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REPORT

POLICE TRAINING AND
FAMILY VIOLENCE:
A FOUNDATION FOR THE
FUTURE
PERCEPTIONS OF POLICE
TRAINERS AND PROFESSIONALS
ACTIVE IN THE AREA OF
FAMILY VIOLENCE
THE INTEGRATED REPORT

No. 1994-06

Responding
to Violence
and Abuse

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Police Policy and Research Division

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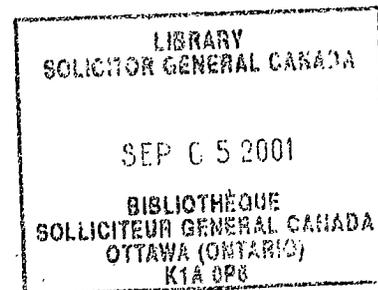
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**POLICE TRAINING AND
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The views expressed in this working paper are those of the authors and are not necessarily those of the Ministry of the Solicitor General of Canada.

Ce document de travail est disponible en français.

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PREFACE AND ACKNOWLEDGEMENTS

This document summarizes the results of a Workshop and a survey, both sponsored by the Canadian Association of Chiefs of Police National Police Prevention of Family Violence Training Sub-Committee. The Workshop drew together police trainers from across the country to begin the work of determining the kinds of training competencies that would be needed to prepare the police officer to intervene effectively in all dimensions of family violence.

The Canadian Association of Chiefs of Police would like to acknowledge, with gratitude, the participation of delegates who attended the Workshop. As well, thanks are especially extended to those individuals who submitted comments and feedback on an earlier draft of this report. The C.A.C.P. would like to thank the members of the planning committee, Sgt. Sam Landry (R.C.M.P. Community and Aboriginal Policing Directorate); Sgt. Michel Gaudet (R.C.M.P. Training Research Section); Professor Bill Kelloway the Academic Advisor for the Canadian Police College; Sgt. Lori Ducharmes, Ontario Provincial Police; Mr. Charles Lawrence, Instructor from the Ontario Police College; Mr. Ross Dawson, the Institute for the Prevention of Child Abuse; Sgt. Steve Hess, Vancouver Police Department. Special thanks to Mr. Larry Godfree, Director of the Ontario Police College and Mr. Phil DeBruyne (Instructor) from the Ontario Police College whose contributions and support made this Workshop possible.

The C.A.C.P. would also like to thank the Ministry of the Solicitor General for its encouragement and funding support regarding family violence issues as they relate to especially vulnerable Canadians, to the delivery of effective and appropriate police services, and to requisite training of front line police officers and management. The C.A.C.P. extends especial thanks to Mr. Jacques de Verteuil, (Ministry of the Solicitor General Canada) for his continued support and participation. Finally, the authors would like to acknowledge the assistance of Ms Gabriella Pedicelli and Ms Charlene Davidson, without whose professional assistance and organizational competence the workshop would not have been a success.

The authors would especially like to thank all the family violence professionals who took the time to complete the questionnaire. The commitment of all agencies to working together to address the issue of family violence was clear from the participation in this survey. As we note in the text of this report, the participation of non-police agencies is critical to the development of training programs in the area of family violence.

The findings and opinions expressed in this report are those of the authors and do not necessarily reflect the views of the C.A.C.P. or the Ministry of the Solicitor General of Canada.

EXECUTIVE SUMMARY

A. Background

In 1991, in recognition of the need to examine police training in all areas of family violence, the Canadian Association of Chiefs of Police passed a resolution at its Annual Conference to establish a National Police Prevention of Family Violence Training Committee. The Committee (actually a sub-committee formed under the auspices of the Victims of Crime and the Human Resources Committees of the C.A.C.P.), is comprised of representatives from the C.A.C.P., the Ministry of the Solicitor General of Canada and the Canadian Police College. This report describes the findings from two projects: a Police Trainers' Workshop, and a survey of professionals active in the area of family violence.

B. The Workshop

A National Police Training Workshop was held November 17-20, 1992, at the Ontario Police College in Aylmer, Ontario. The purpose of this Workshop was to identify and develop a list of officer competencies and issues in the area of police training in family violence, as well as an inventory of currently available training programs.

C. Principal Findings of the Workshop

- Police agencies in Canada are strongly committed to the struggle against family violence in Canada, and to responding in a sensitive and appropriate way to victims.
- A great deal of instructional material has been developed by various agencies, but in the absence of a central co-ordinating body, the materials are either not well-used or are under-utilized.
- There is wide variation in the amount of training provided to police officers in various jurisdictions. This applies to recruit training as well as in-service training. In general, it is clear that more training is required.
- Competencies: While there were areas of specific concern to each of the four vulnerable sectors (women; children; seniors; persons with disabilities), some of the competencies, or rather the attitudes, knowledge, and skills required by police officers were common to almost all groups. The common elements included the following:
 - (a) The need for inter-agency co-operation was the most important issue identified. Officers must be aware of the relevant agencies that have responsibility for the various vulnerable sectors, and must be able to work with them towards a solution in the case.
 - (b) Cultural differences in terms of attitudes towards reporting crimes, and reactions to police intervention. Individuals from various ethnic backgrounds

may have different perceptions of the utility of reporting victimizations, as well as the appropriate role of the police.

- (c) Court orientation. Victims require information about their participation in all aspects of criminal justice proceedings.
- (d) Stress management. Officers who deal with especially vulnerable victims, such as children who have suffered family violence, are subject to great stress and must know how to recognize it and where to access support and assistance. Police management should ensure the provision of appropriate support mechanisms for their officers.
- (e) Attitudes towards victims. Training must contribute to the development and reinforcement of appropriate attitudes towards victims. This is particularly important when responding to specific groups such as persons with disabilities since officers' reactions may be affected by stereotypical perceptions of these groups.
- (f) Complete familiarity with legal issues such as pertinent Criminal Code and provincial legislation, custody and restraining orders, adult legislation and other relevant acts.

In addition to these core competencies, there were others identified as necessary for dealing effectively with specific populations.

1. Children

- (i) Investigative techniques. The most important training need identified was in the area of techniques for interviewing young children.
- (ii) Child development. Officers investigating the abuse of children must be familiar with the physical, emotional and cognitive development of children.
- (iii) Family dynamics. Officers need to understand the complex nature of familial relationships and their effects on children.
- (iv) Stress management. Stress among officers working on child abuse cases is particularly problematic. Officers must be trained to recognize indicators of stress and how to respond to them.

2. Women

- (i) Officers must understand the cycle of violence and its implications.
- (ii) Referrals. Officers must understand the importance of referrals to other agencies.

- (iii) Officer/victim safety. The officer must be aware of potential threats to his or her safety, and also to that of the victim.

3. Seniors

- (i) Crime recognition: senior abuse is often a hidden crime, one that is hard to uncover.
- (ii) Interviewing seniors. There are special skills relating to the effective interviewing of seniors.
- (iii) Use of experts. Officers must be aware of the role of experts in the area of senior abuse.

4. Persons with Disabilities

- (i) Officers must be aware of medical and legal issues such as terminology, specific regulatory statutes and related legislation.
- (ii) Referrals. Effective service delivery with respect to disabled victims of family violence also depends heavily upon awareness of the availability of community resources and their utilization.

D. Other Workshop Findings

- Institutional rewards and performance indicators for police officers should increasingly recognize the special skills and techniques required by officers responding to cases of family violence.
- There is a need for Police departments to foster more extensive and workable relations with non-police agencies working in the area of family violence with these relationships based on established protocols/guidelines.
- There is a need for national coordination of training in the area of family violence in order to promote and ensure consistency in service delivery.
- A discussion of minimum levels of service should be initiated to address the issue of generalist versus specialist response and the question of certification of specialists.
- Training in the area of family violence must continue to be victim-centred stressing the following; empathy for, and sensitivity towards, the victim; the utilization of community supports for victims; the pursuit of case management with or without charges.
- Training should emphasize direct interaction with persons from the four vulnerable groups as well as with social, medical, and other criminal justice personnel.

- There was a strong call for a National/International Working Conference on police training, to generate new and innovative approaches to crime prevention and investigation and to share existing program successes with the police training community.

E. The Survey

In the same year, a copy of the workshop report and a questionnaire were sent to a sample of almost 400 professionals working in the area of family violence in Canada.

The workshop and the survey explored issues relating to four vulnerable sectors:

- (i) Women;
- (ii) Children;
- (iii) Seniors; and
- (iv) Persons with Disabilities.

The survey generated 110 responses that came from a variety of backgrounds, including government departments, advocacy groups and academics. This is a response rate of almost 30%, which is high in light of the short time allotted to respondents to reply, and the fact that a mail questionnaire was used.

F. Principal Findings of the Survey of Professionals Active in the Area of Family Violence

1. Women

The number one training priority was the police officer's attitude toward the victim. Investigative techniques (including interviewing skills) were the second most important competency identified by these respondents. The following competencies were also identified by significant numbers of respondents: legal knowledge; cultural differences; safety issues (both for the police officer and the victim of family violence); the referral process; understanding the dynamics of family violence.

2. Children

The number one training priority in the area of children was interviewing techniques. The following training priorities were also identified by significant numbers of respondents: awareness of child development; legal knowledge; attitudes towards the child; awareness of family dynamics as they relate to children; cultural differences.

3. Seniors

As with women, the number one priority identified by respondents when discussing seniors was the police officer's attitude towards senior victims. The following priorities were also identified by significant numbers of respondents: crime recognition; interviewing techniques;

cultural differences; medical knowledge of issues pertaining to seniors; legal knowledge, particularly as it relates to seniors living in institutions.

4. Persons with Disabilities

Once again the attitude of the police officer towards the victim, in this case persons with disabilities, emerged as the number one training priority identified by most respondents. The following priorities were identified by significant numbers of individuals: medical knowledge; awareness of court policies; awareness of referral processes.

An analysis of the questionnaires was then conducted to determine the most important competencies pertaining to *all four vulnerable sectors*. The competencies identified most frequently across all four sectors were:

- (1) Officers' attitudes to the victim;
- (2) Knowledge of interviewing techniques;
- (3) Legal knowledge;
- (4) Cultural differences;
- (5) Medical knowledge;
- (6) Awareness of family dynamics;
- (7) Crime recognition;
- (8) Awareness of safety issues;
- (9) Awareness of inter-agency mechanisms and procedures; and
- (10) Understanding of the dynamics of family violence.

The findings presented in this report are not exhaustive, nor are they meant to be conclusive, but rather offer a starting point from which to gather information which can guide future curriculum development proposals.

INTRODUCTION

The last decade has seen a dramatic increase in public and media attention to the problem of family violence. In addition, it presents the criminal justice system with a major challenge. Family violence is not uniquely a police problem; nor is it even a problem restricted to the criminal justice system. Responding effectively to family violence requires a co-ordinated and integrated response from many different groups and social agencies, including police departments. As well, there has been increasing recognition of the importance of the issue from governments across the country. The federal government has launched several major initiatives involving several departments and agencies. In 1991, the federal government renewed and expanded its family violence initiative supported by 136 million dollars over a four year period, 1991 through 1994. In addition, the federal government established the National Panel on Violence Against Women,¹ as well as a major initiative focusing on youth (the Brighter Futures Initiative).

The role of the police officer in the struggle against family violence is critical. He or she is the victim's first point of contact with the criminal justice system; all later decisions are dependent upon the initial response of the police. Members of the public -- especially individuals at risk for one reason or another -- look towards the police for protection, and for recognition by the system that a wrong has been committed. Society as a whole is demanding that the police take a more progressive approach towards dealing with family violence issues. It is vital then that police officers respond to family violence in an appropriate way. In order to do so, they require adequate and appropriate training, and that is what this initiative is all about.

A. Family Violence Sub-Committee

This report is a product of the family violence initiative of the National Police Prevention of Family Violence Training Sub-Committee. This committee was established by the Canadian Association of Chiefs of Police in 1991 with several goals in mind, including the following:

- (a) preparation of a report describing the current training programs for police officers working with four vulnerable sectors:
 - (i) women;
 - (ii) children;
 - (iii) persons with disabilities; and
 - (iv) seniors.
- (b) promotion of additional training programs; and
- (c) dissemination of the results.

¹ The Panel's final report, entitled "Changing the Landscape", was released in 1993.

By way of establishing a focal point and a context in which to work, it should be understood that the target of our efforts is appropriate and effective police service delivery in meeting the needs of children, women, persons with disabilities and seniors who find themselves victims of family violence. Our contribution to achieving that target will be to specifically focus on the nature of the police training required to enable serving officers to acquire the competencies and skills requisite to this task. The Sub-Committee is trying to promote consistent family violence programs and strategies, accessibility of information on training programs, the creation of appropriate opportunities for the implementation and evaluation of strategies, and the sharing of resources and maximal utilization of existing resources.

This work will occur within a context that is community-centred, inter-disciplinary and collaborative in nature. Social services, crown attorneys, medical professionals, government agencies, victims' services and police managers are all part of the context in which the police officer serves the victims of family violence. The sub-committee's mandate can only be fulfilled through the co-ordinated input of all these groups. The future of policing in this critical area of criminal justice lies in developing an inter-disciplinary, integrated response. Modern policing involves many different agencies, and police officers will need to be aware of the function and role of these other agencies.

The sub-committee's work has resulted in the publication of a series of reports, of which the present document is the fifth. The preceding reports were:

1. O'Sullivan, S. and Roberts, J. (1992) The Investigation of Child Abuse: An Inquiry into Training Needs of Police Officers and the Impact of Bill C-15, An Act to Amend the Criminal Code. Ottawa: Solicitor General Canada.
2. Skoog, D. and O'Sullivan, S. (1993) Police Training and Family Violence: A Foundation for the Future. Findings of a National Police Trainer's Workshop. Ottawa: Solicitor General Canada.
3. Roberts, J.V. and O'Sullivan, S. (1993) Responding to Family Violence: A Challenge to Police Management. Report of a National Senior Police Management Workshop. Ottawa: Solicitor General Canada.
4. Kean, D.W. (1993) Family Violence. Women, Children, Seniors and Persons with Disabilities: An Annotated Bibliography for Police. Ottawa: Solicitor General Canada.

The present report describes findings from two projects that shared a common goal: the development of an adequate and comprehensive training strategy for police officers responding to family violence. It was acknowledged from the outset that this goal could not be realised without a unified and integrated approach. Such an approach includes not just the views of police trainers themselves, but also other professionals working in the area, such as medical and social service professionals.

To this end, the following strategy was pursued. First, an intensive workshop for police trainers was held. A questionnaire was then prepared and distributed (along with a copy of

the report) to a large number of professionals active in the area of family violence. In this way, the initiative drew upon both qualitative (the Workshop) and more quantitative (the Survey) research traditions. This document summarizes findings from both the Workshop and the Survey of Professionals.

The purpose of this document is to serve as an information tool to promote and enhance training programs for police officers across Canada. Our aim is to stimulate discussion and to generate feedback on police training in the area of family violence. The Trainers' workshop and the survey of professionals were conducted in recognition of the need to consult widely with all the other groups involved in the issue of family violence in this country.

B. The Police Training and Family Violence Workshop

The National Police Trainers Workshop conducted at the Ontario Police College in Aylmer, Ontario in November, 1992 brought together from across Canada, nearly fifty people, all of whom had considerable expertise in the area of family violence. The majority of participants were police trainers who are actively involved in the design, development and delivery of training programs in the area of family violence. In addition, field officers, crown attorneys, representatives of senior levels of government and individuals from various institutes or universities also attended. The group not only represented a broad spectrum of concerned individuals but also included a large selection of experts in the field of family violence.

1. Family Violence: A Unique Challenge to Police

Before discussing the goals of the Workshop it is essential to underline the fact that offences involving family violence present police with a unique challenge, which requires police to understand the special needs of victims in these four vulnerable sectors. Although not exhaustive, the following points illustrate the unique character of crimes of family violence.

1. There is often a dependency relationship between the victim(s) and the perpetrator. That is, the victim is often emotionally, physically or financially dependent upon the perpetrator. This has important consequences for all aspects of the investigation and prosecution of the case.
2. The motivation for this type of crime is often different than other crimes.
3. Family violence cases are some of the most difficult to investigate. They are frequently traumatic for both the victim and the professional.
4. More than any other crime the testimony of the victim is vital. It is almost always the primary source of evidence for conviction and without it, it is almost impossible to successfully prosecute.
5. The nature of police officers' response to the initial complaint will affect the quality of disclosure and this will have a direct impact on the course of the investigation.

6. Many governmental agencies are charged with responsibilities in these cases such as, the police, child protection agencies, crown attorney's and medical professionals, just to name a few. When dealing with cases involving vulnerable victims we must work with other agencies. We are functioning in a multi-disciplinary "team" simply by the fact we work with other agencies, whether that team is formalized. We must ensure these investigative "teams" are functional.
7. These cases often involve multi-legal proceedings. For example, a criminal child abuse prosecution may be accompanied by a child custody proceeding.

To summarize, police officers must recognize the unique character of family violence if they are to provide an effective and appropriate response.

C. Goals of the Workshop

- (i) To gather information on what was considered "state of the art" in terms of police training.
- (ii) To answer a series of questions concerning the training, organizational, administrative and management issues which police must address.
- (iii) To identify the human and material resources needed to support a training program.
- (iv) To gather information on the attitudes, knowledge and skills necessary for police officers to respond effectively, efficiently and appropriately to cases of family violence.

The organization of the workshop involved several distinct phases, which we now describe.

D. Phase 1: Orientation and Information Sharing

The first day of the Workshop consisted of an extensive review of existing training materials and procedures. Trainers from across the country made presentations with respect to content, time allowance in training, and target audience (recruits, generalists, specialists as well as management). These presentations were linked to an extensive resource display of training manuals, outlines, audio-visual, and other print materials that are used in the various jurisdictions.

E. Phase 2: Family Violence Training Issues

The second phase of the National Training Workshop saw the participants assigned to one of four teams. Each team was directed to develop a competency profile needed for the police officer who is required to deliver police services to the four vulnerable populations:

- (i) Children;
- (ii) Women;

- (iii) Seniors; and
- (iv) Persons with Disabilities.

At this point, we must acknowledge that these four populations are not the only ones who suffer from family violence, they are merely the most vulnerable. Nor are they necessarily independent of each other: for example, seniors are frequently subject to physical limitations that may render them doubly vulnerable to criminal victimization.

In attempting to develop an understanding of the specific needs of individuals in these four sectors, each team was asked to address several issues: competencies required by police officers and barriers to effective investigation; new approaches to policing in family violence cases; organizational and administrative issues and recommendations for future training programs. Specific questions were asked in each of these areas. These questions are presented below.

1. Competencies, Investigative Barriers and New Approaches

A great deal of the effort at the Workshop was directed at developing competency profiles for police officers working in the area of family violence. Participants were asked to:

- (a) identify the necessary skills and knowledge;
- (b) to specify the specific training requirements of specialists versus generalists;
- (c) to identify special barriers or problems encountered when working with persons from these vulnerable sectors, and
- (d) to identify some new approaches that would improve police service delivery to these sectors.

2. Organizational and Administrative Issues

Workshop participants were asked to explore the organizational and administrative issues surrounding the delivery of police services to these vulnerable sectors. As well, they were asked to discuss the implications of an inter-disciplinary approach to family violence, to make recommendations to the Sub-Committee and to state the kinds of issues that should be explored at a national conference on this topic.

F. Phase 3: Curriculum Development

The third phase of the workshop was a day-long effort by each of the four teams to develop specific and detailed topics and training program outlines for the vulnerable sectors. Specifically, participants were asked what session topics should be included in a training program that would prepare the police officer to be a competent investigator in the human service dimension of police work? What would the syllabus of an extended course look like? Inasmuch as each of the teams had focused largely on one of the vulnerable sectors, they tended to produce most of their efforts in one of the areas. This proved beneficial as the final result was more detailed than might have been possible had they not become "specialized". The last half day of the workshop saw participants assigned to teams to consider the form and shape that a National or International Conference on Family Violence

might take. The focus of the "ideal" conference was envisioned to be: national, multi-disciplinary, and focusing specifically on Police Training and Family Violence. The groups were asked to plan sessions identifying speakers and participants and to suggest themes.

1. The Survey of Professionals

A mail survey was considered to be the most effective way of obtaining feedback. A questionnaire was developed and pre-tested, before being mailed to 379 destinations. Since there is no single, complete list of government departments or social agencies that encompasses front line workers and national organizations, a list was created for the survey. An attempt was made to include as broad a range of professionals working in the area as possible. The list included professionals associated with the following groups: medical, legal, police, government (federal and provincial), social services, advocacy groups as well as academics working in a university setting. In light of the large number of professionals working in the area of family violence, and their diversity, this list was not meant to be statistically representative of all professional groups. Rather, the intention was to gather an heterogeneous set of responses to the survey instrument.

Respondents received a copy of the Workshop report, along with a questionnaire. The Workshop report was used as a point of departure for the survey instrument. Thus for several questions, respondents were asked to identify officer training priorities that had not been included in the workshop report.

The time constraints upon the sub-committee's activities meant that respondents were given only a few weeks in which to respond. This, in addition to the fact that the survey had to be mailed in the late summer, meant that the response rate was slightly lower than it might otherwise have been. That said, completed questionnaires or comprehensive written responses were received within the response period, from 110 individuals or organizations. This is a response rate of 29%, which is comparable to response rates of other mail surveys.

The respondents to this survey were non-police agencies. This should be borne in mind when reading the report for two reasons. First, these respondents do not have front-line *policing* experience. And second, these findings are designed to complement those that emerged from a survey of police trainers. The Sub-Committee recognized that an effective response to family violence necessitates both police and non-police agencies.

2. Respondents' Professional Affiliation

Table 1 (see Appendix A for all tables in report) presents a breakdown of the respondents' professional affiliation, from which it can be seen that government departments accounted for the highest percentage of respondents (30%), followed by advocacy groups (18%) social services (16%) and finally, medical institutions (11%). (In a few cases, respondents used more than one response category; when this occurred, they were classified by the researchers).

Although some of the competencies and training priorities are common to all four vulnerable sectors, there are many aspects of each sector that are unique. Accordingly, the results of

the survey will be discussed for each of the four vulnerable sectors consecutively, beginning with children. In the discussion section we shall address the common elements that emerge. We shall follow the same format for each of the four vulnerable sectors. Several of the questions provided respondents with an opportunity to elaborate in some detail. In this report we have attempted to preserve the original wording of the individual respondent without at the same time losing the reader in a wealth of detail. As well, wherever appropriate, we have incorporated additional comments made by the respondents.

G. Results

We review the results of the workshop and the survey in terms of the four vulnerable sectors identified earlier:

- (i) Children;
- (ii) Women;
- (iii) Seniors; and
- (iv) Persons with Disabilities.

For each of these four populations, we summarize the findings in terms of competency profiles, barriers to investigation, new approaches to policing and the nature of training (specialist versus generalist). The sectors are dealt with individually because it was felt that while commonalities of approach existed, there were also problems and approaches unique to each specific population.

I. CHILDREN

A. Police Officer Competencies

1. The Views of Police Trainers

(a) Legal Knowledge

The properly trained officer should be well versed in laws pertaining to children. For example, emphasis should be placed on the Child Sexual Abuse offences introduced in Bill C-15² as well as the sexual assault offences, a substantial proportion of which now involve children (see Department of Justice Canada, 1990) and be aware of established protocols and policies as they apply to child abuse.

(b) Knowledge of Child Development

Children's mental and physical capacities obviously change as a function of their maturation. Training should include information with respect to physical and psychological maturation. Officers should be acquainted with the latest findings in the area of child development. In this way, links will be made between theoretical understanding and practical application.

(c) Awareness of Cultural Differences

In Canada's multi-cultural society, children as well as adults may have norms and hold values that are different from those found in "mainstream" society. The well trained officer should be aware of these differences and be able to use this knowledge to aid in the investigation of child abuse cases. Police officers need to be sensitive to the different expectations of the role of the police held by different groups in society. Beyond knowledge of varying norms, there is also a specific need to understand the kinds of barriers to co-operation that may arise, and how to overcome them. (For example, by providing interpreters for victims who do not speak English). This will be of assistance to specific victims, and will also facilitate investigation of cases.

(d) Knowledge of Interviewing and Investigative Techniques

This area received a great deal of attention from workshop participants. This finding is consistent with a recent survey of police officers working in the area of child abuse (see O'Sullivan and Roberts, 1992). Interviewing children presents a particular challenge to the police officer. In some cases the child may have no language development or have only minimal language skills. A fundamental danger is the inherent tension between the need to gather usable statements and the risk of "suggesting" too much to the child victim.

² Sexual Interference (S. 151); Invitation to Sexual Touching (S. 152); Sexual Exploitation (S. 153).

Interviewing people suspected of having committed this crime is also challenging: Not only are child victims unique, but so are perpetrators who may deny the existence of wrongful injury and tend to re-define the situation into socially acceptable terms. (i.e. the child was being properly disciplined). It was further pointed out that some victims may no longer be children as they are adult survivors of child abuse. These victims will be wary of re-victimization by the justice system and present a unique disclosure dynamic of early abuse. Subsequently, it is necessary to provide the best possible contextualization of the victim's experiences. It is important that the officer be able to conduct interviews without "leading" the interviewee towards certain statements. Officers should also be fully aware of child victim behaviours such as incremental disclosures and recantation.

The effective officer should also have knowledge of profiling, physical reconstruction of injuries, as well as a particularly detailed knowledge of injuries that might be present in cases of child abuse in general and child sexual abuse in particular.

(e) Court Orientation

Most young people have little idea of what transpires in a court-room, or have misconceptions about the roles of various participants (see Peterson-Badali and Abramovitch, 1992, for recent research on this topic). Accordingly, children need extensive orientation regarding appearances in court. As well, the nature of evidence and the manner in which it is introduced may affect the victim. The officer must be concerned about "contaminating" the witness. Police officers must be knowledgeable in the entire area of video/audio taping of children's testimony, another issue that was identified by respondents in the survey referred to above (see O'Sullivan and Roberts, 1992).

(f) Familiarity with Family Dynamics

The existence of abuse within the family is often a source of shame. Police training should enable investigating officers to deal with the entire family and recognize that other family members may be unable to support the victim and may prove un-cooperative to the investigating officer.

(g) Officer Attitudes Toward the Victim

Officers will require training to deal with the unique nature of child abuse that takes place within the family. Case development will frequently be a slow, laborious process and will require considerable patience on the part of the officer. He or she must be understanding and open to external input, despite the criminal nature of the case. Officers working in this area will hear shocking details of abuse; they should respect the young interviewee, and not reveal their own emotional response to accounts of extreme sexual, physical or psychological abuse. The officer must not assume that children lie, nor that family members are automatically guilty. In addition, these cases will also require a willingness to work in a multi-disciplinary setting.

(h) Stress Management

While police who investigate child abuse may not be subject to a great deal of physical danger, they are very much at risk with respect to psychological stress. This has been demonstrated repeatedly in the research literature. A part of the training program must teach the trainee to cope with the pressures inherent in this challenging area of policing.

2. The Views of Professionals active in the area of Family Violence

Table 2 (see Appendix A) presents a list of the competencies selected by respondents as the number one priority for police training. Overall, there were fewer responses to the children's section of the questionnaire, and a greater degree of consensus (less variation in the competencies identified). As can be seen from this table, interviewing was identified by fully half the respondents as the number one competency. It was followed by attitudes towards children (21%); awareness of child development (19%), awareness of the law and knowledge of the dynamics of child abuse (both at 5%).

Table 3 (Appendix A) summarizes the number of times that various competencies were selected as a priority. Once again interviewing tops the list, closely followed by awareness of child development and legal knowledge. By any measure then, knowledge of child development and interviewing techniques were regarded by these respondents as critical.

3. Other Important Police Officer Competencies

The following police officer competencies were also identified by our respondents as being important.

1. It is important that officers be aware of services in the community available to victims and their families. Officers also need to be aware of behavioural difficulties which are provoked by sexual abuse. Otherwise, there will be a tendency to simply write-off the child as a "bad" kid. One respondent noted: "Most are "injured" kids, not "bad" kids".
2. The officer needs to know exactly which groups to collaborate with when dealing with cases of child abuse.
3. Officers need to know about children's rights. Children need to be believed and taken seriously. This is particularly true for the police officer, who may be the first person to hear the disclosure. Police officers need to be sensitized to the priority society accords to its children.
4. Officers need to be willing to work in a multidisciplinary setting.
5. Officers need to understand the Child Welfare Laws as well as the laws pertaining to custody disputes. As well, officers should be aware of the distinction between provincial child welfare laws and the provisions contained in the Criminal Code.

6. Officers need to understand the special needs of aboriginal children To date this sector has received insufficient attention.
7. Officers need a good understanding of both the short and long-term effects of child abuse. They need to know how children respond to, and cope with, living in an abusive environment.
8. Officers' attitudes towards the abuser need to be addressed. Child abusers are often considered to be respectable members of the community. Many people may find it hard to believe that they could be abusers. As well, friends and relatives are often over-looked as potential offenders. This can particularly be a problem in rural communities. In short, officers have to learn that sexual abusers come from all walks of life.
9. Child abuse often occurs in a familial context which includes wife abuse. Officers need to be aware of this.
10. Child abuse comes in many forms; officers need to be aware of the spectrum of child abuse from neglect through to violence that threatens the child's life. Neglect can also be very dangerous, and can be very hard to detect.
11. Communication: this is a key competency. Officers need the tools/skills to be able to communicate effectively with children of different ages, from toddlers to late teenagers. Awareness of child development is important here.
12. Knowledge of individual psychology: this is essential for children sometimes react in confusing, strange and nonsensical ways to abuse, and adults' reactions to disclosures of that abuse.

B. Investigative Barriers/ Special Challenges

1. Views of Police Trainers

(a) Stereotypes of Victims held by Officers

Certain beliefs held by victims and police officers may impede the investigation of child abuse. Victims and potential witnesses may distrust the police and be apprehensive of the criminal justice system. Research has demonstrated that attitudes towards the system affect the likelihood that victims will report incidents to the police. If officers hold stereotypical perceptions about victims, this will result in behaviour which those same victims are likely to reject. This rejection will have negative consequences for the victim and the criminal justice system.

(b) The Response of the Criminal Justice System

A larger (and more difficult problem to address) was perceived to exist in the system itself. The system was seen as doing several things which made it harder to investigate and

prosecute cases of child abuse. An example of this was the so-called revolving door by which offenders enter the system, are processed, only to re-enter after a short period of time. It was generally felt by participants that treatment for victims was inadequate.

(c) Officer Attributes and Skills

The principal problems at this level were seen to be related to two things. The first concerned the great difficulties that must be overcome in interviewing young victims. The second involved the personality dynamics of officers. Training must be provided in such a way that the officer does not develop the perception that he or she can do it all alone. Officers must be adaptable and must develop positive working relationships with representatives from other agencies. There is an additional barrier to effective policing created by the fact that some police departments adopt a rotation system. This generates two problems: (a) officers arrive in units without much training, and (b) officers are transferred after having developed considerable skills relevant to the unit they are leaving.

(d) Conflicting Mandates

In light of the fact that many agencies are involved in the response to child abuse, conflicts regarding mandates may arise. For example, the police officer's priority may be to remove the parent/suspect and to lay a charge, whereas the social services priority may be to keep the family together wherever possible. Divergent mandates may result in conflicts which impede investigation. These conflicts will have to be resolved as early as possible.

2. The Views of Professionals Active in the area of Family Violence

1. Trained officers are not always available for investigations on all shifts.
2. Officers are not always aware of protocols with other agencies.
3. The horizons of police officers working in this area need to be broadened. There are often other people who can shed light on the circumstances surrounding the abuse.
4. The investigation of multi-victim, multi-perpetrator abuse cases (e.g., Prescott) presents a special challenge to police.
5. When the individuals are aboriginal Canadians, there are special challenges to the investigator.
6. The interviewing process in cases of child abuse requires special care and confronts investigators with special challenges.
7. The natural horror that is provoked by disclosures of child abuse can affect a police officer's attitudes and behaviour.

8. Many physicians become disillusioned with the failure of the criminal justice system (and social services) to intervene successfully in abusive families, and this often becomes a barrier to effective investigation and intervention.
9. In cases of institutional abuse, the number of victims may be very high - up to 200. This complicates the investigation.
10. Poor knowledge of issues related to child sexual abuse can act as a barrier.
11. The officer's own attitudes can be one of the biggest barriers. In a similar fashion, his or her own experience of abuse and misuse of power by parents, siblings and others may be a barrier.
12. A special challenge is created when the officer has to interview children who have come from countries torn by civil wars or other conflicts. Such children are often traumatized by events that they have witnessed and prove very difficult to interview. In such cases, expert professional help will be necessary.
13. There is a challenge in balancing police work and other social needs. The police sometimes behave as if their objectives must take priority over all others. Team meetings must be held with all participants having equal power. On a related point, there is often considerable divergence of views between agencies, professionals and community groups. These divergences need to be acknowledged and addressed.
14. If the police officer is given insufficient support from the criminal justice system, this will undermine the effectiveness of the police response.
15. Inadequate experience in terms of videotaping interviews with children will prove to be a barrier.
16. Some officers feel that child abuse is not as important a police issue as homicide or drug investigations. This attitude is erroneous, and will create a barrier to effective policing.
17. Wide variations in charging and sentencing practices can undermine an effective response.
18. The multidisciplinary setting needs further definition. Having professionals from different agencies involved is not the same as having them fully supporting one another in an integrated team.
19. Insufficient awareness of the power differential between the adult police officer and the child can create problems.
20. Officers need information on the isolation experienced by children in homes where violence occurs. This isolation creates a reluctance to talk about the abuse, and this is a barrier to investigation.

C. New Approaches

1. Recommendations of Police Trainers

Several recommendations emerged from the discussions among the groups in the workshop.

(a) Greater Use of Computers

Rapid data transfer and analysis was seen as an area that could be developed. Computer-aided training, programs for investigation, information gathering, offender profiling and information dissemination are some other areas that could be developed. If case information could be standardized, it would allow for greater inter-agency information transfer.

(b) Enhanced Inter-Agency Cooperation

Social services and other interested agencies should be more involved in training and investigation. This is true for all four vulnerable sectors identified here, but especially children, who have special needs, and a number of agencies exist to address these needs. It is in every police officer's best interest to learn how to co-operate with all interested agencies and community groups. As one participant noted: "*The key word here is learning. Police and all other relevant agencies must learn to work together*". We shall return to the issue of inter-agency communication later in this report.

(c) Increased Training

Several interesting ideas were presented with respect to training police to deal with familial child abuse. Foremost in this regard was more human contact with children. Officers must have experience dealing with children and understanding how they can best be approached. Several programs are currently placing officers in direct contact with children through arrangements with day care agencies and the like. It was argued that training in this area must be made a priority. If senior management do not fully appreciate the necessity for training, no progress will be made in the area of police response to child abuse.

2. Recommendations of Professionals Active in the Area of Family Violence

1. Police officers should spend part of their training interacting with children. This might include doing some volunteer work at local shelters or drop-in centres for young persons.
2. The creation of Youth Advisory Committee would be innovative. This would find ways to hear directly from young people about what it is like to be a victim, or report a crime to the authorities.
3. More targeted record keeping would improve matters.
4. Continued involvement in training offered to Child Welfare Workers as is occurring in Ontario.

5. As some police officers may themselves have been the victims of child abuse, counselling at an early stage of police training may uncover and address this problem.
6. There needs to be an administrative commitment to ensuring that training is continuously accessible to ensure quality service delivery.
7. More careful selection (recruitment) of police officers is necessary.
8. Increasing the numbers of female officers is an important innovation.
9. Training should be directed towards understanding the needs of children both in the short term (crisis situation) and longer term.
10. Training should help officers understand their own attitudes towards children by exploring their own childhood experiences. This is critical if officers are going to understand and validate children's feelings, especially children's fears.
11. As with the other vulnerable sectors, computer-assisted learning would be helpful.
12. Training programs should emphasize the importance of a truly inter-disciplinary response.
13. Inclusion within the police force of consultants who specialize in the area of child abuse and who can then provide expert advice and training.
14. Workshops on the dynamics of child sexual abuse need to include a focus upon the after-effects of abuse in adulthood. This may make it clear why it is so important to intervene.
15. Role playing is an effective and innovative training tool to ensure that victims feel respected and believed.

II. WOMEN

A. Police Officer Competencies

1. The Views of Police Trainers

(a) Attitudes Towards the Victim

The attitude of the officer was identified as the major determinant of a successful response to the case. One of the most frequent criticisms made of the police in the past has concerned their attitudes towards the victims of assault and sexual assault. The skilled officer must be able to inspire confidence in the victim, whose first priority is often with her physical security. Training must be aimed at giving the officer the skill to recognize that he or she may carry certain biases or inclinations to the job and that they must be able to act as a professional in all instances. Police officers should be patient and address the concerns of the victim. These cases are frequently frustrating for the investigating officer who must be prepared for this. The well-trained officer should have interpersonal skills necessary to validate the victim's experience.

Related to the issue of attitudes, is that of recruitment. It is of prime importance for police departments to select officers who hold appropriate values about violence against women, who are able to work well with community groups and people from different cultures and backgrounds. These values are of course also important in other areas of contemporary police activity (such as police-minority group relations), but they are particularly relevant to responding to family violence. Recruiting is important in this regard, because as one of our participants noted, attitudes can be taught (through training) but core values are far more difficult to change.

(b) Interviewing Skills

Family violence cases also present a unique challenge in terms of interviewing. The victim may be reluctant to provide accurate information and the suspect may not regard his behaviour as "criminal". Police may at times be seen by both parties in the dispute as intruding upon a family dispute that is of no concern to the criminal justice system. The officer must have an understanding of the dynamics of victim-suspect relationships in the area of wife assault. It was argued that the skilled interviewer does much more than "just ask questions".

(c) Familiarity with Family Dynamics

The officer must be aware of the differences between street violence and violence occurring in the home. The highly personal nature of spousal assault may create a variety of problems, such as the fact that both parties reside at the same address, or the involvement of children and the possibility that the victim may be a reluctant witness in court.

(d) Awareness of the Referral Process

In family violence cases, there is a particular need for referral to other agencies. This requires a complete knowledge of what is available in the community. Not only is the initial referral important but there is often a need for follow-up work. The group that worked on officer training competencies for this particular vulnerable sector noted that: *one cannot over-emphasize the need for inter-agency communication and co-ordination in this area.*

(e) Knowledge of Legal Issues

The officer should be aware not only of the laws relating to assault (and sexual assault) but also of to special issues such as local protocols. An example of this would be the development of charging practices in the various jurisdictions across the country. It is also important for officers to be aware of court-ordered prohibitions against the possession of firearms. These are frequently imposed in cases of violence (see section 100 of the Criminal Code). In addition, the officer should be familiar with other legal issues such as the nature of restraining orders, peace bonds and custody orders, and the enforcement role of the police when breaches of these orders occur.

(f) Awareness of Cultural Differences

Training should include a cultural component. Officers should be aware of and sensitive to cultural differences as they affect the family unit. Once again, the victim's attitude towards involvement with the criminal justice system may well reflect cultural differences regarding the role of the police. Some jurisdictions (such as British Columbia) have effective ethno-cultural training programs that address this concern. As well, police officers attend calls in which immigration status is an issue, or where language is a barrier. In such cases the officer must be aware of appropriate procedures to follow, and know where to make referrals.

(g) Awareness of the Safety of Officers and Victims

Research in the U.S. has demonstrated that a significant proportion of assaults against police officers occurs when the police respond to family disputes. The well trained officer in this area will be skilled in techniques to protect himself/herself and co-workers when intervening in family disputes. As well, the officer should be able to assess and respond to issues surrounding the safety of the person who has been victimized.

(h) Court Preparation

Victimized women frequently are apprehensive about potential court experiences. Officers should have the interpersonal skills and the familiarity with court-room procedures necessary to allay those fears. This will involve working not only with the victim but also crown attorneys, victims' assistance programs and shelters. One of the issues confronting the police response is the fact that female victims of family violence are sometimes afraid to attend court because they fear retaliation, or reprisals from the spouse or his family and friends. This fear must be recognized and addressed by the police officer working in this area.

(i) Stress Management

As with the area of child abuse, officers who work in the field of family violence involving women are subjected to unusual pressures. The work in itself can be frustrating due to the amount of time and energy that may be invested in cases a significant proportion of which may not come to trial. As noted earlier, the work may be dangerous as well. Specialists in particular must have at their disposal stress reduction mechanisms that they can rely on.

2. The Views of Professionals Active in the Area of Family Violence

(a) Training Priorities

We begin by examining responses to the question that asked respondents to identify the most important competencies (attitudes, skills and knowledge) that police training should emphasize. Respondents were asked to identify up to five such competencies (most provided at least three), and to list them in order of priority. Since the number of competencies varied, we shall begin by presenting a table which lists the competencies identified as priority number one by respondents. These data can be seen in Table 4 (Appendix A).

This table reveals a pattern that will recur throughout this report: great emphasis is laid upon the attitude of the police officer towards the victim. With regard to women, fully 66%, or two-thirds of the respondents identified this as the number one competency that officers should strive to achieve. No other skill came close: the next most important competency was understanding the dynamics of family violence as they pertain to women. This was identified by 18% of respondents. The other number one priority competencies were: addressing the safety of the victim; understanding family dynamics; understanding the phenomenon of violence, and being aware of the effects of discrimination. Each of these competencies were identified as the number one training priority by 3% of respondents (see Table 4).

The following Table 5 presents these responses in a different way. Rather than focus on the number one training priority, this table presents a breakdown of all priority competencies identified by respondents, regardless of the level of priority. Thus these data represent number of times that an item was selected, rather than the percentage of respondents.) We have not included items that were endorsed by fewer than three respondents.

Police officers' attitudes towards the victims still heads the list, with 48 appearances in the protocols, but the importance of other competencies now emerges. Thus investigative techniques (including interviewing) was cited by 37 respondents. Almost as many respondents identified the importance of acquiring legal knowledge, while 25 respondents noted the importance of officers' being able to understand cultural differences when responding to family violence against women (see Table 5 for a complete breakdown).

(b) Other Important Competencies

As noted above, respondents were asked to read the workshop report, and then identify any police officer competencies not identified in the report, but which they considered to be important. Fewer responses were generated to this question. Rather than present them in

a table, we shall list them here. This list does not include cases where respondents merely elaborated upon points made in the report, or points made later in the questionnaire. Finally, many of these points were made by several respondents. We now present a list of the comments made by the respondents.

1. Officers need to recognize that "wife assault" is a narrow term; violence in intimate relationships is more appropriate. The issue here is the nature of the language used: To some people, "Woman abuse" is a more appropriate term. One respondent noted: "Anything that suggests that the woman is married (e.g., "spousal assault") says that woman abuse does not occur to single, divorced, widowed women."
2. Officers need to be aware of various legal mechanisms that can be invoked to ensure the safety of a female victim through the detention of her assailant. These mechanisms then need to be communicated to the victim so that she is fully aware of what transpires.
3. Officers should develop deeper awareness of the social, political and economic roots of violence against women. In many respects, family violence, particularly as it relates to women, is a crime unlike any other. Officers must understand "the relationship between family violence and the historical acceptance of the inferior role of women in society."
4. Officers should have a better appreciation of the long and short-term trauma associated with sexual assault. Some people have observed that male police officers (as well as other criminal justice personnel) may under-estimate the seriousness of this crime.
5. Officers should be provided with more accurate statistical information about the incidence of family violence in which a woman is the primary victim.
6. Officers should have knowledge of various governmental policies with respect to women, and should understand how these policies affect women in Canada.
7. Officers need to understand that violence also occurs in lesbian and homosexual relationships. "Research is beginning to indicate that lesbian abuse between partners is a significant problem". It is a fact of life that violence exists in same gender families; this reality needs to be addressed. (This issue was raised by several respondents).
8. Officers must understand that intervention in terms of one problem of abuse may precipitate other forms of abuse.
9. Officers can become de-sensitized to violence. This needs to be recognized and steps taken to counter-act its effects.

10. Officers need to recognize that family violence can often transpire outside the home. For example, a prostitute may be assaulted outside the home by the pimp with whom they live.
11. Officers must have a good, working knowledge of the services provided by other agencies.
12. Officers need to be aware of the dynamics that prevent women from leaving their homes and ending the abuse. They also need greater awareness of the family dynamics surrounding the abuse of women.
13. Officers need awareness of their attitudes towards violence in their own lives.
14. Officers need to be aware of the issue of response time, which can be critical in cases involving woman abuse.
15. Officers need to respond in a consistent manner across different interventions.
16. Officers need to be aware of new legal initiatives - for example, the new "anti-stalking" legislation.³
17. Officers need to be aware of the characteristics of abusers.
18. Officers need to recognize the contribution of front line/shelter workers to the helping process, as well as the importance of developing partnerships with the women's movement community.
19. Officers also need to be aware of gender differences: for family violence, the majority of perpetrators are men, and the majority of victims are women. Moreover, "women occupy an inferior socio-economic position relative to men; this means that their experience of violence is different as well.

B. Investigative Barriers/Special Challenges

1. The Views of Police Trainers

(a) Officers' Attitudes

Officers face a problem with respect to their own feelings about the nature of family violence. Each individual carries with them certain predispositions that may affect their ability to respond in a professional, non-judgemental way. It is important to recognize that most police officers are male, and in cases of family violence they are dealing with victims who are almost always women. This sets family violence apart from other crimes such as assault occurring in public.

³ Bill C-126. *An Act to Amend the Criminal Code and the Young Offenders Act.*

(b) Victims' Expectations

Women who are victims of family violence frequently have expectations regarding intervention which differ from those held by the police. For example, victims may desire only immediate relief from the problem while police may feel that evidence of a crime exists and may wish to lay charges against the husband or partner. This obviously affects the potential for successful prosecution. The issue of victim expectations raises the whole issue of the goal of police intervention: Is it to respond to the immediate situation, to lay a charge, or to secure a conviction? The police cannot be expected to resolve all issues that give rise to the assault. On the other hand, society expects the police to do more than simply arrest the aggressor.

(c) Cultural Issues

Inasmuch as Canada is a multicultural society, officers may encounter linguistic problems or differences in family custom that will create difficulties for the ongoing investigation. Some new Canadians may fear or resent the police, as a result of their contact with more repressive forces of order in their countries of origin. Research on public attitudes towards the police in Canada shows significant support for law enforcement officers (see Roberts, 1992). This is not necessarily true in other countries. As well, police officers may apply their own cultural definitions in a way that is detrimental to the interests of the victim, and which may impede effective investigation.

(d) The Criminal Justice System Response

The criminal justice system itself may be a barrier. Some judges who have a poor understanding of the nature of family violence were seen as creating a problem for other criminal justice professionals, including police officers. Sentences have been criticized for failing to reflect the seriousness of the crime in cases of family violence or sexual assault. This creates problems for the police officer who is seen as a representative of the same criminal justice system. In this case the system seems to be sending a double message: that family violence is serious enough to warrant police intervention, and yet not serious enough to warrant a severe sentence.

(e) Crime Scenes

Unlike much predatory crime, violence against women often does not involve a "crime scene" in the traditional sense. This necessitates the use of alternative methods of gathering evidence. As well, much of the harm inflicted in cases of family violence or sexual assault is psychological in nature (see for example, Streit-Forest and Goulet, 1987), and not amenable to the same investigative procedures as are followed in cases of street violence.

2. The Views of Professionals Active in the Area of Family Violence

As with previous questions, respondents were asked to supplement the information contained in the report. Specifically, they were asked: "*Are there any investigative barriers or special*

challenges not described in the report that you believe to be important?" As with the previous section, respondents' comments will be summarized.

1. Officers may sometimes be unfamiliar with the protocols involving other agencies.
2. Officers' may not fully understand the reasons why a woman might be reluctant to lay a charge; there is generally a lack of education in terms of explaining why women return to abusive relationships.
3. Making "success of arrest for conviction" an evaluation criterion for officers creates problems.
4. There can be a lack of sensitivity to the special needs of aboriginal women. In general, there is a lack of understanding of aboriginal people. More aboriginal officers are needed to address this problem.
5. Excessive variation in charging practices across different jurisdictions creates enforcement difficulties.
6. There is sometimes a reluctance on the part of some officers to lay a charge: the solution lies in strengthening the charging policies.
7. Some police officers (as well as other criminal justice professionals) may hold stereotypical attitudes towards women. This can impede an effective response; curriculum at present fails to adequately deal with this barrier.
8. Pressure can be exercised by influential persons who may try to minimize the seriousness of the crime occurrence.
9. Victims' expectations may sometimes conflict with officers' perceptions of what should be done in a given situation.
10. The response of police administration, who may not appreciate the time required to support victims can be a barrier.
11. Inter-provincial investigations can get bogged down when the investigation involves victims living in several locations.
12. An interpreter who has sworn an oath of confidentiality is not always readily available.
13. Removing the victim from the home (rather than the offender) creates problems; the offender should be removed, and the victim allowed to remain in her home.
14. The criminal justice system sometimes moves too slowly.
15. Officers need to listen more to the victim if they are to be really effective.

16. The criminal justice system has a limited ability to protect the victim from the perpetrator. As well, the victim is frequently dependent upon the perpetrator.
17. In the more isolated communities, family violence may have reached epidemic proportions. This may have a psychological effect on the officers to the extent that they become habituated to the problem.
18. Lack of inter-agency communication can impede an effective response.
19. Among some minority groups, pressure may be covertly applied to witnesses to maintain secrecy.
20. There is a lack of police resources for training on a wider scale.
21. This area is seen as a "Women's Issue". There is a need for more male instructors/facilitators who are sensitive to the special problems generated by family violence.
22. There is insufficient recognition by society and the justice system, of the criminal nature of family violence. It is necessary to respond to the tendency to view family violence merely as a psychological problem of the abuser.
23. The myths surrounding family violence constitute a major barrier.

C. New Approaches

1. Police Trainers' Recommendations

(a) Computer Assisted Training and Investigation

Participants felt that computers could be used in a variety of ways to improve both service and training. In the area of service delivery, rapid retrieval of information about problematic homes, computer-assisted profiling, or a data-base of services available to victims were given as examples. In the area of training, it was felt that computer-based training modules might be developed particularly in the crucial area of in-service training.

(b) Going Beyond the Statement

Cases are frequently lost by too much reliance on the statement. From the perspective of one crown attorney, too many of these cases are presented as "here's a statement, if she testifies then okay, if not the case is lost". What is needed is more effort to ensure that photographs, medical evidence, neighbours' testimony and other techniques are pursued.

(c) Inter-disciplinary Training

The need for inter-disciplinary training was seen as being paramount in the area of family violence involving female victims. All interested groups must be brought together to share

information, resources and skills. This will require a commitment on the part of different agencies, trainers, managers and the community.

2. Recommendations of Professionals Active in the Area of Family Violence

In the last part of the section dealing with women, respondents were asked to specify any new approaches which were not identified in the report. The following approaches were provided:

1. Case histories can be used as a teaching tool to illustrate the strategies and understanding required when working in an interdisciplinary mode.
2. Increased recruitment of female officers is clearly a priority. The number of female officers should be increased, so that there is always a male and a female responding to every call. It is recognized that this is far from easy, and will be determined in part at least, by the number of female applicants to police forces across the country.
3. All police officers should be given the time and opportunity to talk to the staff and clients in shelters for women, as well as sexual assault crisis centres. A variation on this was suggested by a respondent who proposed that police officers should serve brief training periods in shelters. Another respondent suggested that officers spend some time speaking to victims from the four vulnerable sectors in order to develop a level of comfort in dealing with the problem of family violence.
4. Computer-assisted training is an important innovation.
5. There should be more hiring of people trained in the social sciences to both assist with responding to victims and the trauma generated for the officer who has to respond to cases of family violence.
6. Women who have been in abusive relationships should be present in training sessions to "tell their stories" and to discuss what worked for them. Incorporating the viewpoints of, for example, victims of spousal assault can personalize the issue for officers attending training and in this way make many of the philosophical and textbook issues "real" to the course participants. Battered women need to be involved in training programs in some capacity.
7. There should be greater attention in training to the special needs of aboriginal peoples; this would be an innovation.
8. Joint training programs involving police and community agency groups would be a positive new approach. Another respondent proposed joint investigative training involving medical, social sciences and police personnel.
9. A new approach would consist of focusing on the victim rather than the offender. Let officers experience the role of the victim in their training programs.

10. Multicultural training should take place at the recruit stage.
11. Much of the training proposed for police officers is required by other involved professionals. Perhaps both professions could receive joint training in a more cost-effective manner.
12. Refresher training courses with implications for promotion as an incentive for promotion would be useful.
13. Gender sensitivity training should be incorporated into existing training programs.
14. The increased use of front-line/shelter workers from the women's community as trainers and facilitators would be a useful innovation.

III. SENIORS

A. Police Officer Competencies

1. The Views of Police Trainers

(a) Appropriate Attitudes Towards Seniors

Officers working in this area are quite naturally affected by the wider society's view of seniors. We live in a world in which youth is valued and seniority somewhat denigrated (referred to as "ageism"). The well-trained officer should recognize that seniors are not incompetent and should be treated with respect and dignity. It was argued that this is a matter of professionalism.

(b) Crime Recognition

Much senior abuse is hidden. The trained officer must be able to discern when and where crimes are being committed against seniors. Even when injuries are evident it may not be clear what the causes are (broken hips for instance).

(c) Knowledge of Medical and Legal Issues Relating to Seniors

Officers working in this area will require knowledge of medical and psychiatric terminology as it relates to problems of seniors. This will aid in crime recognition and inter-agency cooperation. This would include knowledge of the aging process and its medical consequences.

Knowledge of provincial, federal, and municipal laws as they apply to not only crimes such as assault or fraud, but also regulatory statutes dealing with sanitation, safety, immigration laws, particularly as they relate to the issue of sponsorship and general welfare are required. Officers should also be aware of legislation governing the running of nursing homes for seniors. Issues related to doctor-patient confidentiality are important as well.

(d) Interviewing Techniques

Officers working in this area must be particularly skilled as interviewers. Victims will often be reluctant (out of fear) to report abuse to authorities. As well, on account of physical and/or psychological impairments, they may have difficulties in relating what has happened. The officer must display both diplomacy and patience. At the same time they must be skilled interrogators with respect to suspects. Many suspects will express righteous indignation and attempt to place blame on the victim. Abuse of seniors is sometimes inflicted by the care-giver upon whom the victim is dependent. This adds to the victim's fear, and reluctance to report victimizations to the police.

(e) Awareness of Cultural Differences

Different groups within Canadian society define family responsibilities differently. The officer acting as a problem solver in this area must be aware of these differences.

(f) Use of Experts

Successful prosecution in this area will almost always require the use of social service and medical specialists. Training, particularly of specialists, must prepare the officer to deal effectively with a variety of outside agencies.

2. The Views of Professionals Active in the Area of Family Violence

As with the previous sectors, we begin with respondents' perceptions of what the number one competency should be. Once again the importance of the police officer's attitude towards the victim (in this case, seniors) emerges as the number one competency, selected by over 60% of respondents. Next in importance (chosen by 17% as the number one priority) was the ability to recognize a crime when it had occurred. This was followed by knowledge of senior abuse (7%) and interviewing techniques (5%).

Table 6 presents a list of competencies in terms of the number of times that they were identified as a priority of any kind. Attitudes to seniors still heads the list, and is followed closely by crime recognition and interviewing techniques. However, awareness of cultural differences and medical knowledge were also identified by significant numbers of respondents as being important competencies to acquire (see Table 6).

(a) Other Important Competencies

With regard to seniors, the following competencies were identified by the respondents in this survey:

1. The police officer needs specific knowledge of the dynamics underlying abuse of seniors. This would include an understanding of family dynamics.
2. Officers need to be aware of the extreme reluctance on the part of some seniors to co-operate with caring professionals (in terms of reporting abuse) for fear of disclosing "family secrets".
3. Financial reasons often underlie the abuse of seniors; in fact financial exploitation or abuse is itself very prevalent. Officers need to be aware of this.
4. The ability to work with volunteers is very important.
5. It is critical that officers have a good sense of the indicators of abuse.

6. Court orientation is particularly important in cases of senior abuse. The investigating officer must be capable of providing this to the senior person; if not referrals should be made to the appropriate victim assistance agency.
7. Good knowledge is required of the personality characteristics of people who are abused as well as people who are being abused. As well, officers need good knowledge of the barriers presented to people who are abused. These barriers are sometimes institutional and sometimes social. For example, if a senior person reports abuse, he or she may suffer consequences in terms of loss of family, institutional support and so on.
8. Officers need an understanding of the phenomenology of senior abuse and neglect. In addition to a crime having transpired, there may be a necessity for referrals to other agencies as well. Abuse can sometime arise within a trust relationship, and this will inhibit disclosure. Officers should also have competencies in the area of the deficits that seniors can sometimes suffer from (e.g., organic brain syndrome, Alzheimers etc.)
9. Stress management is also relevant to the police response to cases of senior abuse, although this is not often acknowledged.
10. Officers need to appreciate that even if the senior victim has a physical or mental handicap, this does not necessarily make him or her an unreliable witness.
11. A high proportion of victims of senior abuse are women. Officers need to be aware of this, and to understand that competencies from both areas (women; seniors) are applicable.
12. For effective intervention with seniors, a police officer must be able to decide whether a case is a "law enforcement" case or a "social service" case. Senior abuse can be a very complex phenomenon, involving a response from the police and the social services.
13. Officers need to be aware that senior abuse can be a consequence of inter-generational violence. That is, people abused as children may grow up to assume that abuse is acceptable, and may then abuse seniors (their parents, who had abused them in the past).
14. Training should not overlook the differential impact that violence has upon senior women. Victimization data show that a large majority of victims of senior abuse are women (Health and Welfare statistics). These realities should be reflected in the content of training programs for police officers working in the area of family violence.
15. Police officers should, like others working in the helping professions, try to establish a trusting relationship with the senior victim. Even if the victim refuses to go the route of criminal prosecution, the police officer must let the senior person know that

their choice in this regard is respected, and that they can turn to the police in future if they need help.

B. Investigative Barriers/Special Challenges

1. The Views of Police Trainers

(a) Myths

The public frequently regards seniors as incompetent and childlike. These beliefs will affect investigations and may affect the officer: he or she must be trained to lay aside these perceptions which will otherwise impede effective and efficient investigation.

(b) Audio/Visual/Mental Impairment

Victims may have problems with hearing, vision or mental functioning. Recalling recent events is sometimes more difficult for seniors, and this may slow down the task of investigation. These deficits may limit their ability to report accurately what has transpired, making the task of interviewing the victim difficult. There may also be consequences for the testimony of victims in court.

(c) Victims' Fears

Many senior victims of crime will be physically or psychologically intimidated by their abusers. At the same time, police intervention may well be perceived as an additional threat to their security. Senior victims frequently have fears both of reprisals by the suspect, and also loss of economic and emotional support.

(d) Complacency on the Part of Officers

Workshop participants argued that officers may become complacent, viewing the case as "just another complaint" when in fact it is a serious cry for help. Steps need to be taken to ensure to prevent such complacency developing, and to recognize when it has developed.

(e) Investigative Delays

Cases of senior abuse will often take a great deal of time to investigate. In light of limited resources in many police departments there may be administrative pressure to assign senior abuse a low priority in terms of investigation.

(f) Vested interests

On occasion, persons who are care-givers may also be implicated as perpetrators and at the same time have a vested interest in the long-term outcome of the case. A monetary interest in the victim would be an example of this. Cases of this type are thus far more complicated than typical street crime.

2. The Views of Professionals Active in the Area of Family Violence

1. Officers sometimes lack an understanding of the reality of seniors' lives, and the impact of abuse on their lives; this creates a barrier between the officer and the senior victim.
2. The isolation of the victim creates a barrier.
3. Most senior abuse is committed by relatives of the victim. This causes an investigative barrier that is not present in other areas of policing.
4. Officers may have negative perceptions of seniors; there may be a reluctance to follow-up a case if a senior does not disclose neglect, even if there is evidence of some abuse.
5. Generalized knowledge of support systems available and necessary for seniors: this would assist the officer in reassuring the senior that they will not simply be left in the situation of having created a police report without also having received some protection or intervention.
6. Officers should realize that many seniors have strong feelings about privacy vis-a-vis family matters. These feelings inhibit reporting abuse. The officer needs to respect and accommodate these sentiments while at the same time dealing with the offence that was committed.
7. It is easy to dismiss seniors' concerns. Sometimes seniors persons are "confused" because of trauma, disease or loss, and this can undermine their credibility in the eyes of police officers. "Some seniors become "paranoid" when under great stress - interviewers must try to look beyond paranoid indications [to see] 'what is happening to them'".
8. Seniors are frequently economically dependent upon others, and this creates a barrier to effective investigation.
9. The existence of widespread complacency with respect to the abuse of seniors serves as a barrier to effective policing.
10. Some seniors will refuse help. How should police officers respond in cases such as these?

C. New Approaches

1. Police Trainers' Recommendations

(a) Targeted Record-Keeping

Senior abuse cases should be identified for distinct analysis. This will allow the development of a new and unique data base to track trends in abuse of seniors. Political and departmental support may be influenced by the creation of such statistics.

(b) Case Management Analysis

Computer-based analysis to track cases and to evaluate the relative success of the various methods being used to combat senior abuse are important managerial considerations.

(c) Community-Based Approach

A co-ordinated, community-based approach should lead to higher rates of detection as well as prevention. The need for direct interaction with seniors and agencies was stressed. Police officers acting alone will not meet the needs of senior victims of family violence.

(d) Major Crime Kit

A suggestion was made that a major crime kit be designed to facilitate the investigation of senior abuse cases.

(e) Role-Playing and other Interactive Training Techniques

Development of new modalities of training that involved more "hands on" training was stressed by workshop participants. Trainees might spend time in seniors' settings and/or be asked to role play various scenarios as they relate to senior victims of crime.

2. Recommendations of Professionals Active in the Area of Family Violence

1. Role playing could help officers to relate to seniors.
2. Multidisciplinary training seminars involving police with health and social services professionals in case study analysis would be helpful. In fact, this is already an emerging trend which is most helpful in dealing with seniors.
3. Recruits could be attached to a seniors club or group from time to time to get an idea of the wide variation in cognitive functioning. As well, additional contact with seniors would change the widespread perception that aging is always a negative process.
4. The use of case studies and presentations by former victims in training sessions with recruits would be useful.

5. There should be one person who is responsible for the issue of senior abuse. This person would then be available for community development, presentations at conferences and so forth.
6. A list of readings and films dealing with family violence issues and problems would be useful.

IV. PERSONS WITH DISABILITIES

A. Police Officer Competencies

1. The Views of Police Trainers

(a) Officers' Attitudes to Persons with Disabilities

Officers must be open-minded and sympathetic with respect to persons with disabilities. This was aptly described as a "service orientation attitude". It marks officers as being professional in their dealings with victims. Officers must understand why persons with disabilities are particularly vulnerable, and why they may be more reluctant to report incidents of family violence to the police.

(b) Awareness of Medical and Legal Issues

Knowledge of the various disabilities and the medical/psychological implications of each one is necessary. Inasmuch as the category "disabled" encompasses a variety of groups, training in this area will be a sizeable undertaking. Workshop participants identified seven specific conditions that would be included under the rubric of "disability": (a) **motor-skills impairment**; (b) **hearing deficits**; (c) **visual problems**; (d) **psychiatric conditions**; (e) **learning deficits**; (f) **brain-injuries**. The well-trained officer should be aware of the special needs of the various groups and should know how to respect those needs.

Workshop participants felt that officers find that persons with a mental handicap or a developmental delay are the most challenging to work with effectively. Subsequently, training needs to address and reflect this reality. The psychiatric victim represents a growing challenge to police officers. The on-going process of de-institutionalization makes this a critical area for immediate enhancement of police training, both in terms of officer safety and the protection of the community.

Cases involving the persons with disabilities may present officers with complex legal issues. In some instances, it may be difficult to establish whether or not a crime has been committed (or attempted). There may also be a need to have knowledge of regulatory statutes as they relate to the role of care-givers.

(c) Understanding the Referral Process

Due to the relatively dependent nature of some persons with disabilities, the police face a special challenge in terms of service delivery. Almost without exception, a multi-disciplinary approach will be required. Officers must be aware of what community resources are available and what constitutes an appropriate referral.

(d) Court Orientation

Effective case management will require police officers to pay particular attention to prosecution of suspects. Victims may sometimes prove to be reluctant witnesses and their limitations may make travel difficult or even impossible. The officer must be able to inform the person with a disability of the court's means of accommodating persons with disabilities. In addition to this, many cases may entail expert testimony of some kind. Accordingly, the officer must be able to prepare experts and understand the nature of their role in the courtroom.

2. The Views of Professionals Active in the Area of Family Violence

There was sufficient consensus among respondents regarding the number one priority to make a table for these responses unnecessary. Almost two-thirds (64%) identified attitudes towards persons with disabilities as the number one training priority. Knowledge of the medical aspects of various disabilities came next, endorsed by 31% of respondents, while the remaining 5% identified knowledge of resources available for persons with disabilities.

In terms of the overall number of times that respondents cited various competencies as a priority, opinion was divided between attitudes towards persons with disabilities and knowledge of medical issues (see Table 7, Appendix A). Awareness of court-room procedures and the referral process were also identified by significant numbers of respondents.

(a) Other Important Competencies

1. Officers need to be well versed in legislation that pertains to persons with disabilities. When a problem cannot be handled under the Criminal Code, other legislation may be invoked (e.g., The Hospitals Act; Adult Protection Act etc.).
2. Direct communication skills are important. These might include sign language, computer-assisted communication boards and so on.
3. It is important that officers understand the dynamics of caretaker abuse of persons with disabilities, and be able to distinguish between short-term "burn-out" abuse and long-term abuse. As well, they should know the specifics of conducting an investigation in an institutional setting.
4. The particular vulnerability of this sector should be appreciated: persons with disabilities can be doubly disadvantaged if they are also seniors, for example.
5. Greater emphasis should be laid on the medical and psychological aspects of a disability.
6. Officers need a good working knowledge of communication aids and devices. Without this competency, officers will be of little help to persons with disabilities. A respondent gave the example of a woman with cerebral palsy who uses a Bliss

Board to communicate. She was once taken home by the police, but when she indicated that she wished to use the Board the police interpreted her behaviour as wild and uncontrollable.

7. Officers must have an accurate idea of the nature and extent of different disabilities. Persons with physical disabilities do not have psychologically disabilities. Officers must first of all see people with disabilities as people, and not as a group to be stereotyped. They should beware making assumptions about others because on account of their disabilities.
8. Part of the issue of attitude (towards persons with disabilities) involves confirming the person's sense of personal dignity. Officers should speak directly to the person, and not through a third party, if possible.
9. Officers need to ensure that the person with a disability understands the nature and purpose of a criminal justice intervention. Persons with disabilities may need additional assistance to understand what is happening.
10. Knowing how to interact and communicate with people is a critical, overlooked competency in this field.

B. Investigative Barriers/Special Challenges

1. The Views of Police Trainers

(a) Victim Limitations

Certain categories of victims may not be able to adequately communicate with investigators. Others may be limited in mobility and may have difficulty in making court appearances.

(b) Officers' and Administrators' Attitudes

Police officers themselves, as well as the general public, may have certain attitudes towards persons with disabilities that may impede investigation. This may be particularly acute with respect to persons with cognitive disabilities.

Workshop participants also felt that administrators needed to be more sensitive to the difficulties officers encounter when working with persons with disabilities. These cases are frequently very time-consuming and there may not be grounds to sustain the laying of a criminal charge. At present, there is a limited commitment to training, notwithstanding the importance of the problem.

2. The Views of Professionals Active in the Area of Family Violence

1. Persons with disabilities face special challenges when it comes to testifying in court. Their testimony is sometimes dismissed because they are deemed to be unable to communicate or take an oath.

2. The generally low level of awareness of Deaf culture acts as an investigative barrier.
3. The fact that people tend to stereotype persons with disabilities serves as a barrier. For example, they assume that if the person is physically handicapped, they are also intellectually handicapped.
4. Some persons with disabilities distrust organizations who are there to "help" them (based on negative experiences).
5. There is a special barrier for women with disabilities who, when they report sexual abuse, are often not believed. This is part of an attitude problem on the part of the police officer. It is important that officers understand the special vulnerability of women with disabilities, and that police officers realize that sexual assault of women with disabilities is far more prevalent than many people believe.
6. The so-called "hidden" disabilities (i.e., learning deficits) constitute an important special challenge. These problems are not easily recognized, but persons with this form of disability are often vulnerable as victims of family violence.
7. Communication and mobility are investigative barriers for persons with disabilities, but only because of lack of understanding and inaccessibility of the legal system. Accordingly the focus should be on changing the legal system in this regard. Requirements of evidence and testimony are often not suitable for persons with disabilities. The courts simply have not addressed issues relating to disabilities in any meaningful way. The judicial system needs to become more flexible in accommodating persons with disabilities.
8. Persons with disabilities are frequently isolated, and this isolation becomes a special challenge to overcome.
9. Persons with disabilities sometimes fear being institutionalized and this may inhibit the reporting of abuse that occurs in the home. The abusive home environment may seem preferable to institutionalization.
10. Persons with disabilities face many special challenges, such a lack of privacy especially at intake desks, and for individuals who have difficulty hearing or speaking loudly.
11. The greatest challenge is to give this area a higher priority than it currently has, when minimal funds are distributed in other directions. Persons with disabilities have been considered last in terms of resource allocation, and this has to change.

C. New Approaches

1. Police Trainers' Recommendations

(a) Interactive Training

A great deal of importance was attached to giving officers face-to-face experience with various groups that include persons with disabilities. Trainees might serve short "internships" in hospitals or other care facilities in order to facilitate this kind of interaction. An alternative suggestion involved the use of professional actors to play the role of mentally or physically disadvantaged persons.

(b) Inter-Disciplinary Training

Much could be gained by bringing together social workers, advocacy groups, medical personnel and police officers. This would allow participants to understand the abilities and limitations of each group.

(c) Computer-Based Information Systems and Computer-Based Training

A suggestion was made that the characteristics of the major disability group might be put in a computer accessible format. For example, an officer confronting a victim of Tourettes Syndrome could have easy access to the nature of the individual's problem. As well, community resources could be accessed. Computer based training modules might be developed for the various disability groups. These could be part of a national training strategy.

2. Recommendations of Professionals Active in the Area of Family Violence

1. Videotaping of testimony of statements can be very helpful for persons with disabilities.
2. Courses in basic sign language and "Deaf culture" would be helpful.
3. Having officers talk to people with disabilities who live in the community would be much better than having actors or videotapes. Persons with disabilities should be the primary educators in this regard. Face to face experience with people with disabilities is a good training strategy.
4. Having the characteristics of major disability groups in computer accessible format would be helpful.
5. Spending a day in a wheelchair would give officers a good idea of how what it means to have a disability.

This concludes the common elements addressed in the Trainers' Workshop and the survey of family violence professionals. Before discussing the findings, we summarize some additional material emerging from the Workshop and the Survey of Professionals.

V. OTHER FINDINGS FROM THE WORKSHOP AND THE SURVEY

A. The Workshop: Organizational and Administrative Issues

In this section, the results of the C.A.C.P. National Training Workshop are examined as they relate to administrative and organizational considerations. Most participants felt that virtually the same administrative factors affected all of the four vulnerable sectors. For this reason the workshop teams tended to consider these matters under the more general heading of "family violence". This section considers four issues of an administrative nature.

1. Issues Relating to the Delivery of Quality Police Service

(a) Administrative Barriers

Senior and mid-level management should be aware of issues related to continuity of personnel. High rates of staff turnover and transfers of trained officers into other areas were seen as problematic. In some cases this is unavoidable, but workshop participants felt that a greater effort should be made to minimize the negative impact of staff turnover. It was further felt that variations in policies across agencies may affect interdisciplinary approaches. An example of this was the degree to which information can be shared with other agencies. At a larger level, it was felt that administrators must show a high level of commitment to the area family violence.

(b) Funding

Adequate funding was seen as a very real problem. Most participants believed that dramatic increases in funding were not likely in the near future, but believed that vastly improved training and delivery was still possible. Better use of outside resources was foremost in this regard. These included both financial resources and co-operative programs with allied agencies such as Children's aid, schools, shelters and medical agencies.

(c) Performance Evaluations and Career Choices by Police Officers

An important and sensitive issue identified was one of creating a system of institutional rewards for officers working in the area of family violence. If departments use clearance rates, number of charges laid as performance indicators to evaluate individual officers, few employees will see family violence work as a legitimate career choice. Thus, the problem arises that the traditional criteria used to evaluate officers are not always applicable in working with family violence. A possible result of this may be that officers who work extensively in the area may appear to be relative failures even though they are in fact highly skilled practitioners.

In responding to the questions of evaluation, there are two important considerations. First, these cases will be more time consuming and more problematic at all stages of development than cases in other policing areas. Evidence gathering takes more time and may be more

costly as experts may be required. Victims may prove to be reluctant witnesses or may not be able to recount what happened due to age or infirmities. The potential list of difficulties is long but the point remains the same. The policing of family violence requires an alternative reward structure. These cases are seldom nice, neat, open and shut matters.

A second difficulty arises from what is generally considered a "success" in most traditional performance evaluations. In the past, success has often been measured in police departments through clearance rates, number of cases cleared by arrest or convictions obtained. Performance evaluations must take into consideration whether or not the problem has been solved, and the realization that other agencies and groups are involved in the solution process. The cases that family violence specialists deal with may not result in a conviction or even an arrest. This does not mean the officer is not performing at an optimal level. Nor does it mean that the needs of the victim have been inadequately served. In cases of family violence, a high measure of success may have involved getting a victimized woman or child out of a potentially dangerous situation. Recognition of the uniqueness of policing family violence will necessitate new measures.

Related to the question of performance evaluation and rewards/incentives, is the issue of career choice. It was felt that there was a contrast between working in the area of family violence and what is presumed to be a "fast-track" career path, such as homicide. It was generally held that, at present, work in the area of family violence is not always accorded the importance it deserves. The protection of the least powerful people in society is most certainly a legitimate area of concern. While participants understand the limitations of funding and competing demands being placed on the police, it was argued that family violence is one of the most pressing area of police activity. Homicide, for example, is far more likely to occur in the home than on the street. A great deal of serious crime has its roots in family conflicts.

(d) Professional Standards and Accreditation

A number of the discussion teams looked at the establishment of professional standards or the possible accreditation of family violence specialists. While there was agreement on the notion that a high standard was desirable, it was not clear how this could be best carried out given the large and diverse number of police forces in Canada. However, most workshop participants agreed that a national training strategy was an important first step. A stumbling block with regards to accreditation involved questions about who the agency conferring accreditation might be. Suggestions that were proposed included universities, the Canadian Police College and the Ministry of the Solicitor General.

(e) Recruitment

An interesting point was made regarding the recruitment of officers to work in the area of family violence. Several people felt that current criteria for placement as family violence specialists are not adequate. Officers should be personally interested in the area and have at least some demonstrated ability to work with the four vulnerable sectors. At the present, recruitment is somewhat haphazard and frequently involves the rather questionable practice of assigning female officers to family violence cases on the basis of gender alone.

(f) Inter-Agency Cooperation

Managers must encourage a multi-disciplinary approach to family violence work and to this end must develop policing protocols and procedures that will foster well-defined working relationships with collateral agencies. It was further pointed out that some system of monitoring must be in place to ensure that the various groups involved carry out their assigned roles.

2. Implications of an Inter-disciplinary Approach for Police Training

(a) Benefits

Collateral agencies should be involved in training police officers and the police in turn should be involved in training personnel from community agencies. The best way to ensure inter-agency cooperation is to clearly demonstrate that benefits will accrue for all agencies who work in a truly collaborative manner.

(b) Information

The flow of information must go both ways. In an effective working relationship, secrecy on the part of either the police or community groups should be avoided (recognizing the legal limitations of confidentiality in some cases). Joint meetings of police and agency people should be encouraged on a regular basis. Departments should consider presentations to law and social work students as well as other professional groups.

(c) Agreements

A variety of agreements might be entered into with community groups. These agreements might cover responsibilities with respect to training or field work. Workshop participants felt that a common problem they encountered with community groups was a lack of understanding about what police can and cannot do. There are limitations on police action with respect to matters relating to arrest and detention for example. A lack of understanding about such matters leads to mistrust between the police and certain community groups.

(d) Involvement

All key individuals must be involved in the investigation and prosecution *as fully as possible*. This is particularly crucial in the case of individuals who are summoned to make court appearances. They should be prepared and given a full understanding of the case. One technique to increase the level of involvement would involve police "ride alongs" for social service workers and corresponding "internships" of brief duration for officers. These should be built into training programs.

Some discussion took place regarding a reluctance on the part of both police and community workers to deal with one another. An example of this might be tensions that develop between advocacy or self-interest groups and the police. While there was little consensus with respect to what the source of these tensions might be, there was consensus that these

disputes are counter-productive. One participant felt that failure to deal with sometimes distrustful agencies only put off the inevitable. It was argued that you either deal openly with all agencies early in the process or later through the news media. It was felt that the earlier communication was initiated the better.

3. Implications of the Community-Based Policing Approach in this Area

(a) Community Sensitivity

Workshop participants consistently pointed to the need for "cultural awareness" and "proper attitude" when they discussed the competency profile for officers. It was pointed out that one of the beneficial aspects of community policing is that officers are much better able to be aware of, and sensitive to, the sentiments of the community in which they work.

(b) Officer Autonomy

If community based policing is implemented, many decisions will be made by what one participant described as "front line workers". It was argued that the situation today is frequently one in which the phrase "community-based policing" is used but it is rarely fully implemented. Under a true community-based program, officers would be empowered to make a wide variety of non-policy decisions. While they would be fully accountable for their decisions, they would still maintain control of their day-to-day operations. One participant tied this to inter-agency investigations. At present, if an officer wanted to send a letter to a social service agency, thanking them for work on a case the letter would have to be cleared all the way to chief of the department. This is most assuredly not "empowerment" of the officer. Community-based officers working in the area of family violence should have the power to make decisions, within administrative guidelines, and be able to carry out subsequent actions based on those decisions. The prevention of crime, prosecution of crime and welfare of the general public should be the guiding principles.

(c) Partnerships between the Police and the Community

The advantage of community-based policing with regards to family violence is that the entire community and the police become partners in detection and prevention. People in the community frequently have detailed knowledge of family matters that is not readily available to officers. If the police are trusted and respected participants in the community, this information may become more widely available. The mask of respectability that often conceals the abuse of children or other family members is more easily stripped away through community based policing.

(d) Crime Prevention

It was felt that community-based policing was an effective method to prevent a certain amount of family violence. Increased surveillance, increased awareness and public education should lead to lower rates of crime or higher rates of reporting to the police. The effective community based program should, in the long run, make offending more difficult. It was pointed out that police managers should not decrease the number of officers in an area as a

response to lower crime rates when the effective cause of the lower rate can be attributed to effective community policing.

4. Recommendations for Policing Services offered to Vulnerable Sectors

(a) A National Approach

Workshop participants were strongly in favour of the development of a truly national strategy for dealing with familial violence. This would involve the development of:

- (i) A national review/advisory committee for training purposes. The express goal of this group would be the development of a national training strategy. With the probable involvement of the Canadian Police College it was strongly felt that a "trainer course" should be the cornerstone of this. This course would be developed through multidisciplinary input. Court, medical and social service participation was seen as vital.

This committee would also be charged with ongoing updates to departments regarding policing initiatives in the area of family violence. It was felt that family violence was currently "low profile" and this should be changed. One of the workshop teams pointed out that the mere existence of the C.A.C.P. National Police Prevention of Family Violence Training Sub-Committee itself was not widely publicized. Information should be going out to departments on a regular basis detailing the concerns and action of the Sub-Committee.

- (ii) The C.A.C.P. should give serious consideration to entering into an agreement with the Federal Ministry of the Solicitor General to develop training modules that could be used nationwide. Each academy or training facility could modify these to suit local conditions. Some training modules could address issues specific to each of the vulnerable sectors while others might deal with issues that overlap the four sectors.
- (iii) A constituent part of a national strategy should be the development of a national data base listing resources available in the entire area of family violence. This would include reference to written, electronic and human resources that departments might be able to utilize in investigation and training.

(b) Accreditation

Some attention might be given to the possibility of developing a national accreditation program for workers in the four vulnerable sectors. The rationale for this was to provide quality services to victims. The workshop participants could not agree on what form this might take or who the accreditation agency might be.

(c) Recruit Training

It became apparent to workshop participants that training of recruits in the four vulnerable areas should be re-examined. It was felt that additional training time should be allocated to issues dealing directly with the four vulnerable sectors.

(d) Evaluation

The workshop recommends that some system of evaluation be developed to determine what benefits are derived from a more systematic and uniform training strategy. The evaluation process should be sensitive to rural versus urban differences or other regional variations in effectiveness.

(e) Course Development

Workshop participants were also divided into teams to consider the development of actual courses that might be developed to train officers to work effectively in the four targeted sectors. The section of this paper that examines Police Competency Profiles sufficiently outlines the areas of concern under each of the four vulnerable groups, but it does not address the form that a course might take were it to be developed. This section of the paper examines the fundamentals of course development.

(i) Course length

The first issue that we might address is that of what would be the length of the ideal course. While the various workshop teams differed to some extent on how much time would be required to train personnel, there was substantial agreement that the magnitude of the problem and growing public concern warrants more attention than is presently being paid to this aspect of policing. With respect to generalists (most of whom would be recruits), it was felt that current allotments were insufficient. In some forces as little as one day is devoted to family violence. Some thought should be given to what a minimum level of family violence training for recruits is acceptable. Departments across Canada should be encouraged to meet that minimum.

(ii) Resource Persons

The use of a wide range of community resources as adjuncts to police trainers was recommended. This was seen as having the two fold advantage of not only providing officers with much needed information but also sensitizing various segments of the community to the realities of police work. Among the various resources that were suggested were:

1. medical examiners and other medical/psychiatric specialists;
2. social services;
3. court services and court officials;
4. survivors;
5. victim services;

6. crown counsels;
7. force psychologists;
8. corrections, probation and parole officials;
9. crisis centre and other victim care and advocacy groups;
10. cultural groups;
11. police specialists; and
12. sociologists/criminologists/researchers (government or academic);

(iii) Teaching Methods

Workshop participants were enthusiastic about the utilization of innovative teaching techniques. While a lecture format was seen as being necessary for some aspects of training there was widespread support for "hands on" practical methods. Among those mentioned were:

1. internships with the four vulnerable sectors. This might entail anything from a several day internship in a day care centre to a series of evenings working in a shelter for battered women;
2. simulations;
3. role playing;
4. video tape debriefing;
5. psycho-drama using professional actors;
6. multi-disciplinary professional panels;
7. field research projects; and
8. interactive computer training programs.

These would be used in addition to more traditional pedagogy, including lectures, reading assignments and testing.

Finally, we note that one of the workshop groups developed a model training syllabus designed to function as an outline for course development in the four vulnerable sectors. The model syllabus is presented in Appendix B to this report.

B. Summary of Material from Survey of Family Violence Professionals

In this report we have discussed the four vulnerable sectors separately. At this point we present some concluding comments that pertain to all four sectors. First, however, we present a table which combines the training priorities derived from all groups. Thus instead of pertaining only to women (for example) we have aggregated the responses to see which training priorities have the most generality across the four sectors. The results are presented in Table 8. This table confirms the findings of the analyses based upon each sector: the police officer's attitude to the victim is critical. This competency is followed in overall importance by knowledge of interviewing techniques, legal knowledge, awareness of cultural differences and medical knowledge (see Table 8 for a complete breakdown). At this point we identify the most important common themes that emerged from responses to the survey.

1. Common Themes

(a) Attitudes to the Victim

Perhaps the most striking finding from this survey is that respondents see the police officer's attitude towards the victim to be the single most important competency that needs developing in training programs. Attitude towards the victim was identified as the most important priority for all vulnerable sectors except children. That is, for all adult vulnerable sectors. (It is likely that in the view of respondents, children have special needs which take precedence over the attitude of the officer.) The lessons for police trainers are clear: if the attitude of the investigating officer is not appropriate, the police response to a disclosure of abuse will also be inappropriate. A related issue concerns the police officer's ability to understand the limitations of his or her experience.

(b) Awareness of the Law

The second common element to the four vulnerable sectors in terms of training priorities concerns legal knowledge. Officers need to be fully aware of court-room procedures and also of relevant legislation that touches upon the vulnerable sector they are concerned with. It was clear that this was particularly true for police officers working in the area of abuse of seniors, particularly seniors who are institutionalized.

(c) Awareness of the Dynamics of Abuse

Family violence is a complex phenomenon, and an effective response requires knowledge of the complex social and familial dynamics underlying the problem. For example, violence against women cannot be fully understood (or effectively responded to) unless the officer comprehends the roles and inequities of power that exists within the home. The same is true for family violence directed against seniors or any of the other vulnerable sectors identified here.

(d) Awareness of Cultural Differences

Another issue that arose repeatedly concerned the existence of cultural differences. These differences have an important impact upon the police officer's response to all four vulnerable sectors. In a multi-racial, multi-cultural society, police officers need to be aware of highly variable attitudes to members of these four vulnerable sectors and towards the role of police who must intervene to uphold the law and protect victims.

(e) Knowledge of Interviewing Techniques

There are special problems confronting officers who need to interview victims in these four vulnerable sectors. Individuals may be unwilling to disclose incidents for a number of reasons, but common to all sectors is the possibility of dependence. Seniors, for example, may be dependent upon an abuser for financial and emotional support, and this may inhibit their inclination to report incidents of abuse to the police.

2. The Issue of Overlapping Sectors

A point made by several respondents concerns the fact that the four sectors identified in the initiative are not always distinct. Thus seniors can sometimes have disabilities. This makes people in these overlapping categories doubly disadvantaged, and this works against them in at least two ways. First, they are more vulnerable to victimization. Recent research for example has demonstrated high rates of sexual assault victimization among women who have disabilities. Second, the combination of vulnerabilities can also reduce the person's access to the criminal justice system. Seniors with disabilities may be more dependent on caregivers than seniors without disabilities.

The following consideration is also relevant in this context. None of the sectors identified in this report are uniform and homogeneous. There exist within each special categories of victims that will require special attention from the criminal justice system, including the police. To take but one example that was cited by several respondents in this survey, family violence directed against aboriginal women requires a different approach and a different understanding from the police officer.

VI. DISCUSSION AND CONCLUSIONS

In this report we have discussed the responses of police trainers and other professionals active in the area of family violence. Taken together, the two visions of how police should respond to family violence generate an integrated and comprehensive response. Since somewhat different methodologies were used to survey police trainers and non-police agencies, we shall not attempt issue-by-issue comparisons. Instead we shall simply highlight some important commonalities.

The first point that should be made is that more similarities than dissimilarities between the two populations. This suggests that either police trainers and officers are becoming more aware of the broader issues in responding to family violence, or that non-policing agencies have a better idea of the policing aspects of the problem. In all probability, both police and non-police agencies have become more integrated in their professional outlook upon family violence. Perhaps the most positive finding from this initiative is that the non-police agencies responded favourably to the Police Trainers report. This indicates a willingness to work with the police community towards consistent national policies and training guidelines in the area of family violence.

For example, non-police agencies were clearly aware of the importance of interviewing techniques. This topic had been identified by police trainers as a priority for officers working with all four vulnerable sectors. In the same way, awareness of cultural differences was identified as a training priority by all kinds of professionals surveyed in this research initiative, police and non-police alike. In the same way, all participants in this initiative noted that the police officer's attitudes to the victim was critical. The importance of inter-agency co-operation was also noted by police and non-police agencies alike.

Some divergences between the two populations (police and non-police agencies) did arise. For example, the respondents to the survey described in this report tended to stress the importance of police officers' understanding the dynamics of abuse, whether the abuse was directed at persons with disabilities or other vulnerable victims. This issue competency was also identified by police trainers, but not to quite the same extent.

While the Aylmer meetings raised the level of awareness of the participants with respect to available materials, we cannot assume that an effective job of information sharing can be accomplished without some systemization of the process. Many participants observed that time and money is being spent in various jurisdictions developing materials that already exist. The problem has been one of ease of access and retrieval of information. Finally, the session revealed a widespread belief that the problems inherent in training officers to intervene effectively in the four vulnerable sectors are common and relatively consistent to trainers across the country.

Almost without exception the participants found that they shared similar frustrations and concerns with respect to training. Some of the problems had to do with skills, such as the effective gathering of evidence in cases of abuse of seniors. Other problems related to the interpersonal nature of family violence. An example of this would be the most appropriate

method for dealing with a reluctant witness. Problems also arose out of certain institutional constraints present in traditional policing organization. Included in this realm were concerns with the absence of rewards to officers who excel in family crisis intervention.

If there were one issue that emerged from all the workshop sessions, it was the notion of developing a co-ordinated community response. For example, with regard to wife assault, an effective police intervention cannot occur in isolation from other community responses to the problem. This process involves developing awareness of the problem in the community, and mobilizing community leaders and resources to combat the problem. This will involve the development of protocols between the police, local shelters, social assistance agencies, churches, counselling centres and so on. All these parts of the community have a role to play in responding to complaints of violence against women. Senior Police managers have a particularly important role to play in achieving this co-ordinated response to family violence. They need to be aware of the changing role of the police officer on the street, who has to move towards a more community-oriented, and therefore less traditional approach towards policing.

Lastly, it is recognized that there is considerable overlap between the various vulnerable sectors. This is to say that persons trained as specialists in one area will have skills transferable to other areas. Knowledge with respect to the gathering of medical evidence is a case in point. An officer trained in intervention in cases of senior abuse would certainly have skills applicable to investigation of victimized persons with disabilities. In fact, seniors often have disabilities such as loss of vision, hearing, mobility and the like. Overlapping expertise will be evident throughout this planning exercise. This is an important point and deserves careful consideration in the eventual design of a training program. It could be that modules might be designed that could be used in training across all four areas. For example, a single module called something like "Stress Management for Family Violence Specialists" could be developed. This would represent a cost effective technique by avoiding duplication of effort.

In many areas of family violence, the police have a critical role to play. We should not, however, lose sight of the fact that the police are not alone in the struggle to contain the problem of family violence. A truly effective response to family violence is one in which all agencies and all levels of the criminal justice system are involved. This is a common strategy, one where social and community interests and responses are working in harmony with the criminal justice response. This report, and the workshop upon which it is based, is another step towards realizing that common strategy.

A. The Future

The intention of this document is to promote further discussion about police training in the area of family violence, with a view to developing a concrete curriculum for police trainers. Accordingly, readers of this report will be asked to share with us their ideas, suggestions and recommendations to improve police service in this critical area. All groups with a stake in the process are included in this invitation: police officers, social workers, government representatives, medical professionals, Special Interest groups, Victims' Groups and academics, to name just a few. It is our hope that this process of consultation will result in

a broad range of ideas and proposals upon which we can draw for the next stage in the process.

That next stage will consist of translating the results obtained so far into actual curriculum development proposals and concrete implementation strategies. In order to accomplish this, an implementation committee will be created. This committee will consist of content specialists as well as police trainers. Using the information generated on required competencies for police officers dealing with vulnerable groups, this committee will develop a list of competencies from which the curriculum will evolve. The idea is that at the end of their training, trainees will have acquired all the requisite competencies to deal family violence. An evaluation initiative will then be launched to measure the extent to which these competencies have been acquired by participants in the training programs.

We end by drawing some final lessons about police officer training in the area of family violence.

1. A great deal of instructional material has been developed by different agencies in this country, but in the absence of an central co-ordinating authority, this material has been under-utilized.
2. There is considerable variation in the amount of training provided to police officers in various jurisdictions. This applies to recruit training as well as the training of regular officers. In general, the amount of training provided to police officers is inadequate.
3. There is a striking absence of institutional rewards provided for officers working in the critical area of family violence. This is primarily a consequence of the application of traditional (but inappropriate) evaluation methods to officers engaged in non-traditional forms of policing.
4. The primary mission of police officers working with the four vulnerable sectors identified in this report should be protection of the public, and enforcement of the law. This does not, however, preclude a greater emphasis upon victim-centred treatment of the case.
5. Police departments should endeavour to foster more extensive working relations with non-police agencies working in the area of family violence.
6. There is a pressing need for nationally co-ordinated training programs for police officers working in the area of family violence. This effort should be accompanied by the development and application of national guidelines for police officer training.
7. Training in the area of the police response to family violence should emphasize sensitivity to the perspective of the victim.
8. Training should emphasize direct interaction with social, medical and legal personnel working in this area.

9. An international conference on the police response to the four vulnerable sectors should be convened with the participants being drawn from a broad range of fields.
10. There is also a need for greater co-ordination of resources, and for consistent training programs at the national level. This process would be greatly assisted by having a national, co-ordinated response, endorsed by the C.A.C.P.

B. Conclusion

Responding to the problem of family violence is not simply a problem for the police, who must work in partnership with all involved agencies if a truly effective response is to be possible. A central aim of the sub-Committee's work has been to generate information about the necessary training priorities and police officer competencies in the area of family violence. This report provides a comprehensive and unified perspective upon police training and competencies in the area of family violence. The Sub-Committee has identified the need to develop national standards and policies for responding to violence. The Sub-Committee is not alone in supporting policies. In comments on the reports prepared by the National Police Prevention of Family Violence Training Sub-Committee, Status of Women Canada stated that: "*the development of national standards for police training on violence against women would be an important achievement*". The policing component of these national standards should include guidelines on the training of police officers working with vulnerable sectors. The Sub-Committee's documents on training priorities for police officers, including the present one which integrates the views of police trainers with those held by family violence professionals, are an important first step towards such guidelines.

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APPENDIX A

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Table 1
Institutional Affiliation of Respondents

Category	N	% of Sample
Government	33	30%
Advocacy Group	22	20%
Other	17	15%
Social Service	16	15%
Medical	11	10%
Legal	4	4%
Police	4	4%
Academic	3	3%
Total	110	100%

Table 2

**Police Training Priorities: Children
(Number One Priority)**

Competency	% Selecting as First Priority⁴
Interviewing Techniques	50%
Attitudes Towards Children	21%
Awareness of Child Development	19%
Legal Knowledge	6%
Knowledge of Child Abuse	5%
Total	100%

⁴ Note: Multiple competencies selected by respondents

Table 3

**Police Training Priorities: Children
(Priority Competencies)**

Competency	# of Times Selected as a Priority
Interviewing Techniques	44
Awareness of Child Development	38
Legal Knowledge	35
Attitudes Towards Children	25
Awareness of Family Dynamics	25
Cultural Differences	16

Table 4

**Police Training Priorities: Women
(Number One Priority)**

Competency	% Selecting as First Priority
Attitudes Towards Victim	66%
Understanding Dynamics of Violence	18%
Legal Knowledge	3%
Safety of Victim	3%
Understanding of Family Dynamics	3%
Attitudes Toward Violence	3%
Awareness of Discrimination	2%
Total	100%

Table 5

**Police Training Priorities: Women
(Priority Competencies)**

Competence	# of Times Selected as a Priority¹
Attitudes Towards Victim	48
Investigative Techniques (Including Interviewing)	37
Legal Knowledge	33
Cultural Differences	26
Safety Issues	19
Referral Process	16
Understanding Dynamics of Violence	13
Awareness of Family Dynamics	8
Inter-Agency Co-Operation	5
Awareness of Sexism	3

¹Note: Multiple priorities selected by respondents.

Table 6

**Police Training Priorities: Seniors
(Priority Competencies)**

Competency	# of Times Selected as a Priority¹
Attitudes Towards Seniors	36
Crime Recognition	27
Interviewing Techniques	26
Cultural Differences	18
Medical Knowledge	15
Legal Knowledge	10
Awareness of Inter-Agency Resources	5
Awareness of Family Dynamics	4

¹Note: Multiple competencies selected by respondents

Table 7

**Police Training Priorities: Persons with
Disabilities
(Priority Competencies)**

Competency	# of Times Selected as a Priority¹
Medical Knowledge	34
Attitudes Towards Persons with Disabilities	33
Awareness of Court Policies	19
Awareness of Referral Process	19
Awareness of Inter-Agency Mechanisms	8

¹Note: Multiple responses selected by respondents

Table 8
Police Training Priorities: All
Vulnerable Sectors Combined

Competency	# of Times Selected as a Priority¹
Attitudes Towards Victim	141
Interviewing Techniques	107
Legal Knowledge	76
Cultural Differences	59
Medical Knowledge	48
Awareness of Child Development	38
Awareness of Family Dynamics	37
Awareness of Referral Process	35
Crime Recognition	27
Awareness of Court Policies	19
Safety Issues	19
Awareness of Inter-Agency Mechanisms	18
Understanding Dynamics of Violence	13
Awareness of Sexism	3

¹Note: Multiple priorities selected by respondents.

APPENDIX B

A. A Model Training Syllabus

As noted in the text of this report, one of the teams developed a model training syllabus and it deserves special mention. It was designed to function as an outline for course development in the four vulnerable sectors. The authors have made suggestions with regards to the amount of time that should be allocated to the various segments. These suggestions are included along with some modifications derived from the efforts of the other teams. The syllabus could be used for an omnibus family violence course or could be used for a highly specialized course for a single victim category. It is ideally to be run as a "stand alone" course for 20-30 candidates.

The team that developed this syllabus stressed the importance of the use of an "Instructor Centred Statement" in the development of actual teaching plans. This is a statement that tells the institution what the characteristics of the students are and precisely outlines the goals of the course. This allows the instructor to know what knowledge he/she may expect the students already have and precisely what the instruction should include. This enables the instructor to know what the ideal starting and finishing point of the course will be. Delivery of this course would utilize lectures, lecture/development, audio visual, syndicate exercises, case studies.

1. An Overview of Violence

- (a) cycle of violence;
- (b) statistics/epidemiology/demographics;
- (c) definitions;
- (d) family dynamics;
 - (i) interaction;
 - (ii) dependency of victims;
 - (iii) power of perpetrators;
- (e) cultural issues;
- (f) institutional history of abuse/violence;
- (g) gender bias;
- (h) attitudes, myths, and realities;
- (i) causal factors; and
- (j) research studies.

2. Policy

- (a) departmental or force directives and procedures;
- (b) provincial or attorney generals directives; and
- (c) interdisciplinary procedures.

3. Law

- (a) criminal code sections;
- (b) provincial statutes;
- (c) freedom of information legislation;
- (d) case law;
- (e) admissibility of evidence;
- (f) civil law;
- (g) municipal by-laws, including licencing;
- (h) rights; and
- (i) crown counsel considerations.

4. Interdisciplinary Approach

- (a) perspectives of the various disciplines;
- (b) the agencies' mandates;
- (c) accessing resources and the referral process; and
- (d) inter-agency communications, such as
 - (i) committees, and
 - (ii) contact persons.

5. Victim Sensitivity

- (a) approach to the victim'
- (b) victim fears;
- (c) choice of words;
- (d) cultural, linguistic and behavioural considerations;
- (e) environment;
- (f) victim statutes;
- (g) support/accompaniment;
- (h) victim services; and
- (i) empowerment of victim and confirmation of victim status.

6. Interviewing Victims and Suspects of Family Violence

- (a) pure version statements;
- (b) cognitive interviewing;
- (c) statement analysis;
- (d) video-audio taping
- (e) polygraph;
- (f) admissibility of statements;
- (g) environment/approach;
- (h) technological assistance (video, audio, dolls); and
- (i) joint interviews.

7. Profiling

- (a) suspects;
- (b) victims;
- (c) witnesses;
- (d) environment;
- (e) signs/symptoms; and
- (f) modus operandi.

8. Evidence

- (a) rules of evidence;
- (b) medical evidence;
 - (i) physical; and
 - (ii) psychological/psychiatric;
- (c) forensic evidence;
 - (i) DNA;
 - (ii) blood, hair, fibre and other;
- (d) polygraph;
- (e) search warrants; and
- (f) types of evidence.

9. Case and Time Management

- (a) documentation;
- (b) inter-agency cooperation;
- (c) exhibits;
- (d) ongoing support of victims and witnesses;
- (e) preparing witnesses;
- (f) follow up; and
- (g) court procedure.

10. Personal Safety and Stress Management

- (a) danger recognition;
- (b) investigator burnout;
- (c) diet;
- (d) exercise; and
- (e) relaxation techniques.

11. Prevention

- (a) identification of target audiences;
- (b) community outreach;
- (c) resources available;
 - (i) audio visual;
 - (ii) print materials; and
 - (iii) community speakers;
- (d) community-based policing.

