

# TRAINING NOTES



State of Maryland

Parris N. Glendening, Governor, Kathleen Kennedy Townsend, Lt. Governor  
 Department of Public Safety and Correctional Services  
 Stuart O. Simms, Secretary

## Police and Correctional Training Commissions

□ Donald G. Hopkins, Executive Director □

3085 Hernwood Road Woodstock, Maryland 21163 410 203-1000 TTY FOR THE DEAF 800 735-2258

November-December 1998 Volume 25, Number 6

### ***Notes from the Executive Director***

Grand Opening ceremonies were held for the Driver Training Facility at the Public Safety Education and Training Center in Sykesville on September 22, 1998. At the same time, there was a ground breaking for the Firearms Training Facility, the second stage of development for the new Center.

Lt. Governor Kathleen Kennedy Townsend, standing in for Governor Parris N. Glendening, was joined by Speaker of the House Casper Taylor, State Treasurer Richard Dixon, State Comptroller Robert Swann, DPSCS Secretary Stuart O. Simms, Secretary of the State Police David B. Mitchell, other elected officials, and approximately 250 representatives of Maryland's public safety community in celebrating this momentous occasion.

In pledging additional funding for the Center, Governor Glendening had noted earlier that, "If we are going to reduce crime, improve our services to citizens, and reduce fear of crime, then the men and women of the criminal justice system must have the best instruction available."

Lt. Governor Townsend received a standing ovation when she reiterated the commitment to funding for police training in Maryland. "This complex will have immediate and future benefits for all of us. Improved training is at the heart of improving the criminal justice system," she said.



Lt. Governor Kathleen Kennedy Townsend (upper photo) prepares to drive the Driver Training Facility car around the newly opened course in Sykesville. As government and police officials and staff cheer her on (lower photo), the Lt. Governor breaks the ceremonial ribbon and begins her journey around the course.

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## TRAINING NOTES

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Training Notes is available online at  
<http://www.dpccs.state.md.us/pct/train/>

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### GRAND OPENING

Located on the grounds previously belonging to the Springfield Hospital Center in Sykesville, the Public Safety Education and Training Center is a \$50+ million complex that will include academic, instructional support, residential, dining, physical development, and administrative facilities to help train approximately 550 Maryland criminal justice employees per day when completed.

1998

### Digest of Criminal Laws

Copies of the 1998 Digest of Criminal Laws are now available. The price is \$2.00 per copy. Please use this form to place your order, and be sure to include a check, money order, or purchase order (no cash please! For questions, contact Debbie Kelly at (410) 203-1000.

#### 1998 DIGEST OF CRIMINAL LAWS ORDER FORM

Ship to: \_\_\_\_\_  
(Agency or organization name)

Attn: \_\_\_\_\_  
(Street address) \_\_\_\_\_  
(City, State, Zipcode)

Contact Name: \_\_\_\_\_

Phone#: \_\_\_\_\_

Fax#: \_\_\_\_\_

Number of books ordered @ \$2.00 each

Amount enclosed \$ \_\_\_\_\_  
[Make checks and money orders out to: MPCTC]

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\* For orders over 300 copies, please make arrangements to pick up your order.

Mail form and payment to:

Maryland Police & Correctional  
Training Commissions  
Attn: Debbie Kelly  
3085 Hernwood Road  
Woodstock, MD 21163-1099

## EXECUTIVE DEVELOPMENT INSTITUTE UPDATE

by: Theresa Satterfield, Administrator

### LEADERSHIP CHALLENGE VIII

Session 1 - "The Elderly" was held at the Oak Crest Senior Living Center on October 20, 1998. The speakers provided pertinent information on the aged and their role within the realm of public safety. Session 2 - Media will be held on November 17, 1998.

### EXECUTIVE SEMINARS

A 3-day Leadership School was held September 16 through 18, 1998 in Annapolis. The program, as usual, received high marks. The program scheduled for November on the Eastern Shore is full.

Due to the overwhelming response to the Leadership School program, we have scheduled a program for each of the following months: February, March, May and June, 1999. More information will be forthcoming.

A two-day Workload Analysis and Resource Allocation Program will be held December 3 & 4, 1998, in Baltimore. The cost is \$250.00 and includes a continental breakfast and lunch both days. Space is limited and only one person per agency may attend. Registration information has been mailed to agency heads.

A four-day Homicide School will be held in March, 1999. Cost and location information will be sent out soon.

### MID MANAGEMENT PROGRAMS

The Correctional Mid Management Programs, funded by the Maryland Correctional Administrators Association and a Byrne Grant, are being scheduled. These programs will be held around the State and there is no cost to the agency. Registration information will be sent out. A similar program for Law Enforcement is in the works.

### EXECUTIVE OFFICER PROGRAMS

Dates for the nine day, 1999 Law Enforcement Executive Officer Program are tentatively set for April 11 through 13, 18 through 20, and 25 through 27, 1999. The six day, Correctional Executive Officer Program dates are tentatively set for May 16 through 18 and 23 through 25. More information will be forthcoming.

# OBJECTIVE TESTING - PROOF OF MASTERY

by: Patrick L. Bradley, Deputy Director

Both the Police Training Commission and the Correctional Training Commission regulations require students to demonstrate "mastery" of the established entrance level course objectives before full certification is awarded. Some evidence is required for showing that the student knows the information or can perform the mandated skill. Mastery is usually documented by examples of production (copies of fingerprints, arrest or search warrant affidavits, crime scene photographs, etc.), a check-off sheet indicating the student has performed a skill according to established criteria (e.g., proper use of handcuffs, or a firearms score sheet, felony car-stop, etc.) or score sheet from a written examination. Our goal is for the training academy and the appropriate Commission to have proof that students knew or understood the mandated information and/or could perform the mandated skill when they completed the entrance level program.

At a recent meeting of the Police Training Directors Association, I had an opportunity to discuss some of the aspects of "mastery" as it pertains to written examination scores. I thought it might be helpful to reiterate some of those comments here.

As already explained, the student must master EVERY objective. While the Commissions have different passing requirements (70% for police, 75% for corrections), the concept is the same. If an academy conducts a written, multiple choice examination with one, two or three questions for an objective, the student must answer all questions correctly in order to receive a passing average for that objective. One wrong answer will result in a failing score. As the number of questions per objective increases, the student may miss one or more questions and still receive the necessary score for mastery.

It is not unusual for a particular objective to be addressed on two or more examinations. In that case, all questions dealing with that objective are counted when computing the mastery score. For example: Objective XXX "The Student shall describe the value of accurate note taking." Let's say four questions on this fictitious objective were tested in Preliminary Investigation Test #1 and the student answered three correctly, scoring 75%. However, there were two additional questions regarding the necessity of accurate field notes in the "Case Preparation Test #2" where the student missed both questions. The student's actual score on this objective is three correct out of the total six questions, or a failing score of 50%.

Some academies may opt to have students complete "objective" tests which focus exclusively on the Training Commission's mandates. This is an acceptable practice if these examinations come at the end of the program or a block of instructions and are considered final examinations. If, however, the "objective" test is one of a series of tests for the topic area, the scores for all of which are accumulated for final student grades or averages, then the questions on the "objective" test must be considered with all other questions dealing with that particular objective when calculating mastery.

What about questions dealing with objectives that appear on "quizzes"? Usually quiz questions are not counted when determining mastery, unless quiz scores are included in the student's overall academic average. In that case a quiz is considered a graded test and any objective questions must be counted when determining mastery.

Formal re-examinations are considered a "replacement" of the earlier test effort. A passing score on a re-test (or other strategy to document knowledge or understanding of the objective material) takes the place of the earlier failing grade.

For example: Student X took the Preliminary Investigation Test #1 and answered one of the four questions on our sample objective correctly (25%). He/she then received remedial instruction and, on a formal re-test with different questions, answered two out of two correctly. This student has demonstrated "mastery" of the objective. To continue: The student also took two quizzes on related material with one objective question on each. He answered one correctly and the other incorrectly. Near the end of the program, on the "Case Preparation #2 Test", the student missed both questions on the objective. In this case the quizzes do not affect the student's "mastery" of the objective because this academy does not add quiz scores to the student's course average. However, while a specific "re-test" can negate the student's earlier failure, his performance on the subsequent Case Preparation test documented that he did not know or understand the material. This student will require another re-test to document eventual mastery.

Academies are encouraged to contact Commission staff to discuss testing and re-testing strategies. Subtle changes in the number of questions, where questions appear in examinations, re-testing policies, etc., all can affect whether the student's grade records meet the Commission's requirements for documentation of mastery of objectives.

**MARYLAND COMMUNITY CRIME  
PREVENTION INSTITUTE  
(MCCPI) UPDATE**

*by: Patricia Sill, Administrator*

**1998 Governor's Crime Prevention Awards:**

The Nineteenth Annual Governor's Crime Prevention Awards Ceremony is scheduled for Monday, December 7, 1998 beginning at 12:00 noon. This year's ceremony will take place at the Wyndham Garden Hotel in Annapolis.

This year there are 146 award recipients representing private citizens, community groups, businesses, law enforcement officers, and law enforcement agencies from throughout Maryland, each of whom have made outstanding contributions to the furtherance of crime prevention programming in their communities. Recipients are being honored for activities such as forming and maintaining Neighborhood Watch and Citizens on Patrol groups, working with the Triad and S.A.L.T. (Seniors and Law Enforcement Together) Councils for the elderly, D.A.R.E. (Drug Abuse Resistance Education), Police Athletic Leagues, Explorer Programs, after-school and mentoring programs as well as other youth-oriented activities, etc. In addition, 10 HotSpot communities in Maryland will be receiving awards.

The ceremony will feature a luncheon, followed by presentation of the awards. Co-sponsors of the event are the Department of Public Safety and Correctional Services, the Police and Correctional Training Commissions, the Maryland Community Crime Prevention Institute, and the Maryland Crime Prevention Association.

For additional information on the Annual Governor's Crime Prevention Awards Program or for a list of the 1998 recipients, contact Mrs. Patricia Sill or Mrs. Joyce Gary at (410) 203-1006 or 800-303-8802.

**Holiday Safety Brochures Available:**

With the holidays approaching, MCCPI has on hand a supply of crime prevention brochures entitled "Holiday Safety: Tips for Safe and Happy Holidays". To request a copy of this or crime prevention brochures on other topics, contact the Institute at (410) 203-1006 or 800-303-8802.

**D.A.R.E. Statewide Annual Report**

The State Coordinator's Office is currently preparing the 1997/98 Annual Report for the Statewide D.A.R.E. Program. By the time this addition of Training Notes is published the report should be printed and available.

Preliminarily, the statistics are extremely favorable as they have been in the past. This year almost 5000 additional students were reached over the previous year. Overall program satisfaction by teachers and administrators remains high.

**1999 Annual D.A.R.E. In-service Training**

Plans are underway for the 1999 Annual In-service for March 30- April 1, 1999. This year there will be a selection of 14 separate workshops that each officer or educator can choose to attend.

**D.A.R.E. Training in Budapest, Hungary**

D.A.R.E. International requested the assistance of Claude Nelson, Regional Coordinator and Beth Westbrook, Educational Advisor, from the State Office in a D.A.R.E. Officer Training in Budapest, Hungary. The training was held on October 19-29, 1998.

**Maryland D.A.R.E. Web Site**

Currently a web site is under development for the Statewide D.A.R.E. Program. The site will provide information and entertainment for children, along with relative information for D.A.R.E. Officers, Parents, and Educators. It will link with D.A.R.E. America, D.E.A., and several other web sites to provide current data and information on drug abuse.

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**MICHAEL G. PENSE**

**BECOMES PCTC FISCAL OFFICER**

Michael G. Pense has joined PCTC as our first Fiscal Officer. Mike, a Certified Public Accountant, comes to us from the Department of Public Safety and Correctional Services where he utilized his double degree in Accounting and Business for the Office of the Secretary. In his spare time, he is active in the Boy Scouts of America in the National Capital Area Council. Mike hails from Rockville, Maryland.



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**CORRECTIONAL TRAINING  
ACADEMY WELCOMES  
DIANE FREELAND**

Ms. Diane Freeland has joined the staff of the Correctional Training Academy in Woodstock as the new Registrar. Diane comes to the staff with several years of secretarial experience in addition to Paralegal training she has obtained as a part-time student at Dundalk Community College. She hopes to study Law at the University of Baltimore sometime in the future. Diane's hobbies include a love of travel and reading. She lives in Baltimore City.



## **SPECIAL FEATURE**

[Editor's note: The COPS training staff excerpted the following information from the September 1998 edition of the *ASTD Advance* newsletter, with permission. We thought readers might find it interesting.]

# **SURVEY FINDS**

## **QUANTITY OF LEADERSHIP TRAINING INCREASING, QUALITY LACKING**

A recent national executive survey of businesses, in both the public and private sectors, found that leadership development was the top human resource issue facing organizations today. A key finding was that 84% of organizations now offer leadership development courses, an increase of 80% from 1996 when the last survey was taken.

It was learned that the most serious issue in current leadership organizational development is the lack of succession planning. As a result of poor succession planning, the departure of a key leader, at any level in the organization, often leaves a tremendous void. The second most important concern was inadequate leadership training itself, and thirdly was the lack of commitment on the part of the organization to leadership training itself.

Survey respondents noted that the four most important attributes of capable leaders are vision, integrity, competence and trustworthiness. Also, the four most critical skills that leaders should develop were determined to be communication skills, interpersonal proficiency, strategic planning, and change-management competence.

Not surprisingly, as with most forms of training, the primary delivery method for leadership training continued to be the instructor-led, classroom course - or "talking head" instruction. Classroom-based delivery as a training approach was followed in popularity by the use of special assignments in the actual workplace, and teleconferencing was the third most commonly used method.

In-house trainers were the most-used source for leadership training. On average, about one-half of leadership training was provided by in-house employees last year. About 30% of formal leadership training was conducted by outside training and consulting firms.

Of the current leadership development training courses surveyed, the following four topic areas were included in their formal training by at least one-half of the respondents: change management (74%), leadership styles (73%), performance management (65%), and customer service (53%). Unfortunately, ethics (26%) and risk-taking (16%) were not deemed as important subjects and this "bottomline" mentality is best illustrated by the fact that the least-common leadership training topic was integrity, dead last at 10%.

# **1999 Recommended Training for Police**

by Patrick L. Bradley, Deputy Director

On July 8, 1998, Governor Parris N. Glendening signed Executive Order 01.01.1998.20 "Maryland Office of Crime Gun Enforcement". Generally, the Order calls for an Office of Crime Gun Enforcement to be established in the Department of the State Police and sets forth the duties of that Office. Among these is the duty "... to develop a mandatory course of instruction in federal and State firearms laws, firearms identification and tracking, ballistic comparison analysis, characteristics of the armed criminal and other topically relevant issues."

Maryland State Police Captain Charles T. Bowers, Director of the Office of Crime Gun Enforcement, addressed the Police Training Commission at its meeting on September 22, 1998. At the conclusion of this presentation, the Commission voted unanimously to strongly encourage all law enforcement agencies to include training on the topics referenced in the Executive Order in their 1999 annual in-service training programs. Captain Bowers has a full package of lesson plans, support videos, examination material, etc. available to assist you. You may contact Captain Bowers at 410-653-7761.

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## **Take a Close Look**

by Patrick L. Bradley, Deputy Director

Law enforcement agencies routinely conduct debriefing sessions in the wake of critical incidents, often in the hours immediately following the incident's conclusion. The whole point of the debriefing is to determine if accepted procedures were followed and if those procedures were effective and appropriate. How many of those sessions include members of the training staff or a review of applicable skills training?

Training programs are developed to meet particular needs. Yet, all too often, once a program is developed and implemented, no one bothers to review it periodically to insure that it remains fresh and relevant. More importantly, does the training provide the proper and needed skills?

Entry-level academies which host students from various law enforcement agencies provide basic instruction in the use of impact weapons and chemical sprays as part of a defensive tactics and use-of-force curriculum. They are not, however, in a position to review incidents involving the use of those defensive aids to determine if the training strategies are effective.

It is absolutely vital that critical incidents be reviewed as a means to validate training or to motivate redevelopment of training programs. If training programs do not meet the needs of the officers in the field, they should, and must, be redesigned.

## **TRAINING TIPS AND TECHNIQUES**

*The tips and techniques featured here were suggested by our training staff and, while not specifically endorsed by the Training Commissions, may be used at the discretion of our readers.*

### **THE “EYES” HAVE IT**

It probably will come as no surprise to trainers that visuals used during training presentations help students learn and remember the information given them. According to a 1986 study sponsored by the 3M Company and reported in *Presentations* magazine (May 1998), researchers observed that “typical” or average presenters who used visual aids during their presentations were just as effective as “better” or dynamic presenters who used no visual aids at all. Interestingly, the study also revealed that the better the presenter, the more the audience expected in the way of high-quality visual support. The 3M study used visuals consisting of overhead transparencies and 35mm slides, but their findings are still applicable to training today in the use of computer-generated “slides” which are developed from computer presentations software.

Here are some ideas to keep in mind when creating computer-based slide shows.

Use lighter colors on darker backgrounds for your slides. White or very light backgrounds tend to cause glare and make the audience restless.

Avoid certain color combinations opposite each other on the color wheel, such as red and green which appear to move or vibrate when situated side by side. This can be jarring to the senses and uncomfortable for your audience. Another combination is blue graphics on a black background, which causes the text edges to look fuzzy.

Some research has suggested that between 15 and 25 percent of men have some form of color perception deficiency, making it difficult for them to distinguish red from green, brown from green and purple from blue. This could cause quite a problem in graphs and charts to be viewed by the audience. If you must use such color combinations, add separate patterns to each color so that the patterns alone will help distinguish the different elements presented in the chart or graph.

Large areas of color such as a slide’s background may influence the viewer’s emotions or may carry certain connotations for the viewer. Pink may suggest feminine or “frilly”, although in combination with other colors, pink tones may have desirable vibrant and warm qualities. Red may suggest strength, passion, competitiveness (hence it is often used in casino decor), but it represents a financial loss in the business world. Therefore, it is wise to consider the gender makeup as well as other background information on your audience when you choose colors for your presentation.

Timing can mean everything. Results of a 1984 study conducted at the University of Colorado in Boulder suggest that audiences will better remember information presented in a slide if they are given a few seconds to view the slide before the speaker begins to speak.

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### **Readers will notice graphics such as geometric shapes, bullets, and lines before they read the text in a slide**

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Selective contrasting of colors can work wonders in your presentation. Highlighting or emphasizing an element in your slide by use of a contrasting color will help the audience follow your presentation and remember the information given. But use restraint in color contrasting—Use one or two bright colors for emphasis but don’t use them continuously.

Readers will notice graphics such as geometric shapes, bullets, and lines before they read the text in a slide. Also, shading such as from left to right or from top to bottom can help draw the audience’s eyes in a desired direction to help them better comprehend the information presented. For example, in vertical bar charts light colors or shades should be placed at the top and darker, “heavier” colors at the bottom.

Remember not to over use any visual element. Not every slide needs bullets or the color red to catch the audience’s attention. When using pointers such as arrows or bullets, try not to use more than three per slide.

The average adult attention span is five to eight seconds. Try to set up your slide so that the information presented therein can be absorbed quickly. Don’t try to crowd too much information into one slide.

# WHAT'S NEW

at the Criminal Justice Resource Center

3085 Hernwood Road Woodstock, Maryland 21163 410 203-1007

NOVEMBER/DECEMBER 1998

No. 109

## FILMS, TAPES AND VISUALS - NEW LISTINGS

### **CASE LAW UPDATES: Detention for Identification**

VHS, 8:44, Color

A recent California case explains how photos obtained under arguably unlawful circumstances may still be used for admissible identifications. One key point emphasized is that stops of gang members just to be able to add their photos to a line-up book are not justified under the law. Suitable for viewing by all police officers.

### **LOCKUP USA: Vol. 7 Iss. 3 - Detecting Substance Abuse**

VHS, 27:30, Color

This program looks at problems associated with substance abuse, both alcohol and other drugs, by correctional employees. Corrections is a profession filled with stress and long hours, and some correctional staff may try to find solace through substance abuse. Substance abuse may become apparent to other employees through such warning signs as an employee's abuse of sick leave, coming to work late or not at all, changes in appearance, change of friends and associates both on-duty and off, poor work performance and poor decision-making, etc. But inmates may be the first to notice such changes, especially if they have had a similar experience, and this knowledge could be used against the employee or other staff. This program seeks to help employees recognize warning signs of substance abuse and to encourage abusers to come forward and seek help for their problem. Includes a training guide, pre- and post-tests. Suitable for viewing by all Correctional personnel.

### **LOCKUP USA: Vol. 7 Iss. 4 - Dealing With Domestic Violence in Corrections**

VHS, 25:30, Color

Correctional officers and other staff are not immune to domestic violence in their personal lives, but it can have serious consequences on their jobs and careers as well as institutional security. This film looks at victim impact and causes of domestic violence, signs of domestic violence in both victim and abuser, legal aspects and societal attitudes toward abusers, and locating sources of help for both victim and perpetrator. There is no training guide or test for this program. Suitable for viewing by all Correctional personnel.

### **Community Policing Telecourse**

VHS, 2:30:00, Color

This program, produced by CA POST in 1996 via funding by the U.S. Dept. of Justice's Office of Community Oriented Policing Services, was reproduced and distributed again in 1998. Through interviews with police officers and administrators from numerous communities across the U.S., the film discusses the history of development of Community Oriented Policing in America, use of partnerships with community resources to deal with crime, the SARA method of problem solving, conducting community meetings, marshalling resources, handling calls for service, management commitment to COP, and many other aspects of Community Oriented Policing. There are many film clips, sound bites and music, and other techniques used to maintain the viewer's interest. Suitable for viewing by COP funding grantees, police departments, and even community groups who wish to know more about Community Policing.

**Bloodstain Pattern Analysis I: Blood in Motion**

VHS, 24:00, Color

In this program from LETN, forensic specialists use high speed photography and slow motion replay to take a look at how blood reacts under different conditions. Such conditions include the texture of the surface upon which blood lands, the effect of angle of a blunt force blow to a blood droplet, the amount of force applied to a blood droplet, and other factors. Suitable for viewing by forensic specialists and law enforcement personnel who want a better understanding of bloodstain analysis.

**Campus Policing II: Fire and Emergency Response**

VHS, 29:00, 1998

For some colleges and universities, little is done to plan for fire or other emergencies until an incident occurs. In this LETN Special Assignment segment, Mr. Richard Fiems suggests that campus safety departments adopt a pro-active approach to dealing with many kinds of emergencies, and this approach involves planning, drilling, and monitoring. He then goes on to suggest steps and resources campus safety officers may use in preparing for a fire emergency or other critical incident. Suitable for viewing by all campus safety personnel.



# TRAINING NOTES

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