

AN ANALYSIS OF LAW ENFORCEMENT
TRAINING IN MISSOURI

By

JACK G. SPURLIN

Bachelor of Science
Northeast Missouri State University
Kirksville, Missouri
1975

Master of Science
Central Missouri State University
Warrensburg, Missouri
1978

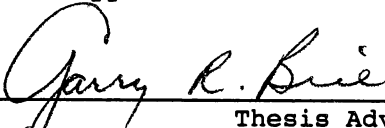
Educational Specialist
Pittsburg State University
Pittsburg, Kansas
1990

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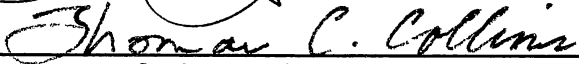


Thesis Adviser









Dean of the Graduate College

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CHAPTER I

INTRODUCTION

In 1829 Sir Robert Peel noted the importance of police training. In the Metropolitan Police Act of 1829, which was written by Peel, he offered what he believed to be the necessary elements in the formation of a quality law enforcement agency. One of Peel's major points was the need to train law enforcement officers (Folley, 1976).

It was not until 1979 that Missouri passed its minimum training standards for law enforcement officers. Missouri was the last state to pass minimum standards and still ranks last in number of hours of instruction required (Department of Public Safety Document No. 863, 1991). The 1979 Missouri training legislation required that officers receive a certain amount of training, before being allowed to become certified police officers. According to Missouri Revised Statutes, 1986, chapter 590, section 105, law enforcement officers in less than a first class county will receive a minimum of 120 hours of basic police training.

Missouri has made several attempts to increase the amount of training for their law enforcement officers in less than first class counties. Each year the proposed legislation has failed.

In September, 1991, the researcher testified before the Governor's Commission on Crime (Webster, 1991). Testimony dealt with the need for increased training, both pre-service and in-service, for

law enforcement officers in the state of Missouri. In November, 1991 the Governor's Commission on Crime made a final report to the Governor. Included in their report were the following recommendations:

1. Increase Missouri's minimum training requirement for law enforcement officers.
2. Encourage the implementation of a continuing education requirement for Missouri law enforcement officers.
3. Encourage establishment of a closed-circuit link between the state highway patrol's training academy, other law enforcement training academies, and the state's junior colleges as a means of providing both basic and continuing training to law enforcement officers (Webster, 1991, p. 1).

Statement of the Problem

The problem is that, with rapid changes in society, technology, and the rising crime rate, law enforcement officers in Missouri are not receiving the necessary training, to effectively and efficiently carry out their legal responsibilities. Missouri ranks last in the nation in the amount of training that is required to become a law enforcement officer.

Need for the Study

In today's rapidly changing world, the law enforcement officer is faced with an enormous task. In a report dealing with law enforcement officer's training, a document from the Department of Public Safety No. 863 (1991) states that Missouri has a long way to go to best meet training needs in a way that will be truly satisfactory to the public. That document further states that law

enforcement is arguably one of society's most complex, critical, and sensitive professions.

Missouri made several attempts to pass legislation to increase the amount of basic training required to become a certified law enforcement officer. There have been three major reasons that each of those attempts failed. The first is that the public has not demanded passage; the second is that law enforcement trainers have not demanded passage; the third reason for failure has been the question of where the money necessary for the increased training will come from. Webster (1991, p. 6) stated:

Yet, however clear the inadequacies of Missouri's law enforcement training standard, it is also plain that obtaining the necessary funds for increased training has proven difficult. Most local law enforcement budgets are strapped. For example, many county sheriff's departments watch helplessly as their annual budgets are swallowed by the spiraling costs of health care for jail inmates. Similarly, the state budget is tight. The Department of Public Safety is not immune to the budget withholdings which have impacted executive departments and others. Simply stated, finding the resources necessary for increased training will not be easy. Still, it appears that the time has come to move beyond the funding challenges that have held back this state while all others have increased their training requirements.

Efforts to determine what a new increased curriculum should consist of, as well as what should be covered on an annual basis with in-service training, should be a major responsibility of a training administrator. This is particularly true in light of the new push for the passage of increased training for law enforcement officers in the state of Missouri.

Purpose

The purpose of the study was to identify the topics that should be included in a basic (pre-service) law enforcement officer's (officer) training program. The study also was designed to determine the topics that should be covered on an annual basis for a law enforcement officer's continuing education (in-service) training as well as the amount of time that should be spent on each of the topic areas.

Research Questions

The study was designed to address the following research questions:

1. What topics should be included in a law enforcement officer's basic training (pre-service)?
2. What topics should be included in a law enforcement officer's annual continuing education program (in-service)?
3. How much time should be spent on each of the identified pre-service topics?
4. How much time should be spent on each of the identified in-service topics?

Assumptions of the Study

The following assumptions were used in the conduct of this study:

1. The group of experts identified (nominated) by the various state agencies in charge of law enforcement training are, in fact, experts in the field of training.

2. The group of experts gave their personal opinion to each of the questions, and not just a statement that reflect current practices within their home state.

Scope and Limitation of the Study

This study was conducted within the following constraint:

1. The experts identified were only those identified by the leaders of the various state agencies in charge of law enforcement training and, therefore, may not reflect the view of academic experts across the nation.

2. The study was limited to the identification of topics and not competencies.

Definition of Terms

The following terms were used in this study:

Certified Law Enforcement Officer - A law enforcement officer who has met the state requirements for training and has been certified as a law enforcement officer by the Director of the Department of Public Safety (Revised Missouri Statutes, 1986).

Consensus - Group solidarity in sentiment and belief; a general agreement; collective opinion (Webster, 1969).

Continuing Education - As used in this study, continuing education refers to a law enforcement officer's in-service training.

First Class County - Any county having an assessed valuation of 400 million dollars and over (Revised Missouri Statutes, 1986).

Fourth Class County - Any county having an assessed valuation of less than ten million dollars (Revised Missouri Statutes, 1986).

Law Enforcement Administrators - As used in this study, leaders of the various law enforcement agencies. In most cases they will be police chiefs or county sheriffs.

Law Enforcement Officer - Members of the state highway patrol, all state, county, and municipal law enforcement officers possessing the duty and power of arrest for violation of the general criminal laws of the state or for violation of ordinances of counties or municipalities of the state and who regularly work more than 32 hours a week (Revised Missouri Statutes, 1986).

In-service Training - As used in this study, training that law enforcement officers receive on a continual basis. The purpose of in-service training is twofold; first, to insure that law enforcement officers stay current and, second, to insure that they refresh their memories of tactics learned in basic training.

Mandatory Training - As used in this study, training that is mandated by state law. Each state has its own training requirements for both pre-service and in-service training.

Pre-service Training - As used in this study, training that law enforcement officers receive before they start their jobs. The amount of training received is mandated by law and varies greatly among the 50 states.

Second Class County - Any county having an assessed valuation of 125 million dollars and over (Revised Missouri Statutes, 1986).

State Certified Instructors - An instructor who has met the requirements established by the Department of Public Safety (or other state agency in charge of law enforcement training) and has been

certified as a state approved instructor (Revised Missouri Statutes, 1986).

State Certified Police Academy - A training facility that has met the requirements established by the Department of Public Safety (or other state agency in charge of law enforcement training) and has been certified as a state approved academy (Revised Missouri Statutes, 1986).

Third Class County - Any county having an assessed valuation of ten million dollars and less than the assessed valuation necessary for that county to be in the second class shall automatically be in the third class (Revised Missouri Statutes, 1986).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of literature was conducted to provide information regarding three areas. The first area was basic law enforcement training (pre-service); the second area was continuing education (in-service); the third was information about the Delphi technique.

Pre-Service Training

Throughout history the need for law enforcement training has been apparent to anyone who has recognized how complex the law enforcement officer's job can be. Sir Robert Peel recognized the need for training in 1829 and was responsible for the Metropolitan Police Act of that same year. Peel's proposals consist of ten items that would be necessary to follow in order to have an effective law enforcement agency. To quote Folley (1976), "Training of police officers assures greater efficiency". Folley also stated that the principles established in the Metropolitan Police Act are as applicable today as they were in 1829. Johnson (1988) related some of the early problems encountered in reference to law enforcement training. Early law enforcement officers were expected to stay on the job a very short while. Johnson (1988) stated that this was due

to the fact that "Political appointments meant frequent rotation in office, and few patrolmen expected to make police work their lifetime career." The short tenure of law enforcement officers was largely done away with when cities began to offer law enforcement officers protection under civil service regulations. Johnson went on to state that by 1940 over 81 percent of law enforcement officers left their jobs as a result of death or retirement. He further stated that:

This new occupational longevity created a force that began to develop its own distinct subculture in American life. It created cohesion among the rank and file, but it also imposed new demands for physical training, periodic retraining and a need for employee benefits (1988, p. 249).

During the early 1900's law enforcement training progressed at a snail's pace. The next major occurrence that helped training pick up the pace was in 1923 with the creation of the so called "zone schools". Johnson (1988) stated that those "zone schools" were designed to provide regional police training within each state. Johnson (1988, p. 250) further stated:

The George-Dean Act (1936) provided federal grants-in-aid for vocational training, and in the 1939-40 fiscal year, more than 9,000 police officers were enrolled in programs funded under that legislation. The Works Progress Administration funded 101 police-related projects in the period from 1934 to 1938, allocating \$1,275,000 for this purpose and establishing a precedent for federally-funded police research.

According to Folley (1976) even with the help from the federal government and the increased emphasis on training, that during the 1970's there were still many law enforcement agencies not providing training. Folley (1976, p. 115) further stated:

Probably every chief of police in the United States pays lip service to the need for police training; yet some of these same chiefs are not exploiting the available training

possibilities. This was clearly evident in 1959 when a survey of the present status of police training in the United States was conducted. This survey indicated that out of 1,105 cities reporting, more than 43 percent did not have any form of training program. All cities over 250,000 population reported that they had a recruit training program of one type or another, while only 42 percent of the cities in the 10,000 to 250,000 population group had some type of recruit training.

According to Tully (1979, p. 2),

It was not until 1959 that California and New York became the first states to pass legislation which required that police officers receive training before assuming the duties of sworn law enforcement officers.

Tully went on to state that, because of all of the turmoil during the 1960's, it became apparent that law enforcement officers would need more training.

In 1967 the President's Commission on Law Enforcement and Administration of Justice recommended that all officers have a minimum of 400 classroom hours of training. That is what the commission felt was necessary for a student to receive as basic (pre-service) training, before they be allowed to become a law enforcement officer. The National Advisory Commission on Criminal Justice Standards and Goals (1973) cited a survey that the International Association of Chiefs of Police (IACP) had conducted in 1970 that survey disclosed that 33 states had laws requiring basic police training, but that only 19 states required 200 or more hours of instruction.

Missouri passed a mandatory police training act in 1979. Missouri was the last state in the nation to pass such an act, and required the lowest amount of training in the nation. That act required law enforcement officers to receive a specific amount of

training before they would be certified by the state as law enforcement officers. The amount of training required in the state of Missouri varied by the size of county in which that law enforcement agency is located. Law enforcement agencies located in less than a first class county were required to receive 120 hours of training to be state certified.

Over the last 14 years there have been many attempts to increase the amount of training in Missouri. According to information gathered by the researcher, Missouri ranks last in required training. As stated in Document No. 863 from the Missouri Department of Public Safety:

While some cities and counties in Missouri do set higher basic training requirements on their own than are mandated by state statute, the fact remains that well over half of Missouri's 13,000 practicing peace officers were required to complete from between zero to no more than one hundred twenty hours of basic training (p. 3).

That same document further stated that Alaska, which ranks 49th in training, requires twice as much basic training as does Missouri.

With respect to law enforcement officer's training William S. Session, the Director of the FBI, stated:

The role of law enforcement in today's society changes constantly. Every day, law enforcement officers face more sophisticated, more challenging, and more complex crime problems. Every day, they battle the violent crime that is tearing the communities of this nation apart. Because they encounter some of the most dangerous and vicious criminals who ever lived--criminals armed with new technologies and new weapons--law enforcement officers must be prepared to meet the challenge.

Therefore, police education and training are key issues of today. Constantly, scientific and technological advancements are being made. In fact, the evolving body of knowledge is so great that what was considered state-of-the-art 5 years ago is now, for the most part,

obsolete. And, in order for law enforcement officers to survive in a dynamic, rapidly changing society, they must be continually updated on the latest techniques and developments (1992, p. 1).

Post (1992) commenting on how important the training mission will be in the 1990's stated:

In the decade of the 90's, two broad, recurring themes will impact on the way police agencies "do business." One theme relates to how departments will manage an ever-increasing volume of information: the other reflects the accelerating rate of change that will become the trademark of the 1990's. While these projected trends have obvious implications for law enforcement agencies in general, nowhere will law enforcement's response to them be more crucial than in the area of police training (p. 19).

Law enforcement trainers have realized that their training should help to develop particular skills and to transfer information that is necessary to be able to perform the law enforcement officers job.

Post (1992, p. 19) stated, "The training function is vital to the effectiveness of every police agency. The primary reason for this is that training is the vehicle used to impart knowledge and develop skills" (p. 19).

Beckman (1987) stated that all police training can be broken down into four types. The first type he identified related to recruit or basic training; the second type was in-service training; third was specialized training; and the fourth type was command training.

Specialized training has been closely associated with in-service training. Beckman (1987) differentiated between the two types of training. He stated that in-service training was the weakest part of the training process and was mainly conducted in the

form of roll call training. On the other hand, specialized training was designed to provide the officer with special knowledge in a particular area. Beckman (1987, p. 444) stated:

Specialized training is critically needed by police departments which, because of escalating public demands for increased services, must react by creating new kinds of specialists trained to give citizens the best service possible for their tax dollar.

Beckman further stated, that recruit training is where new law enforcement officers are sent to receive formal entry -level training. Beckman (p. 445) stated:

Officers are not expected to achieve an advanced level of expertise in any one subject. The entire curriculum is designed to provide a foundation to build on in later years. Some of the courses typically offered in a recruit academy include:

- History and role of police
- Human and race relations
- Firearms and use of force
- Preliminary investigation
- Traffic law enforcement
- Patrol techniques and procedures
- Accident investigation and reporting
- Criminal law
- Pursuit and emergency driving, road block techniques
- Narcotics investigation, raid planning
- Forensic sciences
- Duties at the crime scene
- Courtroom demeanor and testimony
- Court organization
- Crowds and their behavior
- Aspects of riot-control operation
- Criminal investigation
- Report writing
- Mechanics of arrest
- Laws of arrest
- Handling disturbance and prowler calls
- Sex crimes
- First aid
- Handling the mentally ill.

In an article entitled, "The Evolution of Police Recruit Training," Shaw (1992) stated that many early recruit training

curriculums were developed by individual law enforcement agencies. Shaw (1992) used the Northern Virginia Criminal Justice Academy as an example of administrators designing their own recruit training curriculum. He stated:

To begin, the three police chiefs assigned a training lieutenant from each of their departments to develop a curriculum for the first session of the newly formed regional academy. These men combined the best elements of their individual departments in to the basic school curriculum. The first session consisted of 11 weeks of training that were divided into four segments academic, firearms, physical training, and driver training. The academic training consisted of an introduction to police science, police methods and techniques, government and law, police and community life, and laboratory techniques. In the firearms and physical training portion, recruits learned to fire a service revolver and shotgun and were taught basic calisthenics, judo, and close-order drill. This was followed by fundamental driver's training, which involved using traffic cones on a simplified course (p. 3).

In relation to pre-service curriculum Folley (1976, p. 120) stated:

In developing the curriculum for the pre-service police recruit school, it is extremely important to select courses that will contribute most to the development of the recruit. If careful selection of subjects is not exercised, it is likely that relatively insignificant subjects will be overemphasized while the more important ones are neglected.

The National Advisory Commission on Criminal Justice Standards and Goals cited a 1969 study done by the New York Police Department. According to that study, topics that should be included in a recruit academy's curriculum include:

1. Introduction to the Criminal Justice Systems; an examination of the foundation functions of the criminal justice system with specific attention to the role of the police in the system in government;
2. Law; an introduction to the development; philosophy; types of law; criminal procedure and rules of evidence;

discretionary justice; application of the U.S. Constitution; court systems and procedures; and related civil law;

3. Human Values and Problems; public service and non-criminal policing; cultural awareness; changing; roles of the police; human behavior and conflict management; psychology as it relates to the police function; causes of crime and delinquency; and police public relations;
4. Patrol and Investigation Procedures; the fundamentals of the patrol function including traffic, juvenile, and preliminary investigations; reporting and communications; arrest and detention procedures; interviewing; criminal investigation and case preparations; equipment and facility use; and the other day-to-day responsibilities and duties;
5. Police Proficiency; philosophy of when to use force and the appropriate determination of the degree necessary; armed and unarmed defense; crowd, riot, and prisoner control; physical conditioning; emergency medical services; driver training; and
6. Administration; evaluation, examination, and counseling processes; departmental policies, rules, regulations, organization, and personnel procedures (p. 394).

Beckman, Shaw, and the New York study gave an idea of what was being offered by law enforcement academies in the basic recruit curriculum.

In a study conducted by the Research and Development Unit of the FBI's Training Division, certain areas were repeatedly picked out as those areas which should be offered in a recruit academy's curriculum. Phillips (1985, p. 1) stated:

In response to a request by the U. S. Department of Justice to provide information on the nature and extent of state and local law enforcement training needs, the institutional Research and Development Unit of the FBI's Training division undertook a long term comprehensive analysis of law enforcement agencies throughout the united States. The objectives of this research were:

- 1) To determine the type and extent of any state and local law enforcement training need as perceived within the context of their individual organizational missions and environments;

- 2) To identify any differences in the nature of the training needs at the various demographic levels of relevance; and
- 3) To provide training needs information which would facilitate any federal law enforcement training program developed to meet the needs of the state and local law enforcement agencies (p. 1).

That was a major study and provided many training academies with necessary information that would enable them to provide the training that was essential for law enforcement.

Beckman (1987) stated, "The nation's training academies are not identical. The thrust of each individual academy will reflect the needs of the community and the function of the department." Phillips (1984) did not necessarily agree with Beckman. Phillips stated:

Data were gathered in a manner that allowed law enforcement training needs to be analyzed from the perspectives of agency types, size and geographic location. Regarding the latter, it was found that the training needs of law enforcement agencies do not vary greatly based on geographic location. In fact, training needs of agencies in different geographic locations were found to be so similar as to make it unnecessary to report needs by geographic region (p. 2).

The Phillips (1984) study sent questionnaires to 16,000 law enforcement agencies to determine how training needs differ by agency type, size, and other demographic classifications. They received 8,400 usable responses. The responses were prioritized by number of times mentioned. In Appendix A, 54 activities were ranked. A training academy could develop their curriculum for recruit training as well as in-service training simply by paying attention to the rank given various topics.

The literature identified in the Phillips study reveals that the ideal curriculum for recruit training has been sought after for quite

some time. There are some common threads throughout all of the suggested curriculums. It also becomes apparent that the curriculum must change with the times. A very good example of that is the statement from Shaw (1992, p. 5):

Even today, the three principal components of the Northern Virginia Criminal Justice Academy-- trainees, staffing, and curriculum--do not remain constant, but continue to reflect the times.

The director of the FBI has also reflected the need for the continuing update of the curriculum used in basic training. Sessions (1992, p. 1) stated "The same holds true for law enforcement administrators, who should continuously search for ways to improve their education and training programs." Sessions (1992, p. 1) further stated:

Administrators should institute ongoing reviews of their policies, procedures, and practices to ensure that they meet the needs of their officers. They must also ensure that their officers are properly trained so that they are fully prepared to handle today's increasingly violent crime problems.

Bratz (1983, p. 25) stated:

It is quickly apparent that technological advances can be effective in enhancing response time or reacting to critical events. But, since technological advances have not been wholly successful, there are, hopefully, other avenues on which to proceed. The greater thrust of importance, the human dimension of society, should rest upon upgrading the individuals who make up our police force. The need for personal improvement through education must not be lost in the clamor for new technology.

Patti (1983) further added to the importance of training when he stated:

For policing to become a profession, for officers and administrators to stay clear of liability, and for officers to stay alive on the street, the answer is in training, what we teach our new recruits, and how well we instill in

them the desire to learn, even after academy training (p. 40).

Law enforcement agencies have long been looking for the answers to their training needs. The review of the literature for pre-service training showed that there is no easy answer to how much training and what topics should be included in a law enforcement officer's basic training. Sessions (1992, p. 1) stated:

Trained personnel are critical to the solution, and law enforcement personnel deserve the best possible training and education available. Training enhances the quality and effectiveness of the service provided to citizens. But, it also ensures that law enforcement will be ready to respond to meet the challenges of today's violent criminal element.

In-Service Training

The second area covered by the literature review was the area of in-service training. In-service training refers to training that an officer receives after he/she has completed their basic training. In-service training has been usually conducted on an annual basis, and may be conducted by the law enforcement officer's own department or it may be done by an outside agency. Session (1992, p. 1) stated:

The education of officers should not be confined to training academies. Rather, it should be a continuous process in each department and viewed as a necessity, not a luxury, by police administrators.

In reference to the lack of standards for in-service training Galvin (1989, p. 18) stated:

While state statutes and judicial decisions have shaped the form and substance of basic police training requirements there is little mandate for the provision of intermediate and advanced instruction. It is safe to assume that enlightened law enforcement administrators recognize the necessity for post basic instruction, but many embrace a shotgun approach in this area. Adoption

of a strategic planning approach to training requires police administrators to implement a five-step process.

Schultz (1987) called in-service training the weakest part of the entire training process. Schultz believed that the reason that in-service training is such a problem is due to the fact that a law enforcement agency operates around the clock, therefore making it very difficult to train officers. In testimony given by Spurlin, before the Missouri Governor's Commission on Crime (Webster, 1991), Spurlin stated: "that many professions, including barbering and cosmetology require completion of a number of hours each year in order for practitioners to keep their state license." Webster (1991), the Attorney General for the state of Missouri, recommended that Missouri encourage the implementation of a continuing education requirement for Missouri law enforcement officers. In an editorial written by Spurlin, for the St. Louis Post Dispatch, Spurlin stated:

Currently there are no requirements, although many departments provide in-service training. Numerous Supreme Court decisions and legislative actions each year change the way police officers must do business. At least 40 hours of continuing education each year should be required. If such training is kept affordable and convenient, then police departments around the state would be receptive to such a proposal (1991, p. 3c).

The literature reveals that law enforcement changes on almost a daily basis. Every time the Supreme Court rules, the legislative body changes the law, the city changes its ordinances, and the agency itself change policy. Slahor (1991, p. 76) stated:

Every department, from the smallest to the largest, needs a continuing education program for its officers. Liability, public expectations, certification standards, and personal interest in learning all play roles in the need for continuing education.

One of the major areas of concern in regard to training is the liability factor. Departments have been ruled liable when they have failed to train their officers, as well as when the training has not been of the type or quality that the law enforcement officer should receive. Scuro (1983, p. 35) stated:

The proliferation of civil actions in both state and federal forums against law enforcement officers presents an on-going problem for the police chief or administrator of any agency, regardless of size.

Scuro (pp. 36-37) further stated:

Perhaps the most vulnerable area to challenge under a negligence theory of liability for a law enforcement agency deals with the area of training both of the basic cadet and in-service nature. Consistently, courts have held a department liable and accountable for monetary damages for failing to meet their affirmative duty to properly train officers in a non-negligent manner. Because of this trend towards the imposition of civil liability the importance and absolute necessity of proper training cannot be overemphasized, nor can the need to constantly evaluate training procedures be ignored.

One only need follow civil law for a period of time to see that what Scuro was predicting in the 1980's has become a major problem in the 1990's. Civil suits are filed continually against officers who allegedly use too much force, improper firearms techniques, and poor driving techniques. In a more recent article Haley (1992) stated, "The risk of being sued in law enforcement has increased dramatically. In 1967, it was one chance in 200. By 1976, it had increased to one in 40; by 1987, it was estimated to be one in 20. Haley further stated that "in 1983, there were 25,000 misconduct actions filed against the police in state and federal courts". Haley felt that this may be the big push needed in law enforcement training. In other words, law suits may make law enforcement

administrators more likely to see the need for an increase in training.

The in-service training being done by law enforcement agencies and how do they conduct their in-service training are the next areas reviewed in the literature. Many different answers are given by different agencies, depending on what they call in-service training. But looking at the different types of in-service training, a look at the most common problems encountered when trying to conduct in-service training is in order.

In reference to the problems of conducting in-service training, Mayo (1983, p. 54) stated:

Several problems immediately presented themselves which had to be solved:

1. the unavailability of officers to attend because of shift schedules;
2. absenteeism due to illness, days off, or vacations;
3. minimum recall pay for required attendance when not on duty;
4. part-time officers unavailability due to employment in the private sector.

Mayo also presented ideas about what it would take for training to be effective. He believed that training must be available, affordable, and presented in such a manner that learning is enjoyable.

While many administrators would agree that training costs too much and, therefore, is not affordable, Beckman (1987, p. 443) stated:

While some police administrators claim that they cannot afford to provide their officers training, particularly in-service training, the fact is that they cannot afford not to provide full, continuous, job-related training. Citizens have the right to expect that people in critical

occupations such as air traffic controllers, paramedics, etc. are fully trained to perform their tasks. Such is no less true of police officers, whom citizens have a right to expect are also fully and continuously trained.

Some agencies have roll call training which consists of select subjects being covered in the 10-15 minute period before starting a shift. Those are generally conducted by the shift sergeant who, as a rule, has no formal training in educational methods. As stated by Mayo (1983, p. 54),

While some supervisors have the ability to prepare and present a training lecture in a clear and interesting manner, not all are blessed with this talent. As a result, training goals are seldom reached.

Mayo indicated that as a result of the supervisor's inability to conduct training, it generally will consist of the sergeant standing up and reading some information to the officers. Another type of in-service training that the literature revealed (Mayo, 1983) was the use of films. Law enforcement officers would be required to watch a film. Many times these films will be too long to be seen in one sitting, so the officers will watch it over a period of days. Films or videos do solve the problem of officers not being available for the training.

Beckman (1987) revealed still another type of in-service training that was utilized, the training bulletin. The bulletin consists of several short articles (usually copied from someone else) that are put together and distributed by the training officer.

Another method of handling in-service training is for the law enforcement agency to send its officers to a training facility. Many people in the field believe that, if this training facility is convenient, then it is the way to go (Johnson, 1986; Slapar, 1990).

In-service training comes in a variety of ways, but no matter how it is conducted, it must be received on an annual basis, and must be a sufficient amount of training. Beckman (1987) stated, "Experts feel that a minimum of forty hours of in-service training should be required of all officers, yearly." Folley (1976), Beckman (1987), and Mayo (1983), among others felt that officers should receive at least 40 hours of continuing education each year. Folley (1976) stated, "Officer continuation training is the next vital step after the recruit school. Each year there should be at least one full week of training for each member of the force." In a study conducted by Warner, it was determined that 22 states now mandate in-service training of some type.

With the above ideas in mind on the need for and amount of in-service training, the question remains of what the training curriculum should offer. Folley (1976) believed that you can break in-service training down into three categories: new laws, ideas, and techniques; repeat information; and manual skills. He defined those areas in the following way:

New laws, ideas, and techniques. It is essential for police efficiency and effectiveness that every officer be familiar with new laws and ordinances that affect his work. Under law, every man is presumed to know the law. Although this is not literally true, it is true that the police officers should be more familiar with the law than the average citizen.

To keep up with the changing world, it is necessary that any new ideas be passed on to every officer. The beat officer is at the execution level of the police organization, and he is the only man that can put new ideas and techniques into operation. Any new idea or technique of the administrator must be tested by the beat officer at the execution level. It is, therefore, absolutely essential that the men at the execution level have complete understanding of any and all new ideas or techniques.

Repeat information. A great many things given in the recruit training school will be forgotten unless the information is periodically repeated. Such things as departmental policy, rules and regulations, and general orders come within the realm of repeat information. These are things that directly influence the efficiency of the department. Retention can be more assured if the information is repeated from time to time. The officers must be constantly aware of their responsibilities, and only repetition on these vital points can produce the constant awareness that is necessary.

Manual skills. Such things as techniques and mechanics of arrest, firearms training, manual traffic control, self defense tactics, search and seizure, and other related law enforcement physical skills fall into this area. Manual skills will decrease in efficiency if constant practice is lacking. It is unlikely that an officer will remain a sharpshooter without constant practice. It is also unlikely that the officer will become effective in self-defense techniques unless he practices on a continuous basis after the pre-service training school (pp. 122-123).

Folley did not break his categories down any further than those three general categories, but most of what other authors have written on what should be offered in in-service training, can be fit into those three categories. In a study done by Slapar (1990), in-service requirements were divided into the following categories: (a) tactical driving, (b) disturbance calls, (c) physical fitness, (d) child abuse, (e) terrorism, (f) drugs, (g) computer, (h) organizational communication and structure, and (i) firearms. Beckman (1987) divided it another way, "that all officers receive regular, job-related in-service training, consisting of refresher topics and new material." Slahor (1991) offers many ideas on what should be included in in-service training. Slahor (1991) offers a list of topics that have been taught by the FBI to various law enforcement agencies as part of their in-service program (See Appendix B).

The literature reveals agreement on the need for in-service training, but there is not a consensus on what should be offered and how much is enough.

The Delphi Technique

The third and final part of the review of literature was related to the process of the Delphi Technique. The literature did reveal a dissertation by Tafoya (1986) entitled A Delphi Forecast of The Future of Law Enforcement. That study offered some validity to the use of the Delphi Technique in the criminal justice field. The most helpful study was a study done by Baker (1988) at Oklahoma State University. Baker's study was about an entirely different topic, but Baker used the Delphi Technique. Baker's form was used to pattern probe letters and question format.

The Delphi Technique developed as a result of the United States needing to get a consensus from experts in regard to how many Soviet bombs would be needed to do a specific amount of damage (Baker, 1988). Dalkey (1963) also talked about the fact that the Delphi Technique was developed by the Rand corporation. Dalkey further stated that the original use was for defense purposes, to try to predict the number of Soviet bombs required to do a specific amount of damage.

Delbecq (1975) defined the Delphi Technique as:

The Delphi Technique is a method for the systematic solicitation and collation of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses (p. 83).

Delbecq (1975) also defined the Delphi Technique as:

Delphi is essentially a series of questionnaires. The first questionnaire asks individuals to respond to a broad question. (Delphi questions might focus upon problems, objectives, solutions, or forecasts.) Each subsequent questionnaire is built upon responses to the preceding questionnaire. The process stops when consensus has been approached among participants (Dalkey, 1967) or when sufficient information exchange has been obtained (p. 9)

The Delphi Technique has been utilized in many different settings and for many different purposes. Delbecq (1985) stated that the Delphi Technique can be used to meet the following objectives:

- 1) To determine or develop a range of possible program alternatives.
- 2) To explore or expose underlying assumptions or information leading to different judgments.
- 3) To seek out information which may generate a consensus on the part of the respondent group.
- 4) To correlate informed judgments on a topic spanning a wide range of disciplines.
- 5) To educate the respondent group as to the diverse and interrelated aspects of the topic (pp. 10-11).

Judd (1972) wrote that the Delphi Technique has many uses in higher education. Judd (1972, p. 173) stated:

Although Delphi was originally intended as a forecasting tool, its more promising educational application seems to be in the following areas: (a) a method for studying the process of thinking about the future, (b) a pedagogical tool or teaching tool which forces people to think about the future in a more complex way than they ordinarily would, and (c) a planning tool which may aid in probing priorities held by members and constituencies of an organization.

To conduct a Delphi, Turoff suggested at least three different groups of people who will each perform a different task in the

process. Turoff (1970) divided the tasks in the following way:

Decision maker(s). The individual or individuals expecting some sort of product from the exercise which is used for their purposes.

A staff group. The group which designs the initial questionnaire, summarizes the returns, and redesigns the follow-up questionnaires.

A respondent group. The group whose judgments are being sought and who are asked to respond to the questionnaires (p. 15).

Summary

The review of the literature indicated that there is no easy answer for the training of law enforcement officers in the United States. The literature revealed much disagreement on what topics should be covered in both pre-service training and in-service training. Likewise there was much disagreement on how much time should be spent preparing the individual to become a law enforcement officer and how much time should be spent in keeping them informed once they become a law enforcement officer. The review of literature also established that the Delphi Technique has been used as a valuable research tool to develop consensus among experts and provide direction in selected areas.

CHAPTER III

METHODOLOGY

The purpose of the research was to reach a consensus among nationally recognized experts in the field of law enforcement training, as to what topics should be included in pre-service training and what topics should be included in in-service training. The research also focused on developing a consensus on how much time should be spent on each topic as well as how much total time should be devoted to pre-service and in-service training. The procedures described in this chapter were designed to answer the following research questions:

1. What topics should be included in a law enforcement officer's basic training (pre-service)?
2. What topics should be included in a law enforcement officer's annual continuing education program (in-service)?
3. How much time should be spent on each of the identified pre-service topics?
4. How much time should be spent on each of the identified in-service topics?

The methods and procedures used to reach the identified goals are presented in the following pages. The following topics are included: (1) Research Design, (2) Population, (3) Instrumentation, (4) Data Collection Process, and (5) Analysis of Data.

Research Design

Leedy (1974) stated that, in order to do research, you must first know what research is. He defined research as a way of thinking. According to Leedy (1974) research "is a manner of regarding accumulated fact so that a collection of data becomes articulate to the mind of the researcher in terms of what those data mean and what those facts say." Leedy (1974) further stated that research has seven characteristics that lead us to the discovery of truth, which, after all, is the goal of research. Leedy's (1974) seven characteristics of research follow:

1. Research begins with a question in the mind of the researcher;
2. Research requires a plan;
3. Research demands a clear statement of the problem;
4. Research deals with the main problem through subproblems;
5. Research seeks direction through appropriate hypotheses;
6. Research deals with facts and their meaning;
7. Research is circular (pp. 5-7).

Van Dalen (1979) wrote that descriptive research can be defined in the following manner: "Before much progress can be made in any field, scholars must possess descriptions of the phenomena with which they work." He further stated that descriptive research attempts to look at the current status, and prevailing conditions, practices and attitudes of those phenomena. Van Dalen (1979) further defined the descriptive research process as a "search for accurate information about the characteristics of particular subjects, groups, institutions, or situations or about the frequency with which something occurs" (p. 285).

The Delphi Technique was chosen as the method for gathering information. The Delphi Technique was developed by the Rand Corporation as a method of determining the Soviets' ability to bomb particular targets within the United States. With the Delphi Technique, a group of experts are identified, and then an attempt is made to have the identified experts reach a consensus. The group of experts chosen for the current study were identified by the administrators of law enforcement training in each of the 50 states. The first step in the study was to send each of those administrators a letter asking them to identify two nationally known experts in the field of law enforcement training. They were also asked for current information on the status of law enforcement training in their respective states.

Population

The sample population for the Delphi portion of the research was selected with the help of the top administrators for law enforcement training in each of the 50 states. Each of the administrators nominated two people that they believed to be among the most knowledgeable in the field of law enforcement training. Once those experts were identified by the administrators, a committee made up of the researcher, two law enforcement educators, and three local administrators selected 23 experts that were asked to participate. The Delphi Technique was utilized which uses a series of probes or questionnaires. The first questionnaire was an open ended instrument, which was expected to gather the opinions of the

participants. The next two or more probes attempt to refine the opinions of the experts and to reach a consensus (Delbecq, 1975).

In addition to the 23 experts, a randomly selected group of 125 law enforcement agencies in the state of Missouri, was also identified to receive a questionnaire. The law enforcement agencies were categorized into three groups, based on the size of the population of the cities. The categories were cities: under 10,000, (2) 10,000 to 25,000, and (3) cities of over 25,000. The purpose of the questionnaire was to provide information about the status of training in the state of Missouri. Once the status of training in Missouri was determined, a comparison between what was being done in the state of Missouri and what the experts say Missouri should be doing was made.

Instrumentation

The first instrument used in the study was a questionnaire sent to the top law enforcement training administrator of each state a total of 50. The questionnaire asked each of the administrators to nominate two experts in the field of law enforcement training (See Appendix C). A total of 48 nominations was received. The 23 nominees receiving the largest number of nominations were sent the first open-ended questionnaire (See Appendix E).

The second instrument used in the study was a questionnaire sent to a randomly selected group of 125 law enforcement agencies in the state of Missouri. The questionnaire was developed with the help of an advisory committee. This advisory committee was already

established and in place. This advisory committee was the advisory council for the law enforcement training programs at Missouri Southern State College. The committee is made up of personnel from each of the law enforcement agencies in Southwest Missouri. The law enforcement agency sends either the top administrator or a delegate.

Once the questionnaire was developed, it was tested on a group of 15 law enforcement officers attending an advanced training session. As a result of this test, the questionnaire was modified slightly by re-wording some of the questions. The questionnaire can be seen in Appendix C.

The second questionnaire was the one that was sent to the group of identified experts. This questionnaire focused on what the experts felt should be included in a law enforcement officer's pre-service and in-service training. The questionnaire may be seen in Appendix E.

Data Collection Process

Questionnaires were sent to a randomly selected group of 125 law enforcement agencies in the state of Missouri. A cover letter was included that explained the importance of the study to the law enforcement community in the state of Missouri. Sixty-seven responses were received within one month. The law enforcement agencies that did not respond were then contacted. The second contact of non-respondents was made over the telephone. According to Treece (1973), follow-up studies of non-respondents have shown that they differ very little from those who respond the first time,

and that fact was true in this research. A copy of the cover letter and the questionnaire are included in Appendix C.

Once the group of experts who were nominated to participate in the research were identified and selected, a letter explaining the research and a pre-addressed postcard was sent to each, asking them if they would participate. A copy of the letter and postcard is included as Appendix D. A group of 23 agreed to participate. The first Delphi probe was sent to that group. The probe was accompanied by a cover letter explaining the process and thanking the experts for taking the time to participate. The letter and probe are included in Appendix E. Included in the probe was a pre-addressed envelope, to insure ease in responding. The first probe consisted of two open-ended questions. The first question asked what topics they felt should be included in a law enforcement officer's basic training, and the second question asked what topics they felt should be included in annual in-service training. The panel of experts identified 497 items which were categorized into 82 like responses by the researcher and the advisory council for law enforcement training programs at Missouri Southern State College.

The second Delphi probe asked the experts to rate each of the responses on a scale of one through four. In that scale, one was a topic that must be taught, and four was a topic that could be left out. The scale is listed below:

1. This topic must be included in the basic academy;
2. This topic should be included in the basic academy;
3. If time permits, then this topic could be included in the basic academy;

4. This topic does not need to be included in the basic academy.

A copy of the second Delphi probe can be seen in Appendix F. The experts had an opportunity to add any additional topics or make any comments that they wanted in each of the probes.

The third and final probe asked the experts to examine the consensus and determine if they wanted to reevaluate any of their previous rankings. The final probe also requested that they list the amount of time that they felt should be spend on each of the selected topics. The third probe can be seen in Appendix G.

Analysis of Data

The data were analyzed using basic descriptive statistics. Descriptive statistics can establish mean, median, mode and standard deviation for each of the items contained in the questionnaire. To determine the degree of consensus among the experts, the Kendall Coefficient of Concordance (W) was used.

CHAPTER IV

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

The purpose of this research was to reach a consensus among nationally recognized experts in the field of law enforcement training, as to what topics should be included in pre-service training and what topics should be included in in-service training. The research also focused on developing a consensus on how much time should be spent on each topic as well as how much total time should be devoted to pre-service and in-service training.

The data gathered in this study will now be presented to answer the research questions posed in Chapter I. The data collected in the research will be divided into two major categories and presented in summary form. The first category will be the Delphi probes, the second will be the questionnaire that was sent to Missouri law enforcement agencies.

Response Data

The first step was to contact the Department of Public Safety or its equivalent in each of the 50 United States. Each of the agencies contacted was asked to nominate two experts in the field of police training. The list of experts was then condensed to 23. The process used to condense the list was two part. The first part of the process was to eliminate anyone who did not receive more than one

nomination. The second part was then to eliminate anyone that did not meet the approval of a committee that was formed to assist the researcher in this project. The committee consisted of the researcher, two law enforcement educators, and three area law enforcement administrators.

Once the list of experts had been condensed to 23, a letter explaining the project and a pre-addressed post card was sent to each of the selected experts (See Appendix D). The letter that was sent, explained the project and asked the experts if they would be willing to participate. All the experts contacted stated that they would be willing to take part in the research.

Delphi I

The first Delphi probe consisted of two open-ended questions. The first question was stated as follows: What topics do you feel should be covered in a Law Enforcement officers basic training (pre-service)? The second question was, What topics do you feel should be covered on an annual basis, in a Law Enforcement officers continuing education (in-service). The instrument and a cover letter explaining the process were sent out on February 28, 1992. The group of experts were requested to respond by March 13 (See Appendix E).

Seventeen responses were received within the time period that was established. An attempt was made to contact the remaining six respondents by telephone. Three respondents were contacted and stated that they would try and complete the questionnaire within the next few days. Those respondents that were contacted by telephone did not respond in time to be considered for the second probe.

In the first probe the experts identified approximately 500 topics that they felt should be considered for a basic law enforcement academy. A committee consisting of the researcher, two law enforcement educators, and three area law enforcement administrators, was able to condense the 497 responses into 82 clearly separate areas (Table I). A few of the respondents included the training curriculum that was currently required in their states. It was interesting to note that the training that was required in their states did not necessarily reflect what they had listed on their questionnaire. The committee had very little difficulty in separating the response into the 82 separate topics. Many of the responses were worded almost identical, and because of the expertise of the committee those responses that were not worded quite the same, were still able to be categorized. Although any topic mentioned at least once would have been included in the second probe, each of the 82 final selections were listed by at least three of the participants.

The first probe also asked the experts to identify the topics that they felt would be essential to include in an annual in-service program. The experts identified a list of approximately 100 topics. The topics were condensed down into a list of 21 separate topics by the research committee.

Delphi II

The second probe and cover letter were sent on March 26, 1992 and requested that the experts complete and return the questionnaire

TABLE I

TOPICS IDENTIFIED IN DELPHI I PROBE

1. Introduction to law enforcement	2. Academy orientation
3. Ethics	4. Community relations
5. Criminal justice system	6. Constitutional law
7. Search and seizure	8. Rules of evidence
9. Laws of arrest	10. Protective custody
11. Criminal code	12. Motor code
13. Juvenile law	14. Domestic violence
15. Multi-cultural diversity	16. Drug laws
17. Verbal communications/defusing	18. Use of force
19. Defensive tactics	20. Physical fitness
21. Firearms	22. Impact weapons
23. Handcuff/techniques	24. Chemical weapons
25. Report writing/note taking	26. Courtroom demeanor
27. NCIC system	28. Hazardous materials
29. First responder/first aid	30. Radar
31. Warrants and complaints	32. DWI processing
33. Civil liability	34. Crime prevention
35. Investigative detention	36. Human relations
37. Discretionary decision making	38. Crowd control
39. Understanding human behavior	40. Media relations
41. Abnormal behavior	42. Liquor laws
43. Radio communications	44. shotgun handling
45. Transportation of prisoners	46. Hostage situations
47. Traffic directions	48. Police role
49. Victim/witness sensitivity	50. Officer survival
51. Primary investigations	52. Death investigations
53. Interview and interrogations	54. Child abuse
55. Auto theft investigations	56. Sexual assaults
57. Traffic invest.	58. Adult abuse
59. Stress management	60. Mental illness
61. High risk tactical problems	62. Patrol procedures
63. Criminalistics/fingerprints	64. Drug ID
65. Emergency vehicle operation	66. Juvenile justice
67. Officer survival	68. Defensive driving
69. Police records	70. Vehicle stops
71. Crimes in progress call	72. Building searches
73. Gathering physical evidence	74. Searching suspects
75. Arson investigation	76. Bomb calls
77. Developing informants	78. CPR
79. History of law enforcement	80. Infectious diseases
81. Crises intervention	82. Court system

by April 6, 1992, all responses were received on or shortly after the deadline.

The second probe required the experts to rank the topics that had been selected in the first probe. The experts were asked to rank all of the topics with the following scale:

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits then this topic could be included.
4. This topic does not need to be included in the basic academy.

The responses were then entered into a basic computer program for analysis. The program used was the Statistical Package for the Social Scientist X (SPSS-X). This program provided the researcher with basic descriptive statistics. The program also provided the frequency of rating for each topic (See Table II).

The level of consensus that was reached in the second probe is indicated by the following figures. First there were ten of the topics that were ranked 1 by all 17 participants. Second there were ten additional topics ranked 1 by 16 of the participants and finally there were eight other topics ranked 1 by the participants. The average or the mean also indicated the consensus on this second probe. There were only six topics that had a mean of over 2.0, and there were 62 of the topics that the mean was 1.5 or less (Table II).

The second part of the second Delphi probe asked the experts to rank the in-service topics. The experts were asked to rank the 21 in-service topics using the same ranking scale that they had used for

TABLE II
 SYNOPSIS OF DELPHI II PROBE PRE-SERVICE
 BY MEAN RANK ORDER

<u>Frequency</u>				<u>Mean</u>	<u>Topic</u>
<u>of Rank</u>					
4	3	2	1		
0	0	0	17	1.000	1. Search and seizure
0	0	0	17	1.000	2. Criminal code
0	0	0	17	1.000	3. Motor code
0	0	0	17	1.000	4. Juvenile law
0	0	0	17	1.000	5. Laws of arrest
0	0	0	17	1.000	6. Use of force
0	0	0	17	1.000	7. Firearms
0	0	0	17	1.000	8. Report writing/note taking
0	0	0	17	1.000	9. Patrol procedures
0	0	0	17	1.000	10. Crimes in progress call
0	0	1	16	1.059	11. Vehicle stops
0	0	1	16	1.059	12. Building searches
0	0	1	16	1.059	13. Gathering physical evidence
0	0	1	16	1.059	14. Searching suspects
0	0	1	16	1.059	15. CPR
0	0	1	16	1.059	16. Ethics
0	0	1	16	1.059	17. Rules of evidence
0	0	1	16	1.059	18. Domestic violence
0	0	1	16	1.059	19. Defensive tactics
0	0	1	16	1.059	20. Handcuff/techniques
0	0	2	15	1.118	21. Constitutional law
0	0	2	15	1.118	22. Verbal communications/defusing
0	0	2	15	1.118	23. shotgun handling
0	0	2	15	1.118	24. Traffic investigations
0	0	3	14	1.176	25. Academy orientation
0	1	1	15	1.176	26. First responder/first aid
0	1	1	15	1.176	27. Civil liability
0	0	3	14	1.176	28. Officer survival
0	0	3	14	1.176	29. Defensive driving
0	1	3	13	1.188	30. Primary investigations
1	0	1	15	1.235	31. Drug laws
0	0	2	15	1.235	32. Courtroom demeanor
0	1	2	14	1.235	33. Officer survival
0	1	2	14	1.235	34. Interview and interrogations
0	0	4	13	1.235	35. Child abuse
0	0	4	13	1.235	36. Emergency vehicle operation
0	0	2	15	1.235	37. Transportation of prisoners
0	2	2	13	1.250	38. Impact weapons
1	1	1	14	1.250	39. Discretionary decision making
0	1	3	13	1.294	40. Community relations

TABLE II (Continued)

<u>Frequency</u>				<u>Mean</u>	<u>Topic</u>
<u>of</u>	<u>Rank</u>				
4	3	2	1		
0	2	1	14	1.294	41. Sexual assaults
0	1	3	13	1.294	42. Drug ID
1	1	2	13	1.313	43. Protective custody
0	2	3	12	1.313	44. Victim/witness sensitivity
0	3	1	13	1.313	45. Mental illness
0	2	2	13	1.353	46. Warrants and complaints
0	1	4	12	1.353	47. Human relations
0	2	2	13	1.353	48. Traffic directions
0	2	2	13	1.353	49. Infectious diseases
0	2	2	13	1.353	50. Crises intervention
0	2	1	14	1.412	51. Radio communications
0	3	3	11	1.438	52. Adult abuse
1	2	1	13	1.471	53. DWI processing
1	1	3	12	1.471	54. Abnormal behavior
0	2	4	11	1.471	55. Liquor laws
1	2	1	13	1.471	56. Death investigations
1	2	4	10	1.500	57. Investigative detention
2	1	3	11	1.500	58. Police role
0	3	3	11	1.529	59. Criminal justice system
0	1	7	9	1.529	60. Physical fitness
0	1	7	9	1.529	61. Stress management
1	1	4	11	1.529	62. Court system
2	1	4	10	1.563	63. Hostage situations
1	2	3	11	1.588	64. Introduction to law enforcement
0	4	2	11	1.588	65. Hazardous materials
1	2	3	11	1.588	66. Understanding human behavior
3	1	3	10	1.688	67. Juvenile justice
2	4	1	10	1.750	68. Auto theft investigations
3	1	2	11	1.765	69. High risk tactical problems
1	4	2	10	1.765	70. Criminalistics/fingerprints
0	4	5	8	1.765	71. NCIC system
2	3	4	8	1.813	72. Multi-cultural diversity
1	4	4	8	1.882	73. Chemical weapons
2	3	3	9	1.882	74. Crime prevention
2	2	5	8	1.882	75. Police records
3	3	3	8	1.938	76. Bomb calls
0	7	4	6	2.059	77. Crowd control
2	4	5	6	2.118	78. Arson investigation
2	5	6	4	2.188	79. Media relations
2	7	2	6	2.188	80. History of law enforcement
5	1	5	6	2.294	81. Radar
4	5	2	6	2.412	82. Developing informants

n = 17

the pre-service topics. Table III demonstrates the amount of consensus reached on what topics should be offered on an annual basis in order to keep a law enforcement officer up to minimum standards.

Delphi III

The third Delphi probe was sent out on the 30th of April 1992. Respondents were asked to return the completed questionnaire by May 6, 1992. The third probe gave the experts a final opportunity to agree or disagree with the final consensus. The third probe also asked the experts to affix an amount of time that they felt would be required to teach each of the identified topics as well as the entire curriculum.

As a result of having such a substantial consensus in the second Delphi probe, the third Delphi probe revealed little disagreement on what the experts had previously agreed on. The third probe also asked the experts to determine the total number of hours necessary in a basic law enforcement academy (pre-service). Answers ranged from a low of 400 hours to a high of 1000 hours, with the average being 560 hours. The experts were also asked to give the approximate number of hours that should be spent on each of the 82 topics that were identified earlier. There was a great deal of difference in the responses provided by the experts and this researcher wished that this would have been approached in the first probe, because with this much difference it would have been interesting to see if a consensus could have been reached.

The Kendall Coefficient of Concordance (W) was used to determine if there was agreement between the experts on what topics should be

TABLE III
SYNOPSIS OF DELPHI II PROBE IN-SERVICE BY
MEAN RANK ORDER

<u>Frequency of Rank</u>				<u>Mean</u>	<u>Topic</u>
4	3	2	1		
0	0	1	16	1.059	1. Search and seizure update
0	1	0	16	1.118	2. Criminal code update
0	0	2	15	1.118	3. Arrest update
0	0	2	15	1.118	4. Firearms update
0	1	0	16	1.118	5. Use of force
0	1	2	14	1.235	6. Traffic code update
0	2	2	13	1.353	7. Officer health & mental
0	2	3	10	1.467	8. Certification update
0	2	6	9	1.588	9. Emergency driving
0	2	7	8	1.647	10. Defensive tactics
1	3	2	11	1.647	11. Driving safety
1	2	4	10	1.647	12. Human relations
1	2	6	8	1.765	13. Cultural awareness
1	3	4	9	1.765	14. Ethics
0	6	3	8	1.882	15. Drug enforcement update
2	3	3	9	1.882	16. Technological advances
2	4	3	8	2.000	17. Community policing
2	5	3	7	2.118	18. Report writing update
1	5	7	4	2.176	19. Investigative strategy
4	4	4	5	2.313	20. Contemporary issues
3	4	5	5	2.313	21. Management training

n = 17

offered both pre-service and in-service. Baker (1988) states that according to Siegel (1956), the Kendall (W) is useful in determining the agreement among several judges or the association among three or more variables. As a result of the high degree of significance obtained with the Kendall (W) it appears research questions one and two have been addressed. It would appear that the experts agree on the importance of a well define curriculum for both the basic (pre-service) and the continuing (in-service) training of law enforcement officers.

The results of the Kendall W are as follows: first on the pre-service topics the results were a W of .3121 and a chi-square value of 252.8288. With 81 degrees of freedom this would show a significant level of agreement at the .001 level. The second Kendall W deals with the in-service topics and the results of that test yielded a W of .2448 and a chi-square value of 63.6592. With 20 degrees of freedom this reveals a significant level of agreement at the .001 level.

Missouri Questionnaire

The second part of the research consisted of a questionnaire sent to a randomly selected group of 125 Missouri law enforcement agencies (See Appendix C). Sixty-seven responses were received within one month, and three more responses were received before the data were entered into the computer.

The data were analyzed by using a basic descriptive statistical program that was developed for the social scientist. The program used was the Statistical Package for the Social Scientist X (SPSS-X).

That program provided the researcher with basic descriptive statistics.

The first two questions dealt with the size of the law enforcement agency that was responding to the questionnaire. Question one divided the agencies by number of sworn personnel, while question two divided them by the size of county they were located in. The agencies responding ranged in size from three to four - 4,650 sworn personnel. Table IV provides a breakdown of agencies using five designated ranges.

Question two asked the law enforcement agencies what size county they were located in. The current law in the state of Missouri regarding basic training is dependant on the size of county where a law enforcement agency is located. Table V divides the agencies down by size county. All counties of less than first class have the requirement of providing their officers with 120 hours of basic training which is the minimum amount of training under current Missouri law. First class agencies must provide their officers with 600 hours of basic training. As Table V indicates there is almost an equal number of agencies in both levels of required basic training, this breakdown should provide the researcher with information regarding both the minimum and maximum amount of training.

The third question on this survey asked the respondent how far they must travel to a state certified police academy. One of the areas of concern has always been that it is difficult for a law enforcement agency to send their people a great distance for training. Missouri has several certified training academies in

TABLE IV
 SIZE OF AGENCY BY NUMBER OF SWORN PERSONNEL

Range	Number of Agencies
0-25	28
26-50	18
51-100	17
101-200	3
201-5000	4
Total	70

TABLE V
 COUNTY CLASSIFICATION

Classification of County	Frequency
1st class	32
2nd class	12
3rd class	16
4th class	6
Data missing	4
Total	70

various sections of the state, many other states have only one central training academy for the entire state. Table VI indicates how far the law enforcement agencies have to travel.

The next three questions on the survey dealt with pre-service issues. Question four asked the respondents if they felt that all law enforcement officers in the state of Missouri should receive the same amount of pre-service training. As stated previously the current law states that law enforcement agencies in less than a first class county need only receive 120 hours of basic training, where as all law enforcement agencies in first class counties must receive at least 600 hours of basic training. All 70 of the Missouri law enforcement agencies responded to this question with 67 or 96 percent responding that all law enforcement officers should receive the same amount of basic training, three or four percent responded no.

The next question stated that if the respondents had answered yes that all law enforcement officers should receive the same amount of training, then how much should they receive? The respondents were given several choices ranging from 100-200 all the way to over 900 hours. The average of the responses fell in the 500-600 hour range.

The final question in the area of pre-service training asked what were the ten most important topics that should be included in a pre-service training program. There were 101 separate responses, the research committee was able to condense the responses to 66 areas (See Appendix J). All of the training topics identified by the Missouri law enforcement survey were also identified by the Delphi probe as the most important topics.

TABLE VI
DISTANCE TO STATE CERTIFIED POLICE ACADEMY

Distance	Frequency
0 - 25 miles	39
26 - 50 miles	9
51 - 75 miles	5
76 - 100 miles	6
100+ miles	10
Data missing	1
Total	70

The next section of the Missouri law enforcement survey dealt with in-service training. The first question asked was; does your agency have a policy that mandates in-service training. Forty-eight of the agencies (69 percent) responded that their agencies did mandate in-service training, 20 or (29 percent) of the agencies stated that their agencies did not have a policy mandating in-service training, two failed to respond.

All respondents in the Delphi probe had indicated that mandatory in-service training was a must and they came to a consensus that it must be a minimum of at least 40 hours a year. The next question in the Missouri law enforcement survey was if you have a current policy mandating in-service training then how many hours do you require. Table VII indicates the amount of in-service training that is currently being required by those Missouri law enforcement agencies mandating in-service training. As can be seen in Table VII only eight respondents felt that law enforcement officers should receive less than 40 hours of annual in-service training.

The next question asked the law enforcement agencies to list the topics that are currently being covered, if they have an existing in-service program. There were 87 topics identified. These topics were also identified by the experts in the Delphi probe.

The next two questions asked if in-service training should be mandated by the state and, if so, then how much. The responses were very close to what had been stated earlier. Ninety-one percent felt that in-service should be mandated by state law and 89 percent felt that it should be over 20 hours on an annual basis.

TABLE VII
MANDATED IN-SERVICE TRAINING

Hours	Frequency	Percent	Valid Percent
1 - 20	8	11.4	17.0
21 - 40	22	31.4	46.8
41 - 60	6	8.6	12.8
61 - 80	4	5.7	8.5
80+	7	10.0	14.9

The next few questions asked who should be doing the training. The respondents were given three choices: (1) state certified police academy, (2) their own agency training officer, and (3) other. The responding agencies indicated that the majority of their current in-service training came from somewhere other than a state approved law enforcement training academy.

In a later question when asked what percent of in-service training should be conducted by a state approved training academy 55 out of the 70 agencies felt that at least 50 percent of their training should be provided by a state approved training academy, and the remaining 15 agencies felt that the state approved academy should conduct some training.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Problem

Since 1979 when Missouri passed the minimum training standards, a search has been going on to try and determine the length and curriculum for a basic law enforcement academy. Missouri ranks last in the nation in the amount of training that is required to become a law enforcement officer, and currently requires no annual in-service (continuing education) program.

The problem is that, with rapid changes in society, technology, and the rising crime rate, law enforcement officers in Missouri are not receiving the necessary training, to effectively and efficiently carry out their legal responsibilities.

Purpose

The purpose of the study was to determine if a consensus could be reached by experts on the topics that should be included in both the pre-service (basic) and in-service (continuing education) curriculum for law enforcement officers. The study also looked at what the experts and the Missouri law enforcement administrators considered an appropriate length for the training curriculum both

in-service and pre-service. In addition the research was used to determine what was currently being done in Missouri and what Missouri officials believed should be occurring in reference to law enforcement training.

Four research question were posed to help guide this study. The four research questions were:

1. What topics should be included in a law enforcement officer's basic training (pre-service)?
2. What topics should be included in a law enforcement officer's annual continuing education program (in-service)?
3. How much time should be spent on each of the identified pre-service topics?
4. How much time should be spent on each of the identified in-service topics?

Procedure

A Delphi Technique with 17 experts was utilized to gather the data necessary to answer the four research questions. The experts were obtained by requesting the administrators of law enforcement training at the state level (all 50 states were contacted) to nominate at least two experts in the field of law enforcement training.

The first Delphi probe consisted of two open-ended questions. The questions asked the experts to identify the topics that they considered essential to include in a law enforcement officers pre-service and in-service training. Seventeen of the 23 identified

experts responded within the required time frame. The experts that responded identified approximately 500 topics that they felt should be included in a law enforcement officer's basic training (pre-service). A review committee was able to condense the list of 500 down to 82 separate topics.

The first probe also asked the experts to identify the topics that should be covered on an annual basis in a law enforcement officer's continuing education (in-service). The experts identified a list of approximately 100 topics. The review committee condensed the 100 topics down into a list of 21 separate topics.

The second Delphi probe asked the experts to rank the topics that had been selected in the first probe. The experts were asked to rank the topics based on how essential the topic was a law enforcement officer's basic training (pre-service). The ranking scale that the experts used was as follows:

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits then this topic could be included.
4. This topic does not need to be included in the basic academy.

The 82 topics that were prioritized by the second probe demonstrate that the consensus reached on the second probe was very high. The means of 62 of the topics were 1.5 or below while only six of the topics were above a 2.0.

The experts were also asked to rank the 21 topics that they had selected in the first Delphi probe. The consensus was not quite as

strong as it had been on the topics for the pre-service area, but again we see that there were only five topics with a mean above a 2.0.

The third Delphi probe gave the experts an opportunity to agree or disagree with the final ranking for each of the 82 pre-service topics as well as the 21 in-service topics. The experts agreed with the final ranking. The experts were also requested to identify the time that they felt should be spent on each of the topics they had earlier identified. Although there was little agreement on how much time should be spent on each of the individual topics, there was agreement that at least 500 hours should be spent on basic training and 20 to 40 hours of annual in-service training should be received by law enforcement officers.

A questionnaire was also sent to a randomly selected group of 125 Missouri law enforcement agencies. A total of 70 responses were received in time to be included in this study. The purpose of the questionnaire was to try and determine what was currently going on in law enforcement training in the state of Missouri.

One of the questions posed to Missouri law enforcement officials was how much training should a law enforcement officer receive in his basic training. The average response was 500 to 600 hours of training should be offered in the basic course. Another question asked if the Missouri law enforcement officials thought that Missouri law enforcement officers should all receive the same amount of training without regards to the size of agency the law enforcement officer works for. Sixty seven or 96 percent of the responding

officials felt that all law enforcement officers should receive the same amount of training. The Missouri officials were also asked what topics they felt should be included in a basic (pre-service) law enforcement training curriculum. The Missouri officials identified 66 separate topics, all of the topics identified by the Missouri officials had previously been identified by the experts in the Delphi probe (See Appendix J).

The next section of the Missouri questionnaire dealt with in-service training. The Missouri officials were asked if their agency had a policy mandating in-service training. Current Missouri law does not mandate in-service training for law enforcement officers. Forty-eight or 69 percent of the respondents stated that their department had a policy mandating in-service training. The questionnaire further inquired on how in-service training was mandated by those 48 agencies. All of the respondents except eight mandated 40 or more hours. The experts in the third Delphi probe had come to a consensus that the amount of training that officers should received on an annual basis was a minimum of 40 hours.

The statistical analysis disclosed a very strong agreement by the experts on the topics that should be included in a basic training curriculum. It further disclosed a strong agreement on the topics that should be included in a law enforcement officers annual in-service training.

Summary of Findings

Upon completion of the analysis of the data, the following

results were acquired:

1. The experts developed a list of over 500 topics that are necessary to include in a basic law enforcement academies curriculum.

2. The 500 topics were condensed into a list of 82 clearly separate topics, by a review committee.

3. The 82 topics were then ranked on a scale of 1-4 in order of importance.

4. There was a strong agreement of the importance of the 82 topics, with over 60 of the topics having an average rank of below 1.5.

5. The experts developed a list of 103 topics that should be included in an officers in-service training.

6. The 103 topics were condensed into a list of 21 clearly defined topics, by the research review committee.

7. The experts agreed that the average amount of pre-service training that an officer should receive is 560 hours.

8. The experts agreed that the average amount of annual in-service training that a law enforcement officer should receive is 40 hours.

9. Missouri law enforcement officials believe that all officers in the state should receive the same amount of training without regard to the size of their department.

10. Missouri law enforcement officials believe that all officers should be required to attend at least 40 hours of in-service training on an annual basis.

Conclusions

An examination of the findings led to the following conclusions:

1. Based upon the findings of the study there is general agreement among the nation's criminal justice experts about the contents of a standard curriculum for law enforcement officer's basic training.

2. Based upon the finding that all law enforcement officers should receive a minimum of 560 hours of pre-service training (compared with 400 hours recommended by the President's Commission), it is concluded that the education and training needs of law enforcement regardless of where they work, are more similar than different.

3. Based upon the findings of the study a common curriculum can be developed for an annual in-service training program for all law enforcement officers in a state.

4. Based upon the findings it is concluded that the most important parts of pre-service training would at a minimum include the topics from Table II that were ranked below 1.500.

Recommendations

As a result of this study the following recommendations are made:

1. The department of public safety, division of Peace Officer Standards and Training (P.O.S.T.) for the state of Missouri consider the current basic law enforcement curriculum in reference to what the experts had to say.

2. The (P.O.S.T.) commission consider the minimum amount of pre-service and in-service training agreed upon by the experts.

3. That a future researcher take the results of this study to the working law enforcement officers and gather their opinions on what they should be learning in a basic (pre-service) and annual in-service training program.

4. That a follow up study be done to try and determine how an in-service program would work, such as who would teach, where would the officer go for the training, and how would the training be delivered.

5. That a follow up study be done to try and determine competencies.

6. That attempts be made to determine what roadblocks exist in the state of Missouri, in reference to increasing the current 124 hour requirement to the recommended 560 hour requirement agreed upon by the experts.

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APPENDIXES

APPENDIX A

FBI TRAINING PRIORITIES

FBI TRAINING PRIORITIES FOR LAW ENFORCEMENT AGENCIES

Activity	Activity Rank
Handle personal stress (common).....	1
Conduct interviews/interrogations (detective/juvenile vice).	2
Drive vehicle in emergency/pursuit (common).....	3
Maintain appropriate level of physical fitness (common)....	4
Promote positive public image (common).....	5
Determine probable cause for arrest (common).....	6
Write crime/incident reports (common).....	7
Handle domestic disturbances (patrol).....	8
Collect, maintain, and preserve evidence (common).....	9
Respond to crimes in progress (patrol).....	10
Develop sources of information (common).....	11
Perform patrol activities (common).....	12
Search, photograph, and diagram crime scenes (detective/juvenile/vice).....	13
Carry out first line supervision of sworn personnel, including planning, organizing, scheduling, appraising performance, etc. (common).....	14
Take field notes (detective/juvenile/vice).....	15
Testify in criminal, civil, and administrative cases (common).....	16
Conduct followup on investigations (detective/juvenile/ vice).....	17
Make arrest with/without warrants (common).....	18
Provide on the job training (common).....	19
Identify and develop probable cause for obtaining warrants (common).....	20
Conduct on scene suspect identification (patrol).....	21
Identify crimes/laws being violated (common).....	22
Protect crime scene (common).....	23
Conduct frisk/pat down searches (common).....	24
Fire weapons for practice/qualifications (common).....	25
Prepare supplemental reports (common).....	26
Coordinate major case investigations (detective/juvenile vice).....	27
Investigate citizen complaints (intelligence).....	28
Control individuals placed under arrest (common).....	29
Identify and resolve legal issues in obtaining search warrants (common).....	30
Detect, gather, record, and maintain intelligence information (detective/juvenile/vice).....	31
Conduct detail search of suspects/prisoners (common).....	32
Act as hostage negotiator (other).....	33
Maintain confidentiality and security of cases/information (common).....	34
Drive vehicle in routine situations (common).....	35
Execute search warrants (common).....	36
Develop and maintain control of informants in other than Drug investigations (detective/juvenile/vice).....	37

Use tape recorders/handwritten notes when conducting interviews or interrogations (common).....	38
Supervise placement and use of sworn personnel and equipment (common).....	39
Conduct stationary/mobile surveillance of drug suspects to include cover surveillance on undercover buys (drug).....	40
Administer first aid (common).....	41
Search persons, dwellings, and transportation conveyances for illegal drugs (drug).....	42
Use two way radio in police communications (common).....	43
Search persons, dwellings, and transportation conveyances for other than illegal drugs (common).....	44
Write affidavits for search warrants (common).....	45
Transport suspects/prisoners (common).....	46
Investigate conspiracy to illegally import, manufacture, distribute controlled substances (drug).....	47
Plan strategy for conducting searches (common).....	48
Provide assistance to citizens (common).....	49
Coordinate investigation with law enforcement officials from other agencies (common).....	50
Conduct stationary/mobile surveillance of other than drug suspects (common).....	51
Provide crowd/riot control (patrol).....	52
Use undercover techniques in other than drug investigations (common).....	53
Conduct tactical operations, e.g. raids, large scale searches, etc. (common).....	54

(Phillips 1984, p.4)

APPENDIX B

FBI FIELD POLICE SCHOOLS

Below is a list of the subjects FBI Field Police School have covered.

Class subjects: anti sniper and survival, laboratory, arrest, legal matters, asset forfeiture, civil rights, bank robbery, major case, bombing, narcotics matters, bombing techniques, observer/sniper, bomb recognition, organized crime, booby traps, personal crimes, budget matters, photography, collection and preservation of physical evidence, photography surveillance, police instructor development, crime scene search, criminology, police instructor development, criminal psychology, crisis intervention, police management, crisis management, stress, defensive tactics instructor, media relations, defensive tactics, property crimes, sex crimes, fingerprint, sexual exploitation of children, supervision, fingerprint basic, teleconference, firearms, uniform crime reports, firearms instructor, white collar crime, fitness community based policing, fitness instructor, crime prevention, hostage situations, deadly force, terrorism, investigative techniques, futuristic, hypnosis, interviews and interrogations, consultation, peer support, post shooting trauma/critical incidents, violent criminal apprehension, criminal investigative analysis.

APPENDIX C

LAW ENFORCEMENT OFFICER TRAINING SURVEY



Missouri Southern State College

February 24, 1992

NAME
ADDRESS1
ADDRESS2

Dear :

I am a student currently working on my Doctor of Education degree at Oklahoma State University. My dissertation topic is Law Enforcement training in the state of Missouri, both pre-service and in-service.

As the Director of the Regional Police Academy in Joplin Missouri I deal with training every day, thus my interest in this area. As you well know Missouri ranks dead last in pre-service training requirements, and currently does not even address the in-service training area. This study will take a look at what is being done across the nation both pre-service and in-service. It will also look at what is currently being done in Missouri in terms of in-service training which is not mandated by law.

Enclosed please find a training survey instrument, and a stamped pre-addressed envelope. The assistance that I am requesting from you is a few minutes of your time to respond to the survey. My research project is operating on a time line, therefore your immediate attention to this survey will be greatly appreciated.

Thank you very much for your time and cooperation. As you know our future knowledge is based on research, I hope that in some way mine can be of benefit to Law Enforcement in the state of Missouri.

Sincerely,

Jack G. Spurlin, Director
Regional Police Academy

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bln

LAW ENFORCEMENT OFFICER TRAINING SURVEY

With increased emphasis directed towards training for law enforcement officers and with the increasing complexity of law enforcement, this survey is being conducted to determine the status of training in the State of Missouri. Responses on this survey will be treated with the utmost confidence.

PART I - GENERAL INFORMATION

1. What is the size of your agency?

_____ Number of sworn personnel

2. What class county does your agency reside in?

- a. 1st class
- b. 2nd class
- c. 3rd class
- d. 4th class

3. From your agency what is the distance to the nearest state certified police academy?

- a. 0 - 25 miles
- b. 26 - 50 miles
- c. 51 - 75 miles
- d. 76 - 100 miles
- e. more than 100 miles

PART II - PRE-SERVICE TRAINING

4. Do you believe that all officers should receive the same amount of basic (pre-service) police academy training?

Yes No

5. If you answered yes to the above question, then how much basic (pre-service) police academy training should officers receive?

- a. 100 - 200 hours
- b. 201 - 300 hours
- c. 301 - 400 hours
- d. 401 - 500 hours
- e. 501 - 600 hours
- f. 601 - 700 hours
- g. 701 - 800 hours
- h. 801 - 900 hours
- i. more than 900 hours

6. In the space provided below list the top ten topics that you feel should be required, in an officers basic (pre-service) police academy training. In addition to the topic please list the amount of time that you feel should be spent on each one.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PART III - IN-SERVICE TRAINING

7. Does your agency have a policy that mandates in-service training for your officers?
- Yes No
8. If you answered yes to question seven, then how many hours per person is required on an annual basis?
- a. 1 - 20 hours
 - b. 21 - 40 hours
 - c. 41 - 60 hours
 - d. 61 - 80 hours
 - e. 81 or more hours

9. Please list what topics are being covered and how much time is being spent on each topic, if your officers are already receiving annual in-service training.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
10. Do you believe that the state law should mandate a certain amount of in-service training be attended by officers on an annual basis?
- Yes No
11. If you answered yes to the above question, then how many hours of in-service training should an officer have to attend annually?
- a. 1 - 20 hours
 - b. 21 - 40 hours
 - c. 41 - 60 hours
 - d. 61 - 80 hours
 - e. 81 or more hours
12. If your officers already receive in-service training on an annual basis, then who conducts this training for you?
- a. state certified police academy
 - b. our own agency training officer
 - c. if other than the two listed above specify
13. If your officers receive their training from more than one of the above sources, please give me an approximate breakdown.
- a. state certified police academy _____ %
 - b. our own agency training officer _____ %
 - c. other _____ %

14. If the state law changes and required each of your officers to receive a certain amount of in-service hours each year, who do you believe should conduct that training? If you feel that it should be offered by more than one of the sources listed below, please give an approximate breakdown.

- a. state certified police academy _____ %
- b. our own agency training officer _____ %
- c. other: please specify _____ %

15. In the space provided below list the top seven topics with the amount of time that should be spent on each, that you feel should be required for in-service training.

1.

2.

3.

4.

5.

6.

7.

APPENDIX D

REQUEST TO PARTICIPATE AND RESPONSE CARD



Missouri Southern State College

February 19, 1992

NAME
ADDRESS1
ADDRESS2
ADDRESS3

Dear :

I am a student currently working on my Doctor of Education degree at Oklahoma State University. My dissertation topic is Law Enforcement training in the state of Missouri, both pre-service and in-service. As the Director of the Regional Police Academy in Joplin, Missouri I deal with training every day, thus my interest in this area.

My research will try to identify the ideal amount of training that Law Enforcement officers should receive, both pre-service and in-service. The research will also attempt to identify the topics that should be covered in training, along with the amount of time that should be spent on each.

Because of your expertise in the field of police training, I am requesting your participation in my research. I will be utilizing the Delphi method of data gathering. The Delphi method is dependent upon a group of recognized experts responding to an original questionnaire, and then at a later time helping to arrange responses by order of importance. The study will require about 15 minutes of your time on three different occasions.

Enclosed you will find a post card, please complete it to indicate your willingness to participate in my research. I can assure you the Delphi study preserves anonymity. If you are willing to participate the first form will be sent to you immediately. The three part process will be completed by April 1, 1992.

Sincerely,

Jack G. Spurlin, Director
Criminal Justice Programs

bln



Jack G. Spurlin, Director
Criminal Justice Program
Missouri Southern State College
3950 Newman Road
Joplin, MO 64801-1595

_____ Yes, I will be able to participate in
your study.

_____ No, I will not be able to participate
in your study.

Signed _____

APPENDIX E

COVER LETTER AND DELPHI I PROBE



Missouri Southern State College

March 6, 1992

NAME
ADDRESS1
ADDRESS2
ADDRESS3

Dear :

Thank you for agreeing to participate in my study dealing with Law Enforcement in the state of Missouri. You are among 20 experts in the field of training, from all across the United States, who will be providing important information regarding what topics should be taught to Law Enforcement officers, both pre-service and in-service. With your important input perhaps we can come to some conclusions as to what topics Missouri Law Enforcement officers should be receiving.

I am specifically asking you to identify the topics or subject matter that you believe Law Enforcement officers should be receiving in their basic training (pre-service) and their continuing education (in-service).

Enclosed you will find the first of a three part probe that will help to identify training topics. Please feel free to include as many responses as you feel necessary. It would be appreciated if you could complete your response and return it in the enclosed self addressed envelope by March 13.

As soon as the result of the first probe has been tabulated you will receive the second probe. The second probe will be based on the results of the first probe. The second probe will allow you to further clarify the topics that you feel are essential in Law Enforcement training.

Thank you for your willingness to participate in this study. Again, let me remind you that the Delphi process preserves anonymity therefore, names will not be used in tabulations.

Sincerely,

Jack G. Spurlin, Director
Criminal Justice Programs

enc

Joplin, Missouri 64801-1595 • 417/625-9300

DELPHI I

Name _____

(Your name is needed so I can return your responses to show how you compare with the rest of the participants, as we enter round II.)

Law Enforcement training is a major issue facing all Law Enforcement agencies. Missouri is close to increasing their training, both pre-service and in-service. A major area of concern will be what topics should be covered in the basic (pre-service) class, as well as continuing training (in-service). Your expert opinion will help to identify the topics that are most important.

Directions: Please answer the following questions with brief and concise statements, or you may choose to list your answers. Feel free to use additional pages and include as many responses as you feel necessary.

-
1. What topics do you feel should be covered in a Law Enforcement officers basic training (pre-service)?
 2. What topics do you feel should be covered on an annual basis, in a Law Enforcement officers continuing education (in-service)?

APPENDIX F

COVER LETTER AND DELPHI II PROBE



Missouri Southern State College

March 27, 1992

Dear

Thank you again for agreeing to participate in my research on law enforcement training. I have had excellent response, and I greatly appreciate you taking the time to share your expertise.

I received close to 500 separate topics that you felt should be included in a basic recruit academy. Through a group process all of your responses were group into 82 categories of like responses. These 82 responses will make up the second Delphi probe.

So that I can determine the precise topics that should be included in a basic recruit academy, I'm asking you to complete the second probe. To complete this probe you will need to rank each item with the following scale. Also you may feel free to add any topic that you feel should have been included in this list.

RANKING SCALE

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits then this topic could be included.
4. This topic does not need to be included in the basic academy.

I would also ask that you use the same scale for the list of in-service topics. Keep in mind that what I'm trying to determine with the in-service is what should be included on an annual basis.

I would ask that you return this second probe by April 6 so that I may have it analyzed and construct the third probe. Again let me thank you for your time and support.

Sincerely,

DELPHI II

NAME _____

INSTRUCTIONS: Below in the list of topics selected by all of you for in-service training. Using the same scale that you used earlier, select which topics you feel should be included in annual in-service training.

TOPICS THAT SHOULD BE INCLUDED IN IN-SERVICE TRAINING

- _____ 1. Criminal code update
- _____ 2. Traffic code update
- _____ 3. Search and seizure update
- _____ 4. Arrest update (laws of)
- _____ 5. Firearms update
- _____ 6. Use of force
- _____ 7. Cultural awareness
- _____ 8. Certification updates
 - a. CPR
 - b. PR 24
- _____ 9. Emergency driving
- _____ 10. Defense tactics
- _____ 11. Contemporary issues
- _____ 12. Drug enforcement update
- _____ 13. Report writing update
- _____ 14. Community policing
- _____ 15. Investigative strategy
- _____ 16. Driving safety
- _____ 17. Ethics safety
- _____ 18. Technological advances
- _____ 19. Human relations
- _____ 20. Management training
- _____ 21. Officer health and mental well being

Additional topics or comments:

DELPHI II

NAME _____

INSTRUCTIONS: Please review the following list which consists of 82 topics identified in the first probe. Each is a topic that one of you felt should be included in a law enforcement officers basic training. The topics are in no particular order. Feel free to add topics or make any comment.

Using the scale below place the appropriate number in the blank provided.

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits then this topic could be included in the basic academy.
4. This topic does not need to be included in the basic academy.

- | | |
|-------|------------------------------------|
| _____ | 1. Introduction to Law Enforcement |
| _____ | 2. Academy orientation |
| _____ | 3. Ethics |
| _____ | 4. Community relations |
| _____ | 5. Criminal Justice system |
| _____ | 6. Constitutional law |
| _____ | 7. Search and seizure |
| _____ | 8. Rules of evidence |
| _____ | 9. Laws of arrest |
| _____ | 10. Protective custody laws |
| _____ | 11. Criminal code |
| _____ | 12. Motor code |
| _____ | 13. Juvenile law |
| _____ | 14. Domestic violence |
| _____ | 15. Drug laws |
| _____ | 16. Multi-cultural diversity |
| _____ | 17. Verbal communications/defusing |
| _____ | 18. Use of force |
| _____ | 19. Defensive tactics |
| _____ | 20. Physical fitness |
| _____ | 21. Firearms |
| _____ | 22. Impact weapons |
| _____ | 23. Handcuff/techniques |
| _____ | 24. Chemical weapons |

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- _____ 25. Courtroom demeanor
- _____ 26. Report writing/note taking
- _____ 27. NCIC system
- _____ 28. Hazardous materials
- _____ 29. First responder/first aid
- _____ 30. Radar
- _____ 31. DWI processing
- _____ 32. Warrants and complaints
- _____ 33. Civil liability
- _____ 34. Crime prevention
- _____ 35. Human relations
- _____ 36. Investigative detention
- _____ 37. Crowd control
- _____ 38. Discretionary decision making
- _____ 39. Media relations
- _____ 40. Understanding human behavior
- _____ 41. Abnormal behavior
- _____ 42. Liquor laws
- _____ 43. Radio communications
- _____ 44. Shot gun handling
- _____ 45. Hostage situations
- _____ 46. Transportation of prisoners
- _____ 47. Traffic directions
- _____ 48. Police role
- _____ 49. Officer survival
- _____ 50. Victim/witness sensitivity
- _____ 51. Primary investigations
- _____ 52. Death investigation
- _____ 53. Traffic investigation
- _____ 54. Interview and interrogations
- _____ 55. Auto theft investigations
- _____ 56. Sexual assaults
- _____ 57. Child abuse
- _____ 58. Adult abuse
- _____ 59. Stress management
- _____ 60. Mental illness
- _____ 61. Patrol procedures
- _____ 62. High risk tactical problems
- _____ 63. Criminalistics/finger prints
- _____ 64. Emergency vehicle operation
- _____ 65. Drug ID
- _____ 66. Juvenile Justice
- _____ 67. Officer survival
- _____ 68. Defensive driving
- _____ 69. Police records
- _____ 70. Vehicle stops
- _____ 71. Building searches
- _____ 72. Crimes in progress call

Page 3

- _____ 73. Searching suspects
- _____ 74. Gathering physical evidence
- _____ 75. Arson investigation
- _____ 76. Bomb calls
- _____ 77. Developing informants
- _____ 78. CPR
- _____ 79. Infectious diseases
- _____ 80. History of Law Enforcement
- _____ 81. Court system
- _____ 82. Crises Intervention

Additional topics or comments:

APPENDIX G

COVER LETTER AND DELPHI III PROBE



Missouri Southern State College

March 27, 1992

NAME
ADDRESS1
ADDRESS2
ADDRESS3

Dear :

Thank you for participating in my research on law enforcement training. I have had an excellent response, and I appreciate you taking the time to share your expertise.

I received close to 500 separate topics that you felt should be included in a basic recruit academy. Through a group process all of your responses were grouped into 82 categories of like responses. These 82 responses will make up the second Delphi probe.

So I can determine the precise topics that should be included in a basic recruit academy, I am asking you to complete the second probe. To complete this probe you will need to rank each item with the following scale. Also, add any topic that you feel should have been included in this list.

RANKING SCALE

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits then this topic could be included.
4. This topic does not need to be included in the basic academy.

Please use this same scale for the list of in-service topics. Keep in mind, what I am trying to determine with the in-service is what should be included on an annual basis.

I would ask that you return this second probe by April 6, 1992 so that I may have it analyzed and construct the third probe. Again, thank you for your time and support.

Sincerely,

Jack G. Spurlin, Director
Criminal Justice Programs

enc
bln



Missouri Southern State College

April 29, 1992

NAME
ADDRESS1
ADDRESS2
ADDRESS3

Dear :

Your responses to the second Delphi probe have been tabulated. As you will remember the second Delphi probe asked you to rank the list of 82 pre-service topics and the list of 21 in-service topics. You were asked to rank these topics with the following scale:

1. This topic must be included in the basic academy.
2. This topic should be included in the basic academy.
3. If time permits this topic could be included in the basic academy.
4. This topic does not need to be included in the basic academy.

In this third and final probe I am asking you to once again examine the topics, and their respective ranking. After carefully looking them over, if you are in agreement with the average ranking then do nothing, but if you disagree then check the blank. Also, feel free to add any topic(s) that you feel have been left out of either pre-service or in-service training.

You are also being asked to give your opinion on how much time should be spent on each of these topics. Would you please fill in the blanks on the right side of the questionnaire with the approximate amount of time that you believe should be spent on each topic.

Thank you for your time and support in this research project. If you would be interested in a summary of the results please let me know.

If possible please return this questionnaire by May 6, 1992.

Let me thank you again, without your help and time this research would not have been possible.

Sincerely,

Jack G. Spurlin, Director
Criminal Justice Programs

enc
bln

Joplin, Missouri 64801-1595 • 417/625-9300

DELPHI III

NAME _____

INSTRUCTIONS: Please review the following list which consists of 21 topics identified in the first probe and ranked in the second probe. After carefully considering each topic, you are being asked to do the following:

1. If you are in agreement with the ranking do nothing.
2. If you disagree with the average ranking then check the appropriate blank.
3. Finally, in the blank provided beside each topic place the amount of time in hours that you feel should be spent on that topic.

Feel free to add topics or make any comment.

DISAGREE	RANKING AFTER SECOND PROBE	NUMBER OF HOURS
_____	1 1. Criminal code update	_____
_____	1 2. Traffic code update	_____
_____	1 3. Search and seizure update	_____
_____	1 4. Arrest update (laws of)	_____
_____	1 5. Firearms update	_____
_____	1 6. Use of force	_____
_____	2 7. Cultural awareness	_____
_____	1 8. Certification updates	_____
	a. CPR	
	b. PR 24	
_____	2 9. Emergency driving	_____
_____	2 10. Defense tactics	_____
_____	2 11. Contemporary issues	_____
_____	2 12. Drug enforcement update	_____
_____	2 13. Report writing update	_____
_____	2 14. Community policing	_____
_____	2 15. Investigative strategy	_____
_____	2 16. Driving safety	_____
_____	2 17. Ethics safety	_____
_____	2 18. Technological advances	_____
_____	2 19. Human relations	_____
_____	2 20. Management training	_____
_____	1 21. Officer health and mental well being	_____

Total amount of time that should be spent on in-service training each year _____.

Additional topics or comments:

DELPHI III

NAME _____

INSTRUCTIONS: Please review the following list which consists of 82 topics identified in the first probe and ranked in the second probe. After carefully considering each topic, you are being asked to do the following:

1. If you are in agreement with the ranking do nothing.
2. If you disagree with the average ranking then check the appropriate blank.
3. Finally, in the blank provided beside each topic place the amount of time in hours that you feel should be spent on that topic.

Feel free to add topics or make any comment.

DISAGREE	RANKING AFTER SECOND PROBE	NUMBER OF HOURS
_____	<u> 2 </u> 1. Introduction to Law Enforcement	_____
_____	<u> 1 </u> 2. Academy orientation	_____
_____	<u> 1 </u> 3. Ethics	_____
_____	<u> 1 </u> 4. Community relations	_____
_____	<u> 2 </u> 5. Criminal Justice system	_____
_____	<u> 1 </u> 6. Constitutional law	_____
_____	<u> 1 </u> 7. Search and seizure	_____
_____	<u> 1 </u> 8. Rules of evidence	_____
_____	<u> 1 </u> 9. Laws of arrest	_____
_____	<u> 1 </u> 10. Protective custody laws	_____
_____	<u> 1 </u> 11. Criminal code	_____
_____	<u> 1 </u> 12. Motor code	_____
_____	<u> 1 </u> 13. Juvenile law	_____
_____	<u> 1 </u> 14. Domestic violence	_____
_____	<u> 1 </u> 15. Drug laws	_____
_____	<u> 2 </u> 16. Multi-cultural diversity	_____
_____	<u> 1 </u> 17. Verbal communications/defusing	_____
_____	<u> 1 </u> 18. Use of force	_____
_____	<u> 1 </u> 19. Defensive tactics	_____
_____	<u> 2 </u> 20. Physical fitness	_____
_____	<u> 1 </u> 21. Firearms	_____
_____	<u> 1 </u> 22. Impact weapons	_____
_____	<u> 1 </u> 23. Handcuff/techniques	_____
_____	<u> 2 </u> 24. Chemical weapons	_____
_____	<u> 1 </u> 25. Courtroom demeanor	_____

Page 2

DISAGREE	RANKING AFTER SECOND PROBE	NUMBER OF HOURS
_____	_1_ 26. Report writing/note taking	_____
_____	_2_ 27. NCIC system	_____
_____	_2_ 28. Hazardous materials	_____
_____	_1_ 29. First responder/first aid	_____
_____	_3_ 30. Radar	_____
_____	_1_ 31. DWI processing	_____
_____	_1_ 32. Warrants and complaints	_____
_____	_1_ 33. Civil liability	_____
_____	_2_ 34. Crime prevention	_____
_____	_1_ 35. Human relations	_____
_____	_2_ 36. Investigative detention	_____
_____	_2_ 37. Crowd control	_____
_____	_1_ 38. Discretionary decision making	_____
_____	_2_ 39. Media relations	_____
_____	_2_ 40. Understanding human behavior	_____
_____	_1_ 41. Abnormal behavior	_____
_____	_1_ 42. Liquor laws	_____
_____	_1_ 43. Radio communications	_____
_____	_1_ 44. Shot gun handling	_____
_____	_2_ 45. Hostage situations	_____
_____	_1_ 46. Transportation of prisoners	_____
_____	_1_ 47. Traffic directions	_____
_____	_2_ 48. Police role	_____
_____	_1_ 49. Officer survival	_____
_____	_1_ 50. Victim/witness sensitivity	_____
_____	_1_ 51. Primary investigations	_____
_____	_1_ 52. Death investigation	_____
_____	_1_ 53. Traffic investigation	_____
_____	_1_ 54. Interview and interrogations	_____
_____	_2_ 55. Auto theft investigations	_____
_____	_1_ 56. Sexual assaults	_____
_____	_1_ 57. Child abuse	_____
_____	_1_ 58. Adult abuse	_____
_____	_2_ 59. Stress management	_____
_____	_1_ 60. Mental illness	_____
_____	_1_ 61. Patrol procedures	_____
_____	_2_ 62. High risk tactical problems	_____
_____	_2_ 63. Criminalistics/finger prints	_____
_____	_1_ 64. Emergency vehicle operation	_____
_____	_1_ 65. Drug ID	_____
_____	_2_ 66. Juvenile Justice	_____
_____	_1_ 67. Officer survival	_____
_____	_1_ 68. Defensive driving	_____
_____	_2_ 69. Police records	_____
_____	_1_ 70. Vehicle stops	_____
_____	_1_ 71. Building searches	_____
_____	_1_ 72. Crimes in progress call	_____

Page 3

DISAGREE	RANKING AFTER SECOND PROBE	NUMBER OF HOURS
_____	_1_ 73. Searching suspects	_____
_____	_1_ 74. Gathering physical evidence	_____
_____	_2_ 75. Arson investigation	_____
_____	_2_ 76. Bomb calls	_____
_____	_2_ 77. Developing informants	_____
_____	_1_ 78. CPR	_____
_____	_1_ 79. Infectious diseases	_____
_____	_2_ 80. History of Law Enforcement	_____
_____	_2_ 81. Court system	_____
_____	_1_ 82. Crises Intervention	_____

Total amount of time that you think should be required for
Basic Training _____.

Additional topics or comments:

APPENDIX H

LETTER REQUESTING THE NOMINATION OF EXPERTS



Missouri Southern State College

December 6, 1991

Dear :

I am a student currently working on my Doctor of Education degree at Oklahoma State University. My dissertation topic is Law Enforcement training in the State of Missouri, both pre-service and in-service.

As the Director of the Regional Police Academy in Joplin, Missouri I deal with training everyday, thus my interest in this area. Missouri ranks last in pre-service training requirements varying from 120 hours to 1000 hours depending on the county size. This study will take a look at what is being done across the nation both pre-service and in-service. It will also look at what is currently being done in Missouri in terms of in-service training which is not mandated by law.

Finally, the study will use the Delphi method. This method tries to identify what experts across the country think about the amount and type of both pre-service and in-service training.

The assistance that I am requesting from you is:

1. A copy of your state's current standards for both pre-service and in-service training for Law Enforcement officers and
2. The names and addresses of two or more experts in the police training field who you believe can provide insight into this very serious area. (Experts need not be from your state).

Thank you very much for your time and cooperation. As you know our future knowledge is based on research, I hope that in some way mine can be of benefit to Law Enforcement.

Sincerely,

Jack G. Spurlin, Director
Regional Police Academy

EXPERT #1:

NAME: _____

HOME ADDRESS: _____

CITY: _____

STATE: _____ ZIP: _____

HOME PHONE: _____

WORK ADDRESS: _____

CITY: _____

STATE: _____ ZIP: _____

WORK PHONE: _____

EXPERT #2:

NAME: _____

HOME ADDRESS: _____

CITY: _____

STATE: _____ ZIP: _____

HOME PHONE: _____

WORK ADDRESS: _____

CITY: _____

STATE: _____ ZIP: _____

WORK PHONE: _____

APPENDIX I

PARTICIPATING EXPERTS

PARTICIPATING EXPERTS

Thomas Hammarstrom
Arizona Law Enforcement
3001 West Indian School Road
P.O. Box 6638
Phoenix, AZ 85005

Donald G. Hopkins, Deputy Director
Education and Training
Maryland Police & Correctional Training Commissions
3085 Hernwood Road
Woodstock, MD 21163-1099

Ernie Johnson, Director WLEA
1556 Riverbend Drive
Douglas, WY 82633-2056

Ike Orr
4525 South 2700 West
Salt Lake City, UT 84119

Steve DeMille
4525 South 2700 West
Salt Lake City, UT 84119

Dr. Vic Strecher
Sam Houston State University
Huntsville, TX 77341

Ken Barnes
P.O. Box 11476, Cimarron Station
Oklahoma City, OK 73136

Gary James
P.O. Box 11476, Cimarron Station
Oklahoma City, OK 73136

Larry D. Welch
P.O. Box 647
Hutchinson, KS 67504

Ed H. Pavey
P.O. Box 647
Hutchinson, KS 67504

Page 2 - Experts

Robert Cooper
P.O. Box 3106
East Camden, AR 71701

Marion G. Alford
Training Director
301 West Pearl Street
Jackson, MS 39203-3088

Dr. Walt Stenning
Texas A & M University
Law Enforcement & Security Training Division
College Station, TX 77843

LT William McGarry
Rhode Island State Police
P.O. Box 185
North Scitvate, RI 02857

Professor G. L. Kuchel
University of Nebraska-Omaha
Criminal Justice Department
Omaha, NB 68102

Dr. Jerry Wolfskill, Training Director
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66021

Bill Carter, III, Executive Director
Minnesota Board of Peace Officer Standards & Training
1600 University Avenue, Suite 200
St. Paul, MN 55104-3825

Phil Davis, Director
Law Enforcement Training Center
4900 Viking Drive, Suite 111
Edina, MN 55435

Major Patrick L. Bradley, Director
Baltimore City Police Training Academy
601 East Fayette Street
Baltimore, MD 21202

Dr. Clifford VanMeter, Director
Police Training Institute
1004 South Fourth
Champaign, IL 61820-6108

Page 3 - Experts

Earl Sweeney, Director
Police Standard & Training Council
17 Fan Road
Concord, NH 03301

Tony Blalock
Sante Fe Institute of Public Safety
P.O. Box 1530
Gainesville, FL 32602

SGT James Rehmann
Anchorage Police Department
4501 South Bragaw Street
Anchorage, Alaska 99501-1599

APPENDIX J

TOPICS IDENTIFIED BY MISSOURI LAW

ENFORCEMENT DEPARTMENTS

TOPICS IDENTIFIED BY MISSOURI LAW ENFORCEMENT AGENCIES

1. Ethics
2. Community Relations
3. Constitutional Law
4. Search and Seizure
5. Rules of Evidence
6. Laws of Arrest
7. Protective Custody
8. Criminal Code
9. Motor Code
10. Juvenile Law
11. Domestic Violence
12. Multi-cultural Diversity
13. Drug Laws
14. Verbal Communications/Defusing
15. Use of Force
16. Defensive Tactics
17. Physical Fitness
18. Firearms
19. Impact Weapons
20. Handcuff/Techniques
21. Chemical Weapons
22. Report Writing/Note Taking
23. Courtroom Demeanor
24. NCIC System
25. First Responder/First Aid
26. Warrants and Complaints
27. DWI Processing
28. Civil Liability
29. Investigative Detention
30. Human Relations
31. Abnormal Behavior
32. Liquor Laws
33. Radio Communications
34. Shotgun Handling
35. Transportation of Prisoners
36. Hostage Situations
37. Traffic Directions
38. Officer Survival
39. Primary Investigations
40. Death Investigations
41. Interview and Interrogations
42. Child Abuse
43. Auto Theft Investigations
44. Sexual Assaults
45. Traffic Investigations
46. Adult Abuse
47. Mental Illness
48. High Risk Tactical Problems
49. Patrol Procedures
50. Criminalistics/
Fingerprints
51. Drug ID
52. Emergency Vehicle
Operation
53. Juvenile Justice
54. Officer Survival
55. Defensive Driving
56. Police Records
57. Vehicle Stops
58. Crimes in Progress
Call
59. Building Searches
60. Gathering Physical
Evidence
61. Searching Suspects
62. Arson Investigation
63. Bomb Calls
64. CPR
65. Crises Intervention
66. Court System

VITA?

Jack G. Spurlin

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF LAW ENFORCEMENT TRAINING IN MISSOURI

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Fort Dodge, Iowa, June 20, 1946,
the son of Matthew J. and Delores M. Spurlin;
married to Sylvia Spurlin, November 27, 1965.

Education: Graduated from Fort Dodge High, Fort Dodge, Iowa,
in May, 1964; received Associate of Arts degree from Iowa
Central Community College in May, 1974; received Bachelor
of Science degree with a major in Law Enforcement and
Corrections from Northeast Missouri State University
Kirksville, Missouri, in August, 1975; received Master of
Science in Criminal Justice Administration from Central
Missouri State University Warrensburg, Missouri, in May
1978; received Educational Specialist degree in Technical
Education from Pittsburg State University Pittsburg,
Kansas, in May 1990; completed requirements for Doctor of
Education degree at Oklahoma State University, July, 1992.

Professional Experience: Patrolman, Fort Dodge, Iowa,
1969-1974; Instructor, Missouri Southern State College,
1975-1990; Department Chair, Missouri Southern State
College, 1990-1992.