

Student Work

---

10-1-1975

# A Study of the Effects of Special Rape Interview and Sensitivity Techniques Training on Police Officer's Self-Reported Attitude and Self-Reported Behavior

David John Bissell  
*University of Nebraska at Omaha*

Follow this and additional works at: <https://digitalcommons.unomaha.edu/studentwork>

---

## Recommended Citation

Bissell, David John, "A Study of the Effects of Special Rape Interview and Sensitivity Techniques Training on Police Officer's Self-Reported Attitude and Self-Reported Behavior" (1975). *Student Work*. 2137.  
<https://digitalcommons.unomaha.edu/studentwork/2137>

This Thesis is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact [unodigitalcommons@unomaha.edu](mailto:unodigitalcommons@unomaha.edu).



A STUDY OF THE EFFECTS OF SPECIAL RAPE  
INTERVIEW AND SENSITIVITY TECHNIQUES TRAINING  
ON POLICE OFFICER'S SELF-REPORTED ATTITUDE AND  
SELF-REPORTED BEHAVIOR

A Thesis  
Presented to the  
Department of Criminal Justice  
and the  
Faculty of the Graduate College  
University of Nebraska at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

by

David John Bissell  
October 1975

UMI Number: EP73677

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP73677

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

Accepted for the faculty of the Graduate College  
of the University of Nebraska at Omaha, in partial ful-  
fillment of the requirements for the degree Master of Arts.

Graduate Committee

Samuel A. Selmer Common Justice  
Name Department

Clemm C. Kessler, III Psychology

Vernon J. Webb Common Justice  
Chairman

11/17/75  
Date

## TABLE OF CONTENTS

List of Tables . . . . .	iv
I. INTRODUCTION . . . . .	1
Genesis of the Problem . . . . .	1
Statement of the Problem . . . . .	9
II. THEORETICAL PERSPECTIVE . . . . .	11
Hypotheses . . . . .	24
III. METHOD AND PROCEDURES . . . . .	26
Respondents for the Study . . . . .	26
Measurement . . . . .	29
Procedure . . . . .	31
IV. FINDINGS . . . . .	35
Hypothesis 1 . . . . .	35
Hypothesis 2 . . . . .	42
Summary of Findings . . . . .	48
V. DISCUSSION . . . . .	51
APPENDIX A: Survey Questionnaire . . . . .	61
APPENDIX B: Questionnaire Responses . . . . .	68
REFERENCES: . . . . .	75

## LIST OF TABLES

Table 1	Analysis of Variance of Scores of Effects of Training on Police Officer's Self-Reported Attitude . . . . .
Table 2	$\bar{Z}$ Test Results for Police Officer's Self-Reported Attitude Within Cities . . . . .
Table 3	Z Test Results for Self-Reported Attitude of Sex Unit Officers Between Cities . . . . .
Table 4	$t$ Test Results of Education on Self-Reported Attitude . . . . .
Table 5	$t$ Test Results of Age on Self-Reported Attitudes . . . . .
Table 6	Analysis of Variance of Scores of Effects of Training on Police Officer's Self-Reported Behavior . . . . .
Table 7	Z Test Results of Self-Reported Behavior Within Cities . . . . .
Table 8	$\bar{Z}$ Test Results of Self-Reported Behavior for Non-Sex Unit Officers Between Cities . . . . .
Table 9	$\bar{Z}$ Test Results of Self-Reported Behavior for Sex Unit Officers Between Cities . . . . .
Table 10	$t$ Test Results of Education on Self-Reported Behavior . . . . .
Table 11	$t$ Test Results of Age on Self-Reported Behavior . . . . .

## CHAPTER I INTRODUCTION

### Genesis of the Problem

Rape is one of the most serious, frightening and violent of all crimes against women. Rapes occur at any hour of any day in any season. Victims find the experience painful, debasing, and emotionally disturbing. In statistical evidence published by the Federal Bureau of Investigation (FBI), it was shown that in 1974, over 55,000 forcible rapes were reported in the United States (Uniform Crime Report, 1974). According to the FBI and many criminologists, the figures relating to reported rapes are only a fraction of the actual number of rapes. Some estimates for actual rapes run 200% to 300% higher than the reported figures (President's Commission on Law Enforcement and the Administration of Justice, 1967). Why, according to the experts, does this crime go on so under-reported? Almost every day, one can pick up the newspaper of a large city and read of a rape from the previous day. Self-defense courses are offered to women

in an effort to protect them from the threats of rape. Pamphlets, books, and brochures tell women what to do if raped, who to contact, and offer information on where to obtain psychological counseling. The reasons that women are so reluctant to report a rape are numerous, but to accurately understand this reluctance, one must look at the victim's themselves, women.

Women, in general, feel that as the victim of a rape, they are also the victims of a sexist society. This feeling was summarized by Medea (1973) when she stated: "...Rape is not the isolated act of an aberrant individual but a crime against women that is encouraged by a sexist society; that women are seen, in our culture, not as whole human beings, but as objects and authorized victims of male aggression (p. 125)." Many women feel the whole system works against them beginning with the rape itself, their contact with the police, and finally, to the embarrassment of the courtroom proceedings. The feminist movement has begun to create a consciousness in women that no longer accepts the existence of the rapist whether he



be of the body or, as is the case of the defense attorney in the courtroom, of the mind (Lease, 1974).

The feminists charge that criminal codes which define rape and traditional courtroom proceedings that determine the treatment of the alleged rapist and his victim have been created by and for a male-oriented society that is blatantly sexist and anti-women (Griffin, 1971). Women are outraged at their treatment by the courts. Through feminist organizations, they have forced legislation to make significant changes in the laws regarding rape. Heretofore, women could be questioned about their past sexual history in front of the jury and a crowded courtroom, whether or not their past sexual history had any relevance to this rape, while the alleged rapist was immune from such questioning about his past. In the new sexual assault law in Nebraska, LB 23, as in the new laws of New York, Colorado, and California, the past sexual history of both parties can only be admitted into evidence after the court has conducted a closed door hearing to determine the relevancy of that history to the present

case, thus sparing both parties a great deal of embarrassment and suffering.

Meaningful change in rape and sexual assault laws is long overdue. Now that changes are being made, women are beginning to focus their attention on the treatment of the rape victim by the police. Many feminist organizations throughout the nation are now demanding that the antiquated methods used by police departments for rape investigation and rape interviewing be changed. Many women feel that because the police are largely a male dominated institution, they hold an anti-feminine bias against those women who have been raped (Griffin, 1971). According to the FBI, in 1973, over 93% of the sworn officers in the United States were males (Uniform Crime Report, 1973). The women feel that not only is the victim extremely degraded by the rape itself, but is also subject to further humiliation at the hands of the police. This apparently accounts for much of the reluctance of women to report rapes. Reports of indifference and disbelief on the part of the police abound in women's lit-

erature. In an article by Schultz (1972), a rape victim was quoted as saying: "The cops just laughed when I reported the assault. 'You got here under your own steam, didn't you?' the desk sergeant said to me. 'There's not a mark on you; he didn't use much force, did he?' And then he winked at me(p.58)."

The feminist groups contend that not only do the police have a total lack of interest in the solution to rape but that they also lack an interest in knowledge of the psychology of the victims and do not know how to properly question them. Dr. Cynthia W. Cooke (1974), an expert in the field of rape research and counseling, told a gathering of law enforcement officials at a two-day seminar:

Police brutalization of the victim is responsible for the failure of women to report the crime of rape. You, with your inept questioning, rape the women psychologically, and with your lack of understanding, are responsible for many instances of severe emotional trauma and psychological damage (p. 15).

Cooke and other women are demanding that changes be made in police departments. Proposed changes include psycho-

logical training, rape victim interviewing techniques, and sensitivity training for all officers, especially those on sex crimes investigation units. They feel that this type of training will improve the attitude of the officers who interview rape victims and ultimately, be a positive factor in persuading more women to report rapes.

The impetus for change is not coming from the feminists alone, but also from within many police departments and national police organizations. In a recent magazine article, Chief Howard Shook, 4th Vice-President of the International Association of Chiefs of Police (IACP), stated:

It is no longer possible for a police department to investigate the crime of rape with antiquated methods. It is essential that empathy be established both with the victim and the rapist. This can only be accomplished by expert courses of instruction and by our own consideration of the factors that are involved (1974, p. 14).

In January of 1974, the Professional Standards Division of the IACP published a training key that dealt with interviewing of the rape victim. In this training key,

it was stated:

Important to the successful interview is the officer's understanding of the emotional condition of a rape victim. When interviewing a victim, the officer should not regard rape solely as a physical sexual assault. He should consider the psychological effects rape has on its victims. Often, the lasting scar of rape is an emotional one, leading to marital problems, mental illness--even suicide (p. 1).

It would seem that the feminists and many police officials agree that there is a problem and that a suggested remedy is available. They see special training as a panacea for the maltreatment of the rape victim by the police.

Several police departments have responded to the growth of criticism from the feminist's and highly regarded police officials by bringing about vast changes in their rape investigation procedures. Many police departments have at least one female officer on their sex crimes investigation units on a 24 hour basis who is available to handle rape investigations should the victim request that the interview be handled by a female officer. The Washington, D.C. Metropolitan Police Department provides its officer's with a pamphlet dealing with sex crimes investigations, including a special section for

interviewing the rape victim (Mobile Crime Section, undated). The Lincoln, Nebraska Police Department conducts a four hour block of instruction for its officer's based on the advice of experts in the field of psychology and mental health in order to increase the sensitivity of the officer to the rape victim and to his own prejudices about the victims. The Denver, Colorado Police Department also conducts a similar type of training for its officer's. Police departments throughout the nation are slowly beginning to incorporate sensitivity and interview training into their recruit and inservice training programs. These departments would seem to be doing what is thought to be needed by both the feminists and national police officials in order to relieve the fear and apprehension that a victim faces when deciding whether or not to report the rape.

The departments that are making changes in an effort to respond to criticism from the feminists and certain police officials are to be commended. Yet, no one has seriously investigated the question of whether special training has any significant effect on police attitudes and behavior. The following study proposes to examine that question.

### Statement of the Problem

The purpose of this study is to determine if specialized rape interview and sensitivity training has any effect on the self-reported attitudes about women, in general, and rape, in particular, and the self-reported behavior when conducting a rape interview among officer's who have received this training. Because of the large amount of publicity that this crime has been given and in considering the response of the departments who created this training as an effort to placate the growth of criticism from the feminist movement, the question, "Does this training really make a difference," has to be asked. Because of specialized training, do the police now become cognizant of the psychological trauma that a rape victim faces? Do the officer's become empathetic individuals concerned with the possible traumatic circumstances that might arise because of the way they question the victim? By giving police officer's specialized training, are their attitudes about women in general, and rape in particular, and its traumatic effect on the victims changed? Does the training change the behavior of an officer so

that the officer will be more sympathetic to the emotional distress of the woman when the interview is conducted? These questions will be examined in order to determine if the specialized training really has any effect on the police officer's self-reported attitude and self-reported behavior.

Since the obvious purpose of the specialized rape interview and sensitivity training is to alter police behavior and increase effectiveness, it would be appropriate to first examine the positions of scholars and police professionals in order to ascertain what have been the prevailing theories for increasing police effectiveness and the problems that have arisen in the past when changes in police procedure have been proposed.



## CHAPTER II

## THEORETICAL PERSPECTIVE

The existing system of law enforcement in the United States has been criticized by many for failure to encounter the demands of an industrialized, metropolitan society that is plagued by ever-changing social norms. There is often a lag between social change and law enforcement response. The police often resist change created by the social conditions that we face today. In order to understand why the police are reluctant to implement the recommendations of the scholars, citizenry, and in some cases, their own administrators, a retrospective look at the police, their function, and the police role in the United States, is ineluctable.

When the American colonies were being settled during the 17th and 18th centuries, the policing of the settlements was naturally modeled after the system of mutual pledge that was used in England, where a constable was responsible for enforcement of the laws in the cities, while a sheriff performed the same function in rural areas. But, as the cities grew in size, so did the inci-

dence of crime, and the constable became increasingly insolvent as the protector of life and property. American cities soon began to develop centralized police forces, yet, these forces faced many of the same problems encountered by our modern forces. Because crime was rapidly increasing, the administrators, who were often politically appointed, were compelled to lower standards for personnel. The police became the objects of disrespect because of their inability to control crime and their treatment of the citizens. Citizens saw the police task as undemanding and unworthy of an educated individual (Kaplan, 1973).

Serious study of police reform did not take place until the early 20th century. August Vollmer, chief of police in Berkeley, California, was among the first scholars of police administration and function, whose efforts in police organization and administration demonstrated the need for trained, well-educated police officers, instead of the "all brawn-no brains" officer of the 1800's. Soon, training academies sprang up in many of the major departments throughout the nation. Because the police were perceived by many as having isolated themselves from the rest of

society, demands for reform, escape from tradition, and the substitution of professionalization came from scholars and reform-oriented administrators who wanted to break the hold of the past, which they saw as perpetuating police graft, toleration of commercialized vice, and discourtesy and excessive use of force against civilians. One of the scholars, Fosdick (1920), stated:

The heart of police work is the contact of the individual policeman with the citizen.... The action that is first taken by the policeman of lower rank, operating independently, must, in each case, remain the foundation of the departments action....the quality of a departments work depends on the observation, knowledge, discretion, courage and judgement of the men, acting as individuals....Only as the training of the policeman is deliberate and thorough, with emphasis on the social implications and human aspects of his task, can real success in police work be achieved (p.306).

Bruce Smith (1929) joined with Fosdick in the belief that professionalization was the panacea that would eliminate political interference and manipulation of police forces. He believed that only a truly professional force could be an effective crime-fighting agency and that unless American police departments upgraded their standards and performance, cities would soon be engulfed in crime. Training and education for police officers became the

popular solution to crime and police corruption. The Wickersham Commission (1931) devoted considerable attention to the problems of the police. They found the police to be grossly under-educated and untrained. They suggested that making policework a profession would attract a higher class of potential recruits (Richardson, 1974).

Police science courses soon began to spring up on college campuses as the idea of police professionalization caught on in America. The police hesitated to accept any trend which emphasized the importance of book learning over experience and which would make extensive alterations in their patterns of performance. Yet, while many policemen scorned the pretentious claims of the advocates of professionalism and advocated business as usual, others did wish to upgrade their image and raise their profession to an acceptable level in the eyes of those that they served. As a result of the Depression of the 1930's, jobs became critically scarce and police departments suddenly became attractive to a highly educated group of young men because of the relative security afforded by the job. Consequently, departments became more selective in their

recruiting, thus creating a polarization between those who advocated a well-educated, professional police officer and the traditionalists (Neiderhoffer, 1967). Few, still, sought to explain why the police were so reluctant to make any kind of change in their procedures. Professionalization of the police was to be accomplished no matter what the consequences, i.e., the alienation of the officers themselves.

Under traditional forms of police organization, the initial responsibility for confronting the entire milieu of police problems and law enforcement rested with the patrolman. He was not only charged with controlling criminal behavior but also was responsible for a myriad of services to the public. The police slowly became alienated in many respects from the society that they were supposed to serve. Westley (1953) aptly described the dilemma that the policeman faced while doing a study in a midwestern city:

The policeman regards the public as his enemy, feels his occupation to be in conflict with the community, and regards himself as a pariah. The experience and the feeling give rise to a collective emphasis on secrecy, an attempt to

coerce respect from the public, and a belief that almost any means are legitimate in completing an important arrest (p.35).

Even prior to Westley's observations, Vollmer (1919) had sought to give light to the problems faced by the police:

The policeman is denounced by the public, criticized by the preachers, ridiculed in the movies, berated by the newspapers and unsupported by prosecuting officers and judges. He is shunned by the respectables, hated by the criminals, deceived by everyone, kicked around like a football by brainless or crooked politicians. He is exposed to countless temptations and dangers, condemned when he enforces the law and dismissed when he doesn't. He is supposed to possess the qualifications of a soldier, doctor, lawyer, diplomat, and educator, with a remuneration less than of a daily laborer (p.126).

Because of these feelings of alienation, the police gradually formed their own "sub-culture." This subculture grew out of the policeman's awareness that he was viewed with hostility, judged by inconsistent standards, and that he had chosen an occupation which had set him apart from the rest of society. He was rarely allowed to forget his role, even during his off-hours. In order for him to exist among his contemporaries, he had to develop some acceptable and consistent standards by which to evaluate himself. These standards were not usually found in the

expectations of those outside of the police. So, in order to adapt to his dilemma, the policeman became concerned with norms different from and often in conflict with the norms that governed the persons with whom he came into contact (Wilson, 1968). It was, and is because of this "sub-culture," that the police were and still are reluctant to change. They perceive change that is not generated from within the department as being an attack on their function.

The contemporary officer still faces many of the problems that were encountered by his counterpart of the past. The failure of the competent authorities to realize that socialization and role conflict hamper any meaningful change in policing is still a major problem and one of the reasons for the inability of the police to become professionalized. A Presidential Commission on Law Enforcement (1967), in an effort to support the need for professionalism, stated: "Departments throughout the nation maintain a grossly inadequate level of training--fragmented, sporadic, and poorly designed to meet the law enforcement needs of a modern urban society (pp.36-37)."

During hearings before a Congressional committee in 1967, then Detroit Police Commissioner Ray Girardin was asked by Senator McClellan to identify the highest priority of need in law enforcement, to which he responded: "Number one, training....No police department can have enough training. We need training, training, and more training, both before the man becomes a police officer and while he is in service. I would say this would be number one (p.310)."

Fortunately, there appears to be emerging a sociological explanation for many of the problems faced by the police. In both the past and present, the trend has been towards professionalization, at least in the minds of those who control the course of law enforcement and police policy. Some students of the police are beginning to postulate that professionalization of the police cannot be effected until their role is re-defined and consideration be given to the sociological setting in which the policeman is forced to function. Bordua and Reiss (1967) accentuated the need for role change when they stated:



Although the police are formally organized to enforce the law and maintain public order, it is apparent that they are involved at the same time in enacting justice. It is important to note that all three terms--order, legality and justice--are ambiguous terms in any social system. But what philosophers, social scientists, and lawyers have argued over for centuries, the police must do every day (pp. 32-33).

Skolnick (1975) argues that because of the organizational model of the police, their conception of order is greatly influenced. He states:

To the extent that the police are organized on a military model, there is also likely to be generated a martial conception of order. Internal regulations based on martial principles suggest external cognitions based on similar principles ....As this process occurs, police are more likely to lean toward the arbitrary invocation of authority to achieve what they perceive to be the aims of substantive criminal law....(p.11).

This conception of order postulated by Skolnick has a great effect on the individual policeman's willingness and ability to accept change, based on the socialization, sub-cultural development, and role which he has been forced into developing throughout history. The literature most certainly suggests that efforts to influence or change police behavior is likely to be met with suspicion, apprehension, and outright animosity. The police have formulated their own little world in which they see themselves as the guardians of society, an almost paternalistic out-

look towards their function as one vehicle of law enforcement and societal regulation. They do not see any reason to re-define their role because for so long they have performed in their present manner and actually suffer from "tunnel-vision." Neiderhoffer (1973) further elaborated on the need to re-define the role of the police and the problems that are faced by trying to implement professionalization before the role of the police is re-defined when he stated:

No matter how well-trained he is, no matter what guidelines he works under, no matter how close his supervision is, the majority of the police officer's decisions still will be characterized by a measure of subjectivity, idiosyncratic selection, and ideological interpretation in defining a given situation (p.5).

The difficulties in altering a policeman's conception of his function are enormous and are partially explained by the reluctance of the authorities who control the course of law enforcement to recognize the importance of the social factors that a police officer faces and how they effect his performance. Professionalization and training will not serve as the panacea for the problems of the police or cause any significant decrease in crime until recognition is given to role conflicts and the consequen-

ces that alienation of the police create.

Despite the recommendations of scholars such as Skolnick, Neiderhoffer, and numerous others, the current trend in law enforcement in the United States is specialization among police officers. We now see the police becoming even more concerned with developing a "get-tough" policy, such as Special Weapons and Tactics Teams (SWAT), than with looking at the problems they currently face from a sociological perspective wherein they might find the answer to their increasingly complex problem of enforcing the laws in an equitable manner. But in order to change their image, the police must want to change; they cannot be forced to change when they do not perceive the need. Pressure groups, political forces, and law enforcement administrators cannot alter the attitudes that the police have until they change the role of the police through action and not rhetoric alone. Danish and Ferguson (1973), in their study, "Training Police to Intervene in Human Conflict," stated: "Changes in strong effective attitudes can only take place when an individual feels that these changes are justified (p.504).

From this brief look at the police, their role, and their function, it is relatively easy to understand why the police are so reluctant to implement any significant change in law enforcement procedure. They have been chastized, criticized, given an impossible task to accomplish, paid at an incredibly low scale in relation to the dangers of the job, and then told that they must become professionals in the face of sociological conditions that make it impossible for them to attain this goal. Police response to criticism has typically taken the form of establishing new training programs to deal with whatever police behavior was being criticized. After the riots in Watts, Newark, and Detroit, training in police-community relations was accelerated; after numerous charges of police brutality stemming from arrests of campus protestors, human relation courses were implemented; and now, with the multitude of criticism from women about police "mental brutality" in the questioning of rape victims, sensitivity and rape interview training has been formulated. Again, training is the response of the police and those individuals who

control the course of law enforcement in the United States. So the issue becomes whether training can affect the desired changes in police performance prior to the ferreting out of the underlying causes brought about by the role that the police have assumed and the alienation from the public brought about by that role.

## Hypotheses

The case for professionalizing the police is a strong one indeed and a truly necessary one. However, the position of those scholars who advocate role re-definition prior to attempting professionalization appears to be an even stronger case. There exists evidence that police performance does change through professionalization, however, the kind of change that is produced by professionalization remains to be examined. The structure of the police has not significantly changed from that of the past, therefore, the following null hypotheses will be tested in an effort to possibly clarify the issue of specialized training, at least as it relates to professionalization, in the context of rape interviewing techniques and sensitivity training:

Hypothesis 1: There is a significant effect on the police officer's self-reported attitude about women and rape, in general, as a result of special rape interview and sensitivity technique training.

Hypothesis 2: There is a significant effect on the police officer's self-reported behavior

when conducting a rape interview as a result of special rape interview and sensitivity technique training.

In order to test these hypotheses, it was necessary to create a methodology that would accurately measure the self-reported attitude and self-reported behavior of police officers who have been trained in rape interviewing and sensitivity techniques against those officer's who have not received this training. The following chapter will describe the methods that were used in generating data to examine the hypotheses.

## CHAPTER III

## METHOD AND PROCEDURES

Respondents for the Study

The respondents for this study consisted of 277 police officers from three separate cities. Because of the variation in training in relation to rape sensitivity and rape interviewing, the departments of Omaha, Nebraska; Lincoln, Nebraska; and Denver, Colorado were selected.

The Police Department of Denver, Colorado, consists of approximately 1400 sworn officers, serving a metropolitan population of about one million persons. The training program of the Denver Police Department has a six-hour block of instruction that relates to rape interviewing, sensitivity training, and crime scene search. This training is provided at the Denver Police Academy for new recruits during their initial phase of training. Those personnel who serve on the Sex Crimes unit receive only on-the-job training in rape interviewing and sensitivity techniques to supplement the recruit training. The Denver Police Department appears to be a progressive



department in many areas. The department has approximately 30 female officers on patrol; a citizen "ride-along" program is available wherein a waiver for personal injury is executed by the citizen who is then permitted to participate with a patrol unit during any shift that the citizen desires; and the department appears to be open to any citizen who wishes to discuss police procedures from the Chief to the individual patrol officers.<sup>1</sup>

The Omaha, Nebraska Police Department consists of approximately 600 sworn officers, serving a metropolitan population of about 500,000 persons. The Omaha Police Department conducts only a one hour block of instruction for its' officers that relates to rape investigation with only cursory reference to rape interviewing techniques and sensitivity training. The personnel on the Robbery and Sex unit receive only on-the-job training to supplement the one hour block of instruction that is presented during the recruit phase of training. The Omaha Police Department has no female patrol officers at the

---

1. Information on Denver Police Department furnished by Captain R. Shaughnessy, Crimes Against Persons Unit, Denver Police Dept.

present, however, the Robbery and Sex unit does have a female officer available for rape investigation on a 24 hour basis. The officers on the Omaha Police Department appeared to be open to questions about police procedure in relation to rape interviewing, especially the commander of the Robbery and Sex unit, Lieutenant John Maley.<sup>2</sup>

The Lincoln, Nebraska Police Department consists of approximately 300 sworn officers, serving a metropolitan population of about 150,000 persons. The Lincoln Police Department conducts a four hour block of instruction for its' officers on rape interviewing techniques, sensitivity training, and psychological recognition of the rape victim's emotional condition. At the current time, only those personnel on the Sex Crimes unit have received this training, but plans are for this training to be incorporated into the initial recruit training program. This special training was based on the advice of mental health experts from the Lancaster County Health Department and also from the advice of officers who had served

---

2. Information on Omaha Police Dept. furnished by Lieutenant J. Maley, Robbery and Sex unit, Omaha Police Department

on the Sex Crimes unit. The Sex Crimes Investigation unit has a female officer available on a 24 hour basis to handle rape investigations. Further observations on the posture of the Lincoln Police Department are not possible since permission to interview individual officer's was refused.<sup>3</sup>

### Measurement

Under optimal conditions, the most accurate method for determining the affect of special rape interview and sensitivity training on the attitude and behavior of the police officers from the three cities would have to conduct interviews of rape victims themselves in the test cities. Because of the nature of the crime and the confidentiality demanded by the victims, it was impossible to arrange such interviews. Police departments and women's groups alike are understandably reluctant to divulge names of rape victims or even to arrange meetings through an intermediary because of possible legal complications and the high regard for the privacy of the victim. There-

---

3. Information on Lincoln Police Department furnished by Captain R. Miller, Administrative Section, Lincoln Police Department

fore, the only plausible alternative that remained was to administer a self-report questionnaire to police officers (Appendix A).

This questionnaire was designed to cover two major areas:

1. Police self-reported attitudes about women, in general, and the crime of rape.
2. Police self-report of behavior during rape interview.

The questionnaire consisted of eight statements about women, in general; fourteen statements about the crime of rape; and eight statements or situations pertaining to the rape interview. The officer's in the three cities were told to assume that they were the first officer on the scene of a rape complaint; that they could disregard departmental policy; and that they would not be pressured by their bosses. A five-point Likert-type scale was provided for each attitude and behavior statement. A general question about the officer's opinion of the impact of publicity and the feminist movement was also incorporated on the questionnaire. In addition, demographic information was asked in order to determine if such variables

as education, sex, and age had any relationship to the officer's responses.

The questionnaire was taken to the Bellevue, Nebraska Police Department where it was reviewed by the Chief of Police and several officers in order to determine if the questions were comprehensible. Next, the questionnaire was pretested, using a test/re-test approach with a six day interval, on seventeen officers from the Council Bluffs, Iowa Police Department in order to establish the reliability of the questionnaire. The results of the test/re-test were subjected to statistical analysis using the Pearson Product correlation coefficient with the results being,  $r = .99$ , showing a high level of reliability.

#### Procedure

Collection of the data involved administration of the questionnaire to 44 officers in the Lincoln, Nebraska Police Department, including 7 officers from the Crimes Against Persons unit which handles all rape complaints; 71 officers in the Omaha, Nebraska Police Department, including 7 officers from the Robbery and Sex unit which handles all rape complaints; and to 162 officers in the

Denver, Colorado Police Department, including 8 officers from the Sex Crimes division of the Crimes Against Persons unit which handles all rape complaints. The sample of officers was based on approximately ten percent of the total number of officers on each police department.

Original plans for collection of the data were to obtain a roster of officers from each city, establish a random sampling of the names using a random number table based on the number of officers in each city, and administration of the questionnaire to those individuals. Unfortunately, this system was not possible to effect because of the reluctance of the departments in each city to provide a roster of officers names. However, in order to collect the data, an alternate method of selected random sampling was utilized. The method used for collecting the data on the Denver Police Department will be described in order to demonstrate the selected random sampling method that was used.

The Denver Police Department divides the city of Denver into four divisions. In each division, there are three shifts, and in each shift, there are three roll

calls, for example: The "A" shift has roll calls at 0200 hours, 0245 hours, and 0315 hours; the "B" shift has roll calls at 1015 hours, 1045 hours, and 1115 hours; the "C" shift has roll calls at 1815 hours, 1845 hours, and 1915 hours. Questionnaires were administered on a systematic random basis by giving the questionnaire to every other officer during one roll call; every third officer the next roll call, etc., for each shift in each district until the desired sample of 162 officers from the total universe was obtained. A similar procedure was utilized in the Omaha Police Department, although it was not as complicated as the procedures used in Denver because the Omaha Police Department does not divide each shift into several roll calls, however, they do have the city of Omaha split into four assembly areas, similar to the system in Denver. The system of selected random sampling utilized in Lincoln, Nebraska was different, in part, from that utilized in Denver or Omaha. Since the Lincoln Police Department refused permission to attend roll calls, the questionnaires were given to the officers by the department itself, based on the same system of random

sampling that was described for Denver and Omaha.<sup>4</sup>

---

4. The questionnaires were given to Captain R. LePage, a 1974 graduate of the Criminal Justice program from the University of Nebraska at Omaha. Assurance was received that the procedure of random sampling was followed as was previously described.



## CHAPTER IV

## FINDINGS

Hypothesis 1 stated that there was no significant effect on the police officer's self-reported attitude about women and rape, in general, as a result of special rape interview and sensitivity technique training. The scores derived from the questionnaire completed by the officer's were subjected to statistical analysis using a two-factor analysis of variance of unweighted means for unequal sample sizes (Keppel, 1973, p.357). Analysis of the data revealed the following:

TABLE 1

Analysis of Variance of Scores  
of Effects of Training on Police  
Officer's Self-Reported Attitude

N=277

Source	SS	df	MS	F	P
Sex/Non-Sex	757.54	1	757.54	13.5	> .01*
Cities	173.31	2	86.65	1.5	ns
Interaction	348.70	2	174.35	3.1	ns
Error	15198.50	271	56.08		
Total	16478.05	276			

Key: \* Significant value for P @ .01 level = 6.76

The results in Table 1 show that there exists a

significant difference in self-reported attitude between the officers on the non-sex units from the officers on the sex units within the individual cities which results in partial rejection of the null hypothesis. In other words, the line officers (non-sex unit), who are usually the first police officials on the scene and who conduct the initial interview, have different attitudes about women and rape, in general, than do the officers on the sex crimes investigation units within each city. The data further revealed, however, that there exists no significant difference in the self-reported attitudes of the officers from the sex and non-sex units between the three cities, which results in partial support for the null hypothesis. In other words, the self-reported attitudes about woman and rape, in general, of the officers in Omaha were not significantly different from the officers in Lincoln or from the officers in Denver, when the scores of the combined sex and non-sex units were compared between the three cities. One must consistently remember that the level of training in rape interviewing and sensitivity techniques differs considerably

between the three cities, thus possibly suggesting a relationship between training and police officer's attitude about women and rape, in general, at least within an individual city.

In an effort to determine what factors had contributed to the apparent attitudinal differences within each city, a  $\bar{Z}$  test for the significance of difference between uncorrelated means was computed (Guliford and Fructer, 1973, pp.151-153).  $\bar{Z}$  test results within the three cities for police officer's self-reported attitudes about women and rape, in general, revealed the following:

TABLE 2

$\bar{Z}$  Test Results for Police Officer's  
Self-Reported Attitude Within Cities

City	N*	M*	$\sigma_{dm}^*$	$\bar{Z}$	
Lincoln Sex Unit	7	45.14			
Lincoln NS Unit	37	59.24	3.198	4.4	> .01
Denver Sex Unit	8	53.00			
Denver NS Unit	154	56.92	3.063	1.28	ns
Omaha Sex Unit	7	54.85			
Omaha NS Unit	64	57.25	2.966	.81	ns

Key: N\* = Number of respondents within city  
M\* = Mean score from self-report questionnaire  
 $\sigma_{dm}^*$  = Standard error

The results in Table 2 show that there exists a significant difference in attitude between the officer's on sex and non-sex units in Lincoln, but no significant difference in the attitudes of the officers from the sex and non-sex units in Denver or Omaha. These results show that the officers on the sex crimes investigation unit in Lincoln have a much more positive attitude about women and rape, in general, than the line officer's in Lincoln (In the case of attitude scores, the lower the score, the more positive the attitude). The line officers and sex crimes investigation officers in Omaha and Denver appear to have similar attitudes about women and rape, in general, within the individual cities.  $\bar{Z}$  test results of the non-sex units between the three cities revealed no significant difference in attitudes about women and rape, in general.  $\bar{Z}$  test results for the sex crimes investigation unit officer's between the three cities revealed the following:

TABLE 3

Z Test Results for Self-Reported  
Attitudes of Sex Unit Officers  
Between Cities

Cities	N	M	$\sigma_{dm}$	$\bar{z}$	
Lincoln Sex Unit	7	45.14			
Omaha Sex Unit	7	54.85	3.822	2.54	> .05
Lincoln Sex Unit	7	45.14			
Denver Sex Unit	8	53.00	3.956	1.98	> .05
Denver Sex Unit	8	53.00			
Omaha Sex Unit	7	54.85	4.117	.45	ns

The results in Table 3 show that there exists a significant difference in the attitudes of the sex unit officers in Lincoln from those of Denver and Omaha, but no significant difference in the attitudes of the sex unit officers between Omaha and Denver. The officers on the sex crimes investigation unit in Lincoln have a more positive attitude about women and rape, in general, than the sex crimes investigation unit officer's in Denver, and an even more positive attitude than the sex crimes investigation unit officers in Omaha. It is again pointed out that the officer's on the sex crimes investigation unit in Lincoln receive the most sophisticated level of

rape interview and sensitivity training. In order to determine if the observed differences in the officer's self-reported attitudes about women and rape, in general, were related to such variables as education and age, the Fisher t for testing a difference between un-correlated means was computed (Guilford and Fructer, 1973, p.160). The t test results for education revealed the following:

TABLE 4

t Test Results of Education  
on Self-Reported Attitudes

N= 277

Education	N	M	SS	df	t
No Degree	250	56.80	201640000.00	276	.002 ns
Degree	27	56.33	2313441.00		

The results in Table 4 show that there exists no significant difference in the self-reported attitudes about women and rape, in general, between those officer's who possess at least a bachelor's degree from those officer's who do not possess a college degree. The t test results for the age control variable revealed the following:

TABLE 5  
t Test Results of Age on  
Self-Reported Attitude

N=277

Officer's Age	N	M	SS	df	t	
29 & over	119	55.94	44315649.00	276	.017	ns
28 & under	158	57.36	82156096.00			

The results in Table 5 show that there exists no significant difference in the self-reported attitudes about women and rape, in general, among the officer's on the basis of age. The age groups were split at 28 years and reflects the median age.

The overall results of the analyses suggest that rape interview and sensitivity training possibly have some affect on the police officers attitude, at least in a self-reported situation. Because of the observed differences in mean scores, it appears that the sex crimes investigation unit in Lincoln, the unit with the most sophisticated level of training and the unit with the most positive attitudes about women and rape, was the catalyst for the observed difference between units within

cities as reported in Table 1. This observation bolsters the contention that training possibly affects officer's attitudes, at least as the officers report them.

Hypothesis 2 stated that there was no significant effect on the police officer's self-reported behavior when conducting a rape interview as a result of special rape interview and sensitivity training. Analysis of the data relating to self-reported behavior revealed the following:

TABLE 6

Analysis of Variance of Scores of  
Effects of Training on Police Officer's  
Self-Reported Behavior

N=277

Source	SS	df	MS	F	P
Sex/Non-Sex	19.60	1	19.60	1.10	ns
Cities	164.80	2	82.40	4.65	> .05*
Interaction	63.65	2	31.82	1.79	ns
Error	4804.00	271	17.73		
Total	5052.05	276			

Key: \* Significant value for P @ .05 level = 3.89

The results in Table 6 show that there exists a significant difference in the officer's self-reported behavior between the three cities, thus leading to



partial rejection of the null hypothesis. That is, the officer's in Denver report that they would handle a rape interview in a different manner than the officer's in Lincoln or Omaha, and the officer's in Omaha and Lincoln would handle a rape interview in a manner different from one another. However, as was the case with self-reported attitude, another perplexing situation presents itself. The data reveal that there exists no significant difference in the officer's self-reported behavior between sex and non-sex units within the individual cities, thereby partially supporting the null hypothesis. In other words, the sex crimes investigation unit officer's and the line officer's in Omaha report that they would handle a rape interview in essentially the same manner. This is also true of the units in Denver and Lincoln. Again, it must be emphasized that the sex crimes investigation unit in Lincoln receives the most sophisticated level of training, yet, it does not appear to affect behavior as is the case with attitudes. Again, in an effort to determine what factors had contributed to the apparent behavioral

differences between the three cities, the  $\bar{Z}$  test for the significance of difference between uncorrelated means was computed.  $\bar{Z}$  test results within the individual cities revealed the following:

TABLE 7

$\bar{Z}$  Test Results of Self-Reported  
Behavior Within Cities

City		N	M	$\sigma_{dm}$	$\bar{Z}$	
Lincoln	Sex Unit	7	31.9			
Lincoln	NS Unit	37	28.8	1.664	1.86	ns
Denver	Sex Unit	8	30.9			
Denver	NS Unit	154	29.7	1.023	1.17	ns
Omaha	Sex Unit	7	26.6			
Omaha	NS Unit	64	27.9	1.977	.65	ns

The results in Table 7 show that there exists no significant difference between the self-reported behavior of officers from the sex and non-sex units within the individual cities (For behavior, the higher the score, the more positive the behavior). That is, the line and sex crimes investigation unit officer's report that they would handle a rape interview in essentially the same manner in Omaha, Denver, and Lincoln. A very important

point here, is that although the sex crimes investigation unit in Lincoln receives the most sophisticated level of training, their self-reported behavior as to how they would handle a rape interview, is not significantly different from the line officers in Lincoln who do not receive the special training.  $\bar{Z}$  test results of the non-sex units between the three cities revealed the following:

TABLE 8

$\bar{Z}$  Test Results of Self-Reported Behavior  
for Non-Sex Unit Officers Between Cities

Cities	N	M	$\sigma_{dm}$	$\bar{Z}$
Lincoln NS Unit	37	28.8		
Omaha NS Unit	64	27.9	.997	.902 ns
Lincoln NS Unit	37	28.8		
Denver NS Unit	154	29.7	.958	.939 ns
Denver NS Unit	154	29.7		
Omaha NS Unit	64	27.9	.545	3.324 > .01

The results in Table 8 show that there exists no significant difference in the self-reported behavior of the line officers between Omaha and Lincoln, or between Lincoln and Denver. However, there is a significant

difference between the line officer's of Denver and Omaha. Possibly this can be accounted for by the fact that feminist activity in support of changes in rape investigation has been more intensive in Denver, thus causing the line officer's in Denver to be more conscious of their actions when conducting the interview of a rape victim. Z test results of the sex units between the cities revealed the following:

TABLE 9

$\bar{Z}$  Test Results of Self-Reported Behavior  
for Sex Unit Officer's Between Cities

Cities	N	M	$\sigma_{dm}$	$\bar{Z}$
Lincoln Sex Unit	7	31.9		
Omaha Sex Unit	7	26.6	2.384	2.22 >.05
Lincoln Sex Unit	7	31.9		
Denver Sex Unit	8	30.9	1.702	.58 ns
Denver Sex Unit	8	30.9		
Omaha Sex Unit	7	26.6	2.159	1.99 >.05

The results in Table 9 show that there exists no significant difference in self-reported behavior of sex unit officers between Denver and Lincoln. However, a significant difference in self-reported behavior of sex

unit officers between Omaha and Lincoln, and Denver and Omaha, exists at the .05 level. By observing the differences in mean scores in Table 9, and keeping in mind that the higher the score, the more positive the behavior, one could easily assume that the training affects the police officer's behavior. However, this assumption is negated by the fact that the self-reported behavior of the trained sex unit and untrained non-sex unit in Lincoln showed no significant difference. If training was truly the cause of behavioral change, one would expect there to be a significant difference between these two units.

The Fisher t test was computed to determine if the observed differences were related to such variables as education and age. The t test results for education revealed the following:

TABLE 10

t Test Results of Education  
on Self-Reported Behavior

N=277

Education	N	M	SS	df	t
No Degree	250	29.11	52969284.00	276	.005 ns
Degree	27	29.63	640000.00		

The results in Table 10 show that there exists no significant difference in the way an officer handles a rape interview based on the officer's educational level. The t test results for age revealed the following:

TABLE 11

t Test Results of Age on Self-Reported Behavior

N=277

Officer's Age	N	M	SS	df	t
29 & over	119	29.47	12299049.00	276	.012 ns
28 & under	158	28.93	20894041.00		

The results in Table 11 show that there exists no significant difference in the way an officer handles a rape interview based on the officer's age.

#### Summary of Findings

The statistical results on self-reported attitudes revealed the following:

1. Significant difference between Lincoln sex and non-sex units.
2. No significant difference between non-sex units between the three cities.

3. Significant difference between sex unit of Lincoln and Omaha; significant difference between sex unit of Lincoln and Denver; no significant difference between sex unit of Denver and Omaha.
4. Sex unit in Lincoln reported the most positive attitudes about women and rape, in general.
5. Education and age had no significant affect on officer's self-reported attitude about women and rape, in general.

The statistical results on self-reported behavior revealed the following:

1. No significant difference between sex and non-sex units within individual cities.
2. Significant difference between non-sex units of Omaha and Denver, with Denver reporting the most positive behavior.
3. Significant difference between sex unit of Lincoln and Omaha; significant difference between sex unit of Denver and Omaha; no significant difference between sex unit of Lincoln and Denver.
4. Lincoln sex unit reported the most positive

behavior.

5. Education and age had no significant affect on self-reported behavior.

A control variable for sex was not computed since female officer's accounted for only 11 of the 277 respondents. In addition, a percentage breakdown of self-report answers for each question from the survey questionnaire are provided in Appendix B.



## CHAPTER V

## DISCUSSION

The purpose of this study was to attempt to determine the effects of special rape interview and sensitivity training on a police officer's self-reported attitude about women and rape, in general, and self-reported behavior when conducting an interview with the rape victim.

This study compared the sex and non-sex units within and between the police departments of Omaha, Nebraska; Denver, Colorado; and Lincoln, Nebraska. The sex crimes investigation unit in Lincoln, Nebraska was the only unit substantially trained in rape interviewing and sensitivity techniques. The study revealed that there were no significant differences in self-reported attitudes or behavior between the sex and non-sex units within cities with the exception of an attitudinal difference between sex and non-sex units in Lincoln. Significant differences in self-reported attitudes exist between sex units of Lincoln / Omaha, and Lincoln / Denver. A significant difference in self-reported behavior exists between non-sex units of Denver and Omaha; sex units of Lincoln /

Omaha and Denver / Omaha; but, no significant behavioral differences between sex and non-sex units within the individual cities. Several possibilities exist for explaining the results of the officers self-report to the survey questionnaire. Based on the overall statistical results from the survey, the conclusion that special rape interview and sensitivity training produces an effect on police officer's attitude about women and rape but not on police behavior when conducting a rape interview, at least in the self-report situation, seems to afford the most plausibility.

The factor that appears to have been the major impetus for the positive attitude scores reported by the Lincoln sex crimes investigation unit appears to be the special rape interview and sensitivity training. The Lincoln sex crimes investigation unit reported much more positive attitude scores than did the other respondents to the study, and also they had received the most sophisticated level of training. The most significant fact in support of the conclusion that the special training has no effect on self-reported behavior rests on the

observation that the Lincoln sex crimes investigation unit reported essentially the same behavior scores as did the Lincoln line officer's who have not received the special training. Certainly, one would expect the exact opposite results if the training was truly effective. It would seem logical that if the special training was fully effective, there would exist a significant difference in self-reported behaviors between the trained sex crimes investigation unit and the untrained line officer's in Lincoln. This did not appear to be the case.

A further explanation in support of the major conclusion of this study could possibly be that attitudes follow behavior (Bem, 1970). Many people tend to see the process in exactly the opposite manner, but according to Bem:

...Behavior and the conditions under which it occurs are one of the major foundations of an individual's beliefs and attitudes. And, although the cognitive, emotional, and social factors also have their effect, it remains true that changing an individual's behavior is one of the ways of causing change in his beliefs and attitudes. His new behavior provides a source from which he draws a new set of inferences about what he feels and believes. (p.66).

It would seem logical that the original purpose of the

training was to alter police behavior and performance when interviewing the rape victim. Following this logic, it would seem that the special rape interview and sensitivity training was not fully effective. Although attitudes about women and rape appeared to be altered, behavior when conducting the interview of the rape victim appeared not to be altered; thus causing the training to be ineffective. According to Bem, the attitude follows the behavior, so in order to produce any significant change in the way the police handle the interview of a rape victim, the behavior must be changed. It appears that training is not an effective tool for altering behavior, at least in this case, so the problem now becomes how to affect behavior change. One of the most effective ways to change behavior is to change the role situation in which the undesired behavior occurs.

Role change or role re-definition for the police is rapidly becoming one of the foremost theories postulated by scholars of the police and their function. As was previously pointed out in this study, scholars such as Neiderhoffer and Skolnick see police role change as

tantamount for increasing police performance, thereby, enabling police professionalism to occur. However, how can we be sure that role change will produce the desired effects on police performance? To be sure, there are no guarantees. It is possible that because of the police sub-cultural entrenchment, we may never be able to totally alter the police role, but some studies have suggested that role change does indeed produce the desired behavioral change (Lieberman, 1956). In his study of a large unionized corporation, Lieberman found that a factory worker's beliefs and attitudes changed significantly soon after his role was changed; in this case, from laborer to foreman. Lieberman also found that when this role change was reversed and the laborer turned foreman was forced to revert to laborer status again, the attitudes changed and reverted to what they were prior to the initial role change.

Based on the observations of Bem, Lieberman, Meiderhoffer and others, it would seem plausible that were the role of the police to be changed in the appropriate manner, one could expect the performance of the police

to become more positive and open the way for professionalism to occur. If the police role were to be re-defined, it is possible that the police could see themselves more as a community servant than a "pariah." Role change could possibly alter the need for the police to develop their own sub-culture that sets itself apart from the citizenry it is supposed to serve. Police role change could possibly allow special training such as rape interview and sensitivity techniques to produce actual, predictable results, rather than the apparently ineffective results produced by the training as the major conclusion of this study concludes. However, this explanation is not meant to be a panacea for the problem of police performance or to serve as an overall evaluation of specialized training. The explanation only functions as one possibility for why rape interview and sensitivity training appears to be ineffective for altering the behavior of the police. That is, the role of the police in the three test cities remains essentially unchanged from that of the past, thereby negating the possibly effective results that could be derived from training of this nature.

Another possible explanation is that the special rape interview and sensitivity training does produce the desired result, if one were to hypothesize that by providing the training, the tide of criticism from the feminist's and high level police professionals should be stemmed. That is, by reacting to the criticism through implementation of a special rape interview and sensitivity training program, the police alleviate any further criticism of their procedures. The feminist's are happy; the high level police professionals are happy; and the police departments themselves relieve the pressure brought to bear by the criticism of their procedures. This has been the typical response of the police for quite some time. It would be unfair to the police, however, to suggest that they are totally responsible for the lack of meaningful change. The community must take an avid interest, too, if the police role is to be changed, thus allowing special training such as rape interview and sensitivity techniques to be truly effective rather than only of a reactionary nature.

It is also possible to suggest that the special rape

interview and sensitivity training is effective, if one believes that attitudes precede behavior. The statistical results of this study suggest that sex crimes investigation unit in Lincoln, Nebraska is the main catalyst for the variances in scores from the self-report questionnaires because they are the most significantly trained unit. One could further support the contention that training was truly effective because the sex crimes investigation unit in Lincoln had better attitude and behavior scores than did the relatively untrained officer's from Omaha, Nebraska. But this type of contention could not explain the reasons for why the trained sex crimes investigation unit in Lincoln and the untrained line officer's in Lincoln reported essentially the same behavior.

Still, another possible explanation could be postulated that since Lincoln experiences a relatively small amount of forcible rapes per population, 18.9 per 100,000 inhabitants in 1971, compared to Denver with 50.8 and Omaha with 26.2 per 100,000 inhabitants in 1971, they should have better attitude and behavior scores on a



questionnaire of this nature (Sourcebook of Criminal Justice Statistics, 1973, Table 3.55). The forcible rape situation is not acute in Lincoln, therefore, it is less likely to produce negative attitudes or behavior because the officers do not have to deal with the problem as often as do the officers from Omaha and Denver. It could also be postulated that the training is totally unnecessary since on an overall basis, the officers from the three cities reported generally positive attitudes and behavior.

While several possibilities have been presented as explanations for the results of this study, it is not suggested that they are the only explanations that are possible. Before any move be made to eliminate training on the basis of this study, it is suggested that several other factors be investigated that were not a part of this study. The content of the special rape interview and sensitivity technique training that is presently being offered should be examined for content validity. Existing policy of police departments that relate to interviewing a rape victim should be examined. An indepth look at the

role of female police officers should be pursued in order to determine if a female officer does relate better with a female victim. Numerous other areas need examination prior to developing any static policy for rape interview and sensitivity training. Yet, it remains clear to this writer, that until meaningful role change is effected in our police departments, behavioral situations will be extremely difficult to alter, and special training, like that of rape interview and sensitivity, will serve only to placate feminist criticism while the underlying causes remain to be ferreted out.

## APPENDIX A

## Survey Questionnaire

As you know, one person looks at things in a different way than the next person. Some are for abortion, some are not. Many people feel that gasoline should be rationed, while others disagree. It's all a matter of how you feel about a given subject.

The subject of rape is a very controversial one. Accusations and emotion abound when this subject is discussed. How do YOU, as a police officer, feel about this problem? Do you feel that the crime of rape is given too much emphasis because of publicity and the feminist movement? Yes\_\_\_\_\_ No\_\_\_\_\_ No Opinion\_\_\_\_\_. Is the police officer really any different than anyone else in his feeling's about the subject? This is what I am trying to find out.

I am a graduate student in criminal justice at the University of Nebraska at Omaha, Omaha, Nebraska. I hope to have a career in the law enforcement field someday. Right now, I need your help. Would you please respond to the following questionnaire exactly as YOU feel. There are no right answers. You will not be identified in any way. Your answers will be held in strict confidence. No one from your department will see any of your answers

and I DO NOT want to know your name. With this in mind, would you please respond by indicating how you feel about the following:

Strongly Agree = SA      Undecided = U  
 Agree = A                      Disagree = D  
    Strongly Disagree = SD

- |   |   |   |   |    |  |    |   |   |   |    |  |
|---|---|---|---|----|--|----|---|---|---|----|--|
| <table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table> |   |   |   |    |  | SD | D | U | A | SA | 1. In general, women belong at home; cooking, doing the washing, cleaning, and raising a family. |
|   |   |   |   |    |  |    |   |   |   |    |  |
| SD  | D | U | A | SA |  |    |   |   |   |    |  |

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	2. If a woman really does not want to be raped, she cannot be raped.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	3. Men who commit rape normally commit other acts of violence.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	4. Most women would secretly enjoy being raped.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	5. Because of the way they dress and act, some women are justifiably raped.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	6. It really doesn't matter whether a female or male officer interviews the woman who has been raped.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	7. A woman who has been raped should have a counselor with her or at least a friend during the police interview.
SD	D	U	A	SA							

  

<table border="0"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>SD</td><td>D</td><td>U</td><td>A</td><td>SA</td></tr> </table>						SD	D	U	A	SA	8. Most women want their lovers to be aggressive and very dominating.
SD	D	U	A	SA							

SD D U A SA

9. There is too much emphasis placed on the psychological trauma of the rape victim. She is really no different than any other victim of crime.

SD D U A SA

10. A prostitute cannot be raped.

SD D U A SA

11. Try as they might, women will never be able to function adequately in a man's world.

SD D U A SA

12. The attitude an officer conveys during an interview of a woman who has been raped has little to do with getting the truth from her.

SD D U A SA

13. Through their demands for freedom and liberation, the feminist's actually cause men to rape them in retaliation for their "uppity attitudes".

SD D U A SA

14. Women who frequent bars and nightclubs generally have loose morals.

SD D U A SA

15. Women who have been raped generally got what they asked for.

SD D U A SA

16. Important to the successful interview is the officer's understanding of the emotional condition of the woman who has been raped.

SD D U A SA

17. Women who cry a lot and who are easily upset bother me.

- |    |   |   |   |    |
|----|---|---|---|----|
|    |   |   |   |    |
| SD | D | U | A | SA |
18. For a sexually active woman a rape shouldn't really matter.
- |    |   |   |   |    |
|----|---|---|---|----|
|    |   |   |   |    |
| SD | D | U | A | SA |
19. A woman who has been raped is more upset by the psychological aspects of the act than the physical affects.
- |    |   |   |   |    |
|----|---|---|---|----|
|    |   |   |   |    |
| SD | D | U | A | SA |
20. If a woman doesn't show signs of a struggle, there is a good chance she hasn't been raped.
- |    |   |   |   |    |
|----|---|---|---|----|
|    |   |   |   |    |
| SD | D | U | A | SA |
21. If the woman is not solely responsible for being raped, at least she is partially at fault.
- |    |   |   |   |    |
|----|---|---|---|----|
|    |   |   |   |    |
| SD | D | U | A | SA |
22. The act of rape represents a violation of individual rights.

If you were an investigating officer or the first officer on the scene of a rape complaint and could conduct the interview as YOU wished, (i.e., you could disregard department policy and your bosses wouldn't pressure you), what would YOU do in terms of the following:

- 1= Would definitely do it
- 2= Would probably do it
- 3= Cannot decide
- 4= Would probably not do it
- 5= Would definitely not do it

- |   |   |   |   |   |
|---|---|---|---|---|
|   |   |   |   |   |
| 1 | 2 | 3 | 4 | 5 |
1. Conduct the interview as would be the case in any other type of investigation.
  

1	2	3	4	5

  2. Pretend not to believe the woman who claims to have been raped in order to really get the truth out of her.
  

1	2	3	4	5

  3. Interview the woman who claims to have been raped in an indifferent manner.
  

1	2	3	4	5

  4. Use any kind of tactic during the interview in order to find out what really happened.
  

1	2	3	4	5

  5. Be very gentle with the victim because of the possibility of increasing her trauma and emotional distress.
  

1	2	3	4	5

  6. Tell her to relax, it's nothing she hasn't given away before or probably won't again.
  

1	2	3	4	5

  7. Ask her if she enjoyed being raped just to see how she responds; possibly helping to determine if the crime actually took place.
  

1	2	3	4	5

  8. Use whatever language terms are necessary, no matter how harsh, to get her to tell the truth.

Have you ever investigated a rape complaint (either as a cruiser officer or as a detective)? Yes\_\_\_\_\_ No\_\_\_\_\_



Please complete the following information. This is for correlation purposes only. All data will be held in strict confidence.

Your age \_\_\_\_\_ Years on Police Dept \_\_\_\_\_ Sex - M \_\_\_\_\_ F \_\_\_\_\_

Present rank \_\_\_\_\_ Years in present rank \_\_\_\_\_

What is/was your father's occupation \_\_\_\_\_

Race - Caucasian \_\_\_\_\_ Black \_\_\_\_\_ Mexican/American \_\_\_\_\_  
 Oriental/American \_\_\_\_\_ Other \_\_\_\_\_

Education - High school or less \_\_\_\_\_ Some college \_\_\_\_\_  
 Bachelor Degree \_\_\_\_\_ Master's Degree or higher \_\_\_\_\_

Martial status - Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_  
 Separated \_\_\_\_\_ Widowed \_\_\_\_\_ Other \_\_\_\_\_

Religion - Catholic \_\_\_\_\_ Protestant \_\_\_\_\_  
 Jewish \_\_\_\_\_ Other \_\_\_\_\_

APPENDIX B

Questionnaire Responses

The following data represents a breakdown of responses to each attitude and behavior question/statement from the survey questionnaire:

Omaha Police Department

Have you ever investigated a rape complaint (either as a cruiser officer or as a detective)? Yes 61 No 10

Do you feel that the crime of rape is given too much emphasis because of publicity and the feminist movement?  
Yes 23 No 41 No opinion 3 No answer 4

Attitude responses:

1.	62.0% SD or D	2.8% U	35.3% A or SA
2.	81.7% SD or D	4.2% U	14.1% A or SA
3.	11.3% D	26.8% U	62.0% A or SA
4.	91.5% SD or D	5.6% U	2.8% A
5.	56.4% SD or D	8.5% U	35.2% A or SA
6.	47.9% SD or D	12.7% U	39.5% A or SA
7.	43.7% SD or D	21.1% U	35.2% A or SA
8.	31.0% SD or D	31.0% U	38.0% A or SA
9.	78.9% SD or D	7.0% U	14.1% A or SA
10.	87.3% SD or D	2.8% U	9.8% A or SA
11.	70.4% SD or D	7.0% U	22.5% A or SA
12.	88.8% SD or D	1.4% U	9.8% A or SA
13.	78.9% SD or D	15.5% U	5.6% A or SA
14.	62.0% SD or D	11.3% U	26.7% A or SA
15.	86.0% SD or D	9.9% U	4.2% A

16.	7.0% U	92.9% A or SA		
17.	60.6% SD or D	14.1% U	25.3% A or SA	
18.	93.0% SD or D	4.2% U	2.8% A	
19.	4.2% D	15.5% U	80.3% A or SA	
20.	84.5% SD or D	8.5% U	7.0% A or SA	
21.	74.7% SD or D	14.1% U	11.3% A	
22.	4.2% SD	7.0% U	88.7% A or SA	

Behavior responses:

1. 69.0% def/probably do 1.4% cannot decide  
28.1% probably/def not do
2. 11.3% def/probably do 14.1% cannot decide  
74.7% probably/def not do
3. 26.8% def/probably do 15.5% cannot decide  
57.7% probably/def not do
4. 33.8% def/probably do 14.1% cannot decide  
52.1% probably/def not do
5. 94.4% def/probably do 2.8% cannot decide  
2.8% probably/def not do
6. 1.4% probably do 4.2% cannot decide  
94.3% probably/def not do
7. 2.8% probably do 8.5% cannot decide  
88.7% probably/def not do
8. 11.2% def/probably do 12.7% cannot decide  
76.0 probably/def not do

Denver Police Department

Have you ever investigated a rape complaint (either as a cruiser officer or as a detective)? Yes 156 No 6

Do you feel that the crime of rape is given too much emphasis because of publicity and the feminist movement? Yes 38 No 107 No opinion 10 No answer 7

Attitude Responses:

1.	68.5%	SD or D	3.1%	U	28.4%	A or SA
2.	84.6%	SD or D	4.9%	U	10.5%	A or SA
3.	26.0%	SD or D	9.9%	U	63.5%	A or SA
4.	75.9%	SD or D	13.6%	U	10.5%	A or SA
5.	59.3%	SD or D	8.6%	U	32.1%	A or SA
6.	35.2%	SD or D	3.7%	U	61.1%	A or SA
7.	67.9%	SD or D	4.3%	U	27.8%	A or SA
8.	35.2%	SD or D	26.5%	U	38.2%	A or SA
9.	82.8%	SD or D	3.7%	U	13.6%	A or SA
10.	92.0%	SD or D	0.6%	U	7.4%	A or SA
11.	72.3%	SD or D	8.0%	U	19.7%	A or SA
12.	92.0%	SD or D	1.2%	U	6.8%	A or SA
13.	83.9%	SD or D	10.5%	U	5.5%	A or SA
14.	58.6%	SD or D	11.7%	U	29.7%	A or SA
15.	93.2%	SD or D	4.9%	U	1.9%	A
16.	2.5%	SD or D	0.6%	U	97.0%	A or SA
17.	59.8%	SD or D	9.9%	U	30.3%	A or SA
18.	96.3%	SD or D	1.9%	U	1.9%	A
19.	10.5%	SD or D	11.1%	U	78.4%	A or SA
20.	93.2%	SD or D	2.5%	U	4.3%	A

21. 66.6% SD or D 15.4% U 17.9% A or SA  
 22. 4.4% SD or D 4.3% U 91.4% A or SA

**Behavior responses:**

1. 58.6% def/probably do 3.1% cannot decide  
 38.2% probably/def not do
2. 6.8% def/probably do 3.1% cannot decide  
 90.2% probably/def not do
3. 16.7% def/probably do 8.6% cannot decide  
 74.7% probably/def not do
4. 24.1% def/probably do 9.3% cannot decide  
 66.7% probably/def not do
5. 88.9% def/probably do 5.6% cannot decide  
 5.5% probably/def not do
6. 1.8% def/probably do 3.1% cannot decide  
 95.0% probably/def not do
7. 6.8% def/probably do 0.6% cannot decide  
 92.6% probably/def not do
8. 11.1% def/probably do 8.0% cannot decide  
 80.9% probably/def not do

Lincoln Police Department

Have you ever investigated a rape complaint (either as

a cruiser officer or as a detective)? Yes 35 No 9

Do you feel that the crime of rape is given too much emphasis because of publicity and the feminist movement?

Yes 6 No 31 No opinion 4 No answer 3

Attitude responses:

1.	56.8%	SD or D	15.9%	U	27.2%	A or SA
2.	70.5%	SD or D	9.1%	U	20.4%	A or SA
3.	18.2%	SD or D	13.6%	U	68.2%	A or SA
4.	65.9%	SD or D	18.2%	U	15.9%	A or SA
5.	59.1%	SD or D	11.4%	U	29.5%	A or SA
6.	79.6%	SD or D	11.4%	U	9.1%	A or SA
7.	31.8%	SD or D	13.6%	U	54.6%	A or SA
8.	27.3%	SD or D	29.5%	U	43.2%	A or SA
9.	81.9%	SD or D	6.8%	U	11.4%	A or SA
10.	86.3%	SD or D	9.1%	U	4.6%	A or SA
11.	70.4%	SD or D	15.9%	U	13.6%	A
12.	79.5%	SD or D	6.8%	U	13.7%	A or SA
13.	70.5%	SD or D	18.2%	U	11.3%	A or SA
14.	61.4%	SD or D	18.2%	U	20.5%	A or SA
15.	81.8%	SD or D	11.4%	U	6.8%	A or SA
16.	6.8%	SD or D	2.3%	U	90.9%	A or SA
17.	59.1%	SD or D	20.5%	U	20.4%	A or SA
18.	79.6%	SD or D	13.6%	U	6.8%	A or SA
19.	20.4%	SD or D	22.7%	U	56.8%	A or SA
20.	72.7%	SD or D	11.4%	U	15.9%	A or SA
21.	54.5%	SD or D	20.5%	U	25.0%	A or SA
22.	6.8%	SD	4.5%	U	88.6%	A or SA

**Behavior responses:**

1. 38.6% def/probably do           4.5% cannot decide  
56.8% probably/def not do
2. 9.1% def/probably do           13.6% cannot decide  
77.3% probably/def not do
3. 29.6% def/probably do           11.4% cannot decide  
59.1% probably/def not do
4. 29.6% def/probably do           11.4% cannot decide  
59.1% probably/def not do
5. 81.9% def/probably do           4.5% cannot decide  
13.6% probably/def not do
6. 11.4% def/probably do           6.8% cannot decide  
81.8% probably/def not do
7. 13.7% def/probably do           6.8% cannot decide  
79.6% probably/def not do
8. 11.4% def/probably do           9.1% cannot decide  
79.6% probably/def not do



## References

- Bem, D. Beliefs, Attitudes and Human Affairs. California: Wadsworth Publishing Company, 1970.
- Blumberg, A. & Neiderhoffer, A. The Ambivalent Force: Perspectives on the Police. San Francisco: Rinehart Press, 1973.
- Bordua, D. & Reiss, A., Jr. Command, Control, and Charisma: Reflections on Police Bureaucracy. American Journal of Sociology, 72, (July, 1966).
- Cooke, C. Quoted in Shook, H. Revitalized Methods Needed for Investigation of Rape Complaints. Police Chief Magazine, XL, 12, (December 1973).
- Danish, S. & Ferguson, N. Training Police to Intervene in Human Conflict. In Snibbe, H., and Snibbe, J. (eds.). The Urban Policeman in Transition. Illinois: 1973.
- Federal Bureau of Investigation. Uniform Crime Report, 1974. Washington, D.C.: U.S. Government Printing Office, 1975.
- Fructer, B. & Guilford, J. Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Company, 1973.
- Fosdick, R. American Police Systems. New York: Century Book Company, 1920.
- Griffin, S. Rape: The All-American Crime. In Schultz, L. (ed.). Rape Victimology. Illinois: 1975

- Kaplan, J. Criminal Justice: Introductory Cases and Materials. New York: The Foundation Press, 1973.
- Keppel, G. Design and Analysis: A Researcher's Handbook. New York: Prentiss Hall, 1973.
- Lease, C. RAPE. Colorado Woman's Journal. 3:2, (August, 1974).
- Lieberman, S. The effects of changes in roles on the attitudes of role occupants. Human Relations, 1956, 9, 385-402.
- Medea, A. Against Rape. New York: Prentiss Hall, 1972.
- National Commission on Law Observance and Enforcement (Wickersham Commission). Report on the Police. Washington, D.C.: U.S. Government Printing Office, 1931.
- Neiderhoffer, A. Behind the Shield. New York: Doubleday and Company, 1967.
- President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police. Washington, D.C.: U.S. Government Printing Office, 1967.
- Richardson, J. Urban Police in the United States. New York: Kennikat Press, 1974.
- Schultz, T. Rape, Fear, and the Law. The Chicago Guide. (November, 1972).
- Shook, H. Revitalized Methods Needed for Investigation of Rape Complaints. Police Chief Magazine, XL, 12, (December, 1973).

- Skolnick, J. Justice Without Trial: Law Enforcement in Democratic Society. New York: John Wiley & Sons, 1975.
- Smith, B. Municipal Police Administration. Annals of the American Academy of Political and Social Science, 146, (November, 1929), 1-27.
- Training Key # 210: Interviewing the Rape Victim. International Association of Chiefs of Police, Maryland: 1974.
- U.S. Government Printing Office. Sourcebook of Criminal Justice Statistics. Washington, D.C.: 1973.
- Vollmer, A. The Police and Modern Society. Berkeley; University of California Press, 1936.
- Washington, D.C. Metropolitan Police Department. Sex Crimes Investigations Procedures Pamphlet. Washington, D.C.
- Westley, W. Violence and the Police. American Journal of Sociology, LIX, (July, 1966).
- Wilson, J. Varieties of Police Behavior: The Management of Law and Order in Eight Communities. Cambridge: Harvard University Press, 1968.