratings ranged

from -10.3 (CIT Support) - 26.5 (Organizational Support) between the comparison and BLEA groups at Pre- to 9.9 (Guardianship/Respect) to 25.2 (CIT Organizational Value) at post-. The comparison group rated the CIT Support scales higher than the BLEA pre- group (BLEA pre=38.7 and Comparison = 44.5) but that flipped at post-test (BLEA post=68.2) with a 23.6 point difference between the BLEA post- and comparison groups on the CIT Support Scale and a 25.2 point difference on the CIT Organizational Value scale.

On the behavioral crisis items, results show significant differences on average ratings between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on items measuring confidence in knowledge of how to respond to behavioral crisis events (*"Incidents involving individuals in behavioral crisis are a standard part of patrol work," "I am confident in my ability to handle calls involving persons in behavioral crisis," and "Calls involving persons who are experiencing behavioral crisis are dangerous"*). This difference between the comparison and BLEA groups was significant at both pre- and post-test with the most significant difference between the comparison and BLEA post- ratings on the item specifically reflecting confidence in ability to handle behavioral crisis calls (a 11.1 point difference between the comparison group and BLEA-post ratings with a large 13.6 BLEA pre-post training effect). Also significant were the items reflecting perceptions of institutional support for the CIT model and organizational and supervisor expectations regarding responding to incidents involving behavioral crisis. On the items *"Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly" and "My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly"* the comparison group rated the item significantly lower than did the BLEA recruits at both pre-and post-test.

On the CIT scenario questions, there were significant differences between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on all items. In particular, results show that the comparison group was less able to identify the underlying behavioral crisis condition *("Mr N./Ms S./Mr. B is exhibiting symptoms associated with depression/schizophrenia/Alzheimer's/dementia"*) in all three of the scenarios involving depression, schizophrenia, and Alzheimer's/Dementia with a difference of 17.0 points, 13.8, and 13.8 respectively between the comparison group scores and BLEA ratings at post-test as well as the and appropriate response *("Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic…"/"You determine that Ms. S is not in imminent danger to herself or others and call the MCT…"/"You call GRAT or MCT…"*) with a 19.9 , 9.4, and 16.9 point difference respectively between the comparison group scores and BLEA ratings at post-test.

Research Question #2: Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?

Results from both the group comparisons (ANOVA) and within individual (*t*-tests) show 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. This change is reflected in both the group comparisons and within individual comparisons. There were significant differences specifically for the Burnout/Emotional Intelligence (8.5 points on the ANOVA/6 points on the *t*-test), CIT Support (29.5 points on the ANOVA and 28 points on the *t*-test), CIT Organizational Value (14.9 points on the ANOVA and 11 on the *t*-test), and the Negative Police Subculture (2.1 points on the ANOVA with no

change on the *t*-test) scales. There was no significant change in the Guardianship Empathy and Guardianship Respect scales however ratings on these scales were highest at the BLEA pre-test than any of the other scales at start of the academy (Guardianship/Empathy was rated 74.6 at pre and 75.9 at post and Guardianship/Respect was rated 76.3 at pre and 77.6 at post on the group comparison and slightly higher 77.3-76.4 and 78.5-78.0 respectively in the within individual *t*-test comparisons) indicating that BLEA recruits began training with already very high self-report ratings of attitudes and beliefs consistent with the concepts measured by these two scales.

On the behavioral crisis items, results show that there were significant differences on average ratings from pre-to post-test groups on both the group comparisons (ANOVA) and within individual (*t*-tests) on the items reflecting an understanding of the nature of behavioral crisis events (*"Incidents involving individuals in behavioral crisis are a standard part of patrol work"* (a 4.9 increase on the ANOVA and a 3.2 increase on the *t*-test) and *"Calls involving persons who are experiencing behavioral crisis are dangerous"* showed a 5.6 point increase on the ANOVA and 4.2 on the *t*-test and *"I am confident in my ability to handle calls involving persons in behavioral crisis"* showed a 13.6 point increase and 10.3 on the *t*-test). In contrast, there were significant decreases in average ratings from pre- to post-test groups on the items reflecting organizational expectations regarding how quickly incidents involving behavioral crisis should be resolved. *"My training indicates that it is important to resolve incidents involving persons in behavioral crisis quickly" s*howed a .2 point decrease on the ANOVA and a 4.2 point decrease on the *t*-test. *"Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly"* showed about a 2.1 point decrease on the ANOVA and a 5.7 point decrease on the *t*-test, and *"My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly"* showed about a 3.1 point decrease on the ANOVA and a 6 point decrease on the *t*-test. On the items reflecting knowledge and understanding of the time it takes to handle behavioral crisis calls, the comparison group scored significantly lower than did the BLEA pre-and post- on all three of these items ranging from a 16.3, 9.9, 9.5 point difference respectively.

On the CIT scenario questions , results of both the group comparisons (ANOVA) and within individual (*t*-tests) show that BLEA recruits were able to identify the relevant underlying behavioral crisis condition in each of the cases *("Mr N./Ms S./Mr. B is exhibiting symptoms associated with depression/schizophrenia/Alzheimer's/dementia"*) with no significant change from pre to post-test. There were significant differences between the BLEA pre- and BLEA post- on both the group comparisons ANOVA and within individual t-tests on items reflecting knowledge of nuanced response related to the nature of the incidents. For example, on the Scenario 1/Depression item *"In speaking with Mr. N, it would be best not to ask him directly if he was having thoughts about killing himself"* BLEA post- were significantly lower by 27.5 points on the ANOVA and 29.5 on the *t*-test, on Scenario 2/Schizophrenia item *"Paraphrasing what Ms. S is saying back to her may help deescalate the situation,"* BLEA post- were significantly higher by 11.5 points on the ANOVA and 9.3 on the *t*-test, and on the Scenario 3/Alzheimer's/Dementia item *"You determine that most likely there has been no burglary and you close the case and leave, "* BLEA post- were significantly lower by 5.3 points on the ANOVA and 2.7 on the *t*-test.

Research Question #3: Do officer characteristics predict effectiveness of the guardian style of policing?

Results from the OLS regression models examining officer gender, race, age, education, years in law enforcement, and SRP-SF total score on pre-test, post-test, and change scores suggest that officer characteristics such as race/ethnicity, age, familiarity with CIT, and SRP-SF scores moderate training effects for specific components of guardian-focused training. Results show that familiarity

with CIT and SRP-SF total scores are both significant and positive predictors of scores on the pre-BLEA Negative Police Subculture scale with 18% of the variance in pre-BLEA Negative Police Subculture scores is explained by this model. With regard to post-BLEA Negative Police Subculture scores, Nonwhite and the SRP-SF – Total score are significant and positive predictors. When the respondent is nonwhite, there is an increase in the post-BLEA Negative Police Subculture score and the SRP-SF – results in an increase in the post-BLEA Negative Police Subculture score. About 13% of the variance in post-BLEA Negative Police Subculture scores is explained by this model. The SRP-SF – Total score was a significant predictor of the change in Negative Police Subculture scores, and the sign of the coefficient is negative. This indicates that an increase in the SRP-SF – Total score results in a decrease in the change score for the Negative Police Subculture scale with 10% of the variance in change score for the Negative Police Subculture scale is explained by this model.

The results on the Guardianship – Empathy scale show that Gender and the SRP-SF – Total score are significant predictors. When the respondent is female, there is an increase in the post-BLEA Guardianship – Empathy score, and an increase in the SRP-SF – Total score results in a decrease in the post-BLEA Guardianship – Empathy score with 9% of the variance in post-BLEA Guardianship – Empathy scores is explained by this model. The results on the pre-BLEA scores on the Guardianship – Respect scale show that both Age and the SRP-SF – Total score are significant predictors. An increase in age results in an increase in the pre-BLEA Guardianship – Respect score, and an increase in the SRP-SF – Total score results in a decrease in the pre-BLEA Guardianship – Respect score with 9% of the variance in pre-BLEA Guardianship – Respect scores is explained by this model.

Results from the analysis of the SRP-SF on the scales suggest for the subsample of BLEA recruits who completed the Phase 2 revised survey instrument suggest that personality is moderating variable with respect to training effects. SRP-SF Total scores were associated with lower levels of change on the Negative Police Subculture, Guardianship—Empathy, and Guardianship-Respect scales. The Guardianship-Empathy and Guardianship-Respect scales were rated relatively high for both the pre- and post- BLEA groups and there was no significant difference in terms of training effects for the guardian-era BLEA recruits, however there was significantly less change for recruits who scored higher on the SRP-SF on these scales. In addition, higher scores on the SRP-SF were significantly correlated with lower scores on the Negative Police Subculture, Organizational Support, and Guardianship-Respect scales at pre-test suggesting that the higher the SRP-SF scores, the lower the pre-test ratings on these scales. These findings suggest that officer personality is a moderating variable that has the potential to affect the direction and strength of training effects and that personality may be particularly important with respect to the concepts measured in the Negative Police Subculture, Guardianship-Empathy, and Guardianship-Respect scales.

Research Question #4: Are BLEA guardian-focused training effects sustained over time?

Results from the 3-month, 6-month, and 1-year longitudinal analysis in total show 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 addition there was an increase in scores on the Negative Police Subculture Scale at 6 months, but not at other time periods suggesting mixed evidence of a long-term training effect on this training component. With respect to incidents involving behavioral crisis, there was evidence of long-term sustained increases for the items, *"Incidents involving individuals in behavioral crisis are a standard part of patrol work," "Calls involving individuals in behavioral crisis are dangerous," "I am confident in my ability to handle calls involving*

behavioral crisis," and *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events."*

With respect to the CIT scenario items, results show long termed sustained stability identification of the conditions in the scenarios, with significant increase in ability to identify the condition in the depression scenario. There was also long-term sustained identification of the increased risk of suicide by cop as well as sustained and notable decrease over time in 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."* In the schizophrenia scenario there was sustained decrease in the *item "In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her,"* and also sustained increase in the item, *"Paraphrasing what Ms. S is saying back to her may help deescalate the situation."* For the Alzheimer's/Dementia scenario, all of the items exhibited long-term stability and there was evidence of long-term sustained increase for the item, *"Paraphrasing Mr. B's statements help to confirm that you understand them."*

Conclusion

The findings show that there are significant differences between the comparison group of pre-guardian era BLEA graduates and post-guardian era BLEA graduates on all seven scales. Findings also show 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 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. The findings of the Phase 2 longitudinal study presented in this final report including 40 BLEA cohorts who completed WSCJTC training from November 2014 through April 2017 are consistent with the pilot study results reported in June 2015 and interim report completed in November 2016 incorporating data from additional BLEA cohorts and providing more detailed examination of the relationship between officer characteristics and outcome measures designed to tap into guardian-focused training elements. The findings support the ongoing use of the guardian-focused training at the WSCJTC, in particular 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.

Results from the examination of officer demographic and personality characteristics suggest that personality plays a role in attitudes and beliefs recruits bring with them to the academy and how receptive they will be to guardian-focused training. These findings suggest that attitudes and beliefs about empathy, respect, and adherence to negative police subculture are rooted in personality characteristics that are less impacted by training and more a manifestation of underlying individual traits that recruits bring with them to the job. Furthermore, results showing moderating effects of officer demographic characteristics including gender, age, race/ethnicity, and familiarity with CIT suggest that officer characteristics impact training effects for specific components of guardian-focused training. Future research is needed to identify the relationship between specific officer characteristics and elements of guardian-focused training.

Project Goals

This project seeks to understand the effect of guardian-focused training at the WSCJTC Basic Law Enforcement Academy (BLEA) training. The BLEA is a 6-month basic law enforcement training curriculum required of all law enforcement personnel in Washington State. Guardian-focused 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-focused 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 then after they join their agencies for five years post-graduation. The study follows 40 BLEA cohorts beginning with Class 710 (beginning November 18, 2014) through Class 750 (beginning February 22, 2017) from beginning of the academy through graduation and then 3-months, 6-months, and 1-year post-graduation. This document reports Phase 2 mid-year results from the longitudinal study of the effects of guardian-focused training at the Washington State Criminal Justice Training Commission's (WSCJTC) Basic Law Enforcement Academy (BLEA) including data from pre/post surveys administered to BLEA recruits from November 2014 through April 2017 2016 including 1190 pre- surveys and 941 post-surveys and a cross-sectional survey administered in February 2015 to a comparison sample of 1400 BLEA graduates who completed BLEA prior to the implementation of guardian-oriented training. The findings also include individual within subjects comparison for 460 recruits for whom pre- and post-test measures could be individually linked and between subjects longitudinal analysis of pre/post, 6-month, and 1-year survey data for recruits who participated in the longitudinal follow-up. 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.

Focus of Phase 2 Longitudinal Study

Phase 2 study extends the 2014-15 pilot study longitudinally through June 2017 through a data collection effort conducted from April 2016 through June 2017. The research design involves tracking officers at 3-months, 6-months, and 1-year post BLEA graduation (for those who completed BLEA during the original pilot study) and extends data collection of BLEA cohorts through the study

period to include cohorts who completed training from November 2014 through April 2017. This report presents findings that pick up where the final report on the pilot study (Helfgott, et al, 2015) and interim report completed November 15, 2016 leave off. Phase 2 of the study involved continued administration of pre/post instruments to BLEA recruits who completed BLEA training during the study period and longitudinal follow-up with cohorts who completed BLEA from 2014-16. The pre-post instrument developed and piloted in the 2014-15 study was revised based on pilot results for continued used to evaluate change in recruits who complete the Guardian-focused training. The revised version of the survey instrument was implemented with BLEA Cohort 738 who began on July 7th, 2016 through BLEA Cohort 750 who began on February 22, 2017. The revised instrument was administered at post-test beginning with BLEA Cohorts 733 through 750. The Phase 2 study included:

1. Revision of the pre/post instrument based on pilot study results including modification of scales and the inclusion of items measuring officer personality style.
2. Administration of pre/post instruments in all BLEA courses during the study period.
3. Administration of longitudinal administration of the instrument at 3-month, 6-month, and 1-year post-completion of BLEA training.
4. Follow-up interviews with a subsample of BLEA graduates at 3-month, 6-month, and 1-year marks post-completion of BLEA training.

Longitudinal continuation of the pilot study enables evaluation of training effects of the WSCJTC guardian-focused 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-focused law enforcement training.

Research Questions

Research questions of interest in Phase 2 continue the data collection and analysis efforts reported in the Phase 1 pilot to examine the effects of BLEA guardian-focused training. Research questions are:

Research Question #1 – Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy as compared to the comparison sample comprised of those who graduated before the curriculum changes took effect?

Research Question #2: Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA, post-survey completed during the last day of the academy, and at follow-up 3-months, 6-months, and 1-year post-graduation?

Research Question #3: Do officer characteristics predict effectiveness of the guardian style of policing?

Research Question #4: Are BLEA guardian-focused training effects sustained over time?

This report presents final results of the continuation of the Phase 2 longitudinal follow-up. The report presents findings from analysis of data collected from BLEA classes November 2014 through April 2017 and the comparison sample and data collection progress of the longitudinal follow-up.

Participants

Participants were BLEA recruits who completed academy training from November 2014 through April 2017 and a comparison sample of 1400 BLEA graduates who completed academy training prior to the implementation of guardian-oriented training. The data analyzed and reported in this final report of the Phase 2 study include WSCJTC BLEA Cohorts --710 through 750 with pre/post data collected for recruits who completed Classes 710-744 (35 cohorts) and pre data collected for recruits who completed Classes 745-750 (5 cohorts). The study in total follows 40 BLEA cohorts beginning with Class 710 (beginning November 18, 2014) through Class 750 (beginning February 22, 2017) from beginning of the academy through graduation and then 3-months, 6-months, and 1-year post-graduation.[1] The findings presented are based on analysis of data from 1190 pre- surveys and 941 post-surveys and a cross-sectional survey administered in February 2015 to a comparison sample of 1400 BLEA graduates who completed the Academy prior to the implementation of guardian-oriented training. The findings also include longitudinal analysis of pre/post, 6-month, and 1-year survey data for a subset of BLEA recruits who participated in the longitudinal follow-up.

Table 1 and Figure 1 shows the Washington counties from which the guardian-trained BLEA recruits are from and Table 2 and Figure 2 show the counties in which the law enforcement agencies of the pre-guardian-trained BLEA graduates are from.

Table 1
BLEA Pre/Post Survey Groups - Current Agency Affiliation by County (*N*=2131)

County	*n*	%
Adams	13	0.61
Asotin	3	0.14
Benton	41	1.92
Chelan	11	0.52
Clallam	25	1.17
Clark	108	5.07
Columbia	2	0.09
Cowlitz	32	1.50
Douglas	6	0.28
Ferry	5	0.23
Franklin	14	0.66
Garfield	8	0.38
Grant	40	1.88
Grays Harbor	23	1.08
Island	18	0.84
Jefferson	9	0.42
King	803	37.68

[1] The research design described in the 2015 pilot final report originally included a Phase 3 longitudinal component with plan to follow recruits 3 and 5 years post-BLEA. Whether or not the study will continue through Phase 3 depends on availability of funding.

Kitsap	48	2.25
Kittitas	8	0.38
Klickitat	11	0.52
Lewis	12	0.56
Lincoln	3	0.14
Mason	22	1.03
Okanogan	11	0.52
Pacific	9	0.42
Pend Orielle	2	0.09
Pierce	162	7.60
Pima	2	0.09
San Juan	2	0.09
Skagit	73	3.34
Skamania	3	0.14
Snohomish	145	6.80
Spokane	89	4.18
Stevens	7	0.33
Thurston	53	2.49
Wahkiakum	4	0.19
Walla Walla	20	0.94
Whatcom	36	1.69
Whitman	13	0.61
Yakima	79	3.71
State[3]	79	3.71
System Missing	77	3.61
Total	2131	100.00

Figure 1
Number of Reponses by County of BLEA Recruits

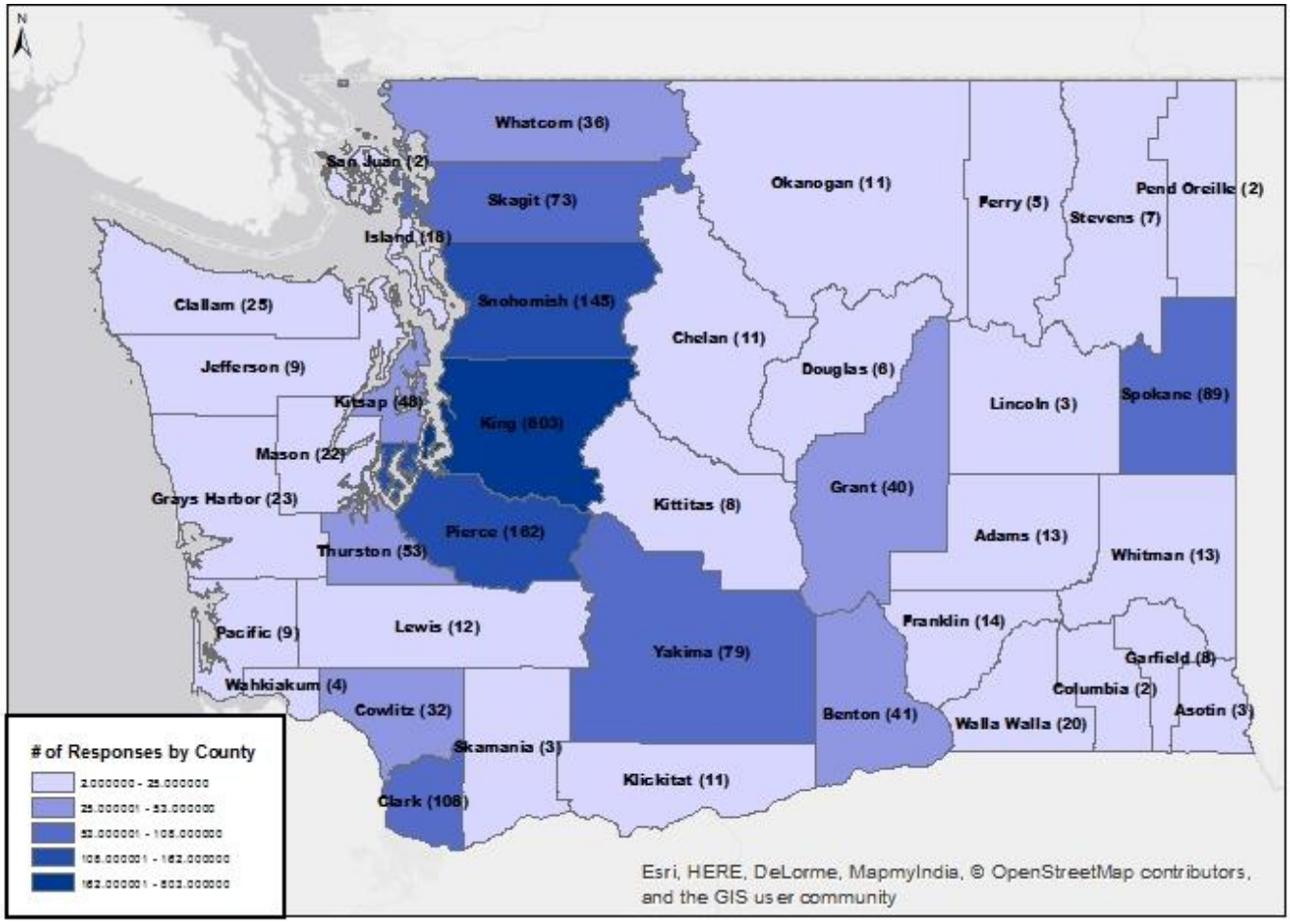


Table 2 **BLEA Pre/Post Survey Background Characteristics of Participants (*N*=2131)**		
	n (%)	*M*(SD)
Gender		
Female	175 (8.3)	---
Male	1375 (64.5)	---
Missing/Unknown	581 (27.2)	---
Age		
	1533 (72.9)	28.65 (5.9)
Missing/Unknown		
Total Years in Law Enforcement		
	768 (36.0)	1.08 (2.8)
Race/Ethnicity		
Caucasian	1191 (55.9)	---
African-American	45 (2.1)	---
Latino/Latina or Hispanic	136 (6.4)	---
Asian/Pacific Islander	75 (3.5)	---

Native-American/Alaska Native	6 (0.3)	---
Multiple Races/Ethnicity	70 (3.3)	---
Other	22 (1.0)	---
Missing/Unknown	586 (27.5)	---
Education		
HS/GED	128 (6.0)	---
Some College	457 (21.4)	---
AA/AS	251 (11.8)	---
BA/BS	646 (30.3)	---
MA/MS	50 (2.3)	---
PhD/EdD	2 (0.1)	---
JD	11 (0.5)	---
Missing/Unknown	586 (27.5)	---
Current Rank		
Officer	426 (20.0)	---
Detective	0 (0.0)	---
Sergeant	0 (0.0)	---
Lieutenant	0 (0.0)	---
Captain	0 (0.0)	---
Chief (Asst./Deputy/Chief)	1 (0.0)	---
Other	342 (16.0)	---
Missing/Unknown	1362 (63.9)	---

Table 3

Comparison Group Responses by County – Number, Percentage, and Response Rate

Sampling Frame (*N* = 4,950)				Final Sample (*n* = 1,400)			
COUNTY/TRIBE/ENTITY	***N***	**%**		**COUNTY/TRIBE/ENTITY**	***n***	**%**	**RESPONSE RATE**
ADAMS	26	.5		ADAMS	7	.5	26.9
ASOTIN	9	.2		ASOTIN	2	.1	22.2
BENTON	118	2.4		BENTON	54	3.9	45.8
CHEHALIS TRIBE	2	.0		CHEHALIS TRIBE	0		0.0
CHELAN	114			CHELAN	29	2.1	25.4
CLALLAM	38	.8		CLALLAM	10	.7	26.3
CLARK	155	3.1		CLARK	33	2.4	21.3
COLUMBIA	5	.1		COLUMBIA	1	.1	20.0
COLVILLE TRIBES	3	.1		COLVILLE TRIBES	0		0.0
COWLITZ	68	1.4		COWLITZ	23	1.6	33.8
DOUGLAS	25	.5		DOUGLAS	5	.4	20.0
ELWHA TRIBE	1	.0		ELWHA TRIBE	0		0.0
FEDERAL	2	.0		FEDERAL	0		0.0
FERRY	5	.1		FERRY	1	.1	20.0
FRANKLIN	57	1.2		FRANKLIN	15	1.1	26.3
GARFIELD	4	.1		GARFIELD	2	.1	50.0
GRANT	113	2.3		GRANT	47	3.4	41.6
GRAYS HARBOR	40	.8		GRAYS HARBOR	10	.7	25.0
ISLAND	22	.4		ISLAND	7	.5	31.8
JEFFERSON	19	.4		JEFFERSON	6	.4	31.6
KALISPEL TRIBE	2	.0		KALISPEL TRIBE	0		0.0
KING	2266	45.8		KING	580	41.4	25.6
KITSAP	81	1.6		KITSAP	47	3.4	58.0
KITTITAS	51	1.0		KITTITAS	25	1.8	49.0
KLICKITAT	11	.2		KLICKITAT	2	.1	18.2
LEWIS	30	.6		LEWIS	12	.9	40.0
LINCOLN	10	.2		LINCOLN	2	.1	20.0

LUMMI TRIBE	6	.1		LUMMI TRIBE	2	.1	33.3
MAKAH TRIBE	1	.0		MAKAH TRIBE	0		0.0
MASON	39	.8		MASON	10	.7	25.6
MUCKLESHOOT TRIBE	4	.1		MUCKLESHOOT TRIBE	1	.1	25.0
NISQUALLY TRIBE	8	.2		NISQUALLY TRIBE	0		0.0
NOOKSACK TRIBE	2	.0		NOOKSACK TRIBE	0		0.0
OKANOGAN	19	.4		OKANOGAN	1	.1	5.3
PACIFIC	10	.2		PACIFIC	2	.1	20.0
PEND OREILLE	6	.1		PEND OREILLE	1	.1	16.7
PIERCE	272	5.5		PIERCE	54	3.9	19.9
QUILEUTE TRIBE	2	.0		QUILEUTE TRIBE	0		0.0
SAN JUAN	5	.1		SAN JUAN	2	.1	40.0
SHOALWATER BAY TRIBE	1	.0		SHOALWATER BAY TRIBE	0		0.0
SKAGIT	78	1.6		SKAGIT	19	1.4	24.4
SKAMANIA	5	.1		SKAMANIA	1	.1	20.0
SKOKOMISH TRIBE	2	.0		SKOKOMISH TRIBE	0		0.0
SNOHOMISH	356	7.2		SNOHOMISH	101	7.2	28.4
SPOKANE	96	1.9		SPOKANE	25	1.8	26.0
SPOKANE TRIBE	1	.0		SPOKANE TRIBE	0		0.0
SQUAXIN ISLAND TRIBE	3	.1		SQUAXIN ISLAND TRIBE	0		0.0
STATEWIDE	150	3.0		STATEWIDE	54	3.9	36.0
STEVENS	8	.2		STEVENS	0		0.0
STILLAGUAMISH TRIBE	4	.1		STILLAGUAMISH TRIBE	2	.1	50.0
SUQUAMISH TRIBE	2	.0		SUQUAMISH TRIBE	5	.4	250.0
SWINOMISH TRIBE	10	.2		SWINOMISH TRIBE	0		0.0
THURSTON	169	3.4		THURSTON	57	4.1	33.7
TULALIP TRIBE	3	.1		TULALIP TRIBE	1	.1	33.3
UPPER SKAGIT TRIBE	3	.1		UPPER SKAGIT TRIBE	1	.1	33.3
WAHKIAKUM	1	.0		WAHKIAKUM	1	.1	100.0
WALLA WALLA	26	.5		WALLA WALLA	4	.3	15.4
WHATCOM	149	3.0		WHATCOM	37	2.6	24.8
WHITMAN	33	.7		WHITMAN	14	1.0	42.4
YAKIMA	105	2.1		YAKIMA	34	2.4	32.4
UNKNOWN	94	1.9		UNKNOWN	49	3.5	
N/A (RETIRED)	0			N/A (RETIRED)	2	.1	
TOTAL	**4950**	**100.0**		**Total**	**1400**	**100.0**	**28.3**

Figure 2
Number of Reponses by County – Comparison Group

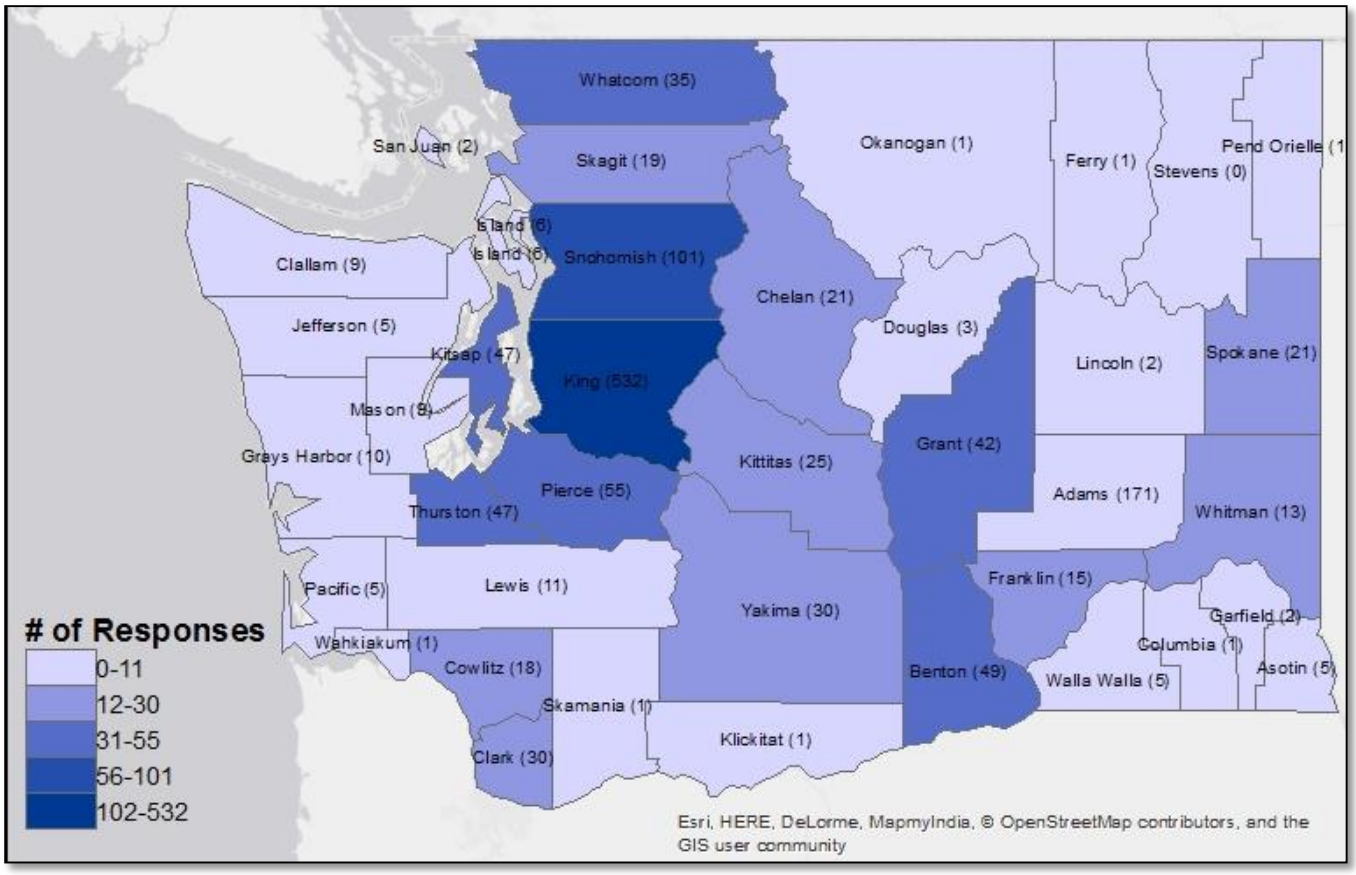


Table 5
Background Characteristics of Survey Participants
COMPARISON GROUP RESPONDED (n=1158) AND INVITED (*N*= 4716)

	Responded		*Invited*	
	n (%)	***M(SD)***	***n (%)***	***M(SD)***
Gender				
Female	196 (16.9)	---	691 (14.9)	---
Male	943 (81.4)	---	2954 (85.1)	---
Missing/Unknown	19 (1.6)	---	---	---
Age *(n=1099)*				
	---	41.4 (8.8)	---	---
Total Years in Law Enforcement *(n=1131)*				
	---	14.4 (8.7)	---	----
Race/Ethnicity*				
Caucasian	967 (83.5)	---	2130 (35.4)	---

African-American	22 (1.9)	---	77 (1.7)	---
Latino/Latina or Hispanic	42 (3.6)	---	105 (2.3)	---
Asian/Pacific Islander	39 (3.4)	---	73 (1.6)	---
Native-American/Alaskan Native	9 (0.8)	---	23 (.5)	---
Multiple Race/Ethnicity	35 (3.0)	---	na	---
Other	18 (1.6)	---	594 (12.8)	---
Missing/Unknown	26 (2.2)	---	1643 (35.8)	---
Education				
HS/GED	78 (6.7)	---	411 (8.9)	---
Some College	281 (24.3)	---	748 (16.1)	---
AA/AS	187 (16.1)	---	388 (8.6)	---
BA/BS	493 (42.6)	---	937 (20.2)	---
JD	10 (0.9)	---	na	---
MA/MS	86 (7.4)	---	52 (1.1)	---
PhD/EdD	5 (0.4)	---	7 (.6)	---
Missing/Unknown	18 (1.6)	---	1507 (32.4)	---
Current Rank				
Line Staff	802 (69.3)	---	na	---
Command Staff	300 (25.9)	---	na	---
Civilian	40 (3.5)	---	na	---
Missing/Unknown	16 (1.4)	---	na	---

Instruments

The survey instrument was developed during the Phase 1 pilot study (Helfgott et al, 2015) and revised for the longitidunal study based on the pilot study results. The revised survey instrument is included in Appendix A. The survey is comprised of a General Attitude section including knowledge and attitude items designed to measure the effect of curriculum changes and a CIT section designed to measure knowledge and attitude items related specifically to incidents involving behavioral crisis and interactions with individuals in behavioral crisis. 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 et. al., 2015).

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. 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-focused 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 these findings and improved scales by omitting those items that were not strongly correlated with other items on the scale, or their underlying factors. The general attitudes section measures the following constructs. The pilot instrument also included a Social Tactics Scale[2] 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.

Burnout/Emotional Intelligence

The basic concepts present in guardian-focused training is that the officer must be aware of his/her own emotional states and affect in order to control them. Also, certain practices are taught to recruits (e.g. deep breathing exercises) in order 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.

[2] 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-focused training, however TSI is not a standard component of BLEA.

Figure 3
Burnout/Emotional Intelligence Scale

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

Negative Police Subculture

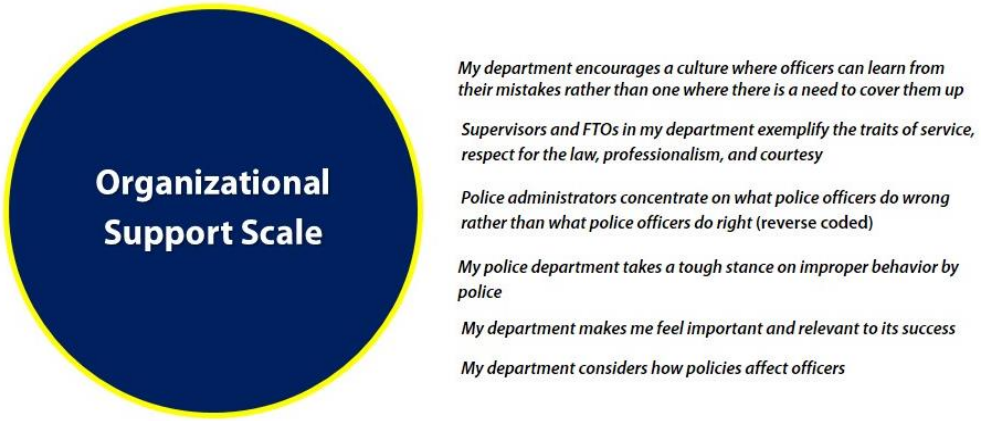
Part of the concept of guardian policing is the idea that warrior-style policing creates an artificial and damaging divide between police officers and the public. This divide between the police and citizens is an element of police subculture. Because a goal of the guardian model is to counteract the 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. 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.

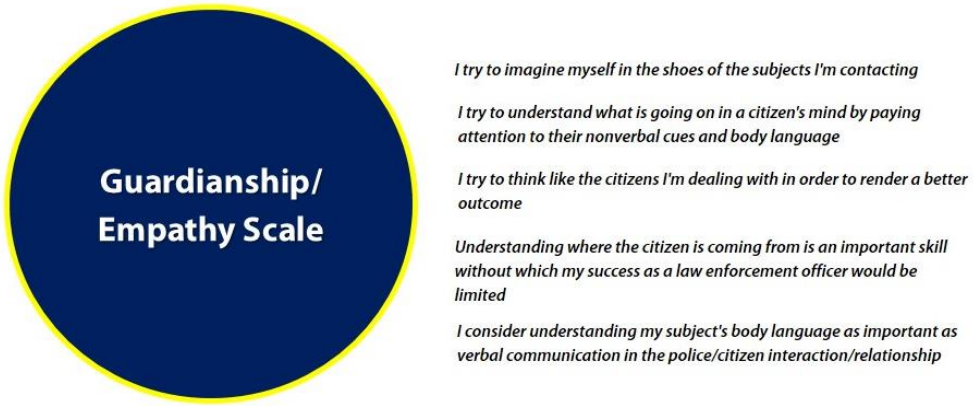
Figure 5
Organizational Support Scale



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, et al, 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, et al, 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 improvement in reliability 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; 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

[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-focused 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-focused training in a range of scenarios is an important next step in data collection efforts.

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 which outlined assessments that officers might make regarding the possible mental health issue present, the potential associated concerns officers might have and possible behavioral responses officers might take.

SRP-SF

A 29-Item instrument called the *Self-Report Psychopathy Scale – Short Form* (SRP-SF) (Neal & Sellbom, 2012; Neumann, et al., 2007; Neumann, et al, 2014; Neumann & Pardini, 2014; Vitacco et al, 2014) was added to the revised pre/post BLEA survey. The SRP-SF is a standardized and validated self-report scale that measures personality features associated with the concept of psychopathy (Hare, 1993). The SRP-SF is an abbreviated version of the *Self-Report Psychopathy scale (SRP-4)* (Paulhus, Neumann, & Hare, 2016). The SRP and SRP-SF were developed as a self-report alternative to the Psychopathy Checklist-Revised (PCL-R) (Hare, 1990, 2003) and associated instruments[4] that are time consuming to complete and make it difficult to assess psychopathy in large-samples and in the broader population because they require a clinical interview supplemented by collateral institutional file information which is generally not available in community populations that are not in forensic and criminal justice settings. The SRP and SRP-SF are strongly correlated with the PCL-R across a wide variety of samples with SRP traits associated with external correlates associated with psychopathy including criminal behavior, moral reasoning, amygdala activation to fearful faces, and emotional cues (Gordts et., al., 2015; Newman, 2015; Paulhus et al, 2016).

The PCL-R (Hare, 1990, Hare, 2003) is a 20-item instrument is a reliable and valid instrument used world-wide to measure psychopathy and many variants of the instrument have been published by Multi-Health Systems.[5] The full version of the SRP-4 is a 64-item measure that is four-factor model of psychopathy that reflects the four-factor model of psychopathy (Hare & Neumann, 2006) that evidences good internal reliability and promising criterion-related, convergent, and discriminant validity as well as construct validity with scores associated with criminal and violent behavior, thrill-seeking, irresponsibility, callous affect, and lack of empathy. SRP-4 scores have been found to be predictive of extratest criteria such as blame externalization and narcissism that reflect prototypical characteristics of psychopathy such as grandiosity, manipulation and deceit in interactions with others (Neal & Sellbom, 2012). The PCL-R, the SRP, and the SRP-SF have been developed to measure two factors of psychopathy –Factor 1 characterized by selfishness, callousness, and remorseless use of others and Factor 2 characterized by social deviance and chronic unstable and antisocial lifestyle. A four-factor model has also been developed with Factor 1 divided into two facets – Interpersonal and Affnd validated with Factor 1 divided into Interpersonal and Affective facets and Factor two into lifestyle and antisocial facets of psychopathy (Hare & Neumann, 2006).

Psychopathy has long been associated in the academic, criminal justice, and forensic literature with a constellation of interpersonal, lifestyle, affective, and antisocial personality features including grandiosity, callous lack of empathy, lack of remorse or guilt, impulsivity, stimulation seeking, and poor behavioral controls. The psychopathy construct has historically been applied to criminal

[4] For comprehensive list of PCL-R variants, see: https://ww2.mhs.com/results.

[5] For information on the PCL-R and related measures of psychopathy, see: https://ww2.mhs.com/results.

populations and is considered *"one of the best validated clinical constructs in the realm of psychopathology, and arguably the single most important clinical construct in the criminal justice system"* (Hare, 1998, p. 189). The notion of the non-criminal "successful psychopath" has long been discussed in the literature (Cleckley, 1941; Dutton, 2012; Dutton & McNab, 2014; Hall & Benning, 2006). There has been increasing attention in recent years to the role of psychopathy in non-criminal populations and settings and the importance of conceptualizing psychopathy dimensionally with recognition that individuals with high levels of psychopathic traits form a heterogeneous group (Tew et. al., 2015). While the psychopathy construct has not been commonly applied to law enforcement populations, psychopathy has been associated with ruthless, cold, and remorseless behavior in non-criminal contexts such as business environments (Babiak, 2016; Babiak & Hare, 2006; Babiak & O'Toole, 2012) and interpersonal and family settings (Bernstein, 2001; Rule, 2013; Simon, 2010, 2011), and some have begun to examine the utility of the construct to explain extreme behaviors of law enforcement professionals (e.g., Sanford & Arrigo, 2007).

Level of psychopathy of law enforcement recruits is important to consider in determining the effectiveness of guardian-oriented training. The empirical association of features of psychopathy with lack of conscience, empathy, and remorse, low behavioral control, and deficits in moral reasoning make psychopathy level a critical factor to consider in efforts to understand the impact of training on officer ability to empathetically and respectfully engage with citizens in the course of law enforcement duties. To better understand the role of personality as a moderating variable that can potentially influence training effects, the SRP-SF was included in the revised BLEA pre/post survey instrument as a measure of officer personality to examine the relationship between officer personality and officer demographic characteristics as independent variables and officer ratings on the dependent variable scale ratings on the 7 scales employed to measure the effect of the guardian-training: 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. All BLEA recruits in classes starting in September 2016 (BLEA Class 724 and up) were administered the revised survey instrument including these additional items.

Procedure

A Seattle University research assistant (RA) (E. Malterud, co-author of this report) 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 C. 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, the RA was responsible for sending follow-up emails to BLEA graduates to solicit participation in the 6-month and 1-year follow-up surveys. Data was collected for the 3-month follow-up prior to the data collection for the Phase 2 study after the pilot study was completed. For the 6-month and 1-year follow-up surveys, all 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. The RA kept a calendar of all of BLEA classes included in the study period and an excel sheet that had each officer who had been accepted into BLEA with information about their class number, students 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 6-month 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. They were also removed if they did not complete the 6-month survey prior to their 1-year anniversary, or if they did not complete one of the surveys during BLEA (Pre/Post). In the case that an email did not work, it would be confirmed using the learning management system at the CJTC and any erroneous emails were corrected. In some cases, officers 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. However, we found that the officers often did not use the Starbucks card before their 1 year surveys were available. Thus, in case the officers may have overlooked the link to the Starbucks card, gift cards were also sent in a separate email after the survey was completed.

In addition to the quantitative data obtained through the pre/post and comparison survey administrations, the RA collected qualitative data –observation of CIT components of BLEA and follow-up interviews of BLEA graduates who were willing to complete interviews during the Phase 2 longitudinal study. Post-BLEA Interview Questions are included in Appendix C. The original pilot study plan was to observe all areas and phases of BLEA. This was found to be unrealistic due to time constraints, as the training in totality spans approximately 720 hours. A focus on the Blue Courage and Crisis phases of the BLEA training were the intended focus of observation, as well as certain training courses that pertained specifically to one of the scale measurements. It was decided that the original pilot study plan to use focus groups with academy recruits before graduation might taint the responses to the post-test which was planned for the last day of the academy. An alternative approach was decided upon that would involve inviting recruits during the post-test administration to sign up for post-graduation interviews. The cohorts (beginning with class 710) that had completed the pre-survey and that graduated during the study period and were administered the post-survey, were asked if they would agree to be interviewed by a researcher. If so, they were asked to email the RA or to note at the end of their survey their interest in participation.

Group Comparisons

The three groups (pre-test, post-test, and comparison officers) 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. Tables 6 and 7, below, summarize the results of the ANOVA models, and Figure 10 depicts the mean scores graphically for each group. Four of the scales yielded significant differences indicating increases from pre- to post-test averages (for the Burnout / Emotional Intelligence, Negative Police Subculture, CIT Support, and CIT Organizational Value scales). The remaining three scales yielded no difference between the pre- and post-test groups indicating no change in pre- to post-test averages (for the Organizational Support, Guardianship / Empathy, and Guardianship / Respect).

With regard to the Burnout / Emotional Intelligence scale, the results show a statistically significant increase of 8.5 points in ratings from the pre-test average of 76.1, to the post-test average of 84.6, following completion of training. The comparison group average score was significantly lower at 61.9.

With regard to the Negative Police Subculture scale, the results show a statistically significant increase of 2.1 points in ratings from the pre-test average of 30.8, to the post-test average of 32.9, following completion of training. It should be noted that although this difference tests as statistically significant, the observed difference of 2 points on average is probably not of substantive importance. The comparison group average of 29.9 did not test as significantly different from the pre-test average, but did test as different from the post-test average.

With regard to the CIT Support scale, the results show a statistically significant increase of about 29.5 points in ratings from the pre-test average of 38.7, to the post-test average of 68.2, following completion of training. The comparison group average score was significantly different and in the middle of the pre- and post-test averages, at 44.5.

With regard to the CIT Organizational Value scale, the results show a statistically significant increase of 14.9 points in ratings from the pre-test average of 53.9, to the post-test average of 68.9, following completion of training. The comparison group average score was significantly lower at 43.6.

For the remaining scales (Organizational Support, Guardianship / Empathy, and Guardianship / Respect), there was no statistically significant change in average ratings from the pre- to post-test measurements. However, in each case, the comparison group average score was significantly lower than for the both pre- and post-test groups.

Table 6
ANOVA Results Comparing Pre-Test, Post-Test, and Comparison Groups on Scale Ratings (group n's = 1,190, 941, and 1,401 respectively)

		Group Statistics			*F-tests*		
Scale	***Group***	***Mean***	***SD***		***F***	***df***	***Sig.***
Burnout / Emotional Intelligence	Pre-test	76.1	19.6				
	Post-test	84.6	17.1		257.9	3531	<.001
	Comparison	61.9	31.6				
Negative Police Subculture	Pre-test	30.8	16.7				

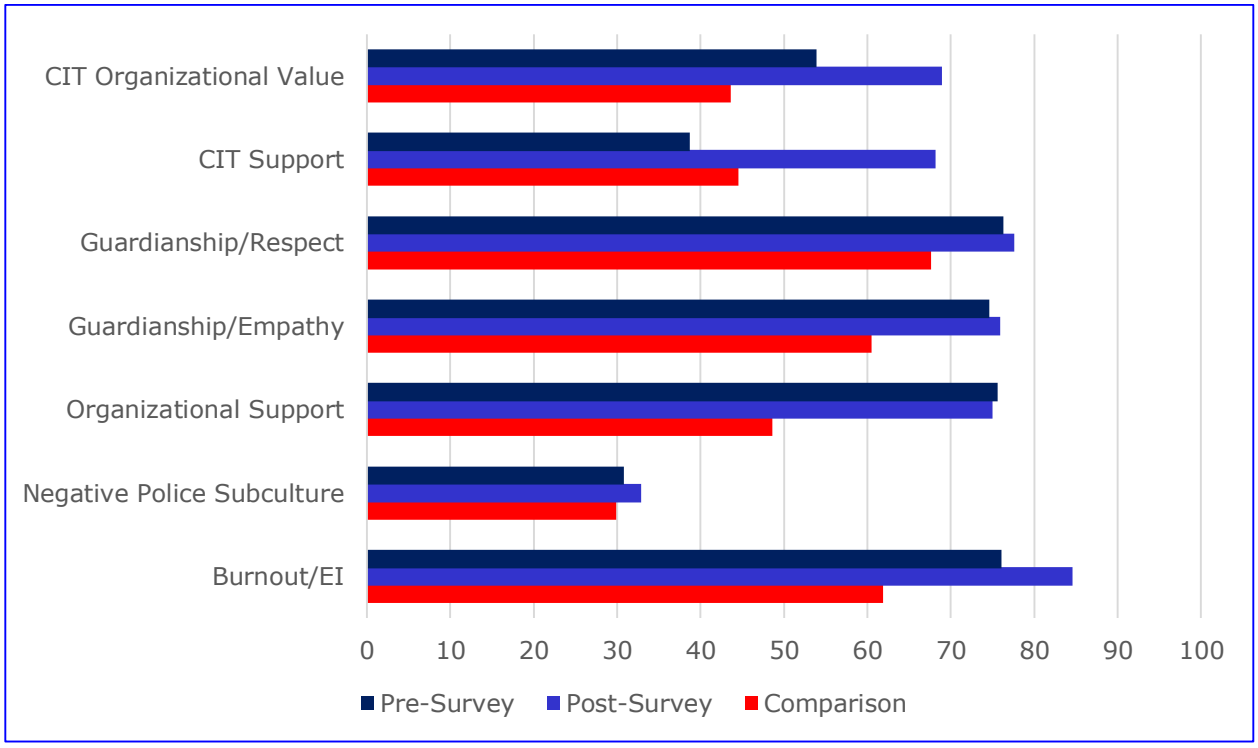
	Post-test	32.9	17.1		7.2	3531	.001
	Comparison	29.9	21.7				
Organizational Support	Pre-test	75.6	21.3				
	Post-test	75.0	20.2		580.2	3531	<.001
	Comparison	48.6	25.6				
Guardianship / Empathy	Pre-test	74.6	23.1				
	Post-test	75.9	20.9		127.2	3531	<.001
	Comparison	60.5	32.7				
Guardianship / Respect	Pre-test	76.3	17.3				
	Post-test	77.6	16.4		83.7	3531	<.001
	Comparison	67.6	25.7				
CIT Support	Pre-test	38.7	28.2				
	Post-test	68.2	22.9		299.6	3531	<.001
	Comparison	44.5	32.8				
CIT Organizational Value	Pre-test	53.9	37.5				
	Post-test	68.9	34.2		143.1	3531	<.001
	Comparison	43.6	34.3				

Table 7
Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, and Comparison 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	-8.5*
		Comparison Survey	14.2*
	Post Survey	Pre Survey	8.5*
		Comparison Survey	22.8*
	Comparison Survey	Pre Survey	-14.2*
		Post Survey	-22.8*
Negative Police Subculture Scale Score	Pre Survey	Post Survey	-2.1*
		Comparison Survey	0.9
	Post Survey	Pre Survey	2.1*
		Comparison Survey	3.0*
	Comparison Survey	Pre Survey	-0.9
		Post Survey	-3.0*
Organizational Support Scale Score	Pre Survey	Post Survey	0.5
		Comparison Survey	26.9*
	Post Survey	Pre Survey	-0.5
		Comparison Survey	26.5*
	Comparison Survey	Pre Survey	-26.9*
		Post Survey	-26.5*
Guardianship Empathy Scale Score	Pre Survey	Post Survey	-1.3
		Comparison Survey	14.1*
	Post Survey	Pre Survey	1.3
		Comparison Survey	15.4*
	Comparison Survey	Pre Survey	-14.1*
		Post Survey	-15.4*
	Pre Survey	Post Survey	-1.3
		Comparison Survey	8.6*
	Post Survey	Pre Survey	1.3

Guardianship Respect Scale Score		Comparison Survey	9.9*
	Comparison Survey	Pre Survey	-8.6*
		Post Survey	-9.9*
CIT Support Scale Score	Pre Survey	Post Survey	-29.5*
		Comparison Survey	-5.9*
	Post Survey	Pre Survey	29.5*
		Comparison Survey	23.6*
	Comparison Survey	Pre Survey	5.9*
		Post Survey	-23.6*
CIT Organizational Value Score	Pre Survey	Post Survey	-14.9*
		Comparison Survey	10.3*
	Post Survey	Pre Survey	14.9*
		Comparison Survey	25.2*
	Comparison Survey	Pre Survey	-10.3*
		Post Survey	-25.2*
* The mean difference is significant at the 0.05 level.			

Figure 10
Mean Differences on Scales for Pre-Test, Post-Test, and Comparison Groups



We next examined group differences in responses to the behavioral crisis items. Results from the ANOVA and post hoc Tukey's tests are summarized in Tables 8 and 9, below, and Figure 11 depicts the means scores graphically for those items exhibiting significant change. As can be seen, 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, although the average rating for the comparison group on these items was significantly lower.

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 4.9 point increase), *"Calls involving persons who are experiencing behavioral crisis are dangerous"* (a 5.6 point increase), *"I am confident in my ability to handle calls involving persons in behavioral crisis"* (a 13.6 point increase), and *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* (a 5.2 point increase).

Table 8
ANOVA Results Comparing Pre-Test, Post-Test, and Comparison Groups on Behavioral Crisis items (group n's = 1,190, 941, and 1,401 respectively)

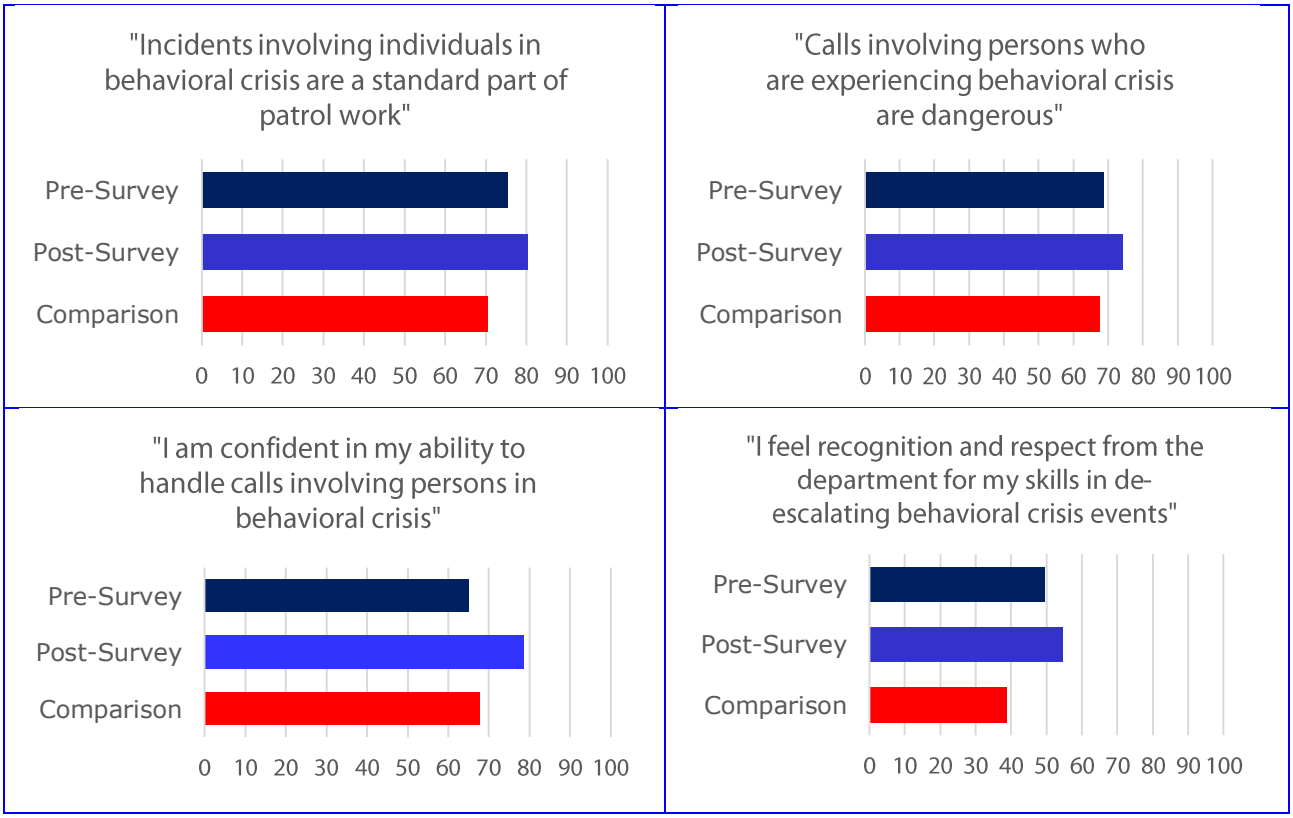
		Group Statistics			F-tests		
Scale	**Group**	**Mean**	**SD**		**F**	**df**	**Sig.**
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	Pre-test	75.5	26.3				
	Post-test	80.4	24.8		28.3	3531	<.001
	Comparison	70.6	37.8				
Calls involving persons who are experiencing behavioral crisis are dangerous.	Pre-test	68.7	27.1				
	Post-test	74.3	25.4		14.6	3531	<.001
	Comparison	67.5	36.8				
I am confident in my ability to handle calls involving persons in behavioral crisis.	Pre-test	65.1	30.2				
	Post-test	78.7	23.6		55.2	3531	<.001
	Comparison	67.6	36.2				
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	Pre-test	49.5	34.7				
	Post-test	54.7	34.3		65.5	3531	<.001
	Comparison	38.7	35.3				
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	54.2	34.4				
	Post-test	54.0	32.5		100.6	3531	<.001
	Comparison	37.7	33.7				
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	49.3	33.0				
	Post-test	47.2	31.8		49.7	3531	<.001
	Comparison	37.3	33.3				
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre-test	47.1	33.1				
	Post-test	43.9	32.1		52.4	3531	<.001
	Comparison	34.4	32.9				

Table 9
Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, and Comparison 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	-4.9*
		Comparison Survey	4.9*
	Post Survey	Pre Survey	4.9*
		Comparison Survey	9.8*
	Comparison Survey	Pre Survey	-4.9*
		Post Survey	-9.8*

Calls involving persons who are experiencing behavioral crisis are dangerous.	Pre Survey	Post Survey	-5.6*
		Comparison Survey	1.2
	Post Survey	Pre Survey	5.6*
		Comparison Survey	6.8*
	Comparison Survey	Pre Survey	-1.2
		Post Survey	-6.8*
I am confident in my ability to handle calls involving persons in behavioral crisis.	Pre Survey	Post Survey	-13.6*
		Comparison Survey	-2.5
	Post Survey	Pre Survey	13.6*
		Comparison Survey	11.1*
	Comparison Survey	Pre Survey	2.5
		Post Survey	-11.1*
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	Pre Survey	Post Survey	-5.2*
		Comparison Survey	10.8*
	Post Survey	Pre Survey	5.2*
		Comparison Survey	16.0*
	Comparison Survey	Pre Survey	-10.8*
		Post Survey	-16.0*
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	0.1
		Comparison Survey	16.5*
	Post Survey	Pre Survey	-0.1
		Comparison Survey	16.3*
	Comparison Survey	Pre Survey	-16.5*
		Post Survey	-16.3*
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	2.1
		Comparison Survey	12.0*
	Post Survey	Pre Survey	-2.1
		Comparison Survey	10.0*
	Comparison Survey	Pre Survey	-12.0*
		Post Survey	-10.0*
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	Pre Survey	Post Survey	3.2
		Comparison Survey	12.7*
	Post Survey	Pre Survey	-3.2
		Comparison Survey	9.5*
	Comparison Survey	Pre Survey	-12.7*
		Post Survey	-9.5*
* The mean difference is significant at the 0.05 level.			

Figure 11
Significant Items Pre/Post Incidents Involving Behavioral Crisis



Finally, we examined group differences in responses to the three scenarios. Results from the ANOVA and post hoc Tukey's tests for the first scenario (Depression) are summarized in Tables 10 and 11, below. As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Depression in all three groups, with the average ratings higher for the pre- and post-test groups as contrasted with the comparison group. There was an increase in average pre- to post-test ratings on the item related to no increased risk of attempted suicide, with the comparison group average significantly lower, and no difference in pre- and post-test averages for the item related to increased risk of suicide-by-cop, although these averages were also significantly higher than the comparison group average.

Officers identified the need to assess the subject's mental state as the first priority in both pre- and post-test responses (with no statistically significant difference), and significantly higher on average than the comparison group. 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- to post-test groups, with the comparison group significantly lower). A substantial decrease of about 27 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."* 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"* along with a lower average for the comparison group. Finally, respondents in both pre- and post-test 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 no significant difference in the average scores, but with a significantly lower score for the comparison group. Figure 12 highlights the change in selected items for the Depression scenario.

Table 10
ANOVA Results Comparing Pre-Test, Post-Test, and Comparison Groups on Scenario 1 –Depression Items (group n's = 1,190, 941, and 1,401 respectively)

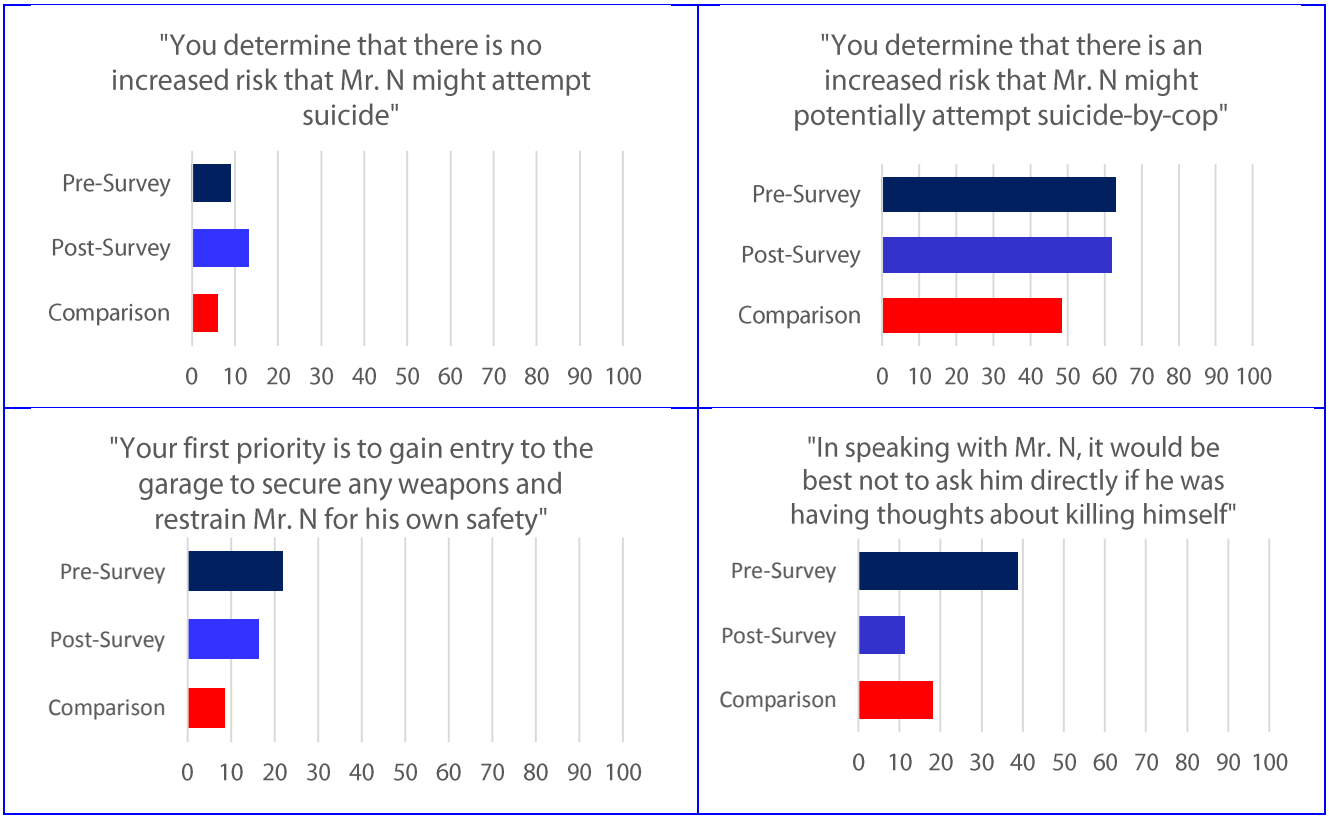
Scenario 1 (Depression): You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned 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	5.3	13.9				
	Post-test	4.2	14.3		31.7	3531	<.001
	Comparison	1.7	7.3				
Mr. N is exhibiting symptoms most associated with Depression.	Pre-test	84.7	25.3				
	Post-test	83.9	29.8		112.5	3531	<.001
	Comparison	66.9	41.8				
Mr. N is exhibiting symptoms most associated with Schizophrenia.	Pre-test	6.2	14.6				
	Post-test	5.0	14.0		17.2	3531	<.001
	Comparison	3.2	10.8				
You determine that there is no increased risk that Mr. N might attempt suicide.	Pre-test	9.1	22.7				
	Post-test	13.2	29.5		27.1	3531	<.001
	Comparison	5.9	19.4				
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	Pre-test	63.1	33.1				
	Post-test	61.8	35.9		62.8	3531	<.001
	Comparison	48.5	39.6				
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-test	22.0	28.3				
	Post-test	16.2	27.3		96.3	3531	<.001
	Comparison	8.6	19.1				
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	72.3	33.5				
	Post-test	72.1	35.5		113.7	3531	<.001
	Comparison	52.7	42.3				
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	38.7	37.5				
	Post-test	11.2	26.0		230.1	3531	<.001
	Comparison	17.9	29.7				
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	75.0	30.6				
	Post-test	67.8	36.3		56.4	3531	<.001
	Comparison	59.7	41.5				
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-test	75.4	32.3				
	Post-test	74.4	35.8		126.0	3531	<.001
	Comparison	54.5	42.5				

Table 11 **Tukey's Honest Significant Difference (HSD) Test Results For Pre-Test, Post-Test, and Comparison 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	1.1
		Comparison Survey	3.6*
	Post Survey	Pre Survey	-1.1
		Comparison Survey	2.5*
	Comparison Survey	Pre Survey	-3.6*
		Post Survey	-2.5*
Mr. N is exhibiting symptoms most associated with Depression.	Pre Survey	Post Survey	0.7
		Comparison Survey	17.8*
	Post Survey	Pre Survey	-0.7
		Comparison Survey	17.0*
	Comparison Survey	Pre Survey	-17.8*
		Post Survey	-17.0*
Mr. N is exhibiting symptoms most associated with Schizophrenia.	Pre Survey	Post Survey	1.3
		Comparison Survey	3.0*
	Post Survey	Pre Survey	-1.3
		Comparison Survey	1.7*
	Comparison Survey	Pre Survey	-3.0*
		Post Survey	-1.7*
You determine that there is no increased risk that Mr. N might attempt suicide.	Pre Survey	Post Survey	-4.1*
		Comparison Survey	3.2*
	Post Survey	Pre Survey	4.1*
		Comparison Survey	7.3*
	Comparison Survey	Pre Survey	-3.2*
		Post Survey	-7.3*
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	Pre Survey	Post Survey	1.3
		Comparison Survey	14.6*
	Post Survey	Pre Survey	-1.3
		Comparison Survey	13.3*
	Comparison Survey	Pre Survey	-14.6*
		Post Survey	-13.3*
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	5.9*
		Comparison Survey	13.5*
	Post Survey	Pre Survey	-5.9*
		Comparison Survey	7.6*
	Comparison Survey	Pre Survey	-13.5*
		Post Survey	-7.6*
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	0.2
		Comparison Survey	19.6*
	Post Survey	Pre Survey	-0.2
		Comparison Survey	19.4*
	Comparison Survey	Pre Survey	-19.6*
		Post Survey	-19.4*
	Pre Survey	Post Survey	27.5*
		Comparison Survey	20.8*
	Post Survey	Pre Survey	-27.5*

In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.		Comparison Survey	-6.7*
	Comparison Survey	Pre Survey	-20.8*
		Post Survey	6.7*
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	7.2*
		Comparison Survey	15.4*
	Post Survey	Pre Survey	-7.2*
		Comparison Survey	8.1*
	Comparison Survey	Pre Survey	-15.4*
		Post Survey	-8.1*
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	1.0
		Comparison Survey	20.9*
	Post Survey	Pre Survey	-1.0
		Comparison Survey	19.9*
	Comparison Survey	Pre Survey	-20.9*
		Post Survey	-19.9*
* The mean difference is significant at the 0.05 level.			

Figure 12
Selected Items Pre/Post CIT Scenario – Depression



Results from the ANOVA and post hoc Tukey's tests for the second scenario (Schizophrenia) are summarized in Tables 12 and 13, below. As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Schizophrenia in all three groups, with the average ratings higher for the pre- and post-test groups as contrasted with the comparison group. There was a

notable decrease of about 21 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,"* with a lower comparison group average. 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,"* with lower comparison group averages. Figure 13 highlights the change in selected items from the Schizophrenia scenario.

Table 12
ANOVA Results Comparing Pre-Test, Post-Test, and Comparison Groups on Scenario 2 Schizophrenia Items (group n's = 1,190, 941, and 1,401 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	16.9	25.0				
	Post-test	10.2	20.2		73.9	3531	<.001
	Comparison	7.1	16.5				
Ms. S is exhibiting symptoms associated with depression.	Pre-test	17.4	25.8				
	Post-test	9.8	20.3		62.3	3531	<.001
	Comparison	8.2	18.9				
Ms. S is exhibiting symptoms associated with Schizophrenia.	Pre-test	73.3	32.4				
	Post-test	74.6	35.5		53.4	3531	<.001
	Comparison	60.7	41.3				
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	Pre-test	66.5	33.4				
	Post-test	65.5	38.0		46.8	3531	<.001
	Comparison	53.6	40.5				
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	Pre-test	70.1	32.0				
	Post-test	72.2	35.3		45.8	3531	<.001
	Comparison	59.1	40.6				
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	Pre-test	43.5	37.9				
	Post-test	22.7	34.3		278.2	3531	<.001
	Comparison	13.5	26.4				
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	65.3	33.9				
	Post-test	67.5	37.2		177.7	3531	<.001
	Comparison	42.5	38.8				
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	Pre-test	15.6	25.5				
	Post-test	8.0	20.1		121.9	3531	<.001
	Comparison	3.6	12.1				
	Pre-test	60.5	34.0				
	Post-test	71.5	34.0		95.2	3531	<.001

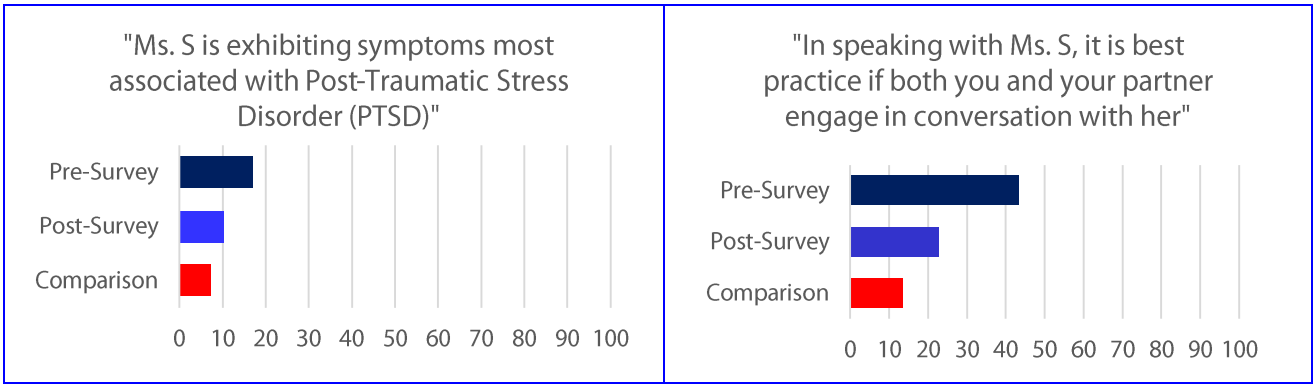
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	Comparison	50.5	39.2				
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	Pre-test	70.7	34.3				
	Post-test	65.4	39.8		46.2	3531	<.001
	Comparison	56.0	42.9				

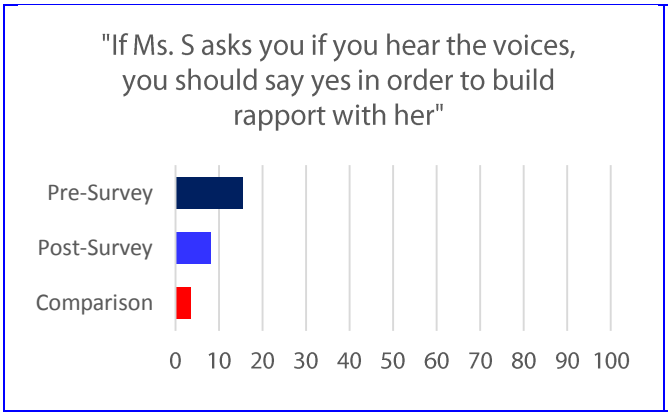
Table 13
Tukey's Honest Significant Difference (HSD) Test Results for Pre-Test, Post-Test, and Comparison Group Scores on Scenario 2 Schizophrenia Items

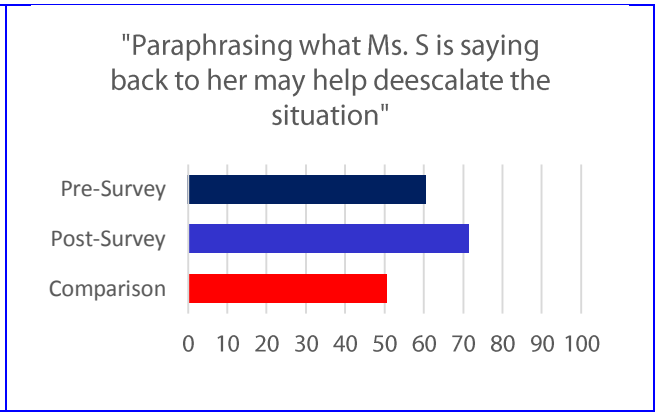
Dependent Variable	*(I) Group*	*(J) Contrast Group*	*Mean Difference (I-J)*
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	Pre Survey	Post Survey	6.7*
		Comparison Survey	9.8*
	Post Survey	Pre Survey	-6.7*
		Comparison Survey	3.1*
	Comparison Survey	Pre Survey	-9.8*
		Post Survey	-3.1*
Ms. S is exhibiting symptoms associated with depression.	Pre Survey	Post Survey	7.6*
		Comparison Survey	9.2*
	Post Survey	Pre Survey	-7.6*
		Comparison Survey	1.6
	Comparison Survey	Pre Survey	-9.2*
		Post Survey	-1.6
Ms. S is exhibiting symptoms associated with Schizophrenia.	Pre Survey	Post Survey	-1.3
		Comparison Survey	12.5*
	Post Survey	Pre Survey	1.3
		Comparison Survey	13.8*
	Comparison Survey	Pre Survey	-12.5*
		Post Survey	-13.8*
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	Pre Survey	Post Survey	1.0
		Comparison Survey	12.9*
	Post Survey	Pre Survey	-1.0
		Comparison Survey	11.9*
	Comparison Survey	Pre Survey	-12.9*
		Post Survey	-11.9*
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	Pre Survey	Post Survey	-2.1
		Comparison Survey	11.0*
	Post Survey	Pre Survey	2.1
		Comparison Survey	13.1*
	Comparison Survey	Pre Survey	-11.0*
		Post Survey	-13.1*
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	Pre Survey	Post Survey	20.9*
		Comparison Survey	30.1*
	Post Survey	Pre Survey	-20.9*
		Comparison Survey	9.2*
	Comparison Survey	Pre Survey	-30.1*
		Post Survey	-9.2*
	Pre Survey	Post Survey	-2.2
		Comparison Survey	22.8*

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.	Post Survey	Pre Survey	2.2
		Comparison Survey	25.0*
	Comparison Survey	Pre Survey	-22.8*
		Post Survey	-25.0*
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	7.6*
		Comparison Survey	12.0*
	Post Survey	Pre Survey	-7.6*
		Comparison Survey	4.4*
	Comparison Survey	Pre Survey	-12.0*
		Post Survey	-4.4*
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	Pre Survey	Post Survey	-11.0*
		Comparison Survey	10.0*
	Post Survey	Pre Survey	11.0*
		Comparison Survey	21.0*
	Comparison Survey	Pre Survey	-10.0*
		Post Survey	-21.0*
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	5.3*
		Comparison Survey	14.7*
	Post Survey	Pre Survey	-5.3*
		Comparison Survey	9.4*
	Comparison Survey	Pre Survey	-14.7*
		Post Survey	-9.4*
* The mean difference is significant at the 0.05 level.			

Figure 13
Selected Items Pre/Post CIT Scenario – Schizophrenia







Results from the ANOVA and post hoc Tukey's tests for the third scenario (Dementia or Alzheimer's) are presented in Tables 14 and 15, below. As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Dementia or Alzheimer's in all three groups, with the average ratings higher for the pre- and post-test groups as contrasted with the comparison 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 highlights the change in selected items for the Dementia or Alzheimer's scenario.

Table 14
ANOVA Results Comparing Pre-Test, Post-Test, and Comparison Groups on Scenario 3 Dementia/Alzheimer's Items (group n's = 1,190, 941, and 1,401 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	7.9	16.8				
	Post-test	4.8	13.6		52.5	3531	<.001
	Comparison	2.5	9.2				
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre-test	81.5	30.5				
	Post-test	81.3	33.3		60.5	3531	<.001
	Comparison	67.7	42.2				
Mr. B is exhibiting symptoms most associated with Schizophrenia.	Pre-test	12.4	22.7				
	Post-test	7.6	18.0		59.0	3531	<.001
	Comparison	4.6	13.6				
You ask Mr. B if you can sit down and ask permission before moving any items.	Pre-test	56.6	39.3				
	Post-test	56.4	41.8		36.9	3531	<.001
	Comparison	44.4	41.8				
	Pre-test	78.9	29.0				
	Post-test	79.6	33.2		73.8	3531	<.001

You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	Comparison	64.4	41.4				
Paraphrasing Mr. B's statements help to confirm that you understand them.	Pre-test	72.2	32.0				
	Post-test	76.8	34.0		107.0	3531	<.001
	Comparison	56.3	41.1				
You determine that most likely there has been no burglary and you close the case and leave.	Pre-test	18.6	28.1				
	Post-test	10.6	23.1		90.8	3531	<.001
	Comparison	6.4	17.7				
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	Pre-test	3.8	12.1				
	Post-test	2.6	10.3		41.8	3531	<.001
	Comparison	0.6	3.8				
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	80.3	30.3				
	Post-test	77.1	36.2		81.8	3531	<.001
	Comparison	62.7	42.5				
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	Pre-test	76.1	32.8				
	Post-test	77.0	36.0		76.9	3531	<.001
	Comparison	60.1	44.3				

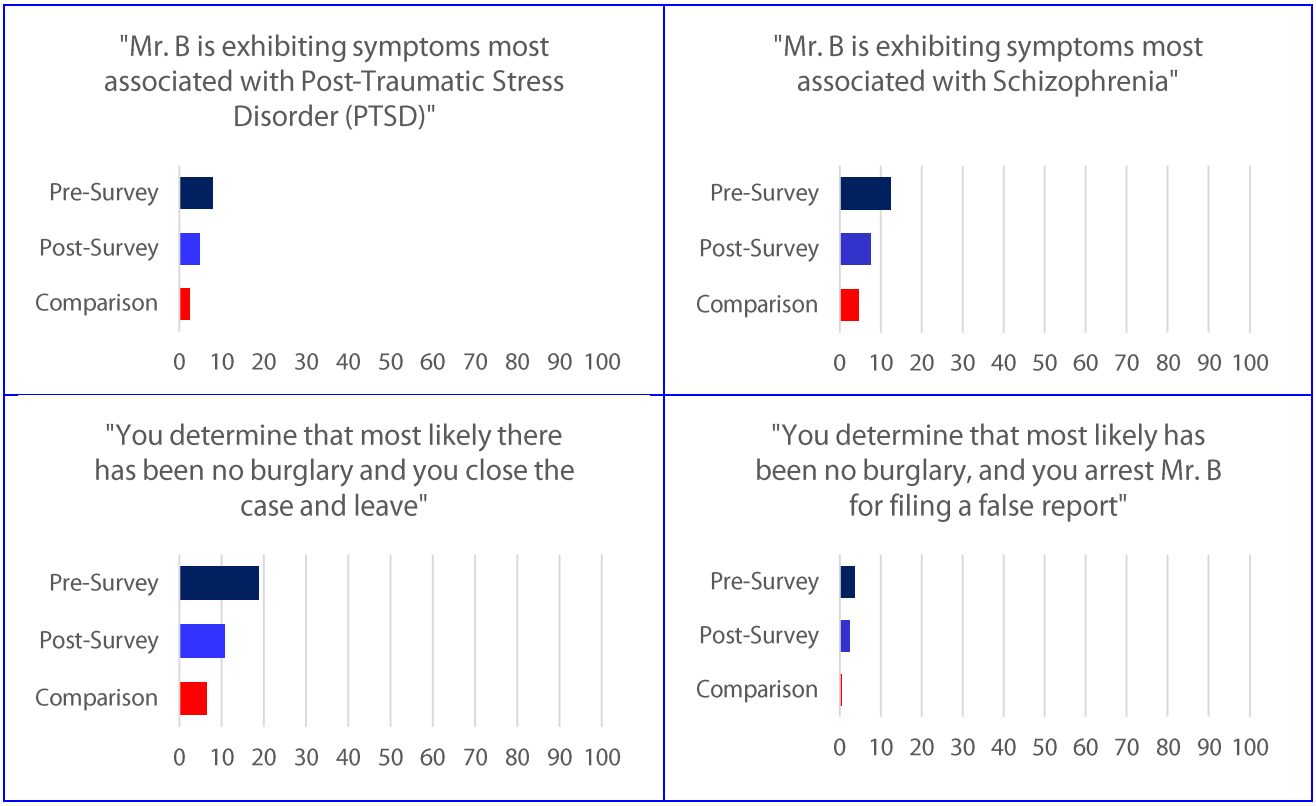
Table 15

Tukey's Honest Significant Difference (HSD) Test Results For Pre-Test, Post-Test, and Comparison 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	3.2*
		Comparison Survey	5.4*
	Post Survey	Pre Survey	-3.2*
		Comparison Survey	2.2*
	Comparison Survey	Pre Survey	-5.4*
		Post Survey	-2.2*
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	Pre Survey	Post Survey	0.2
		Comparison Survey	13.8*
	Post Survey	Pre Survey	-0.2
		Comparison Survey	13.6*
	Comparison Survey	Pre Survey	-13.8*
		Post Survey	-13.6*
Mr. B is exhibiting symptoms most associated with Schizophrenia.	Pre Survey	Post Survey	4.8*
		Comparison Survey	7.8*
	Post Survey	Pre Survey	-4.8*
		Comparison Survey	3.0*
	Comparison Survey	Pre Survey	-7.8*
		Post Survey	-3.0*
You ask Mr. B if you can sit down and ask permission before moving any items.	Pre Survey	Post Survey	0.2
		Comparison Survey	12.2*
	Post Survey	Pre Survey	-0.2
		Comparison Survey	12.0*
	Comparison Survey	Pre Survey	-12.2*
		Post Survey	-12.0*
	Pre Survey	Post Survey	-0.7

You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.		Comparison Survey	14.5*
	Post Survey	Pre Survey	0.7
		Comparison Survey	15.2*
	Comparison Survey	Pre Survey	-14.5*
		Post Survey	-15.2*
Paraphrasing Mr. B's statements help to confirm that you understand them.	Pre Survey	Post Survey	-4.6*
		Comparison Survey	15.9*
	Post Survey	Pre Survey	4.6*
		Comparison Survey	20.5*
	Comparison Survey	Pre Survey	-15.9*
		Post Survey	-20.5*
You determine that most likely there has been no burglary and you close the case and leave.	Pre Survey	Post Survey	8.0*
		Comparison Survey	12.2*
	Post Survey	Pre Survey	-8.0*
		Comparison Survey	4.1*
	Comparison Survey	Pre Survey	-12.2*
		Post Survey	-4.1*
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	Pre Survey	Post Survey	1.3*
		Comparison Survey	3.2*
	Post Survey	Pre Survey	-1.3*
		Comparison Survey	2.0*
	Comparison Survey	Pre Survey	-3.2*
		Post Survey	-2.0*
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	3.2
		Comparison Survey	17.5*
	Post Survey	Pre Survey	-3.2
		Comparison Survey	14.3*
	Comparison Survey	Pre Survey	-17.5*
		Post Survey	-14.3*
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	-0.9
		Comparison Survey	16.0*
	Post Survey	Pre Survey	0.9
		Comparison Survey	16.9*
	Comparison Survey	Pre Survey	-16.0*
		Post Survey	-16.9*
* The mean difference is significant at the 0.05 level.			

Figure 14
Selected Items Pre/Post CIT Scenario -- Dementia or Alzheimer's



Within Individual Change

The ANOVA results presented above describe aggregate (group-level) change, but may tend to mask variability in individual change. Paired sample *t*-tests were conducted in order to examine within-individual change among 698 recruits for whom pre- and post-test measures could be individually linked. Within this sample of 698 officers, 12% are female, 20% are nonwhite, and 64% have a college degree. Table 16 shows the demographic characteristics of the 698 recruits included in the within individual change analysis.

Table 16
Background Characteristics of Within-Individual Sample (n=698)

	n (%)	***M(SD)***
Gender		
Female	84 (12.0)	---
Male	614 (88.0)	---
Age *(n=694)*		
	---	28.6 (5.9)

Total Years in Law Enforcement *(n=680)*		
	---	1.0 (2.7)
Race/Ethnicity		
Caucasian	555 (79.5)	---
African-American	23 (3.3)	---
Latino/Latina or Hispanic	55 (7.9)	---
Asian/Pacific Islander	27 (3.9)	---
Native-American/Alaskan Native	1 (0.1)	---
Multiple Race/Ethnicity	27 (3.9)	---
Other	8 (1.1)	---
Missing/Unknown	2 (0.3)	---
Education		
HS/GED	54 (7.7)	---
Some College	195 (27.9)	---
AA/AS	113 (16.2)	---
BA/BS	304 (43.6)	---
JD	3 (0.4)	---
MA/MS	24 (3.4)	---
Missing/Unknown	3 (0.4)	---
Current Rank		
Recruit	636 (91.1)	---
Officer	19 (2.7)	---
Student officer in field training	16 (2.3)	---
Other	8 (1.1)	
Missing/Unknown	19 (2.7)	---

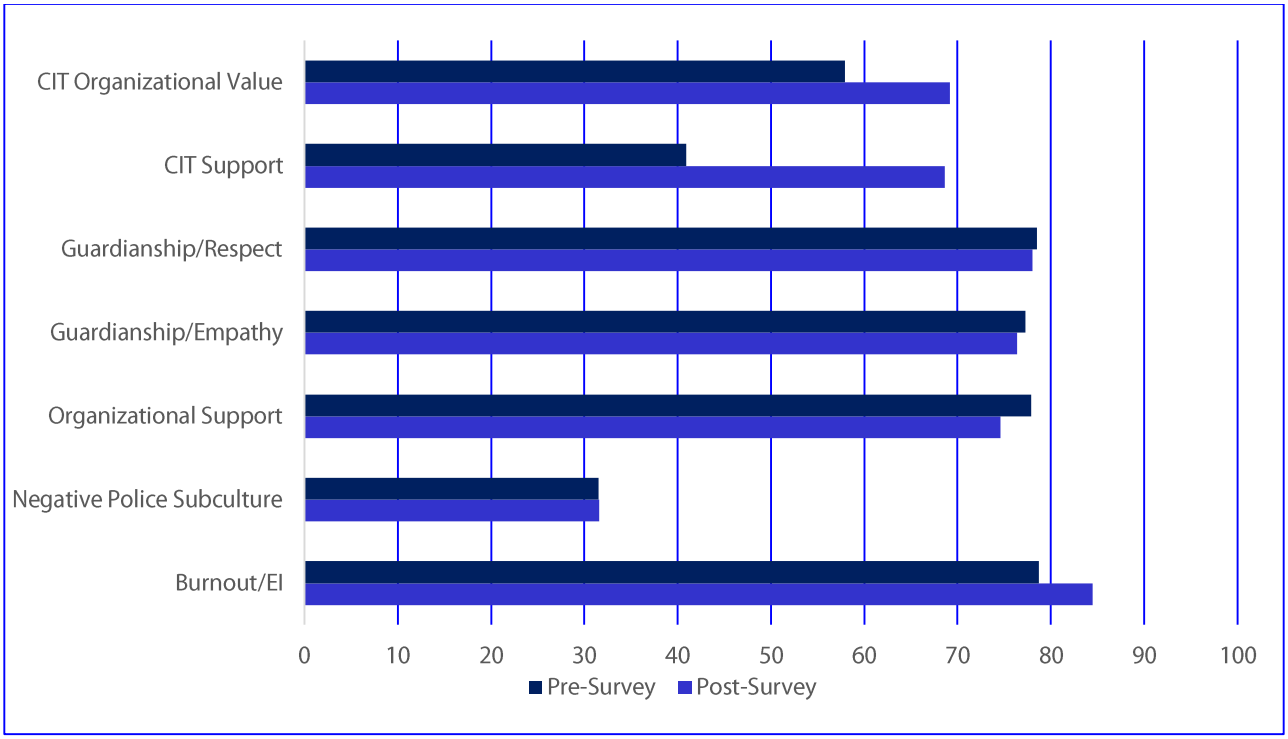
Z-tests for the difference in proportions show that these demographics are not statistically different from those of the larger pre-test group ($z = 0.1$, $p = .897$; $z = -1.3$, $p = .190$; and $z = 0.9$, $p = .342$, respectively). In addition, the average age is 28.6 years, ranging from 20 to 58 years of age ($SD = 5.9$), and this is not statistically different from the larger pre-test group ($t(1841) = 0.0$, $p = 1.000$).

Results from the paired t-tests examining scale scores are presented in Table 16, below, and Figure 15 depicts the mean scores graphically for each group. As can be seen, 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 ($t(697) = -7.9$, $p < .001$); an average decrease of about 3 points on the Organizational Support scale ($t(697) = 4.1$, $p < .001$); an average increase of about 28 points on the CIT Support scale ($t(697) = -22.7$, $p < .001$); and an average increase of about 11 points on the CIT Organizational Value scale ($t(697) = -7.1$, $p < .001$). These results are largely consistent with the ANOVA findings, with the exception of the Negative Police Subculture scale (for which a minor aggregate increase was observed in the ANOVA model, but with no corresponding within-individual change here) and the Organizational Support scale (for which no aggregate change was observed in the ANOVA model, but having a within-individual decrease noted here).

Table 17
Mean Differences On Pre- And Post-Test Scale Ratings (*n* = 698)

	Pre-test			*Post-test*					
Scale	***Mean***	***SD***		***Mean***	***SD***		***t***	***df***	***Sig.***
Burnout / Emotional Intelligence	78.7	14.6		84.5	17.0		-7.9	697	<.001
Negative Police Subculture	31.5	15.9		31.6	16.9		-0.3	697	.786
Organizational Support	77.9	18.7		74.6	20.5		4.1	697	<.001
Guardianship / Empathy	77.3	19.3		76.4	20.6		1.0	697	.311
Guardianship / Respect	78.5	14.3		78.0	16.3		0.7	697	.492
CIT Support	40.9	27.5		68.6	22.4		-22.7	697	<.001
CIT Organizational Value	57.9	36.1		69.2	34.0		-7.1	697	<.001

Figure 15
Mean Differences on Scales for BLEA Pre/Post Paired Sample *t*-tests



The pre-test, post-test, and change scores (i.e., the post-test score minus the pre-test score) were treated as dependent variables in a series of OLS regression models, with independent variables including: officer gender, race, age, education, and years in law enforcement; variables controlling for prior training on Blue Courage and CIT training; and general familiarity with Blue Courage, and CIT. Results are presented for statistically significant models, based upon the results of model F-tests. Four of the pre-test scale scores, one post-test scale score, and two change scores yielded statistically significant models.

Results for the pre-test Burnout/EI model are presented in Table 17, below. The pre-test model indicates that, while controlling for other variables in the model, officers with prior CIT training scored

about 4 points lower on average on the pre-test Burnout/Emotional Intelligence scale. However, an officer's level of familiarity with BC and CIT, regardless of whether they had prior training, were both positively associated with higher pre-test scores on the Burnout/EI scale. Familiarity with CIT was the strongest variable in the model. The model explains about 5% of the variance in the pre-test Burnout/Emotional Intelligence scale scores.

Table 18
OLS Regression Results For Pre-Test Burnout/Emotional Intelligence Scale Ratings (*n* = 672)

Variable	*B*	*SE*	*b*	*t*	*Sig.*
Female	1.18	1.73	0.03	0.68	.496
Nonwhite	2.53	1.40	0.07	1.82	.070
Age	0.11	0.10	0.04	1.04	.298
College Degree	-2.00	1.16	-0.07	-1.73	.084
Years in Law Enforcement	0.04	0.23	0.01	0.15	.880
Prior BC training	-3.07	2.91	-0.05	-1.06	.292
Prior CIT training	-4.11	1.99	-0.09	-2.07	.039
Familiarity with BC	0.06	0.03	0.10	1.97	.049
Familiarity with CIT	0.09	0.03	0.16	3.16	.002

Results for the pre-test Negative Police Subculture model are presented in Table 18, below. The pre-test model indicates that, while controlling for other variables in the model, an officer's level of familiarity with CIT was positively associated with higher pre-test scores on the CIT Support scale. This was the only significant variable in the model. The model explains about 3% of the variance in the pre-test Negative Police Subculture scale scores.

Table 19
OLS Regression Results For Pre-Test Negative Police Subculture Scale Ratings (*n* = 672)

Variable	*B*	*SE*	*b*	*t*	*Sig.*
Female	0.05	1.90	<0.01	0.03	.979
Nonwhite	1.91	1.53	0.05	1.25	.213
Age	-0.12	0.11	-0.05	-1.11	.270
College Degree	-0.20	1.27	-0.01	-0.15	.877
Years in Law Enforcement	-0.06	0.25	-0.01	-0.23	.820
Prior BC training	-4.92	3.20	-0.07	-1.54	.124
Prior CIT training	-0.81	2.18	-0.02	-0.37	.711
Familiarity with BC	0.02	0.03	0.04	0.72	.473
Familiarity with CIT	0.09	0.03	0.15	2.91	.004

Results for the pre-test CIT Support model are presented in Table 19, below. The pre-test model indicates that, while controlling for other variables in the model, female officers scored about 6 points higher on average, officers with a college degree about 4 points higher on average, and those with prior CIT training about 6 points higher on average, on the pre-test CIT Support scale. In addition, an officer's level of familiarity with CIT was positively associated with higher pre-test scores on the CIT Support scale; in fact, this was the strongest variable in the model. The model explains about 26% of the variance in the pre-test CIT support scale scores.

Table 20 **OLS Regression Results for Pre-Test CIT Support Scale Ratings (*n* = 672)**					
Variable	***B***	***SE***	***b***	***t***	***Sig.***
Female	5.75	2.87	0.07	2.01	.045
Nonwhite	0.82	2.31	0.01	0.36	.722
Age	-0.10	0.17	-0.02	-0.56	.578
College Degree	4.33	1.92	0.08	2.26	.024
Years in Law Enforcement	0.46	0.38	0.05	1.21	.229
Prior BC training	5.38	4.82	0.04	1.12	.265
Prior CIT training	6.42	3.29	0.08	1.95	.052
Familiarity with BC	0.02	0.05	0.02	0.49	.625
Familiarity with CIT	0.42	0.04	0.43	9.53	<.001

Results for the pre-test CIT Organizational Value model are presented in Table 20, below. The pre-test model indicates that, while controlling for other variables in the model, officer age was associated with lower pre-test scores on the CIT Organizational Value scale, and an officer's level of familiarity with CIT was associated with higher pre-test scores on the CIT Organizational Value scale. The model explains about 6% of the variance in the pre-test CIT Organizational Value scale scores.

Table 21 **OLS Regression Results For Pre-Test CIT Organizational Value Scale Ratings (*n* = 672)**					
Variable	*B*	*SE*	*b*	*t*	*Sig.*
Female	6.45	4.26	0.06	1.51	.131
Nonwhite	2.73	3.43	0.03	0.80	.427
Age	-0.69	0.25	-0.11	-2.72	.007
College Degree	2.98	2.85	0.04	1.04	.297
Years in Law Enforcement	0.44	0.57	0.03	0.78	.438
Prior BC training	1.98	7.16	0.01	0.28	.783
Prior CIT training	6.47	4.90	0.06	1.32	.187
Familiarity with BC	0.14	0.07	0.09	1.90	.058
Familiarity with CIT	0.14	0.07	0.11	2.15	.032

As previously noted one of the post-test score models was statistically significant, namely the post-test scores on the Negative Police Subculture scale. Results for the post-test Negative Police Subculture model are presented in Table 21, below. The post-test model indicates that, while controlling for other variables in the model, an officer's level of familiarity with CIT was associated with higher post-test scores on the Negative Police Subculture scale. The model explains about 3% of the variance in the post-test Negative Police Subculture scale scores.

Table 22 **OLS Regression Results For Post-Test Negative Police Subculture Scale Ratings (*n* = 672)**					
Variable	***B***	***SE***	***b***	***t***	***Sig.***
Female	-0.88	2.03	-0.02	-0.44	.664
Nonwhite	0.82	1.64	0.02	0.50	.616
Age	0.11	0.12	0.04	0.87	.383

College Degree	1.11	1.36	0.03	0.82	.415
Years in Law Enforcement	0.27	0.27	0.04	1.00	.316
Prior BC training	-0.72	3.41	-0.01	-0.21	.834
Prior CIT training	0.17	2.33	<0.01	0.07	.941
Familiarity with BC	-0.01	0.04	-0.01	-0.09	.925
Familiarity with CIT	0.09	0.03	0.15	2.92	.004

The model predicting change from pre- to post-test scores on the CIT Support scale yielded two significant coefficients: prior CIT training, and the officer's level of familiarity with CIT (see Table 22, below). However, the coefficients are both negative which indicates that prior CIT training and higher levels of officer familiarity with CIT (as indicated at pre-test) are associated with lower change scores, on average, in the CIT Support score from pre- to post-test. The model explains about 15% of the variance in the pre-post change scores for the CIT Support scale.

Table 23
OLS Regression Results For Change In CIT Support Scale Scores (*n* = 672)

Variable	*B*	*SE*	*b*	*t*	*Sig.*
Female	-1.73	3.54	-0.02	-0.49	.625
Nonwhite	0.52	2.86	0.01	0.18	.856
Age	0.08	0.21	0.02	0.38	.704
College Degree	-2.61	2.37	-0.04	-1.10	.271
Years in Law Enforcement	-0.66	0.47	-0.06	-1.40	.164
Prior BC training	-5.84	5.95	-0.04	-0.98	.327
Prior CIT training	-8.72	4.07	-0.09	-2.14	.033
Familiarity with BC	-0.06	0.06	-0.04	-0.94	.346
Familiarity with CIT	-0.33	0.06	-0.29	-6.08	<.001

The model predicting change from pre- to post-test scores on the CIT Organizational Value scale yielded one significant coefficients: officer age (see Table 23, below). As the age of the officer increases, the average change score from pre- to post-test also increases. The model explains about 4% of the variance in the pre-post change scores for the CIT Organizational Value scale.

Table 24
OLS Regression Results For Change In CIT Organizational Value Scale Ratings (*n* = 672)

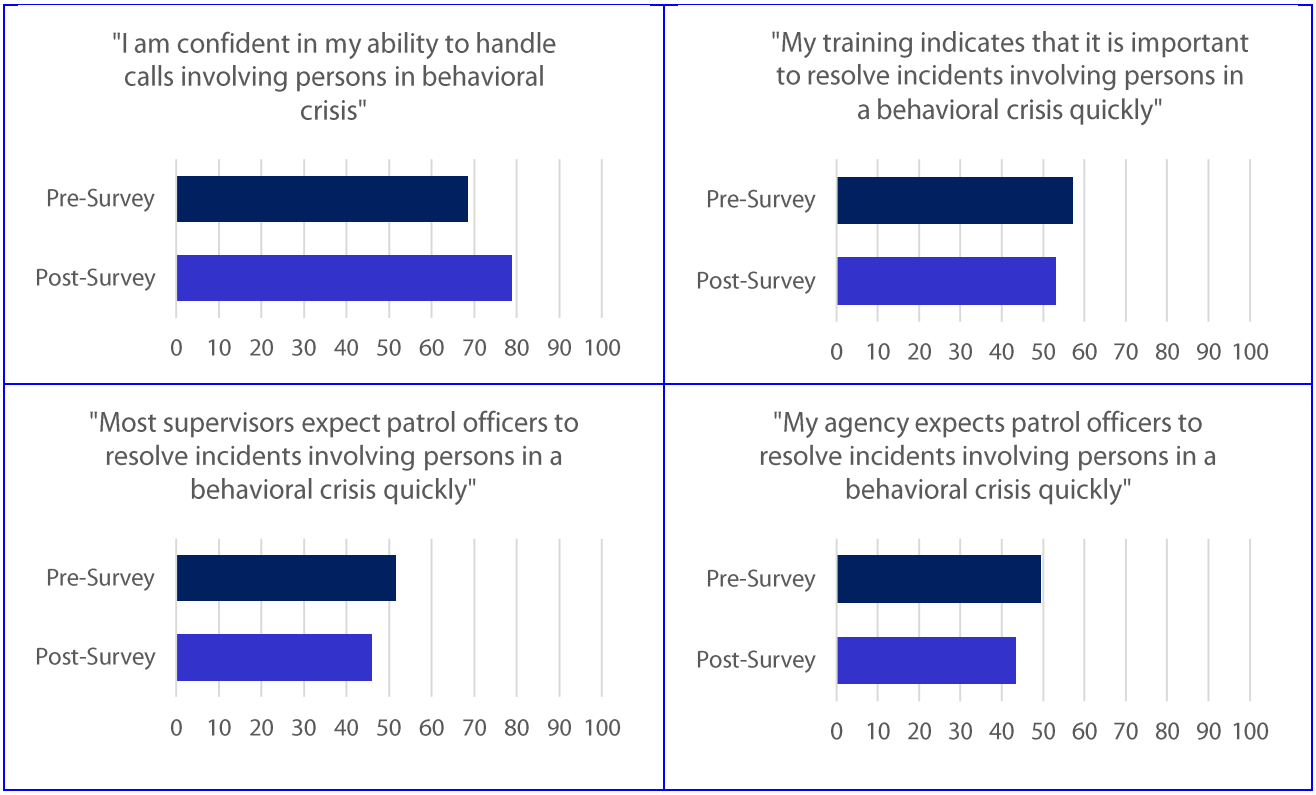
Variable	***B***	***SE***	***b***	***t***	***Sig.***
Female	0.86	5.04	0.01	0.17	.865
Nonwhite	1.14	4.06	0.01	0.28	.778
Age	0.90	0.30	0.13	3.01	.003
College Degree	-5.33	3.38	-0.06	-1.58	.115
Years in Law Enforcement	-0.41	0.67	-0.03	-0.60	.547
Prior BC training	-1.92	8.48	-0.01	-0.23	.821
Prior CIT training	-6.46	5.80	-0.05	-1.11	.266
Familiarity with BC	-0.08	0.09	-0.05	-0.89	.372
Familiarity with CIT	-0.12	0.08	-0.08	-1.57	.117

We next examined individual change in responses to the behavioral crisis items. Results from paired *t*-tests are presented in Table 24, below, and Figure 16 depicts selected mean scores graphically for each group. As can be seen, statistically significant changes were observed in all but one of the seven items. Specifically, there was an average increase of about 3 and 4 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 (697) = -3.1, p = .002; *t* (697) = -3.9, p<.001), and an average increase of about 10 points on the item, "*I am confident in my ability to handle calls involving persons in behavioral crisis*" (*t* (697) = -8.5, *p* < .001). There was an average decrease of about 4 points on the item, "*My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly*" (*t* (697) = 2.7, *p* = .007), and an average decrease of about 6 points 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* (697) = 3.8, *p* < .001; *t* (697) = 4.0, *p*<.001). 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* (697) = -0.5, *p* = .589). These results are consistent with the ANOVA findings, with the exception of the decrease on the fifth item, "*My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly,*" for which no difference was observed in ANOVA between pre- and post-test groups. Also, while the fourth item, *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events,"* exhibited no change within-individuals, there was an increase observed in ANOVA between pre- and post-test groups.

Table 25
Mean Differences On Pre- and Post-Test Behavioral Crisis Items (*n* = 698)

	Pre-test			***Post-test***				
Item	***Mean***	***SD***		***Mean***	***SD***		***t***	***Sig.***
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	78.6	21.7		81.8	23.6		-3.1	.002
Calls involving persons who are experiencing behavioral crisis are dangerous.	71.5	23.8		75.7	24.4		-3.9	<.001
I am confident in my ability to handle calls involving persons in behavioral crisis.	68.6	27.7		78.9	22.8		-8.5	<.001
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	54.1	33.6		54.9	34.2		-0.5	.589
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	57.3	33.2		53.1	32.3		2.7	.007
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	51.7	31.7		46.0	31.8		3.9	<.001
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	49.3	32.2		43.3	32.3		4.0	<.001

Figure 16
Selected Items - Behavioral Crisis BLEA Pre/Post



Finally, we examined individual change in responses to the three scenarios. Results from paired *t*-tests for the first scenario (Depression) are presented in Table 25, below, and Figure 17 depicts selected mean scores graphically for each group. As can be seen, officers correctly associated the symptoms portrayed in the scenario with those of Depression in both their pre- and post-test responses, with no statistically significant difference. There was also an average decrease of about 2 points in scores associating symptoms with Schizophrenia (t (697) = 2.7, p = .006), although these ratings were relatively low to begin with. There was an average increase of about 5 points on the item related to no increased risk of attempted suicide (t (697) = -3.9, p < .001), and no significant change on the item related to increased risk of suicide-by-cop. Officers identified the need to assess the subject's mental state as the first priority in both pre- and post-test responses (with no statistically significant difference), and gaining entry to secure weapons and restrain the subject as a secondary priority (there was an average decrease of about 7 points on this item; t (697) = 5.2, p < .001). A substantial decrease of nearly 30 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 (697)= 18.4, p < .001). These results are consistent with the ANOVA findings.

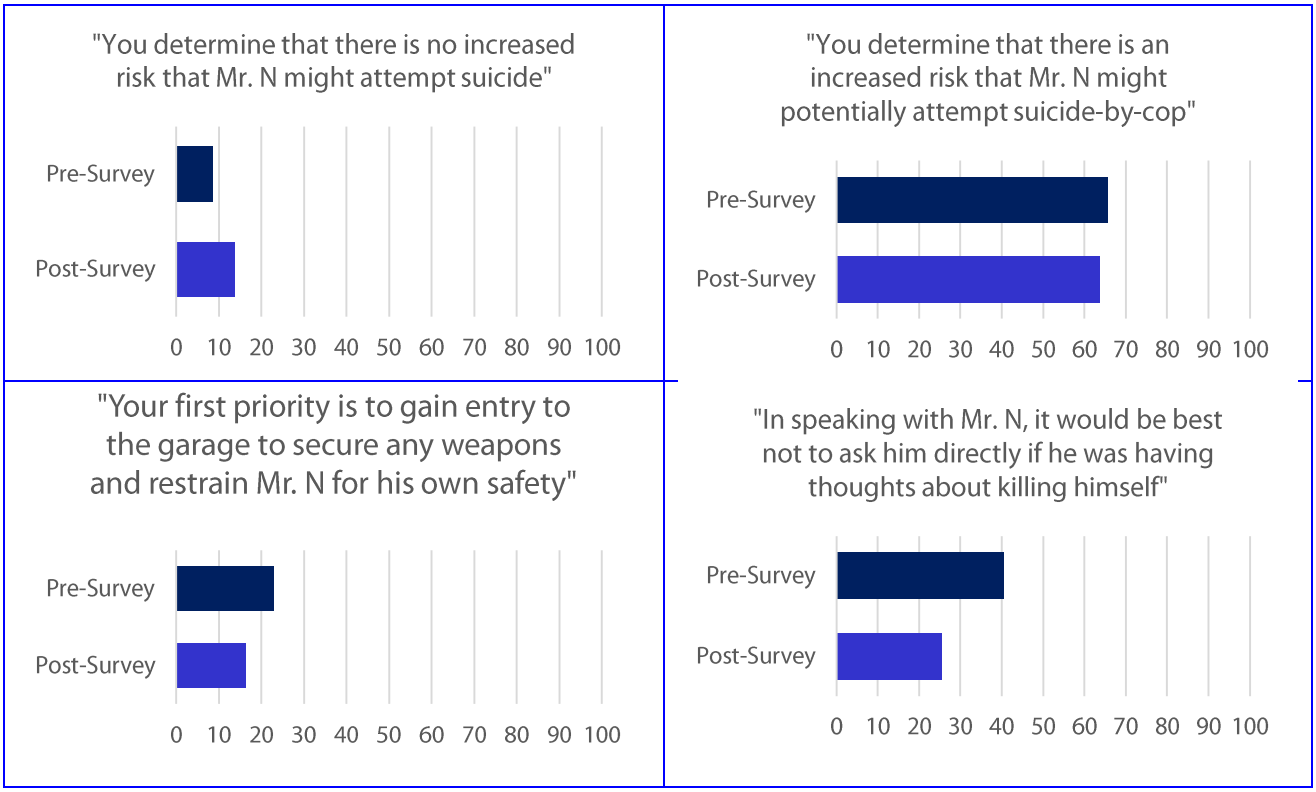
Table 26

Mean Differences On Pre- And Post-Test Responses, Scenario 1 Depression (*n* = 698)

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.	5.5	13.8		4.3	14.2		1.9	.053
Mr. N is exhibiting symptoms most associated with Depression.	88.0	18.6		86.0	27.2		1.8	.072
Mr. N is exhibiting symptoms most associated with Schizophrenia.	6.6	14.6		4.8	13.9		2.7	.006
You determine that there is no increased risk that Mr. N might attempt suicide.	8.6	22.1		13.7	29.9		-3.9	<.001
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	65.6	30.4		63.7	35.4		1.3	.207
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.	23.0	28.1		16.5	27.6		5.2	<.001
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.	75.6	29.9		73.6	34.3		1.3	.180
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	40.5	36.9		11.0	25.6		18.4	<.001
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	78.1	26.6		70.4	34.7		5.2	<.001
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.	79.2	28.3		76.2	34.2		2.0	.047

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



Results from paired sample *t*-tests for the second scenario (Schizophrenia) are presented in Table 26, below, and selected items are presented graphically in Figure 18. As can be seen, 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 also an average decrease of about 8 and 9 points, respectively, in scores associating symptoms with Post-Traumatic Stress Disorder and Depression (t (697) = 7.6, $p < .001$; t (697) = 8.2, $p < .001$). 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 (697) = 14.7, $p < .001$). There was also an average decrease of about 9 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 (697) = 7.9, $p < .001$), and an average increase of about 9 points on the item, "Paraphrasing what Ms. S is saying back to her may help deescalate the situation" (t (697) = -6.0, $p < .001$). These results are fully consistent with the ANOVA findings.

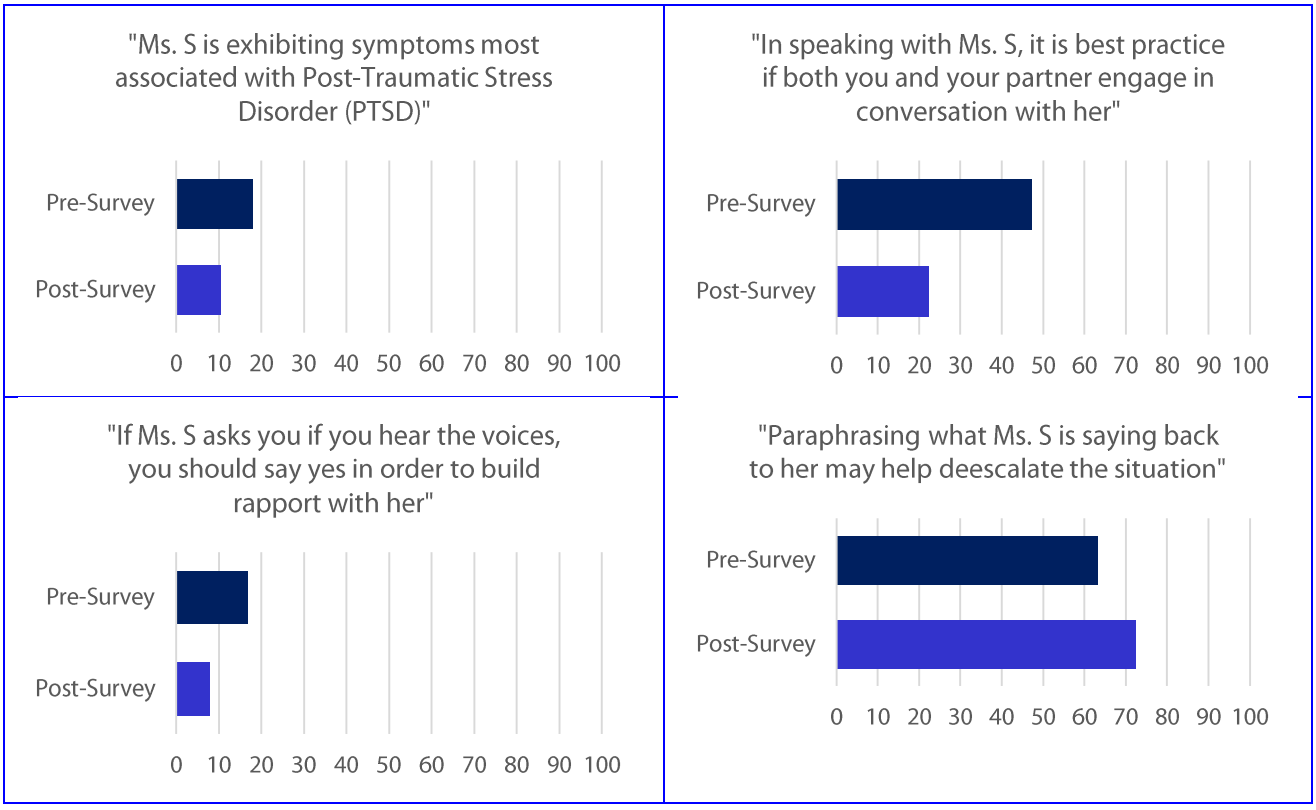
Table 27

Mean Differences On Pre- And Post-Test Responses, Scenario 2 Schizophrenia (*n* = 698)

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).	18.1	25.3		10.6	20.5		7.6	<.001
Ms. S is exhibiting symptoms associated with depression.	18.6	25.9		10.0	20.4		8.2	<.001
Ms. S is exhibiting symptoms associated with Schizophrenia.	77.8	27.5		76.6	33.9		0.9	.372
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	70.1	30.1		68.0	36.9		1.4	.170
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	73.8	28.6		74.6	33.5		-0.5	.584
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	47.3	37.5		22.4	34.2		14.7	<.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.	68.2	31.2		68.7	36.2		-0.3	.748
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	16.9	26.1		7.9	19.5		7.9	<.001
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	63.2	32.0		72.5	32.8		-6.0	<.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.	74.4	30.9		67.3	38.9		4.2	<.001

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



Results from paired sample *t*-tests for the third scenario (Dementia or Alzheimer's) are presented in Table 27, below, and selected items are presented graphically in Figure 19. As can be seen, 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 no statistically significant difference. There were decreases in scores associating symptoms with Post-Traumatic Stress Disorder and Schizophrenia (t (697) = 4.9, $p < .001$; t (697) = 6.6, $p < .001$). Notably, there was an average decrease of about 10 points on the item, "You determine that most likely there has been no burglary and you close the case and leave" (t (697) = 8.1, $p < .001$), 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 fully consistent with the ANOVA findings.

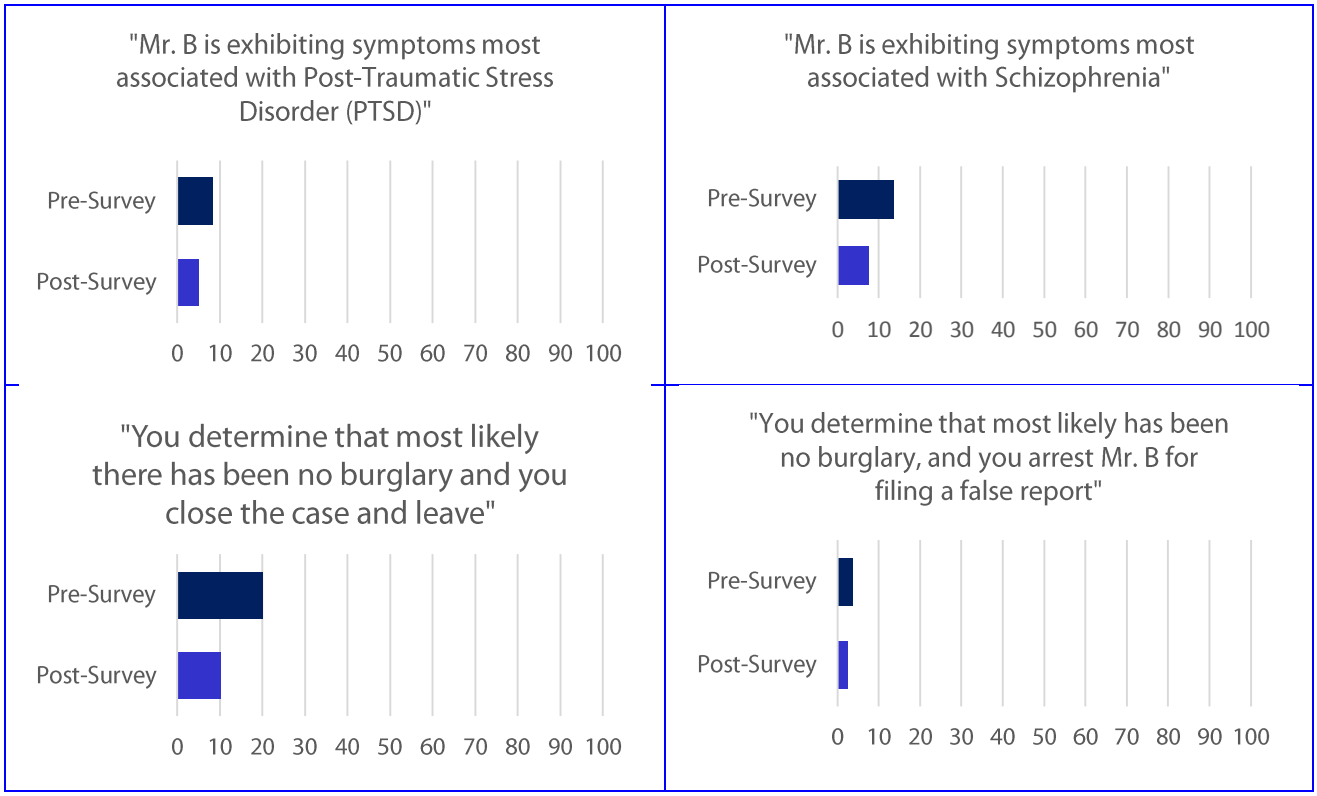
Table 28

Mean Differences On Pre- And Post-Test Responses, Scenario 3 Dementia/Alzheimer's (*n* = 698)

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).	8.5	17.5		5.0	13.8		4.9	<.001
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	85.2	25.5		83.7	30.7		1.1	.269
Mr. B is exhibiting symptoms most associated with Schizophrenia.	13.6	23.6		7.6	18.2		6.6	<.001
You ask Mr. B if you can sit down and ask permission before moving any items.	60.7	38.3		58.4	41.1		1.3	.209
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	82.3	24.0		81.9	30.6		0.3	.786
Paraphrasing Mr. B's statements help to confirm that you understand them.	75.2	28.6		78.7	32.0		-2.4	.015
You determine that most likely there has been no burglary and you close the case and leave.	20.0	28.3		10.3	22.7		8.1	<.001
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.	3.9	11.8		2.5	9.9		2.8	.005
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.	84.3	24.7		79.8	33.7		3.3	.001
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	79.4	28.8		78.9	34.4		0.3	.744

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



Longitudinal Data Collection

The collection of longitudinal data began in August 2016. The Research Assistant sent an email detailing the beginning of the longitudinal research and a URL link to the first of two follow up surveys in Phase 2 of this project at 6-months and 1-year post-graduation. BLEA graduates were offered a link to redeem a $5 Starbucks card regardless of whether or not they completed the survey. The first email was sent to approximately 190 officers in 10 classes, beginning with class 716.

The first email sent in August garnered 32 responses over the month leading up to class 727's 6-month mark. Beyond that initial response, the rate slowly declined. Efforts to improve this rate included a brief follow-up email to those respondents who had not completed the survey, beginning with once and month and increasing to once a week. Read receipts were also included on the emails to inform the researcher of those that were not seeing the emails. As of November 10th, 2016, 14 classes had reached the six-month post-graduation mark, and over 260 emails notifying officers of their eligibility to continue participation in the research project were sent out. Due to incorrect contact information as well as termination of some officers from their departments following certification, 251 total officers were eligible to complete the 6-month survey at the time of the interim report for Phase 2 of the project in November, 2016 at which time 70 completed responses were recorded for the 6-month follow up survey. Of the 251 respondents who were eligible in November 2016, 70 officers completed the 6-month survey, 51 read the emails regarding their eligibility to complete the survey, and 130 officers had not opened any follow up emails about the survey. When this was discovered, the

researcher began reaching out to others within the departments, such as field training officers (FTOs), department heads, and other sources as they became available. Emails requesting support for the survey, as well as the names of eligible officers, were sent to those departments that responded to an initial email. For some departments, this greatly increased the number of responses for officers as they are given on-duty time to complete the surveys. Others have shown no increase in responses. On November 15th the RA traveled to the Washington Association of Sheriffs and Police Chiefs (WASPC) and assist in a brief presentation outlining the findings of the research so far and to discuss options to increase response rates for each department as well as begin the process of interviewing officers for the qualitative portion of the longitudinal study with 13 officers completing the follow-up interview.

In total, the pre-survey was administered to 1233 recruits, 1124 of which completed the pre-survey. The post-survey was completed by 902 recruits. Some of the recruits who took the pre-survey did not complete BLEA due to such issues as injury, agency withdrawal, or failure (all of which are the technical reasons cited by BLEA for a recruit to leave). Instances where our completion numbers are different than the numbers cited in the final report data may have occurred due to technological issues in which the recruits had to complete the survey between two tablets, as well as issues with surveys that were completed but not personally attached to a recruit.

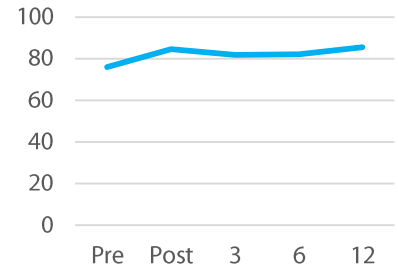
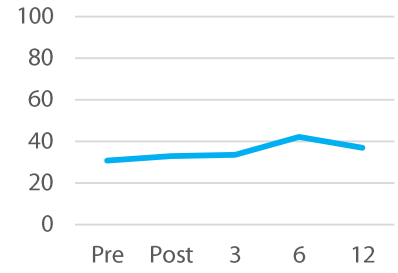
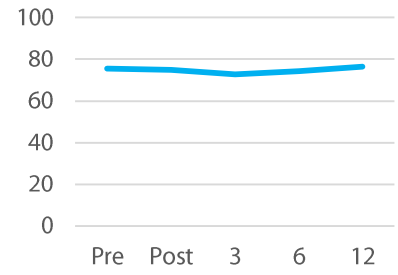
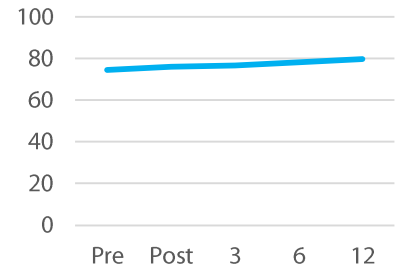
For the longitudinal surveys, the officers completing the pre and post surveys were emailed, 855 recruits in total. Recruits were contacted 6 months following graduation from academy, and contacted on a weekly basis until they completed the survey, asked to be removed from the survey, or no longer were able to be contacted through the provided email (which often signified termination from their department). If the officer had not responded to the email 1 year following graduation, the officer was removed from the contact list and no longer included in any follow up. To ensure that the data collected best represented their time as a law enforcement officer post-BLEA, those completing the first survey within nine months of graduation were considered for inclusion under the 6-month survey, and were requested to complete another survey 1 year post-graduation. Those completing the first follow up survey following BLEA more than nine months post-graduation were included in the 1-year follow up and were not contacted for another follow up survey.

The longitudinal component of the study sought to determine whether the observed changes in pre- to post-BLEA survey responses were temporary or sustained over time, with measurement occurring at 3 months, 6 months, and one year after the post-BLEA survey. In addition, for those items where there was not necessarily a change (or a change was not anticipated), but the focus is on the level of endorsement relative to the comparison group, these extended measurements may help to determine whether the general level of endorsement for a particular item was temporary or sustained over time. The follow-up groups are relatively small ($n = 47$, 139, and 107, respectively) but can still assist in determining whether changes were long-term. For example, if an increase on a scale was noted from Pre-BLEA to Post-BLEA, and the higher score Post-BLEA was maintained in the 3-, 6-, and/or 12-month follow-up groups (as evidenced by statistically significant differences between the Pre-BLEA score and the 3-, 6-, and/or 12-month follow-ups), we have greater confidence in a long-term change.

Table 28, below, presents a summary of the changes observed in scales from Pre-BLEA to Post-BLEA, and a conclusion about whether the change was sustained over time as well as the evidence of sustained change. Detailed results of the underlying ANOVA and Post-Hoc Tukey's HSD tests are not presented here but are available upon request. As can be seen in Table 28, there was evidence of long-term sustained increases in scores for the Burnout/EI, CIT Support, and CIT Organizational Value scale. In addition, there was an increase in scores on the Negative Police Subculture scale at 6 months but not at other time periods; we subsequently labeled this as "mixed" evidence.

Table 29

Summary of changes in scales and sustainment over time

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	Yes	12 month higher than both Pre-BLEA and comparison
Negative Police Subculture		Minor increase	Mixed	6 month higher than both Pre- and Post-BLEA, and comparison
Organizational Support		No change	Yes	(All groups higher than comparison)
Guardianship/Empathy		No change	Yes	(All groups higher than comparison)

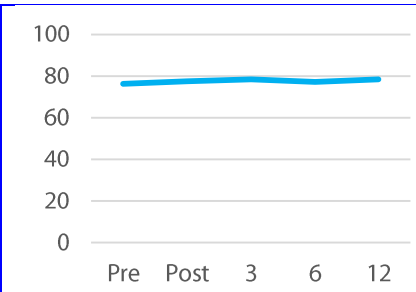
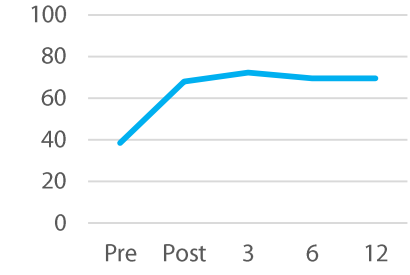
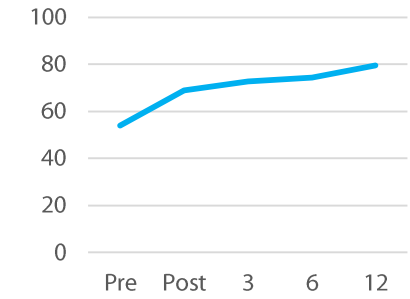
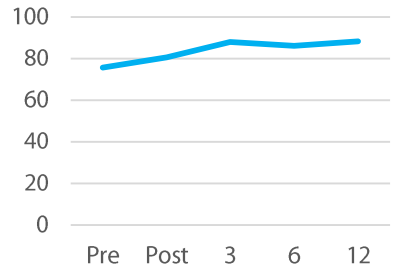
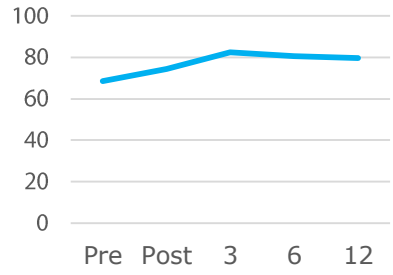
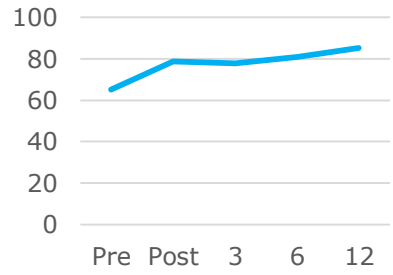
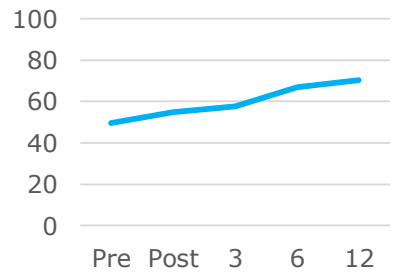
Guardianship/Respect		No change	Yes	(All groups higher than comparison)
CIT Support		Increased	Yes	3, 6, and 12 higher than both Pre-BLEA and comparison
CIT Organizational Value		Increased	Yes	3, 6, and 12 higher than both Pre-BLEA and comparison

Table 29, below, summarizes changes observed in items related to incidents involving behavioral crisis from Pre-BLEA to Post-BLEA, and a conclusion about whether the change was sustained over time as well as the evidence of sustained change. Detailed results of the underlying ANOVA and Post-Hoc Tukey's HSD tests are not presented here but are available upon request. As can be seen in Table 29, there was evidence of long-term sustained increases for the first four items: *"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,"* and *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events."*

Table 30

Summary of changes in items related to incidents involving behavioral crisis

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)
Incidents involving individuals in behavioral crisis are a standard part of patrol work.		Increased	Yes	6 and 12 month higher than both Pre-BLEA and comparison
Calls involving persons who are experiencing behavioral crisis are dangerous.		Increased	Yes	6 and 12 month higher than both Pre-BLEA and comparison
I am confident in my ability to handle calls involving persons in behavioral crisis.		Increased	Yes	6 and 12 month higher than both Pre-BLEA and comparison
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.		Increased	Yes	6 and 12 month higher than both Pre- and Post-BLEA, and comparison

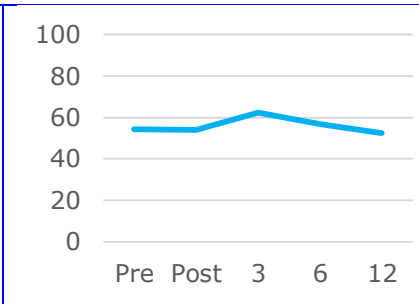
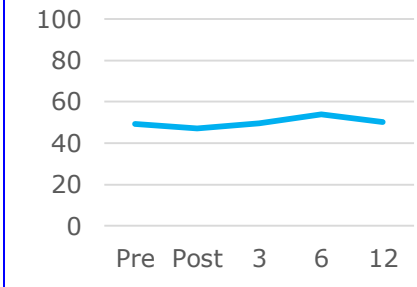
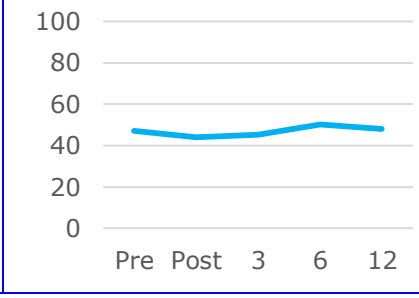
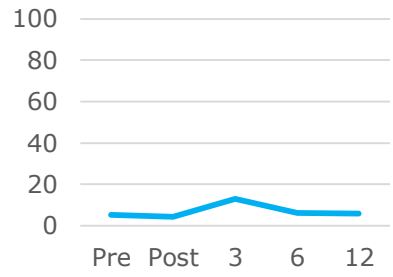
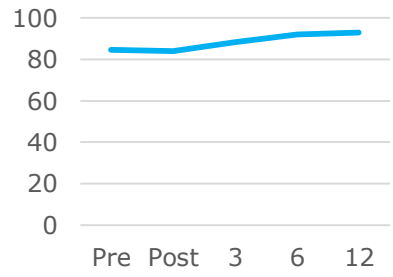
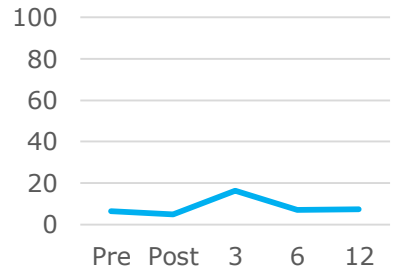
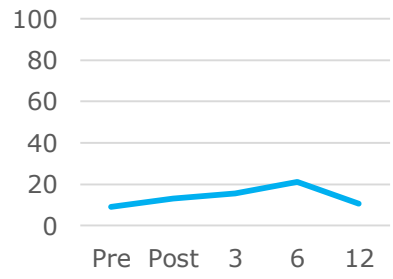
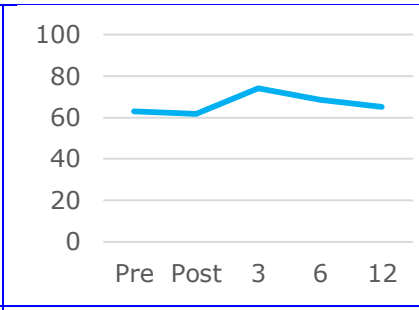
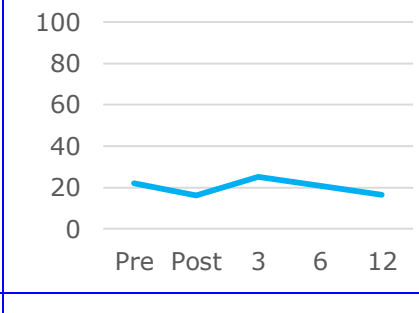
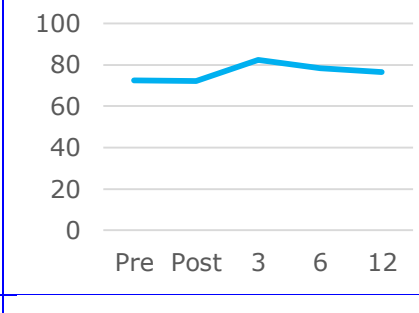
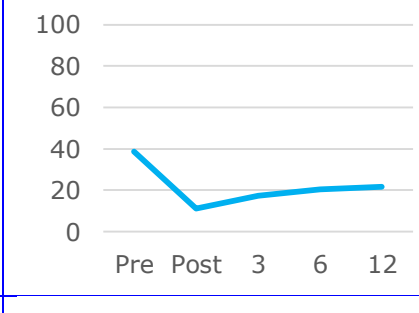
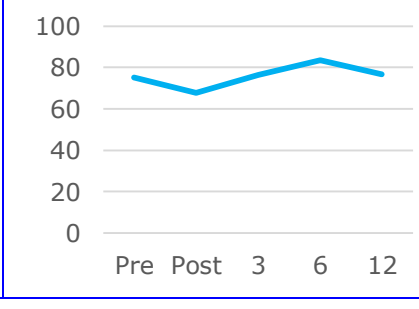
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.		No change	Yes	(All groups higher than comparison)
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.		No change	Yes	(All groups except 3 month higher than comparison)
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.		No change	Yes	(All groups except 3 month higher than comparison)

Table 30, below, summarizes changes observed in items related to Scenario 1 (Depression) from Pre-BLEA to Post-BLEA, and a conclusion about whether the change was sustained over time as well as the evidence of sustained change. Detailed results of the underlying ANOVA and Post-Hoc Tukey's HSD tests are not presented here but are available upon request. As can be seen in Table 30, there was evidence of long-term sustained identification of the scenario as dealing with depression (as opposed to dementia/Alzhemier's or Schizophrenia). There was also a long-term sustained identification of the increased risk of suicide-by-cop. Engaging with the subject through the garage door in order to assess his mental state, rather than gaining entry in order to restrain the subject and secure any weapons, was consistently identified as a top priority. Finally, there was a notable and sustained decrease in 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."*

Table 31

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	Yes	All groups higher than comparison; 3 month higher than both Pre- and Post-BLEA
Mr. N is exhibiting symptoms most associated with Depression.		No change	Yes	All groups higher than comparison
Mr. N is exhibiting symptoms most associated with Schizophrenia.		No change	Yes	All groups but 6 and 12 month higher than comparison; 3 month higher than both Pre- and Post-BLEA
You determine that there is no increased risk that Mr. N might attempt suicide.		Increase	Yes	6 month higher than Pre-BLEA and comparison

You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.		No change	Yes	All groups higher than comparison
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.		Decrease	No, but consistently low	3, 6, and 12 month groups not different from Pre- or Post-BLEA; all groups except 12 month higher than comparison
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	Yes	All groups higher than comparison
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.		Decrease	Yes	3, 6, and 12 month 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.		Decrease	No/Mixed	6 month higher than Post-BLEA

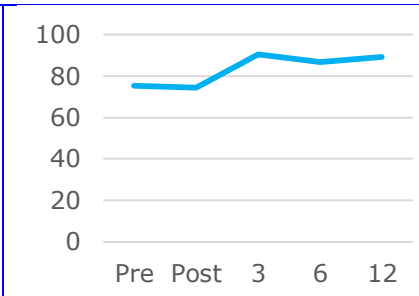
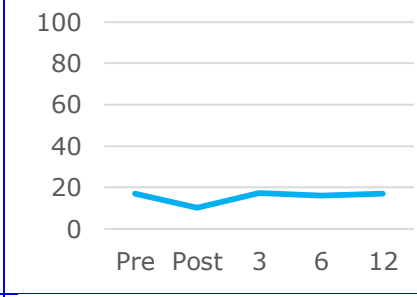
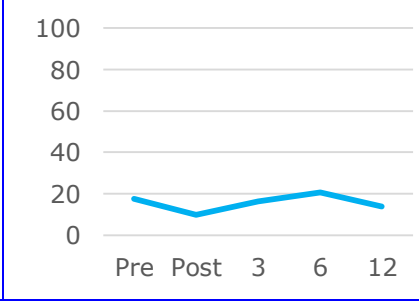
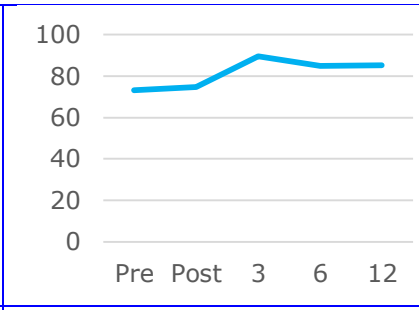
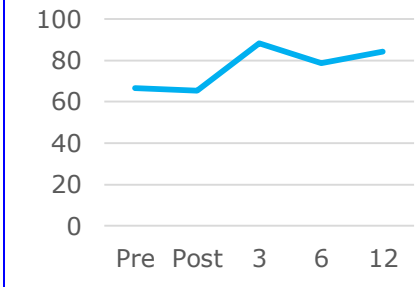
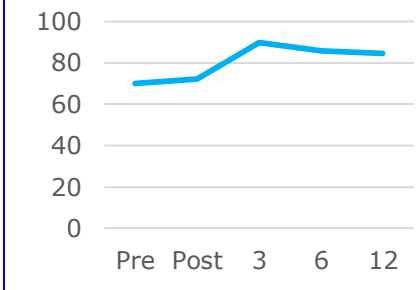
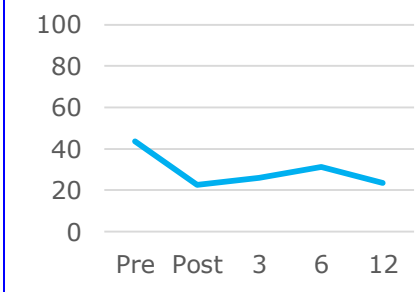
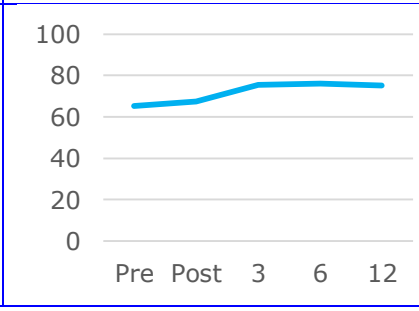
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.		No change	No, but consistently high	6 and 12 month higher than both Pre- and Post-BLEA

Table 31, below, summarizes changes observed in items related to Scenario 2 (Schizophrenia) from Pre-BLEA to Post-BLEA, and a conclusion about whether the change was sustained over time as well as the evidence of sustained change. Detailed results of the underlying ANOVA and Post-Hoc Tukey's HSD tests are not presented here but are available upon request. As can be seen in Table 31, there was evidence of long-term sustained identification of the scenario as dealing with Schizophrenia (as opposed to depression or PTSD). There was a notable and sustained decrease in the item, *"In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her,"* and a sustained increase in the item, *"Paraphrasing what Ms. S is saying back to her may help deescalate the situation."*

Table 32

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, but consistently low	3, 6, 12 not different than Pre- or Post-BLEA
Ms. S is exhibiting symptoms associated with depression.		Decrease	No, but consistently low	3, 6, 12 not different than Pre-BLEA; 6 month higher than Post-BLEA

Ms. S is exhibiting symptoms associated with Schizophrenia.		No change	No, but consistently high	6 and 12 higher than Pre-BLEA
The voices Ms. S hears in her head suggest she is experiencing hallucinations.		No change	No, but consistently high	3, 6, 12 higher than Pre- and Post-BLEA and comparison
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.		No change	No, but consistently high	6 ad 12 higher than Pre- and Post-BLEA and comparison; 3 month higher than Pre-BLEA and comparison
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.		Decrease	Yes	6 and 12 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	Yes	3, 6, 12 not different than Pre- or Post-BLEA

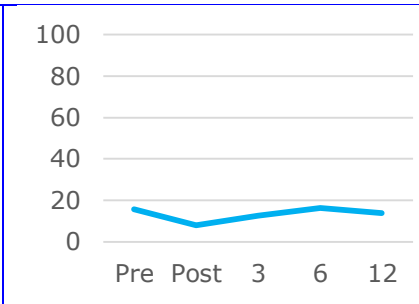
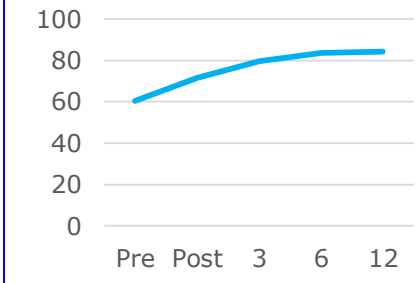
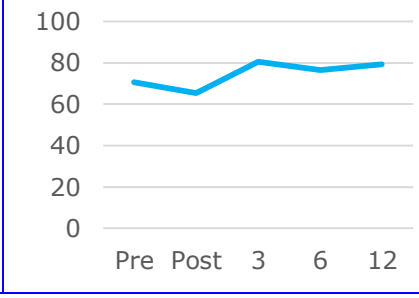
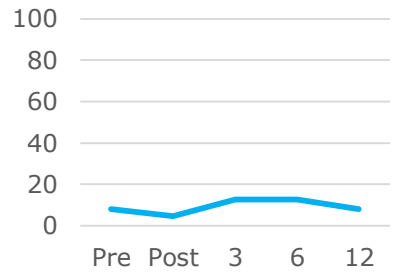
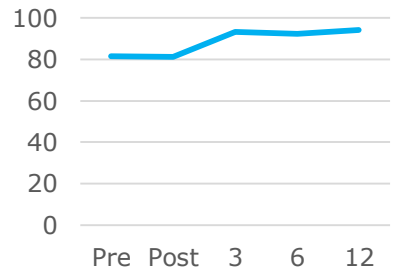
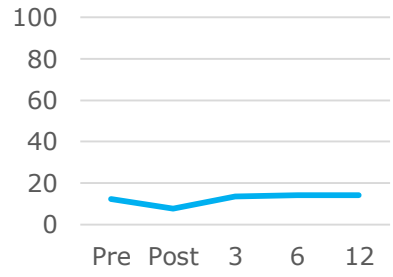
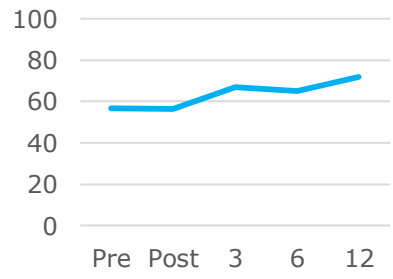
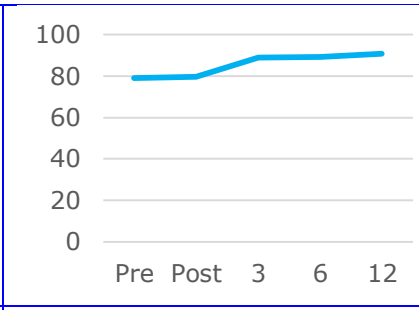
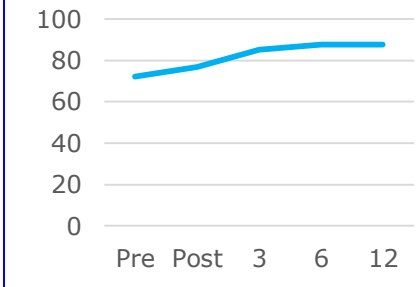
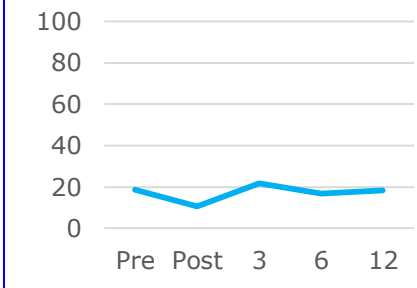
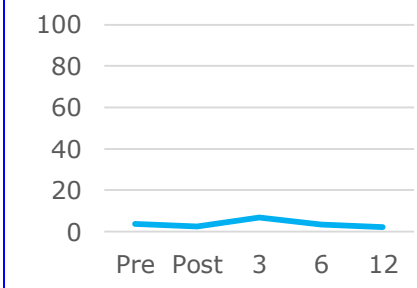
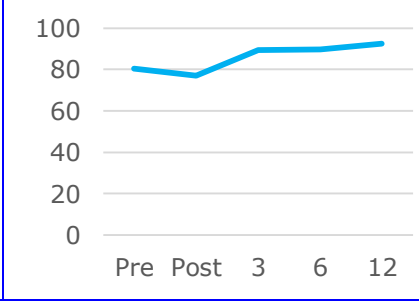
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.		Decrease	No, but consistently low	6 month higher than Post-BLEA
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.		Increase	Yes	6 ad 12 month higher than Pre- and Post-BLEA and comparison; 3 month higher than pre- and comparison
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	No, but consistently high	12 month higher than Post-BLEA

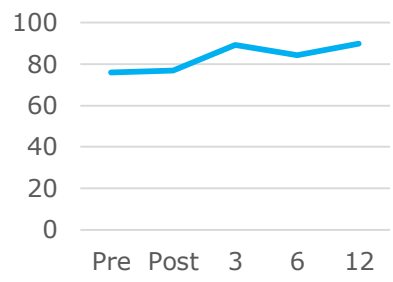
Table 32, below, summarizes changes observed in items related to Scenario 3 (Dementia or Alzheimer's) from Pre-BLEA to Post-BLEA, and a conclusion about whether the change was sustained over time as well as the evidence of sustained change. Detailed results of the underlying ANOVA and Post-Hoc Tukey's HSD tests are not presented here but are available upon request. As can be seen in Table 32, there was evidence of long-term sustained identification of the scenario as dealing with Dementia or Alzheimer's (as opposed to Schizophrenia or PTSD). All of the items for this scenario exhibited long-term stability, and there was also evidence of a long-term sustained increase for the item, *"Paraphrasing Mr. B's statements help to confirm that you understand them."*

Table 33

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	No, but consistently low	6 month higher than Post-BLEA
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.		No change	No, but consistently high	6 and 12 month higher than both Pre- and Post-BLEA
Mr. B is exhibiting symptoms most associated with Schizophrenia.		Decrease	No, but consistently low	3, 6, and 12 month no different than Pre- and Post-BLEA
You ask Mr. B if you can sit down and ask permission before moving any items.		No change	No, but consistently high	12 month higher than both Pre- and Post-BLEA

You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.		No change	No/mixed, but consistently high	12 month higher than Pre-BLEA
Paraphrasing Mr. B's statements help to confirm that you understand them.		Increase	Yes	6 and 12 month higher than Pre-BLEA
You determine that most likely there has been no burglary and you close the case and leave.		Decrease	No, but consistently low	3, 6, and 12 month no different than Pre- and Post-BLEA
You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.		Decrease	No, but consistently low	3, 6, and 12 month no different than Pre- and Post-BLEA
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, but consistently high	6 month higher than Post-BLEA; 12 month higher than both Pre- and Post-BLEA

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, but consistently high	12 month higher than both Pre- and Post-BLEA

Self-Report Psychopathy (SRP-SF) Scale

The SRP-SF was included in the revised survey instrument as a measure of officer personality to examine the relationship between officer personality characteristics associated with the construct of psychopathy and officer demographic characteristics as independent variables and officer ratings on the dependent variable scale ratings on the 7 scales employed to measure the effect of the guardian-training: 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. For this analysis, we used the pre-BELA surveys that included the SRP-SF scale items (*n*=364). We began by computing the total SRP-SF scores, as well as the various subscales. These included the interpersonal, affective, lifestyle, and antisocial, as well as factor 1 (interpersonal and affective) and factor 2 (lifestyle and antisocial) scores. Descriptive statistics for the total and each subscale are reported below, and figures graphically depict the distribution of scores. Background characteristics of the BLEA recruits who completed the revised pre-survey instrument for which SRP-SF data was collected is presented and the recruits who completed the revised pre- and post-instruments are presented in Tables 33 and 34.

Table 34
Background Characteristics of SRP-SF Respondents (*n*=344)

	***n* (%)**	***M*(*SD*)**
Gender		
Female	37 (10.8)	---
Male	307 (89.2)	---
Age *(n=343)*		
	---	28.5 (6.0)
Total Years in Law Enforcement *(n=336)*		
	---	0.9 (2.2)
Race/Ethnicity		
Caucasian	259 (75.3)	---
African-American	10 (2.9)	---
Latino/Latina or Hispanic	32 (9.3)	---
Asian/Pacific Islander	22 (6.4)	---
Native-American/Alaskan Native	1 (0.3)	---

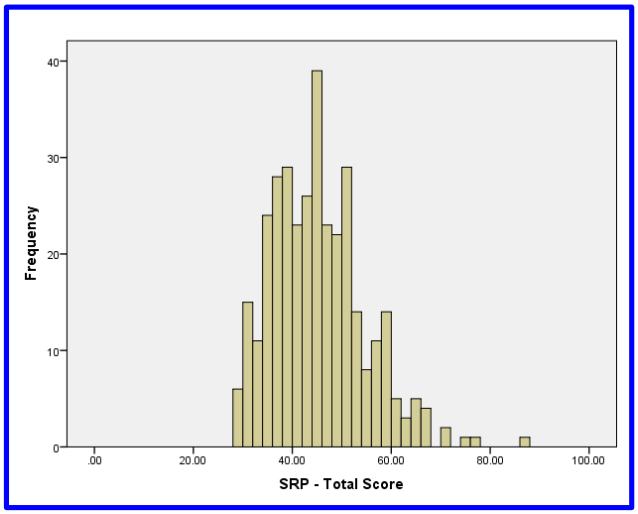
Multiple Race/Ethnicity	14 (4.1)	---
Other	4 (1.2)	---
Missing/Unknown	2 (0.6)	---
Education		
HS/GED	31 (9.0)	---
Some College	95 (27.6)	---
AA/AS	62 (18.0)	---
BA/BS	141 (41.0)	---
JD	2 (0.6)	---
MA/MS	11 (3.2)	---
Missing/Unknown	2 (0.6)	---
Current Rank		
Recruit	284 (82.6)	---
Officer	24 (7.0)	---
Student officer in field training	17 (4.9)	---
Other	10 (2.9)	
Missing/Unknown	9 (2.6)	---

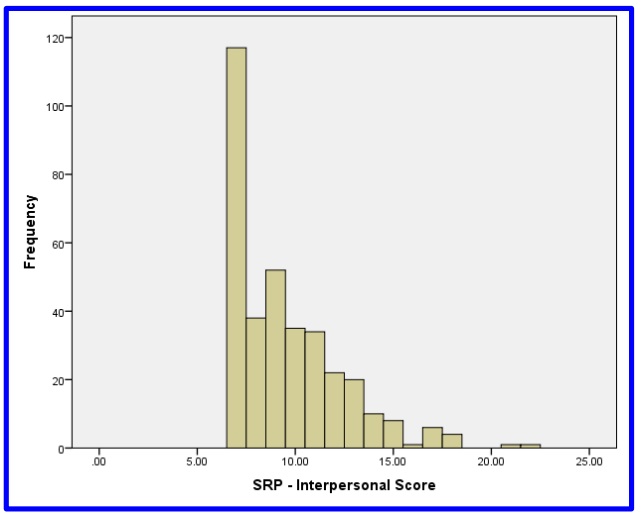
Table 35
Background Characteristics of Pre-Post SRP-SF Respondents (*n*=238)

	n (%)	***M(SD)***
Gender		
Female	24 (10.1)	---
Male	214 (89.9)	---
Age *(n=238)*		
	---	28.9 (6.1)
Total Years in Law Enforcement *(n=233)*		
	---	1.1 (2.5)
Race/Ethnicity		
Caucasian	186 (78.2)	---
African-American	4 (1.7)	---
Latino/Latina or Hispanic	24 (10.1)	---
Asian/Pacific Islander	10 (4.2)	---
Native-American/Alaskan Native	0 (0.0)	---
Multiple Race/Ethnicity	10 (4.2)	---
Other	3 (1.3)	---
Missing/Unknown	1 (0.4)	---
Education		

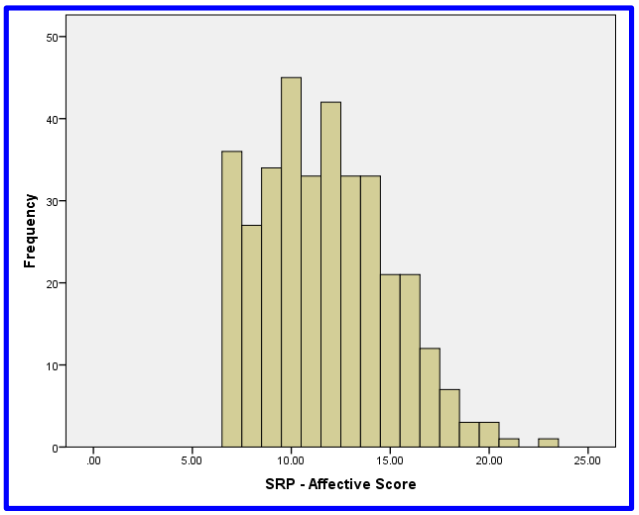
HS/GED	20 (8.4)	---
Some College	69 (29.0)	---
AA/AS	43 (18.1)	---
BA/BS	97 (40.8)	---
JD	0 (0.0)	---
MA/MS	7 (2.9)	---
Missing/Unknown	2 (0.8)	---
Current Rank		
Recruit	186 (78.2)	---
Officer	19 (8.0)	---
Student officer in field training	16 (6.7)	---
Other	8 (3.4)	
Missing/Unknown	9 (3.8)	---

The distribution of SRP-SF total scores (*n* = 344) had a mean equal to 44.7 and median 44.0, with standard deviation of 9.4. Fifty percent of the respondents were distributed between scores of 38 and 50. The minimum respondent score was 29 and the maximum 87. The distribution exhibits significant positive skew (skewness = .778, SE = .131) and there are more cases in the tails of the distribution than would be expected (kurtosis = 1.026, SE = .262), as compared to a standard normal distribution. The mean of 44.7 in the BLEA sample is slightly lower than the mean of 46.5 (SD=11.9) in community reference samples (Paulhaus, et al., 2016).

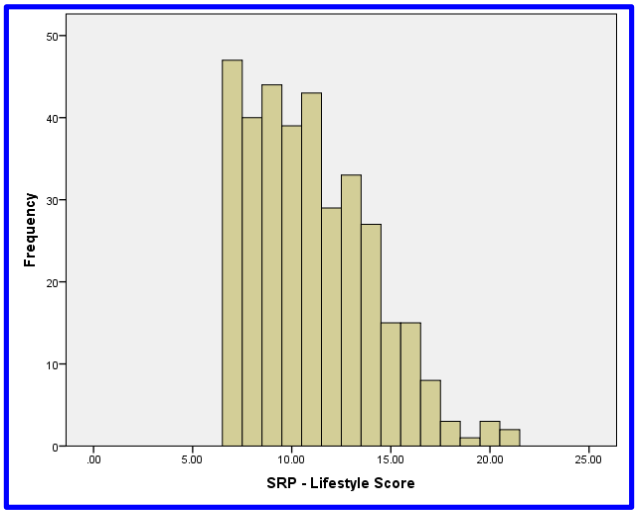




The distribution of SRP-SF interpersonal scores (n = 349) had a mean equal to 9.5 and median 9.0, with standard deviation of 2.8. Fifty percent of the respondents were distributed between scores of 7 and 11. The minimum respondent score was 7 and the maximum 22. The distribution exhibits significant positive skew (skewness = 1.332, SE = .131) and there are more cases in the tails of the distribution than would be expected (kurtosis = 1.926, SE = .260), as compared to a standard normal distribution. The mean of 9.5 in the BLEA sample is slightly lower than the mean of 11.6 (SD=3.5) in community reference samples (Paulhaus, et al., 2016).



The distribution of SRP-SF affective scores (n = 352) had a mean equal to 11.7 and median 12.0, with standard deviation of 3.2. Fifty percent of the respondents were distributed between scores of 9 and 14. The minimum respondent score was 7 and the maximum 23. The distribution exhibits significant positive skew (skewness = .469, SE = .130) and the tails of the distribution had fewer cases in the tails than would be expected, although not statistically significant (kurtosis = -.219, SE = .259), as compared to a standard normal distribution. The mean of 11.7 in the BLEA sample is slightly higher than the mean of 10.5 (SD=3.2) in community reference samples (Paulhaus, et al., 2016).

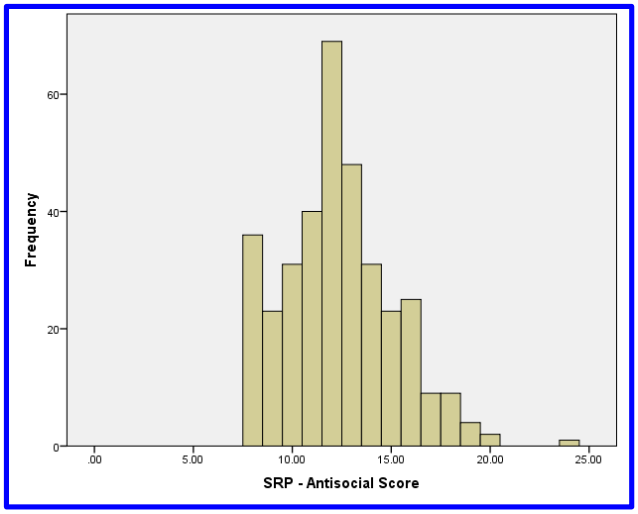


The distribution of SRP-SF lifestyle scores (n = 349) had a mean equal to 11.0 and median 11.0, with standard deviation of 3.1. Fifty percent of the respondents were distributed between scores of 8.5 and 13. The minimum respondent score was 7 and the maximum 21. The distribution exhibits significant positive skew (skewness = .680, SE = .131) and the tails of the distribution were no different than would be expected (kurtosis = .030, SE = .260), as compared to a standard normal distribution.

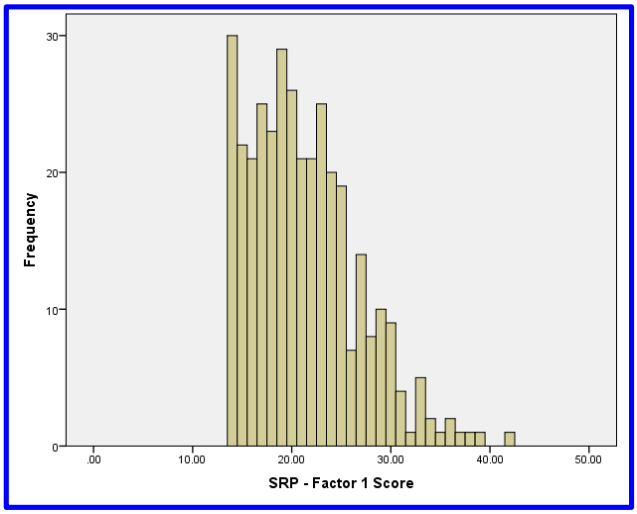
The mean of 11.0 in the BLEA sample is slightly lower than the mean of 13.9 (SD=4.9) in

community reference samples (Paulhaus, et al., 2016).

The distribution of SRP-SF antisocial scores (n = 351) had a mean equal to 12.3 and median 12.0, with standard deviation of 2.8. Fifty percent of the respondents were distributed between scores of 10 and 14. The minimum respondent score was 8 and the maximum 24. The distribution exhibits significant positive skew (skewness = .500, SE = .130) and the tails of the distribution were no different than would be expected (kurtosis = .353, SE = .260), as compared to a standard normal distribution.

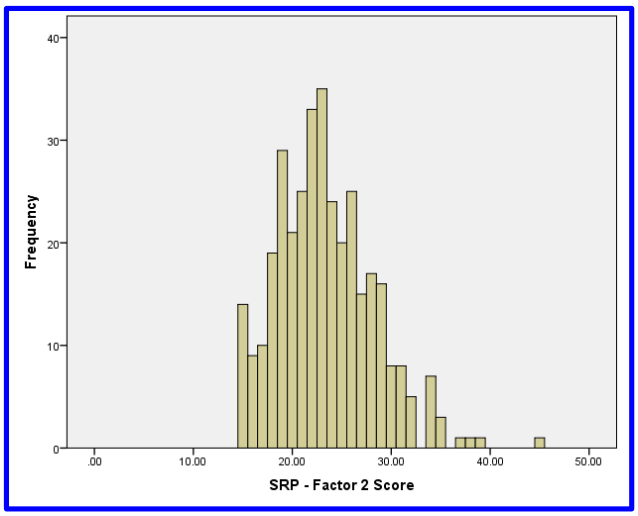


The mean of 12.3 in the BLEA sample is slightly higher than the mean of 10.5 (SD=3.9) in community reference samples (Paulhaus, et al., 2016).



The distribution of SRP-SF factor 1 (interpersonal and affective) scores (n = 349) had a mean equal to 21.3 and median 20.0, with standard deviation of 5.4. Fifty percent of the respondents were distributed between scores of 17 and 24. The minimum respondent score was 14 and the maximum 42. The distribution exhibits significant positive skew (skewness = .811, SE = .131) and there are more cases in the tails of the distribution than would be expected (kurtosis = .528, SE = .260), as compared to a standard normal distribution. The mean of 21.3 in the BLEA sample is slightly lower than the mean of 22.1 (SD=5.8) in community reference samples (Paulhaus, et al., 2016).

The distribution of SRP-SF factor 2 (lifestyle and antisocial) scores (n = 347) had a mean equal to 23.4 and median 23.0, with standard deviation of 4.9. Fifty percent of the respondents were distributed between scores of 20 and 26. The minimum respondent score was 15 and the maximum 45. The distribution exhibits significant positive skew (skewness = .660, SE = .131) and there are more cases in the tails of the distribution than would be expected (kurtosis = .832, SE = .261), as compared to a standard normal distribution.



The mean of 23.4 in the BLEA sample is slightly lower than the mean of 24.3 (SD=7.6) in community reference samples (Paulhaus, et al., 2016).

We next explored the correlations among the various SRP-SF scale scores and the other survey scales related to Burnout / Emotional Intelligence, Negative Police Subculture, Organizational Support, Guardianship Empathy, Guardianship Respect, CIT Support, and CIT Organizational Value (see Table 33). The SRP-SF total and all subscales are significantly and positively correlated with scores on the Negative Police Subculture scale (Pearson's r ranges from .214 to .271). That is, individuals who scored higher on all dimensions of the SRP-SF tended also to score higher on the Negative Police Subculture scale.

In addition, the SRP-SF total, interpersonal, lifestyle, and factor 1 scores are significantly and negatively correlated with scores in the Organizational Support scale (Pearson's r ranges from -.115 to -.143). That is, individuals who scored higher on the SRP-SF total, interpersonal, lifestyle, and factor 1 scales tended also to score lower on the Organizational Support scale.

The SRP-SF total, affective, and both Factor 1 and 2 scores are significantly and negatively correlated with the Guardianship Respect scale (Pearson's r ranges from -.117 to -.149). That is, individuals who scored higher on the SRP-SF total, affective, and both Factor 1 and 2 scales tended also to score lower on the Guardianship Respect scale.

Finally, the SRP-SF affective score was significantly and negatively correlated with the CIT Support scale (Pearson's r = -.122), indicating that individuals who scored higher on the SRP-SF affective scale tended also to score lower on the CIT Support scale.

Table 36

Correlations among pre-BLEA SRP-SF scales and other pre- BLEA survey scales

		SRP-SF Scores						
		Total	Inter-personal	Affective	Life-style	Anti-social	Factor 1	Factor 2
Burnout / Emotional Intelligence	Correlation	-.058	-.075	-.063	-.048	-.018	-.075	-.039
	Sig.	.281	.165	.238	.372	.738	.161	.468
	N	344	349	352	349	351	349	347
	Correlation	.271**	.222**	.215**	.238**	.214**	.242**	.269**
	Sig.	.000	.000	.000	.000	.000	.000	.000

Negative Police Subculture	N	344	349	352	349	351	349	347
Organizational Support	Correlation	-.126*	-.143**	-.102	-.115*	-.029	-.133*	-.093
	Sig.	.019	.008	.056	.032	.595	.013	.085
	N	344	349	352	349	351	349	347
Guardianship Empathy	Correlation	-.076	-.081	-.092	-.072	.008	-.096	-.040
	Sig.	.157	.130	.086	.182	.874	.074	.454
	N	344	349	352	349	351	349	347
Guardianship Respect	Correlation	-.141**	-.096	-.149**	-.098	-.101	-.138**	-.117*
	Sig.	.009	.073	.005	.067	.058	.010	.030
	N	344	349	352	349	351	349	347
CIT Support	Correlation	-.059	-.029	-.122*	-.062	.063	-.086	-.009
	Sig.	.275	.587	.022	.252	.240	.108	.864
	N	344	349	352	349	351	349	347
CIT Organizational Value	Correlation	-.022	-.032	-.022	.002	-.003	-.027	-.005
	Sig.	.682	.554	.681	.977	.961	.619	.932
	N	344	349	352	349	351	349	347
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

We next examined the correlations between the pre-BLEA SRP-SF scale scores and the post-BLEA scores on the other survey scales as well as the change in these scores from pre- to post-measurement. For this analysis, we relied on the sub-sample of surveys that included the SRP-SF items, and for which pre- and post-BLEA surveys could be linked (n = 238). We first confirmed that the same pattern of correlations existed between the pre-BLEA SRP-SF scale scores and the other pre-BLEA survey scale scores in this sub-sample: positive correlations between the SRP-SF scales and the Negative Police Subculture scale, negative correlations between some of the SRP-SF scales and both the Organizational Support and Guardianship Respect scales, and a negative correlation between the SRP-SF affective score and the CIT Support scale. While the positive correlations with the Negative Police Subculture scales and the negative correlations with the Guardianship Respect scales did replicate in this sub-sample, the negative correlations between SRP-SF scales and the Organizational Support and CIT Support scales did not replicate.

Turning to the correlations among the various pre-BLEA SRP-SF scale scores and the post-BLEA survey scales related to Burnout / Emotional Intelligence, Negative Police Subculture, Organizational Support, Guardianship Empathy, Guardianship Respect, CIT Support, and CIT Organizational Value (see Table 34). The SRP-SF total and all subscales were significantly and positively correlated with post-BLEA Negative Police Subculture scores (that is, individuals who scored higher on all dimensions of the SRP-SF tended also to score higher on the Negative Police Subculture scale), and significantly and negatively correlated with post-BLEA Guardianship Empathy scores (that is, individuals who scored higher on all dimensions of the SRP-SF tended also to score lower on the Guardianship Empathy scale). In addition, most of the SRP-SF scales (with the exception of the interpersonal and factor 1 subscales) were significantly and negatively correlated with post-BLEA Guardianship Respect scores.

Finally, the SRP-SF total, lifestyle, and factor 1 scores were negatively correlated with post-BLEA Organizational Support scores.

Table 37

Correlations among pre-BLEA SRP-SF scales and post-BLEA other scales

		SRP-SF Scores						
		Total	Inter-personal	Affective	Life-style	Anti-social	Factor 1	Factor 2
Post-BLEA Burnout / Emotional Intelligence	Correlation	-.093	-.058	-.108	-.064	.000	-.094	-.040
	Sig.	.159	.375	.100	.332	1.000	.153	.541
	N	230	234	235	233	234	234	231
Post-BLEA Negative Police Subculture	Correlation	.235**	.132*	.220**	.245**	.137*	.200**	.236**
	Sig.	.000	.043	.001	.000	.037	.002	.000
	N	230	234	235	233	234	234	231
Post-BLEA Organizational Support	Correlation	-.161*	-.106	-.125	-.194**	.018	-.129*	-.125
	Sig.	.014	.105	.056	.003	.789	.049	.058
	N	230	234	235	233	234	234	231
Post-BLEA Guardianship Empathy	Correlation	-.233**	-.184**	-.178**	-.173**	-.158*	-.202**	-.207**
	Sig.	.000	.005	.006	.008	.016	.002	.002
	N	230	234	235	233	234	234	231
Post-BLEA Guardianship Respect	Correlation	-.163*	-.050	-.153*	-.151*	-.147*	-.116	-.177**
	Sig.	.013	.443	.019	.021	.025	.076	.007
	N	230	234	235	233	234	234	231
Post-BLEA CIT Support	Correlation	-.072	-.005	-.100	-.067	-.002	-.063	-.048
	Sig.	.279	.942	.127	.312	.972	.340	.468
	N	230	234	235	233	234	234	231
Post-BLEA CIT Organizational Value	Correlation	-.037	.010	-.059	-.057	.065	-.034	-.009
	Sig.	.578	.885	.370	.388	.324	.610	.890
	N	230	234	235	233	234	234	231
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Finally, we explored the correlations among the various pre-BLEA SRP-SF scale scores and the change scores from pre- to post-BLEA survey scales related to Burnout / Emotional Intelligence, Negative Police Subculture, Organizational Support, Guardianship Empathy, Guardianship Respect, CIT Support, and CIT Organizational Value (see Table 35). There were only a handful of correlations with the changes scores. The SRP-SF total, lifestyle, and factor 2 scale scores were significantly and negatively correlated with the change in Guardianship Empathy scale scores, indicating that higher scores on these SRP-SF scales were associated with lower change scores (where negative change values indicate decreases from pre- to post- measurement). In addition, SRP-SF lifestyle subscale was significantly and negatively correlated with the change in Organizational Support scale scores,

indicating that higher scores on the SRP-SF lifestyle subscale were associated with lower change scores.

Table 38

Correlations among pre-BLEA SRP-SF scales and change in other scales pre- to post-BLEA

		SRP-SF Scores						
		Total	Inter-personal	Affective	Life-style	Anti-social	Factor 1	Factor 2
Change in Burnout/EI score	Correlation	-.088	-.020	-.074	-.117	.012	-.053	-.068
	Sig.	.186	.766	.259	.074	.854	.422	.305
	N	230	234	235	233	234	234	231
Change in Negative Police Subculture score	Correlation	-.103	-.120	-.031	-.078	-.096	-.081	-.104
	Sig.	.120	.068	.635	.233	.141	.214	.115
	N	230	234	235	233	234	234	231
Change in Organizational Support score	Correlation	-.126	-.031	-.110	-.176**	-.037	-.082	-.138*
	Sig.	.056	.634	.093	.007	.578	.211	.037
	N	230	234	235	233	234	234	231
Change in Guardianship Empathy score	Correlation	-.144*	-.091	-.120	-.136*	-.081	-.119	-.134*
	Sig.	.029	.163	.067	.038	.218	.070	.041
	N	230	234	235	233	234	234	231
Change in Guardianship Respect score	Correlation	.042	.096	.044	-.037	.013	.077	-.010
	Sig.	.530	.142	.502	.576	.848	.239	.877
	N	230	234	235	233	234	234	231
Change in CIT Support score	Correlation	-.020	-.004	-.017	.006	-.065	-.011	-.029
	Sig.	.763	.954	.790	.931	.325	.870	.664
	N	230	234	235	233	234	234	231
Change in CIT Organizational Value score	Correlation	-.041	-.001	-.071	-.075	.022	-.046	-.036
	Sig.	.532	.988	.278	.252	.733	.481	.585
	N	230	234	235	233	234	234	231
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Multivariate Models

Lastly, we explored multivariate models predicting pre-, post-, and change scores (as in the previous section detailing within-individual change), with the addition of the SRP-SF – Total scale as an independent variable. Due to space considerations, we present here only the results for statistically significant regression models (as indicated by the *F*-test) demonstrating significant effects for the SRP-SF scale. Table 36 presents the summary results of OLS regression models predicting the pre-BLEA, post-BLEA, and pre- to post-measurement change in the Negative Police Subculture scores (detailed

regression results are available upon request). As can be seen, familiarity with CIT and the SRP-SF – Total scores are both significant and positive predictors of scores on the pre-BLEA Negative Police Subculture scale. The standardized coefficients indicate that a one standard deviation increase in familiarity with CIT results in a .202 standard deviation increase in the pre-BLEA Negative Police Subculture score, and a one standard deviation increase in the SRP-SF – Total score results in a .369 standard deviation increase in the pre-BLEA Negative Police Subculture score. About 18% of the variance in pre-BLEA Negative Police Subculture scores is explained by this model.

With regard to post-BLEA Negative Police Subculture scores, both Nonwhite and the SRP-SF – Total score are significant and positive predictors. When the respondent is nonwhite, there is a .134 standard deviation increase in the post-BLEA Negative Police Subculture score, and a one standard deviation increase in the SRP-SF – Total score results in a .185 standard deviation increase in the post-BLEA Negative Police Subculture score. About 13% of the variance in post-BLEA Negative Police Subculture scores is explained by this model.

Only the SRP-SF – Total score was a significant predictor of the change in Negative Police Subculture scores, and the sign of the coefficient is negative. This indicates that a one standard deviation increase in the SRP-SF – Total score results in a .161 standard deviation decrease in the change score for the Negative Police Subculture scale. About 10% of the variance in change score for the Negative Police Subculture scale is explained by this model.

Table 39
OLS regression models predicting pre-, post-, and change in Negative Police Subculture scale (*n* = 223)

	Pre			*Post*			*Change*	
Variable	***b***	***Sig.***		***b***	***Sig.***		***b***	***Sig.***
Female	.030	.645		-.090	.177		-.118	.080
Nonwhite	.101	.111		.134	.042		.039	.554
Age	-.019	.778		.078	.265		.097	.174
College Degree	-.034	.588		.087	.186		.120	.072
Years in LE	-.012	.870		.068	.358		.080	.289
Prior BC training	-.067	.372		.059	.441		.122	.117
Prior CIT training	-.071	.396		.088	.308		.156	.077
Familiarity with BC	.010	.907		-.031	.733		-.041	.656
Familiarity with CIT	.202	.030		.047	.623		-.143	.141
SRP-SF - Total	.369	<.001		.185	.007		-.161	.020

Table 37 presents the summary results of a regression model predicting the post-BLEA scores on the Guardianship – Empathy scale (detailed regression results are available upon request). Both Female and the SRP-SF – Total score are significant predictors. When the respondent is female, there is a .134 standard deviation increase in the post-BLEA Guardianship – Empathy score, and a one standard deviation increase in the SRP-SF – Total score results in a .214 standard deviation decrease in the post-BLEA Guardianship – Empathy score. About 9% of the variance in post-BLEA Guardianship – Empathy scores is explained by this model.

Table 40
OLS regression model predicting post-BLEA score on Guardianship - Empathy scale (*n* = 223)

	Post	
Variable	***b***	***Sig.***
Female	.134	.048
Nonwhite	.053	.433
Age	.041	.567
College Degree	.016	.816
Years in LE	-.041	.586
Prior BC training	.080	.310
Prior CIT training	.054	.541
Familiarity with BC	-.011	.903
Familiarity with CIT	.028	.778
SRP-SF - Total	-.214	.002

Table 38 presents the summary results of a regression model predicting the pre-BLEA scores on the Guardianship – Respect scale (detailed regression results are available upon request). Both Age and the SRP-SF – Total score are significant predictors. A one standard deviation increase in age results in a .155 standard deviation increase in the pre-BLEA Guardianship – Respect score, and a one standard deviation increase in the SRP-SF – Total score results in a .160 standard deviation decrease in the pre-BLEA Guardianship – Respect score. About 9% of the variance in pre-BLEA Guardianship – Respect scores is explained by this model.

Table 41
OLS regression model predicting pre-BLEA score on Guardianship - Respect scale (*n* = 223)

	Post	
Variable	***b***	***Sig.***
Female	.076	.260
Nonwhite	.041	.546
Age	.155	.032
College Degree	.057	.393
Years in LE	-.023	.763
Prior BC training	.061	.435
Prior CIT training	-.156	.079
Familiarity with BC	-.089	.333
Familiarity with CIT	.104	.287
SRP-SF - Total	-.160	.021

Qualitative Findings

In the Phase 1 pilot study as part of the original research design, post-BLEA focus group data was collected from graduates willing to participate. As a result of logistical obstacles, only one focus group was conducted during the pilot study. In addition to the focus groups, observation was conducted of the 40-hour CIT training during the Phase 1 pilot. In Phase 2 of the study we attempted to continue to collect qualitative data through interviews with BLEA graduates willing to participate. We also conducted an observation of the 8-hour CIT component of BLEA for the

Observation

During the Phase 2 data collection, Research Assistant/Co-author Emily Malterud observed the in-class and mock scenario training related to CIT and Blue Courage. Both trainings were included in the overall 720 hours of training for BLEA and were interspersed through the academy, with most of the classes being front-loaded. Overall, the crisis classes consisted of 10 individual classes totaling in 23 hours of instruction. Within these crisis classes, two were specific to CIT, totaling in 8 hours of training, split into 4 hour blocks.

The first, "Introduction to CIT" focused on the identification of certain mental health behaviors and their associated illnesses and the Washington State Involuntary Treatment Act, which lays out the requirements for a person in the state of Washington to be involuntarily committed to receive mental health and other medical services by those working for the state, such as police officers and deputy sheriffs. The second CIT class, "CIT Application & Intervention" focused more on the application of tactics in dealing with a person in crisis, techniques to help de-escalate situations, and a section focusing on suicide intervention and resources. During this class session, officers would be given resources in their communities to help them deal with people experiencing a behavioral crisis as well as tactics specific to dealing with certain mental health crises. For example, officers were taught not to buy into a person's delusions as they can escalate the situation or a future situation. Other classes presented with an attention to crisis focused on communication skills, emotional intelligence, de-escalation techniques, and other personal control strategies that were also a major component of Blue Courage training.

Blue Courage was also a focus of the training received at the beginning of the academy. It was taught in seven parts totaling 14 hours of training. Where CIT focuses on dealing with people in mental crises, Blue Courage is very much focused on the individual officer own personal mental and physical health. Blue Courage begins by focusing on mindfulness and awareness of what they can do and knowing their own personal limits when it comes to mental and physical abilities. It also covers the history of policing and police culture. Finally, officers are given tools such as breathing techniques to help calm them in stressful situations as well as other calming techniques such as meditation and journaling.

Interviews

An additional component of the research conducted was the inclusion of qualitative data collected through interviews with individual police officers. Originally, the goal was to try and get a minimum of ten participants from each cohort, but many factors limited the final number of interviews conducted during Phase 2 of this project to seven. In many instances, officers were uninterested in participating in further research; in other cases, the officers were not available to complete the interview, which lasted anywhere between twenty minutes and an hour. Other officers

who showed interest in participating were contacted and did not follow up, or were unavailable during the scheduled time. Interviews were conducted in person or through phone calls.

Seven officers participated in the post-BLEA interviews. Though the sample size was very small, the insights shared by these officers are helpful to provide additional qualitative information about guardian-focused training elements. The interview guide included 15 questions regarding training during BLEA and their transition into field training and police work following graduation (See Appendix B).

Overall, officers agreed that the CIT and Blue Courage training was beneficial to their overall training through the WSCJTC and understood it as being "what good officer's already do." The training that was received through the WSCJTC was a good foundation to what they should do once they were out in the field, however often the way that work was completed was different. Many officers noted that the principles that were learned within BLEA would stay the same, but often the tactics of how to employ them would change. This made sense when it is understood that the resources for these departments are very different. One officer mentioned that he was often the only officer available during his shift, where another officer working for a larger agency noted that during some suicide calls, the entire precinct would respond. The training through Blue Courage and CIT was beneficial for giving these officers "tools in their toolbox" that they could use to better help those they were in contact with.

When asked about what certain techniques the officers used from the CIT and Blue Courage training, many of the officers noted specific tactics. Most of the departments required their officers while in field training to use journaling techniques that were taught to them during BLEA. Other officers recognized their use of meditation and breathing techniques as learned behaviors from Blue Courage training. Communication techniques such as rephrasing and empathy phrases such as "I understand you are feeling this emotion" or "That must make you feel this emotion" were commonly identified when asked about CIT training. Some officers also mentioned their knowledge of certain resources, such as the Mobile Crisis Team and the 2-1-1 crisis telephone line as being a big takeaway from their CIT training. Overall, many of the officers had additional CIT training following BLEA, either during their field training or through the advanced training offered at the WSCJTC. When asked specifically about the 8-hour, officers noted that it was a good foundation for moving towards the additional training, and allowed them to become interested in advancing that training.

An interesting theme that emerged within the interviews was the understanding of the guardian model of policing. Many officers stated that the guardian model was no different than the warrior model. When asked to further elaborate, many of them stated that the shift to the guardian model was a rebranding of the way policing is understood; officers are still taught the same tactics and legal aspects of policing, however they received additional training on dealing with incidents where the law may not come into play. That is, training on not only how to respond to crisis calls, but also how to help the person in crisis in additional ways, such as getting them treatment, housing, or medication that they may need. Additionally, some officers noted that the greatest visible shift was in the way the academy treated recruits during training. Instead of running the academy like a military boot camp, the academy better identified with a style of on-campus college learning.

Questions Answered

Research Question #1 – Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy as compared to the comparison sample comprised of those who graduated before the curriculum changes took effect?

Results on the seven scales measuring guardian-training elements show that there was a significant difference between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on all seven scales --with the Negative Police Subculture scale which was rated lower than all other scales by both the guardian-trained BLEA recruits and the comparison group (rated 30.8 at BLEA pre-, 32.9 at BLEA post-, and 29.9 by the comparison group). On six of the seven scales --Burnout/Emotional Intelligence, Guardianship/Empathy, Guardianship/Respect, Organizational Support, CIT Support, CIT Organizational value, BLEA recruits who completed the academy after the shift to guardian-focused training showed higher ratings than the comparison group at the start of the academy. The point difference on the scale ratings ranged from -10.3 (CIT Support) - 26.5 (Organizational Support) between the comparison and BLEA groups at Pre- to 9.9 (Guardianship/Respect) to 25.2 (CIT Organizational Value) at post-. The comparison group rated the CIT Support scales higher than the BLEA pre- group (BLEA pre=38.7 and Comparison = 44.5) but that flipped at post-test (BLEA post=68.2) with a 23.6 point difference between the BLEA post- and comparison groups on the CIT Support Scale and a 25.2 point difference on the CIT Organizational Value scale.

On the behavioral crisis items, results show that there were significant differences on average ratings between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on items measuring confidence in knowledge of how to respond to behavioral crisis events (*"Incidents involving individuals in behavioral crisis are a standard part of patrol work," "I am confident in my ability to handle calls involving persons in behavioral crisis," and "Calls involving persons who are experiencing behavioral crisis are dangerous"*). This difference between the comparison and BLEA groups was significant at both pre- and post-test with the most significant difference between the comparison and BLEA post- ratings on the item specifically reflecting confidence in ability to handle behavioral crisis calls (a 11.1 point difference between the comparison group and BLEA-post ratings with a large 13.6 BLEA pre-post training effect). Also significant were the items reflecting perceptions of institutional support for the CIT model and organizational and supervisor expectations regarding responding to incidents involving behavioral crisis. On the items *"Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly"* and *"My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly"* the comparison group rated the item significantly lower than did the BLEA recruits at both pre-and post-test.

On the CIT scenario questions, there were significant differences between the comparison group of law enforcement personnel who completed BLEA prior to the shift to guardian-focused training and BLEA recruits who completed the academy after the shift to guardian-focused training on

all items. In particular, results show that the comparison group was less able to identify the underlying behavioral crisis condition *("Mr N./Ms S./Mr. B is exhibiting symptoms associated with depression/schizophrenia/Alzheimer's/dementia"*) in all three of the scenarios involving depression, schizophrenia, and Alzheimer's/Dementia with a difference of 17.0 points, 13.8, and 13.8 respectively between the comparison group scores and BLEA ratings at post-test as well as the and appropriate response *("Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic…"/"You determine that Ms. S is not in imminent danger to herself or others and call the MCT…"/"You call GRAT or MCT…"*) with a 19.9 , 9.4, and 16.9 point difference respectively between the comparison group scores and BLEA ratings at post-test.

Research Question #2: Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?

Results from both the group comparisons (ANOVA) and within individual (*t*-tests) show that there was a significant difference in training effects after completion of academy training on four of the seven scales, on the behavioral crisis items, and the CIT scenarios. This change is reflected in both the group comparisons and within individual comparisons. There were significant differences specifically for the Burnout/Emotional Intelligence (8.5 points on the ANOVA/6 points on the *t*-test), CIT Support (29.5 points on the ANOVA and 28 points on the *t*-test), CIT Organizational Value (14.9 points on the ANOVA and 11 on the *t*-test), and the Negative Police Subculture (2.1 points on the ANOVA with no change on the *t*-test) scales. There was no significant change in the Guardianship Empathy and Guardianship Respect scales however ratings on these scales were highest at the BLEA pre-test than any of the other scales at start of the academy (Guardianship/Empathy was rated 74.6 at pre and 75.9 at post and Guardianship/Respect was rated 76.3 at pre and 77.6 at post on the group comparison and slightly higher 77.3-76.4 and 78.5-78.0 respectively in the within individual *t*-test comparisons) indicating that BLEA recruits began training with already very high self-report ratings of attitudes and beliefs consistent with the concepts measured by these two scales.

On the behavioral crisis items, results show that there were significant differences on average ratings from pre-to post-test groups on both the group comparisons (ANOVA) and within individual (*t*-tests) on the items reflecting an understanding of the nature of behavioral crisis events (*"Incidents involving individuals in behavioral crisis are a standard part of patrol work"* (a 4.9 increase on the ANOVA and a 3.2 increase on the *t*-test) and *"Calls involving persons who are experiencing behavioral crisis are dangerous"* showed a 5.6 point increase on the ANOVA and 4.2 on the *t*-test and *"I am confident in my ability to handle calls involving persons in behavioral crisis"* showed a 13.6 point increase and 10.3 on the *t*-test). In contrast, there were significant decreases in average ratings from pre- to post-test groups on the items reflecting organizational expectations regarding how quickly incidents involving behavioral crisis should be resolved. *"My training indicates that it is important to resolve incidents involving persons in behavioral crisis quickly" s*howed a .2 point decrease on the ANOVA and a 4.2 point decrease on the *t*-test. *"Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly"* showed about a 2.1 point decrease on the ANOVA and a 5.7 point decrease on the *t*-test, and *"My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly"* showed about a 3.1 point decrease on the ANOVA and a 6 point decrease on the *t*-test. On the items reflecting knowledge and understanding of the time it takes to handle behavioral crisis calls, the comparison group scored significantly lower than did the BLEA pre-and post- on all three of these items ranging from a 16.3, 9.9, 9.5 point difference respectively.

On the CIT scenario questions , results of both the group comparisons (ANOVA) and within individual (*t*-tests) show that BLEA recruits were able to identify the relevant underlying behavioral crisis condition in each of the cases *("Mr N./Ms S./Mr. B is exhibiting symptoms associated with depression/schizophrenia/Alzheimer's/dementia"*) with no significant change from pre to post-test. There were significant differences between the BLEA pre- and BLEA post- on both the group comparisons ANOVA and within individual t-tests on items reflecting knowledge of nuanced response related to the nature of the incidents. For example, on the Scenario 1/Depression item *"In speaking with Mr. N, it would be best not to ask him directly if he was having thoughts about killing himself"* BLEA post- were significantly lower by 27.5 points on the ANOVA and 29.5 on the *t*-test, on Scenario 2/Schizophrenia item *"Paraphrasing what Ms. S is saying back to her may help deescalate the situation,"* BLEA post- were significantly higher by 11.5 points on the ANOVA and 9.3 on the *t*-test, and on the Scenario 3/Alzheimer's/Dementia item *"You determine that most likely there has been no burglary and you close the case and leave, "* BLEA post- were significantly lower by 5.3 points on the ANOVA and 2.7 on the *t*-test.

Research Question #3: Do officer characteristics predict effectiveness of the guardian style of policing?

Results from the OLS regression models examining officer gender, race, age, education, years in law enforcement, and SRP-SF total score on pre-test, post-test, and change scores suggest that officer characteristics such as race/ethnicity, age, familiarity with CIT, and SRP-SF scores moderate training effects for specific components of guardian-focused training. Results show that familiarity with CIT and SRP-SF total scores are both significant and positive predictors of scores on the pre-BLEA Negative Police Subculture scale with 18% of the variance in pre-BLEA Negative Police Subculture scores is explained by this model. With regard to post-BLEA Negative Police Subculture scores, Nonwhite and the SRP-SF – Total score are significant and positive predictors. When the respondent is nonwhite, there is an increase in the post-BLEA Negative Police Subculture score and the SRP-SF – results in an increase in the post-BLEA Negative Police Subculture score. About 13% of the variance in post-BLEA Negative Police Subculture scores is explained by this model. The SRP-SF – Total score was a significant predictor of the change in Negative Police Subculture scores, and the sign of the coefficient is negative. This indicates that an increase in the SRP-SF – Total score results in a decrease in the change score for the Negative Police Subculture scale with 10% of the variance in change score for the Negative Police Subculture scale is explained by this model.

The results on the Guardianship – Empathy scale show that Gender and the SRP-SF – Total score are significant predictors. When the respondent is female, there is an increase in the post-BLEA Guardianship – Empathy score, and an increase in the SRP-SF – Total score results in a decrease in the post-BLEA Guardianship – Empathy score with 9% of the variance in post-BLEA Guardianship – Empathy scores is explained by this model. The results on the pre-BLEA scores on the Guardianship – Respect scale show that both Age and the SRP-SF – Total score are significant predictors. An increase in age results in an increase in the pre-BLEA Guardianship – Respect score, and an increase in the SRP-SF – Total score results in a decrease in the pre-BLEA Guardianship – Respect score with 9% of the variance in pre-BLEA Guardianship – Respect scores is explained by this model.

Results from the analysis of the SRP-SF on the scales suggest for the subsample of BLEA recruits who completed the Phase 2 revised survey instrument suggest that personality is moderating variable with respect to training effects. SRP-SF Total scores were associated with lower levels of change on the Negative Police Subculture, Guardianship—Empathy, and Guardianship-Respect scales. The Guardianship-Empathy and Guardianship-Respect scales were rated relatively high for both the

pre- and post- BLEA groups and there was no significant difference in terms of training effects for the guardian-era BLEA recruits, however there was significantly less change for recruits who scored higher on the SRP-SF on these scales. In addition, higher scores on the SRP-SF were significantly correlated with lower scores on the Negative Police Subculture, Organizational Support, and Guardianship-Respect scales at pre-test suggesting that the higher the SRP-SF scores, the lower the pre-test ratings on these scales. These findings suggest that officer personality is a moderating variable that has the potential to affect the direction and strength of training effects and that personality may be particularly important with respect to the concepts measured in the Negative Police Subculture, Guardianship-Empathy, and Guardianship-Respect scales.

Research Question #4: Are BLEA guardian-focused training effects sustained over time?

Results from the 3-month, 6-month, and 1-year longitudinal analysis in total show 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 addition there was an increase in scores on the Negative Police Subculture Scale at 6 months, but not at other time periods suggesting mixed evidence of a long-term training effect on this training component. With respect to incidents involving behavioral crisis, there was evidence of long-term sustained increases for the items, *"Incidents involving individuals in behavioral crisis are a standard part of patrol work," "Calls involving individuals in behavioral crisis are dangerous," "I am confident in my ability to handle calls involving behavioral crisis,"* and *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events."*

With respect to the CIT scenario items and sustained change over time, results show long termed sustained stability identification of the conditions identified in the scenarios, with significant increase in ability to identify the condition in the depression scenario. There was also long-termed sustained identification of the increased risk of suicide by cop. There was also sustained and notable decrease over time in 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." In the schizophrenia scenario there was sustained decrease in the item "In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her," and also sustained increase in the item, "Paraphrasing what Ms. S is saying back to her may help deescalate the situation." For the Alzheimer's/Dementia scenario, all of the items exhibited long-term stability and there was evidence of long-term sustained increase for the item, "Paraphrasing Mr. B's statements help to confirm that you understand them."

Concluding Comments

The findings presented in this final report, reflect results from ongoing longitudinal data collection at WSCJTC. The findings suggest that there are significant BLEA guardian-focused training effects as measured through the 7 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. Significant differences were found between the comparison group of pre-guardian era BLEA graduates and post-guardian era BLEA graduates in scales all except the Negative Police Subculture scale. Significant training effects were found on the Guardianship-Empathy and Guardianship-Respect scales for subsets of officers

associated with gender (female officers showed higher change on Guardian-Empathy Scale and older officers showed higher change on the Guardian-Respect scale with findings showing that personality as measured through the SRP-SF had moderating impact on training effects in particular on the Guardianship-Empathy, Guardianship-Respect, and Negative Police Subculture 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. These findings offer important information for future research to examine the role of officer demographic and personality characteristics as a moderating factor in training effects.

The general findings are consistent with results presented in the 2015 pilot study and November 2016 interim report. Additional OLS regression analysis examining the effects of officer characteristics on outcome variables coupled with the findings that show significant difference between pre-guardian era comparison group and the post-guardian era BLEA recruits at pre-test suggest that baseline officer characteristics such as gender, education, prior CIT training, and personality measured through the SRP-SF are important to consider in predicting outcome on dependent variables. The findings presented here indicating that gender, education, and prior knowledge of CIT, and SRP-SF scores are significant predictors of ratings on the CIT Support scale are important to consider as moderating variables that affect the direction and strength of training effects .

The findings on the SRP-SF included in the revised survey for a subsample of BLEA recruits suggest that personality is moderating variable with respect to training effects. This is an important finding suggesting that personality plays a role in attitudes and beliefs recruits bring with them to the academy and how receptive they will be to guardian-focused training. Higher scores on the SRP-SF were associated with lower levels of change on the Negative Police Subculture, Guardianship—Empathy, and Guardianship-Respect scales. In other words, while these scales were rated high for the pre- and post- BLEA groups and there was no significant difference in terms of training effects for the BLEA recruits as a whole, there was significantly less change for recruits who scored higher on the SRP-SF on these scales. In addition, higher scores on the SRP-SF were significantly correlated with lower scores on the Negative Police Subculture, Organizational Support, and Guardianship-Respect scales at pre-test suggesting that the higher the SRP-SF scores, the lower the pre-test ratings on those scales. What is interesting about this finding is that these were the scales that did not show significant training effects for the BLEA recruits as a whole, however, scores on the SRP-SF were significantly correlated with lower ratings on these scales and decreased change suggesting that personality style may be an important baseline characteristic that moderates training effects in particular on the Guardianship-Empathy scale. These findings suggest that attitudes and beliefs about empathy, respect, and adherence to negative police subculture are rooted in personality characteristics that are less impacted by training and more a manifestation of underlying individual traits that recruits bring with them to the job.

It is also a compelling finding that officer demographic characteristics including gender, age, race/ethnicity, and familiarity with CIT were moderating variables associated with lower scale ratings at baseline and lower change at post-test. For example, the finding that female recruits show significant change on the Guardianship-Empathy scale and that SRP-SF scores are negatively

associated with Guardianship-Empathy scale ratings, that age is positively associated and SRP-SF score is negatively associated with change on the Guardianship-Respect scale ratings, and that race/ethnicity is associated with Negative Police Subculture scale change ratings with nonwhite recruits showing more change on the Negative Police Subculture scale higher while the SRP-SF scores are negatively associated with change on this scale is informative. These findings suggest that officer characteristics impact training effects for specific components of guardian-focused training. Future research is needed to identify the relationship between specific officer characteristics and elements of guardian-focused training.

It is particularly interesting that gender (being female) showed a training effect for the Guardianship-Empathy scale while SRP-SF scores show a decrease in training effect on this scale. Recent research on women in policing suggests that female officers operate in ways that serve to both reinforce and challenge dominant masculine conventions in police culture whereby female officers reconfigure existing components of police culture to produce support for a progressive model of policing that encompasses both historical crime-fighting approaches and community policing practices (McCarthy, 2013). The cultural association between gender and empathy and the literature on the characteristics and skills women in policing bring to law enforcement in particular with respect to community policing initiatives suggest that traits associated with femininity have a potential impact on training effects. Also interesting is the negative association between SRP-SF scores and the Guardianship-Empathy scale. The construct of psychopathy measured through the SRP-SF has long been associated with traits associated with masculinity. This coupled with the fact that law enforcement is a historically gendered-masculine field and that research has found that the majority of policewomen identify as having a masculine gender identity (Swan, 2015) and that women tend to score lower on measures of psychopathy (Hare, 1990, 2003; Paulhus et al, 2016) and are also fewer in number in law enforcement (Seklecki & Paynich, 2007) suggests that this is an important area for future research to examine the impact of and interaction between gender and personality in law enforcement training and culture. The results presented here offer direction for future research to examine questions such as – *How does gender interact with personality in law enforcement training and law enforcement culture? As more women enter the law enforcement field, will the gendered nature of law enforcement and law enforcement training over time change law enforcement culture?* These and other questions such as- *How does personality interact with gender in guardian-focused training and law enforcement practice? -* are an important next step to better understand this interesting finding on the relationship between gender, personality, and the empathy element of guardian-focused training.

It should be noted that the finding that the post-guardian era BLEA recruits scored significantly higher than the pre-guardian era comparison group on the Guardianship/Empathy and Guardianship/Respect scales while there was not a training effect from BLEA pre- to BLEA post- on the already high ratings on these scales in the post-guardian era BLEA group deserves further examination, particularly in light of the findings regarding personality style, gender, age, and familiarity with CIT as moderating variables. Regarding the high post-BLEA ratings on the Guardian-Empathy and Guardian-Respect scales, it could be the case that there has been a larger societal and cultural shift to which this change can be attributed whereby BLEA recruits entering the academy in recent years are coming in with baseline higher ratings on these measures that are already so high that training effects are minimal. It is a compelling finding in particular that personality style and gender are significantly associated with Guardianship-Empathy ratings with being female associated with higher empathy ratings and more change and high scores on the SRP-SF associated with lower empathy ratings and less change and that higher scores on the SRP-SF are associated with lower ratings on the Guardianship-Respect scale and higher ratings on the Negative Police Subculture scale.

Future research is needed to further examine the moderating effects of officer characteristics on training.

Continued longitudinal study is needed to examine what may be occurring with respect to baseline officer characteristics that may be related to the ability of officers to engage in empathetic and respectful interactions with citizens. It could be that the ability to be empathetic and respectful in police-citizen interactions is more a function of officer individual characteristics than it is a result of training and/or, as the data presented here suggest, that training effects are moderated by officers' individual characteristics. In other words, the ability to empathetically and respectfully connect with citizens in police-citizen interactions and engage in a respectful manner may be more associated with officer individual-level character than with training. If this is the case, it is all the more important to examine officer demographic characteristics and personality style and the relationship between personality style and outcome measures utilized in this study to measure the effects of guardian-focused training.

Also, the lack of significant difference and low ratings on the Negative Police Subculture scale suggests that "thin blue line" historically thought to characterize police subculture is not strongly supported by the data here and that regardless of whether BLEA graduates were pre or post the guardian era, that law enforcement in Washington state do not generally hold a view of police subculture that is consistent with cynicism and disconnect between the police and community. The findings on the relationship between SRP-SF scores and higher Negative Police Subculture ratings further highlight the importance of officer characteristics, in particular personality style, on officer adherence to the negative police subculture. This is another important area for future empirical examination to better understand the relationship between personality style and demographic variables such as age, gender, and race/ethnicity and training effects.

While the findings presented here are strong with respect to the mixed method approach and level of participation of BLEA graduates and recruits in the pre/post surveys, there are two weaknesses of the current study that should be noted. First, difficulties in obtaining participation in the longitudinal 3-month, 6-month, and 1-year follow-up component in the study 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=47 at 3-month, n=139 at 6-month, and n=107 at 1-year) is a good sample sufficient for data analysis, a larger sample of BLEA graduates participating in the longitudinal follow-up would strengthen the findings. Second, collection of qualitative data through focus groups (in the Phase 1 pilot) and interviews (in the Phase 2 study) with BLEA graduates was challenging resulting in a low number of participants in the Phase 1 focus groups and Phase 2 interviews..

This final report presents results from BLEA recruits from November 2016 through April 2017 with longitudinal results from recruits who completed the 3-month, 6-month and 1-year follow-up surveys. Continued longitudinal follow-up of recruits collecting longitudinal survey data as the recruits move further in their careers has the potential to better understand the relationship between law enforcement agency culture, officer characteristics, and training effects over time. Additionally, though there were difficulties in collecting qualitative data in the Phase 1 Pilot study and the Phase 2 Longitudinal Evaluation, future research collecting qualitative data through interviews with BLEA recruits as they move further in their careers would provide important contextual information to better understand the long-term effects of guardian-focused training at the WSCJTC and the ways in which different agencies with different cultures impact and shape training effects over time.

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APPENDIX A
Revised WSCJTC BLEA Survey Instrument

Note: The revised BLEA Pre-survey is included here. The survey was administered as an online survey through *Qualtrics* that could be taken on a computer or mobile device. It is included here for informational purposes and thus differs from the online survey with respect to format and presentation. The set of surveys administered in the longitudinal study included a pre-survey, administered following the recruits Physical Agility Testing (PAT) which marks entry into the BLEA program, a post-survey administered following the comprehensive final marking their successful completion of BLEA, and two follow-up surveys administered approximately at 6-months and 1-year post BLEA graduation, and an interview for those willing to participate (See Appendix B).

WSCJTC BLEA Pre-Survey

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 foredosure 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
Interview Guide for 3-Month, 6-Months, and 1-Year Post BLEA Interviews

WSCJTC Longitudinal Evaluation Interview Protocol

INSTRUCTIONS (for RA)
Contact all BLEA recruits who have graduated. Ask them if they are interested in participating in the WSCJTC Evaluation longitudinal study follow-up interview upon completion of the follow-up survey. Ideally we would like to have a minimum of 10 interviews from each cohort.

BACKGROUND
Name, Student ID, Class #, Agency, and Date of Interview.

QUESTIONS
1. Roughly what is the size of your police department?
2. How long has it been since you graduated from the academy? (which cohort class?)
3. Do you have any friends/relatives who are police officers?
4. What is the biggest difference between your experiences on the street so far and what you thought it would be like?
5. Have you used any of the specific communication techniques taught at the academy? If so, please describe exactly how the situation went. (Collect more examples if offered)
6. Have you used any of the specific information in the 8 hour CIT training taught in the academy? If so, what specifically? Describe the incident. (Collect more examples if offered)
7. Have you used any of the journaling, deep breathing, or other techniques taught in the academy as part of the Blue Courage curriculum? If so, what, and how is it/they working for you? (Collect examples)
8. If you had to limit to one thing, what is the most important thing you learned in the academy that you use the most on the street?
9. What is your understanding of the Guardian model of policing?
10. Do you think you follow those principles in your day-to-day interactions with the public? Please give examples.
11. Do you think your department follows those principles? Please give examples.
12. Have you been told to "forget everything you learned in the academy" because it's not realistic or not real policing? How many times, by who, was it phrased differently?
13. Do you feel that you can't do your job the way you were taught in the academy because your FTO or fellow officers would criticize you for doing so? Do you have examples of this happening?
14. In your experience thus far, are there things you were taught in the academy that don't work on the street? Provide examples.
15. How do Blue Courage and CIT contribute to the shift to the guardian model?

APPENDIX C
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!