

Police Training on Domestic Violence: Bengt-Ake Lundvall's Taxonomy of Knowledge Principles

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Abstract

Police training on domestic violence is one of the best methods to ensure officers are responding appropriately. Once training is complete, it is, however, important that the quality of the training is high. This case study can provide management with ways to improve domestic violence training.

Purpose: This Applied Research Project (ARP) is presented in a triplex. First, this ARP uses Dr. Bengt-Ake Lundvall four knowledge taxonomy principles (*know-what*, *know-how*, *know-why*, *know-who*) to develop a police training assessment tool to evaluate family violence training. Second, this paper uses Lundvall's knowledge taxonomy principles to evaluate police officer's domestic violence training in the City of Dallas. Third, the findings are used to provide recommendations to improve Dallas city police department training.

Method: This case study uses the Lundvall's framework to explore the City of Dallas police training on domestic violence. Structures interviews and document analysis were used to perform this assessment.

Findings: Based on the structured interviews and document analysis, the City of Dallas police training on domestic violence is functioning well and effectively. However, among the Lundvall's four knowledge principles, evidence shows *know what* was limited. In order to further develop Lundvall's principles for the City of Dallas police training on family violence, the *know what* should be addressed. Lundvall's *know why* is the strongest supported in this case study. Officers should continuously learn the *know why* to align with Lundvall's principles for the police

training on domestic violence. Each of Lundvall's knowledge taxonomy principles are prioritized differently.

Based on findings in this case study, the following list prioritizes Lundvall's principles:

1. *Know how*
2. *Know why*
3. *Know who*
4. *Know what*

Take away: Overall, the City of Dallas police training on family violence uses Lundvall's knowledge principles to ensure officers are responding appropriately. Structured interviews and document analysis were affective data collection methods to explore Lundvall's knowledge taxonomy principles in Dallas City police training on domestic violence. Based on the findings, *know how* knowledge principle provides the strongest support in this Applied Research Project (ARP). *Know why* and *know who* knowledge principles yields limited support in this case study. However, this ARP essentially failed to provide support for Lundvall's *know what* principle.

About the Author

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Chapter 1

Introduction

Recognizing the importance of police training on domestic violence:

Scenario: Tiffany, a social work counselor, is concerned for her friend Shantel. At lunch, with Shantel, Tiffany revealed she was being abused by her boyfriend. Tiffany was worried about Shantel's safety and during lunch urged Shantel to contact the police if she feels threatened again.

Tiffany and Shantel went on another lunch date the following week. Shantel expressed her continued abuse and her decision to contact the police. After learning that Shantel contacted the police, Tiffany was relieved for a second. Shantel went on to explain how the police failed to inform her about protection against her boyfriend, did not know how to collect her statement of the abuse properly, did not understand why she wanted to stay with her abusive boyfriend, and did not provide her with information on who to contact for help. After listening to the failures of the police response to Shantel's crisis; Tiffany concluded that the responding officers lacked the know what, know how, know why, and know who knowledge to handle Shantel's problem.

Tiffany decided to contact her good friend, Malcom, Chief of Police officer at her and Shantel's local police department. Tiffany discussed with Malcolm how the responding officers handled Shantel' crisis incident. Malcolm was disappointed with the responding officers' failure to respond appropriately.

Eventually, Malcolm concluded that the responding officers were ill properly trained to Shantel's crisis. He later assured Tiffany that he would upgrade the officer-training program.

Tiffany went on to ask Malcolm what the officers did wrong in and what exactly in the upcoming training will cover?

Malcolm planned a comprehensive training program. One that trained officers on:

- **what** domestic violence is, and what victims could do to protect themselves from their abuser.
- **how** officers are to investigate domestic violence calls and correctly collect a victim statement.
- **who** can assist victims when they need safety from her abuser.
- **why** victims choose to stay with their violent lover.

Malcolm thanked Tiffany for her concerns with how the officers responded to Shantel's case. He acted quickly to ensure police trainings on domestic violence included knowledge regarding know what, know how, know who, know why, for present and future police officers.

Introduction

The scenario above illustrates possible gaps in the training police officers receive on domestic violence. Domestic violence is a significant safety issue faced by women, men, and police officers daily. Jaden and Thoennes (2000) reports 4.8 million women are raped and physically assaulted by lovers, and that intimate partners assault 2.9 million men annually in the United States (p. iii). Properly trained police officers are a way to decrease acts of domestic violence.

For as training, it is vital for police officers to be properly equipped when responding to domestic violence disputes. Training is to provide police officers with knowledge they can utilize to adequately respond to victim needs and ensure victims' safety. Eigenberg et al. (2012) note family violence calls pose safety threats to police officers safety; the authors suggest improving training so that officer response to domestic violence disputes will be safer (p. 135). Once officers obtain the appropriate training, they should be able to protect their personal safety and provide victims with the proper help.

This Applied Research Project (ARP)¹ uses Dr. Bengt-Ake Lundvall's taxonomy of knowledge principles that includes four knowledge categories. The first category, *know what*, focuses on knowledge of facts. Lundvall's second category is *know how*, which includes knowledge about certain skills. *Know why*, Lundvall's third category, explains the cause-and-

¹ See <http://mpa.polisci.txstate.edu/The-MPA-Program/arp.html> for description of an Applied Research Project (ARP)

effect relationships. The fourth category is *know who*, includes knowledge about different social relationships.

Research Purpose:

This Applied Research Project (ARP) presents a triplex case study. First, this ARP uses Dr. Bengt-Ake Lundvall four knowledge taxonomy principles (know-what, know-how, know-why, know-who) to develop a police training assessment tool to evaluate family violence training. Second, this paper uses Lundvall's knowledge taxonomy principles to evaluate police officer's domestic violence training in the City of Dallas. Third, this ARP uses the findings to provide recommendations to improve Dallas city Police Department training.

Summary of Chapters

Chapter 2 (p. 4- 13) discusses the important terms utilized throughout this research, historical facts on domestic violence and police training, and legislation on family violence. Within chapter 3 (p. 14 - 34), the suggested knowledge management types and principles for domestic violence are explained, along with the conceptual framework that encompasses Dr. Bengt-Ake Lundvall's knowledge principles. The case study method used to explore Dallas city police training using Lundvall's principles, is presented in the 4th chapter (p. 35-41). Chapter 5 (p.42-66) yields the results of this case study, then interprets and evaluates the findings. Lastly, the 6th chapter (67- 70) furnishes conclusions and recommendations that Dallas city police department can adopt, to improve their training on family violence.

Chapter 2

Dallas Police Department

Chapter Purpose

This chapter provides a background of City of Dallas Police Department. This chapter explains the difference between patrol officers and detectives. Finally, this chapter describes the specifics of the Family Violence Unit training.

Dallas of Police Department

The City of Dallas is located the north of Texas. Dallas is one of the fastest growing cities that have about 1.3 million residents (US Census Bureau, 2017). Dallas Police Department was created more than 120 years ago. Dallas has 3,640 sworn officers and 556 civilians, who makes up the city's police department population. These 3,640 sworn officers include patrol officers, detectives, and other categorized officers. Patrol officers are usually the lowest ranked officers, who focus on protecting the public and preventing crimes, and the first to respond to all crimes. Whereas, detectives are responsible for investigating and solving crimes, while protecting the public.

Dallas Police Department has seven patrol divisions throughout the city, and one building as their headquarters location in south of Dallas. Dallas seven police divisions house patrol officers. These officers are the first to respond to family violence disputes. Jack Evan Headquarters is where police administration and investigations are completed. Dallas police headquarters contains civilians and detectives of all fields (i.e. family violence, child abuse, human trafficking, etc.). The Family Violence Unit is located at Jack Evan Headquarters. After

family violence cases have been filed at 1 of the 7 divisions, patrol officers send the cases to the Family Violence Unit. Each morning a detective pulls all the family violence cases, and disperses the cases among detectives. Family violence detectives begin to investigate each case to either catch the abusive suspect or keep the abusive suspect in jail. Detectives do not respond to as many family violence calls as they did as patrol officers. Family violence detectives typically respond to disputes if a gun is involved, murder or sexual assault occurs, or a patrol officer requests a detective to accompany them on response call.

Each Dallas detective officer was once a responding officer. All officers undergo the same police cadet training at the beginning of their police career. During cadet training, officers train on family violence. Once officers promote to family violence detectives, they undergo a more thorough training on family violence. For the sake of this case study, this ARP uses Jack Evans Family Violence Unit training to collect data.

Family Violence consists of one month training. Extended training can occur until officers are competent to perform their job description. Therefore, training is conducted in various settings. Jack Evans Family Violence unit host the entire training. During this training, detectives gain on-hand experience with complex investigations related to family violence. Detectives are also refreshed on protocols and procedures to use to respond to domestic violence disputes.

Detectives train other detectives in the Family Violence Unit. Rookie detectives pair with well-experienced detectives for training. Once new detectives have shown competence to perform as a qualified family violence detective, the Domestic Violence supervisor gives the confirmation for the rookie detective to enter the field independently. Detectives use their knowledge and skills to train all the cadets at the Dallas Police Academy. *Appendix A* consists of

a copy of the training checklist used for Dallas Family Violence Unit training.

Summary of Chapter

This chapter lays the foundation of Dallas Police Department. This chapter also explains the role of patrol officers and detectives in family violence. As well, as the elements of Dallas Family Violence Unit training. Detectives play a vital role in family violence. More so, sense they are responsible for training other officers.

The next chapter discusses the foundation of domestic violence.

Chapter 3

Chapter Purpose: Foundation

The purpose of this chapter is to provide a foundation or basic knowledge needed to understand domestic violence. This chapter defines key terms. As well as the history of domestic violence and police training. In this chapter, it discusses laws and policies regarding domestic violence. Finally, the chapter explains how a “conceptual framework” facilitates an exploratory assessment of police domestic violence training.

Key Terms: Domestic Violence, Family Violence, Intimate Partner Violence, Victim, Offender

Definitions

The Department of Justice defines *domestic violence* as “a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner” (USDOJ, 2016). The different forms of Domestic Violence include the following: physical, sexual, emotional, economic, or psychological. *Offenders* use behaviors such as intimidation, manipulation, humiliation, isolation, fear, coercion, blaming, and hurt, to harm *victims*. Victims suffer many consequences from domestic violence, such as physical abuse. When engaging in domestic violence, the offender inflicts physical abuse onto the victim by hitting, slapping, shoving, hair pulling, pinching, etc. A partner sexually abuses their lover by committing marital rape, forcing sex after physical altercation, or demanding sex without consent. Domestic violence can also take the form of emotional abuse, such as negative criticism, offensive name calling, and words that tear down victim's self-worth. Also, economic

abuse occurs when one partner denies their spouse access to money by forbidding them to work, or through other means. Victims experience psychological abuse from abusive partners through intimidation, threats of physical harm, or isolation from family (USDOJ, 2016).

Consequences of domestic violence are not just limited to the above mentioned.

Domestic Violence is also a form of *Family Violence*. Alpert et. al. (1997) defines *Family Violence* as “intentional intimidation, physical/sexual abuse, battering of children, adults, and elders by a family member, intimate partner, or caretaker.” Domestic violence is known as family violence because a relationship partner commits repeated abusive behavior. Victims of family violence suffer from physical, sexual, emotional, economic, or psychological abuse. Examples of family violence include sexual assault, social isolation, verbal attack, and denial access to money, or other resources by an abusive partner (Alpert, et. al, 1997, p. 53-54). There are other effects of family violence not listed above.

Intimate Partner Violence is another model of domestic violence. Tjaden and Thoennes (2000) explain how defining intimate partner violence varies differently from study to study. Tjaden and Thoennes (2000) describe intimate partner violence as...”acts carried out with the intention of, or perceived intention of, causing physical pain or injury to another person” (p. 5). This definition lacks the behaviors of control, intimidation, and other factors that can intimidate a lover (partner violence). Scholars and policymakers also struggle with whether to limit the scope of intimate partner violence to married couples, or to broaden it to include partners who live together, or partners who live in separate households (Tjaden and Thoennes, 2000, p. 5). Since, domestic violence typically includes physical abuse, dominate behavior, and partners who live together, then intimate partner violence should include all factors. This research paper

defines *Intimate Partner Violence* as a partner that uses dominate behavior to use intentional abuse on their lover, either living in the same or separate household. Women and men of intimate partner violence experience the same consequences of domestic violence and family violence. Intimate partner violence victims suffer from physical, emotional, economical, or psychological abuse. Abusers inflict emotional and psychological abuse onto victims through verbal communication, humiliation, and stalking. Intimate partner violence also allows culprits to economically abuse their lover by denying partners access to finances (Tjaden and Thoennes, 2000, p. 5). Intimate partner violence is not only limited to these types of effects listed above.

Domestic violence, family violence, and intimate partner violence are terms that actually capture the same behavior. The three terms involve the repeated behavioral pattern of abuse between two partners. Participants of Domestic Violence, Family Violence, and Intimate Partner Violence, all use the same tactics to abuse their partner. Victims of either domestic violence, family violence, or intimate partner violence, suffer from either the same or the similar consequences.

Trends

Domestic violence has decreased significantly over the years. There are approximately 4.8 million women and 2.9 million men who annually fall victim to domestic violence in the United States (Tjaden and Thoennes, 2000, p. iii). In a survey of 8,000 women and 8,000 men, Tjaden and Thoennes (2000) found more abusers physically assault women with their hand. Women who live with woman partners experience less abuse, rather than women who live with male partners. Among the survey, 11% of women reported a woman partner abuses them, while 30.4% women reported a male partner abuses them. Tjaden and Thoennes (2000) also

found men living with an intimate male partner are abused more, rather than men who live with women partners. Approximately 15% of the 8,000 men surveyed, who live with their male intimate partner, have either been raped, physical assaulted, or abused, while 7.7% men suffered the same violence from female partners (Tjaden and Thoennes, 2000, p. iv-v). These findings propose a need for better prevention to decrease more women and men victims in domestic violence.

Early History

Men and the justice system in the United States have not always viewed domestic Violence negatively. It was legal and socially accepted to “physical chastise” or beat married women until the 1800’s (Eigenberg, et al., 2012, p. 123). Under the English law, a husband treated his wife as property and use abusive force against his wife. As a result, America adopted this tradition. By the mid-70’s child abuse and spousal abuse increased, this demanded a need for social services (Stalnaker and Shields, 1994, p.29). In the 1970’s a shift in public attitude towards domestic violence occurred. Known as the “Women’s Battered Movement”, a feminist activist group campaigned to expose domestic violence against women. This group advocated for shelter and support, and to developed new criminal and medical legal tools to combat domestic violence. This movement focused on the abused 2-4 million women in violent homes. The movement became very successful, and by the 1980’s, over 170 women shelters were built and hotlines created. The “Women’s Battered Movement” also generated new civil/criminal laws, governmental policies and programs, and public access to domestic violence material (U.S. National Library on Medicine, 2015).

The Women's Battered Movement established a mandate for proper officials to report, distribute guidelines and protocols, on domestic violence. Culros (1999) found 4% to 30% women suffer medical consequences from abusive partners. Typically, these women make frequent trips to the emergency room and have extended medical history of intimate partner abuse (Culros, 1999,p.112). In 1992, the government created The Joint Commission on Accreditation of Healthcare Organizations to administer guidelines to health care organizations. These guidelines are set in place to determine if patients are being violently abused (Culrose, 1999,p.112). Due to the success of the Women's Battered Movement, five states legally mandated reporting. California, Kentucky, New Hampshire, New Mexico, and Rhode Island require proper officials to report any suspicion of domestic violence² (Culrose, 1999, p.115).

Legislation

The federal government first major **response** to domestic occurred during the Reagan administration. In the early 1980's, the government created two reports to address domestic violence: "U. S. Commission on Civil Rights Report", and the "Attorney's General's Task Force on Family Violence." The U.S. Commission on Civil Rights Report purpose was to achieve six major purposes:

- A. Provide funding to create state and local services for battered women
- B. Provide funding for staff to develop community resources
- C. Appoint a federal agency to inspect all federal spousal abuse activity
- D. Allow domestic violence victims access to federal services regardless of
- E. Provide funds to human service representatives

² Only medical staff are mandated reporters in California

F. Provide technical assistance.

Overall, the U.S. Commission on Civil Rights Report identified the need of funding for legal and non-legal services, health services, and federal programs (Liane and Hagen, 1988, p.651). Following this report, the Secretary of Health, Education, and Welfare (currently known as Health and Human Services), created the Office on Domestic Violence within the same cabinet (Liane and Hagen, 1988, p.652).

The “Attorney's General's Task Force on Family Violence” was the second report to address domestic violence during Reagan's tenure. This report took a general approach towards family violence, and listed obligations for the public and private sectors, and all levels of government, to adhere to, when responding to domestic violence. In addition, the local, state, and federal government can find each of their responsibilities on domestic violence in this report. The “Attorney's General's Task Force on Family Violence” report provided three main reasons:

- A. Train criminal justice laborers
- B. Put on family violence prevention and awareness campaigns
- C. Manage community shelters for victims

From this report, the U.S. justice system created a National Family Violence Resource Center (Liane and Hagen, 1988, p.652).

The first federal **legislation** was not enacted until the mid-80's. The U.S. proposes the “Domestic Violence Prevention and Services Act” in 1978, but did not enact until 1984. Because the bill lacked language clarity, it was renamed, “Family Violence Prevention and Services Act”, in 1984. This act is listed under the Child Abuse Prevention and Treatment Act Amendments of

1984 (Liane and Hagen, 1988, p.653).

The Family Violence Prevention and Services act provides help for children, female, and male victims of family violence. This act has two distinct goals:

A. Support and help states to prevent domestic violence, and provide assistance and shelter to victims and secondary victims.

B. Provide technical aid and training family violence programs to states and local organizations who serve individuals of domestic violence. Also, this act provides grants to local public, non-profit, and private organizations, and to train local and state law enforcement (Liane and Hagen, 1988, p.654).

Ten years later, 1994, the United States government enacted the "*Violence Against Women Act*" (VAWA). This legislation frames domestic violence as a human rights violation. More so, when a violation of the VAWA occurs, an abuser is liable to be prosecuted under Federal jurisdiction. The Violence Against Women Act also includes the "Arrest Policies Program". Arrest Policies Programs recommend law enforcement agencies to adopt mandatory pro-arrests for cases of domestic violence. Mandatory pro-arrests³ are to reduce abusive assaults. The Violence Against Women Act has improved law enforcement and judicial responses to domestic violence. This act also provides community and legal resources for victims (Hollenshead and Dai, 2006, p. 271-272).

The State of Texas justice systems operate under *Penal Code Title 5: Offenses against the Person*. Texas Police Departments use the Penal Code as guidance to respond adequately to domestic violence. Police officers refer to the Penal Code to determine Texas "family violence"

³ Mandatory pro-arrest advises law enforcement to arrest offenders when there is ample evidence of family violence.

assaults (Texas Legislature, Penal Code). Chapter 22 of the Penal Code lists the different illegal assaults and the role of protective orders in Texas (Texas Legislature, Family Violence Code). The Texas Domestic Violence Policy allows officers to use mandatory pro-arrests to remove aggressors from abusive homes.

Texas Title 1. Code of Criminal Procedure is also used by Texas officers to respond to domestic violence. Chapter 5 of this code explains the steps law enforcement follow to prevent family violence. In addition, chapter 5 describes the role of the responding officers and the different actions to take to eliminate domestic violence (Texas Legislature, Texas Title 1). Texas legislation does not address psychological, economical, and emotional abuse. Texas laws only address physical and sexual abuse of domestic violence. In the state of Texas, cities do not have separate laws for domestic violence. Instead, operate under the Texas Penal Code and Family Violence Code⁴ (Dallas Justice).

Protective Orders

Protective Orders are specific orders a victim obtain to protect themselves from their abuser. Protective orders play a vital role in the domestic violence community. A protective order is a legal document, which requires an abuser to remain 500 feet away from where a victim work or live. The order instructs offenders not to commit acts of family violence, threaten, nor use others to threaten, or stalk the individual who is requesting protection. Typically, a protective is valid for two years (Dallas County District Attorney's Office).

A protective order has some advantages. The order is flexible and offer different forms of protection. A Judge can impose punishment onto an offender once evidence proves the offender

⁴ Dallas operates under the Texas Penal Code and Family Violence Code

has violated a protection order. However, costs can obstruct a victim from obtaining an order when having to secure the services of an attorney and other resources. A protective order can be delayed when no arrest provisions are visible before a hearing date. Delaying a protective order can allow violent suspect access to the home and inflict more assaults onto victims (Stalnaker and Shields, 1994, p.30).

Unfortunately, a protective order often does not offer victims full security. A protective order is literary a request for the suspect to follow. Protective orders do not always keep abusers 500 feet away, and do not eliminate the threat of physical harm. Offenders often ignore the protective order and commit a criminal offense, or ignore the protective order when they believe risk of arrest is low (e.g. alone with victim). After ensuring immediate safety, the role of the responding officer is to provide victims with security options; police often recommend a protective order as one (Hollenshead and Dai,2006, p.273). Given the weakness of the protective order to ensure safety, officers should advise victims to continue to take necessary safety precautions.

History on Police Training

Law enforcement has drastically changed their attitudes toward the problem of domestic violence. Until the mid 1980's, police considered domestic violence a private matter that did not require public intervention. Police officers generally found domestic violence calls unenjoyable, unimportant, and unrewarding (Zorza 1992). Police departments either ignored or delayed responding to domestic violence calls. When law enforcement did respond, officers rarely did anything about the situation, and some officers even laughed in women's faces. Often law enforcement forced aggressors to leave the home to calm down. Abused women were forced to

leave their household because police believed it was the man's "home." (Zorza, 1992, p.47-48).

The Women's Battered Movement was the reason police training on domestic violence was established. The outcry for a domestic violence response (which took into account the danger of the situation and women's rights) was so heavy, that it caused a major shift in the criminal justice system. By the 1980's, police departments and courts began to address domestic violence as a legitimate problem. Even with the criminal justice system attempt to eliminate domestic violence, police departments and courts continuously failed to implement domestic violence laws (Lemon, 1999, p.67).

Police training for the most part failed to address domestic violence. The little training available merely informed police officers on the seriousness of domestic violence calls. Police officers, who were either aging, temporary disable, on leave, or on special duty restriction due to an ongoing investigation, were the ones to administer domestic violence training for other officers (Zorza, 1992, p.49). Law enforcement training on domestic violence began to improve in the 1990's. As domestic violence became a crime, the dynamics of domestic violence increased; officers began to use new techniques in evidence documentation and victim interviewing. Thereafter, police officers' interest, behavior, and skill set for domestic violence improved (Smithey, et al., 2004, p. 310).

Police departments have increased requirements for officers to train on domestic violence. The District of Columbia requires new police officers to undergo twenty hours of training on domestic violence. In training, officers learn of Columbia's new mandatory arrest law and allow officers to acknowledge any concerns with using violence to deescalate domestic violence disputes

(Stalnaker and Shields, 1994, 30). Police officers put their safety at risk when responding to family violence calls. Statistics has proved officers are murdered more in a domestic violence incident, than any other type of police incident (Eigenburg, et al., 2012, p.135). Intimate partner violence is a serious crime and needs training to provide officers with comprehensive investigation and operational skills. Having law enforcement undergo training, influences police departments to follow correct policies and practices regarding domestic violence (Blaney,2010, p. 363-364).

Framework

This paper assesses the police domestic violence training program at Dallas Family Violence Unit. It uses working hypotheses as a framework of analyses. A conceptual framework connects research questions and data collection methods. The criteria used to assess the training program are imbedded in the working hypotheses (Shields, and Rangarajan, 2013, p.110). Chapter 4 fully develops the framework.

Chapter Summary

This Chapter examined key terms and underlying domestic violence related legislation. This ARP uses these topics to develop the police domestic violence training assessment criteria.

Chapter 4

Chapter Purpose: Overview of Conceptual Framework

This chapter develops a framework to analyze police domestic violence training. Dr. Lundvall's knowledge taxonomy should help agencies sift through the different types of knowledge needed for effective domestic violence training for law enforcement. This chapter reviews the literature of the *know-what, know-why, know-how, and know-who* knowledge that belongs in police trainings. Dr. Lundvall's four principles helps formulate a set of working hypotheses⁵ to assess police training on domestic violence.

Knowledge management

Learning transpires when individuals share their data, information, and knowledge (Psarras, 2006, 87). Knowledge is essential information captured by understanding and being conscious, through research, investigation, observation, and experience (Ruiz, 2010, p.10). According to Psarras (2006), knowledge management ensures an organization's knowledge is applied fully, through transferring it, representing it, and making it available to promote its use (p.87). Knowledge management continues the cycle of learning and training (Ruiz, 2010, p.10).

Knowledge management provides approaches to develop, disburse, and use knowledge in means that add value to activities (Ruiz, 2010, p.10). Knowledge management involves ways that permit an organization to confiscate and organize its assets. Knowledge management also encourage organizational knowledge to consistently develop and grow to enhance operations. Knowledge management is a key element in learning organizations (Ruiz, 2010, p. 11).

Knowledge Types

⁵ Working Hypothesis: denotes for further investigation to discover critical facts (Shields and Tajalli, 2006)

Psarras (2006) discusses two types of managed knowledge: *explicit and tacit*. **Explicit** knowledge is located in textbooks, mathematical calculations or technical knowledge. This type of knowledge includes concepts, information, that can be coordinated into policies and procedures (Ruiz, 2010, p.14). Police departments provide explicit knowledge through guidelines, orders, and operating procedures.

People who contain specific knowledge convey **tacit** knowledge. People, who have mastered tacit knowledge, describe and demonstrate this knowledge with skills and experience (Psarras, 2006, p.87). Ruiz (2010) mentions how organizations use tacit knowledge through daily experiences, to perform the ingrained skills they have developed. Experience is a key element to tacit knowledge because it allows individuals to solve practical problems (Ruiz, 2010, p.15). Explicit knowledge is relation to tacit knowledge because their components complement each other (Ruiz, 2010, p.15). An example of tacit knowledge is investigation skills. The following summarizes two knowledge taxonomies that provide a framework categorizing knowledge (Ruiz, 2010, p.15).

Knowledge Taxonomy Categories

The first taxonomy defines knowledge into four dimensions: *explicit, tacit, personal and common* (Ruiz, 2010, p.15). The first dimension, *explicit*, unfolds the knowledge process and reflects skills achieved through performances. Explicit knowledge leads to formalization and codification (Tywoniak, 2007, p.62). *Tacit* includes the nature of knowledge process (Tywoniak, 2007, p.61). *According to Ruiz (2010)*, tacit knowledge occurs when knowledge is used, and further knowledge is generated (Ruiz, 2010, p.15). Tywoniak (2007) notes there is a personal

dimension to knowledge because it is stored in individuals' organs, such as their brain and nervous system. Personal knowledge also consists of the behavioral rules developed through reduction of environment uncertainty (Tywoniak, 2007, p.61). Finally, *common* knowledge refers to the ingrained nature of knowledge, where knowledge is provoked in an interactive environment (Ruiz, 2010, p.16).

The second taxonomy categorizes knowledge as *situational, conceptual, procedural, and strategic*, in reference to problem solving. *Ruiz (2010)* defines *situational knowledge* as knowledge concerning circumstances in a problem. Individuals are able to use knowledge of the problem to explore important features of the problem, and if necessary, provide additional information to solve the problem. *Conceptual knowledge* is knowledge about facts, concepts, and principles of a problem. Conceptual knowledge also serves as additional knowledge used to solve problems. *Procedural knowledge* enables the problem solver to make conversions to one problem circumstance to another. *Strategic knowledge* is useful knowledge. It helps people organize their problem solving procedures and create solutions to solve problems (Ruiz, 2010, p.16).

The two taxonomies mentioned above improve the knowledge-classification process. Nonetheless, the different knowledge's involved in police training on domestic violence requires an even more thorough process. This process involves using Lundvall's knowledge taxonomy to place knowledge components into one categorical structure. Before transitioning to Lundvall's knowledge taxonomy, this paper looks at how people think. One approach to looking at how people think is through Bloom's Taxonomy (Ruiz, 2010, p.16).

Bloom's taxonomy:

In 1956, Bloom's Taxonomy was created. Bloom's Taxonomy classifies thinking into six cognitive levels of complexity. Bloom's Taxonomy original version consisted of these six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Eventually, Bloom's Taxonomy altered to these six levels: remembering, understanding, applying, analyzing, evaluating, and creating. There are two main points in understanding the way people think. First, it creates an organized arrangement of the processes of thinking and learning. Second, these organized arrangements allow instructors to gauge students understanding. Instructors can focus on specific points once he/she measures student understanding (Ruiz, 2010, p.16).

Training styles can be developed and improved by identifying how knowledge is obtained. Lundvall's knowledge taxonomy is used to achieve how knowledge is obtained. Whereas, Bloom's Taxonomy is used for understanding thinking, but Lundvall's taxonomy provide students with knowledge to influence their decisions (Ruiz, 2010, p.17).

Lundvall's Knowledge Taxonomy

Dr. Bengt-Ake Lundvall's knowledge taxonomy helps organize and comprehend knowledge better (Schmidtchen, 2006, 150). Lundvall's taxonomy groups significant knowledge into four divisions: *know-what*, *know-how*, *know-who*, *know-why*. *Know-what* refers to knowledge about facts. *Know-how* involves skills and abilities. *Know-who* refers to who know what and who know who. *Know-why* includes causes and effects. Lundvall's knowledge taxonomy is used to understand and organize knowledge needed for police training on domestic violence.

Know-what (WH1)

According to Schmidtchen (2006), Lundvall's know-what knowledge includes facts of knowledge people store in their brain. In trainings, developing know-what knowledge contain facts about domestic violence. These facts include history, laws, and impacts. When practiced correctly, *know-what* provides factual evidence that supports effective performance (Schmidtchen, 2006, 152). Know-what knowledge can be broken down into pieces (Lundvall, p. 5). This knowledge is stored and codified, and made accessible to users (Schmidtchen, 2006, 152). Lundvall's *know-what* principle is an example of *explicit* knowledge. Thus would expect:

Working Hypothesis⁶ 1: City of Dallas police training on domestic violence provides adequate “know what” training.

History (WH1a)

This know what knowledge provides the “big picture” of domestic violence. History on domestic violence is valuable *know what* knowledge because it lays the foundation of reasons and facts, that explains why domestic violence is crime. It is important for officers to know about early history and how the United States first accepted domestic violence as legal behavior. Police training should to teach officers the history of how the U.S. shifted the country's attitude to negatively viewing domestic in the United States. Training should provide the know-what knowledge of how community resources were developed to service victims of abuse. Law enforcement should learn about mandate reporting and how health organizations created a change in domestic violence.

Police training know-what knowledge should inform officers on how husbands used

⁶ Working Hypothesis (WH) highlights a domestic violence topic in the literature

“physical chastisement” to abuse women and children (Stalnaker and Shields, 1994, p.29). Police trainings should include major events, such as the “Women's Battered Movement”, that shifted the United States attitude about domestic violence (U.S. National Library on Medicine, 2013). History also teaches important terms that appear in legal language. Trainers should use history to define domestic violence, family violence, intimate partner violence, victim, offender, and other frequent terms found in legal language. Trainers should provide facts on how the creation of shelters, hotlines, centers, local organizations, etc, has helped victims of abuse in need (U.S. National Library on Medicine, 2013). Upon, exiting training officers should know the concepts of mandate reporting and guidelines for medical professionals (Culrose, 1999, p.115). More facts of history can be included in domestic violence training.

Police Domestic Violence training *know-what* knowledge should provide officers with insight into how police officers first viewed family violence (Zorza, 1992, p.47). Ideally, this information will encourage officers to adopt a concerned attitude for family violence. History also leads officers to confront hidden emotions about family violence. However, it should provide officers with the appropriate attitude to have when responding to domestic violence. Officers should know specific facts about why police training on domestic violence began (Lemon,1999,p.67). This know-what knowledge is important because officers will be aware of the significance for undergoing training on domestic violence. Once learning the history of domestic violence, officers become better leaders and have more of a strategic vision when responding to family violence.

Working Hypothesis 1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence.

Laws (WH1b)

Laws on domestic violence are considered useful *know what* knowledge that domestic violence training should cover. Training should not spend a great amount of time on legislation but mention basics of family violence laws (Paisner,2007, p. 6). Training on legislation allows law enforcement to be familiarized with key terms of domestic violence, such as the terms mentioned earlier. The know-what knowledge of federal legislation on family violence should be included in police trainings. Police officers should learn facts about the United State's original response to family violence. In addition, officers need to know state and local laws of domestic violence. The *know-what* category of police training should include the purpose of a protective order.

Police training should incorporate the following legislation (*know-what*):

1. "Family Violence Prevention and Services Act of 1984"
2. "Violence Against Women Act of 1994"
3. "Protective order"

and other state or local laws on domestic violence. For example, police departments in Texas would include the *Texas Penal Code 5: Offenses against the Person* (Texas Legislature, Penal Code) and the *Texas Title 1. Code of Criminal Procedure* (Texas Legislature, Family Violence Code) in police training on domestic violence.

7 1 Liane and Hagen, 1988, p.653

2 Hollenshead and Dai, 2006, p. 271

3 Dallas County District Attorney's Office

Police officers are in charge of enforcing laws, thus making laws on domestic violence relevant to police training on domestic violence. It is important for responding officers to know present laws because it helps ensure officers will follow current policies (Blaney, 2010, p. 364). To ensure a proper response to intimate partner violence, officers need to have the know-what knowledge of legal aspects stored and ready to use when needed.

Working Hypothesis 1b: City of Dallas provides training for police officer's on laws in domestic violence.

Impacts (WH1c)

Domestic violence is such a heavy subject. Research has documented the effects and impacts domestic violence has on both the victim and abuser, and the police department. Domestic violence training should make officers aware of these impacts.

It is important for training to inform police officers about personal negative effects of domestic violence disputes, such as emotional baggage, PTSD, stress, etc. Trainers' should define and explain why emotional baggage, PTSD, stress, etc. can be impacts from domestic violence (Paisner,2007, p.1). According to Blaney (2010), officers encounter frustration and negative emotions when intervening in family violence disputes. If one taught officers how to handle their emotional baggage, then officers would know to yield their emotions when responding to intimate violence calls. For example, a victim who defends their abuser causes the abuser not to receive the justice punishment he/she deserves, which motivate officers to become frustrated (Blaney, 2010, p. 363). Training should also include how secondary traumatic stress affects police officers. Responding officers to intimate partner violence, experience secondary stress due to the

nature of the dispute (Blaney, 2010, p. 367). Police training should explain how domestic violence affects law enforcement safety. Domestic violence calls result in aggressors assaulting police officers. If training taught officers what/who to take precautions against, officers are more likely to take the proper safety measures when responding (Johnson, 2011, p. 163). Officers, who are not aware of the impacts of domestic violence, respond irrationally and cause more conflict at crisis scenes.

Letourneau (2012) states officers need to know the impacts domestic violence has on victims. This pushes officers to respond appropriately to victim needs and to understand the behavior of victims (*Letourneau et.al.*, 2012, p.59). Domestic violence training should make officers aware of these following impacts on victims:

- Negative effects on victims' mental health and social function
- Emotional distress, which causes victim to seek psychological support (*Letourneau, et. al.*, 2012, p. 586).

Domestic violence abuse can cause victims to experience other impacts not mentioned above.

A British Crime Survey reported over half the people who suffered from domestic violence in previous year (1998), either lived with a child aged sixteen years or younger. *Devany* (2015) reports one million children have been exposed to domestic violence in the United Kingdom (*Devany, 2015, p.80*). Police training on domestic are to include the effects domestic violence has on children. Domestic violence training should include the following impacts on children.

Domestic violence training need to involve the different ways domestic violence affects burden children. *Devany* (2015) explains children living with domestic violence experience neglect,

physical and/or sexual abuse. Parents are often unable to meet the physical, emotional, or supervisory needs of their children, when physically injured or have poor mental health themselves. Children are at risk of harm when they intervene at the time of an assault. Youth experience injury when being carried by the adult victim at time of violent incident (Devany, 2015, p.83). Family Violence can affect a child's mental health before birth. During pregnancy, a mothers' inability to protect themselves from their abuser can result in injury to her unborn child. More so, mothers' even miscarriage due to medicals strain of family violence (Devany, 2015, p.84).

Officers should learn the *know-what* component of how children of domestic violence interact with peers. Typically, children living with domestic violence are more like to exhibit behavioral and emotional problems, and get into conflict with peers who do not live with domestic violence. According to (Devany 2015), victimized children can experience high levels of behavioral and emotional disturbance (p.85). For example, a child who suffers from domestic violence, behave violently towards a child who lives in a non-abusive household.

If law enforcement officers know varying impacts of domestic violence, they have the ability to respond more efficiently and effectively to domestic violence. Providing police officers with the knowledge about the after effects of domestic violence can help officers prepare mentally, physically, and emotionally, as they respond to domestic violence. Officers who understand these impacts are better prepared to deal with children during a family violence incident.

Working Hypothesis 1c: City of Dallas training provides police officers of the impacts from domestic violence.

Know-how (WH2)

Know-how knowledge involves learning and practicing of a technique or skill. Lundvall's know-how principle improves techniques and skills. Know-what knowledge is acquired through facts but *know how* is gained by practicing a skill or technique (Schmidtchen, 2006, p.151).

Knowing how is stored knowledge and used to accomplish complex tasks (Lundvall, p. 6).

Examples of know-how knowledge are intervention and investigation skills. Schmidtchen (2006) distinguishes education and training. He says training is the *process* for learning how. Training is a progressive process where people master a technique, rather than learning facts swiftly. Naturally people use practices they rarely or do not understand. Knowing-how allows people to quickly comprehend procedures and techniques through practice. This knowledge promotes the want to learn further knowledge of the same type. Know-how knowledge reinforces specific techniques and skills through learned behavior (Schmidtchen, 2006, p.151) This category of knowledge is an example of *tacit* knowledge. Thus would expect:

Know-how (WH2)

Working Hypothesis 2 (WH2): City of Dallas police training on domestic violence provides adequate “know how” training.

Intervention Skills (WH2a)

Domestic Violence training on *know-how* knowledge is needed when law enforcement intervenes in intimate partner violence. Domestic violence calls are relatively frequent, filled with

high emotion and uncertainty, and can escalate to injury or death, resulting in police officers needing to receive training on crisis intervention (McKean, and Hendricks, 1997, p. 284). When responding to domestic violence, officers need to display and deliver skills of crisis intervention. The purpose for intervention is for police officers and the person in crisis to collaborate. The goal is to restore the victim's ability to know how to survive their abuse and link them to proper resources for help (McKean and Hendricks, 1997, p.282-283).

There are many *know how* skills training should provide in police departments. The responding officers are to first use *analytical skills* to recognize potential threats to their personal safety before entering a domestic violence scene. After confirming the safety of the scene, officers need to use *authority skills* to separate the offender and victim (Ciampi, 2002, p. 52). Police training need to educate law enforcement on how to access the different types of conflicts that occur when responding to family violence. They should “know-how” to decipher if the responding call involves family fighting, intimate partner violence, emotional or physical abuse, violations of a court order (protective order), sexual offenses, drug/alcohol intoxication, or suicidal/homicidal actions (Ciampi, 2002, p. 52).

Police officers should use *communication skills* when intervening in domestic violence (McKean and Hendricks, 1997, p. 280). Officers need to know how to communicate effectively and safely with the assailant and victim. Officers can use communication skills such as using specific language, tone, wording, and etc. For example, officers need to restrain from using the word “why” while speaking with victims. Paisner (2007) notes officers should limit their questions to “what” and “how” in domestic violence disputes (Paisner, 2007, p. 6). This reduces tendencies of

blame on officers. Also, officers should know how to ask appropriate questions to victims and offenders. Responding officers need to recognize how to speak to the issues of domestic violence cases. Training should teach officers how to articulate what is being observed at crisis scenes and how to describe it through writing (Blaney, 2010, p. 358-359). Exercises and simulations are effective tools officers can use to master intervention skills. Officers are not only limited to these specific skills when intervening in domestic violence disputes.

Family Violence calls are dangerous or even life threatening for officers (Ruff, 2012, p.286). Hence *conflict management* is a potentially lifesaving skill when answering family violence calls. Conflict management skills include but not limited to, meditation, effective listening, problem-solving, confrontation, and de-escalation skills (McKean and Hendricks, 1997, p. 283). The purpose of these skills is to help the victim to formulate choices and goals. Ideally, law enforcement officers should leave training with the skill to transition confrontational and rowdy conflicts to non-confrontational and calm conflicts (Ciampi, 2002, p. 52).

Working Hypothesis 2a: City of Dallas police domestic violence training provide skills on how to intervene in domestic violence.

Investigation Skills (WH2b)

Police training should teach officers how to properly investigate domestic violence disputes. Prosecutors rely on police reports to use for domestic violence cases (Nelson, 2014, p. 1). Police reports can be the only avenue for prosecutors to conclude whether to file criminal charges against suspects. Officers need to have protocols that furnish instructions on how to investigate domestic violence disputes. “In the United States, 70% off all non-arrest domestic

violence (DV) police investigations are rejected by prosecutors” (Nelson, 2013, p. 1). Prosecutors view police investigations as garbage, which cancels criminal charges against aggressors. Law enforcement is not providing an adequate amount of thoroughness in investigations (Nelson, 2013, p. 1). Police investigations are lacking the ability to include required evidence to force prosecution (Eigenburge, et. al., 2012, p. 134). This is why responding officers need exclusive investigation skills to complete reports. Police reports are very vital for the prosecution phase. (Nelson, 2014, p. 2).

Proper domestic violence investigation generally requires simple skills. Officers should use an *evidence-based approach* when gathering evidence at crisis scenes. This approach involves officers to use photography and videography skills to record brutal injuries on complainants and video the nature of crime scenes. Officers should also use *know how* investigation skills to gather witness statements, apology notes from offenders, and valuable crime evidence (Eigenburge, et.al., 2012, p. 133).

Nelson (2004) suggest officers to use interviewing skills to strengthen investigations during intimate partner violence altercations. If children are present at the scene, officers should interview children and collect their testimonies of crisis incidents. Responding officers should also list children as secondary victims in their report. The responding officers should use interviewing skills to ask neighbors about what they have witnessed or heard from the domestic dispute (Nelson, L. Eric, 2004, p. 8). When officers have strong interviewing skills, they can obtain sufficient evidence. Strong interviewing skills transfer to better reports and in the long run that affect criminal charges against suspects.

Working Hypothesis 2b: City of Dallas provides police officers with training on proper investigation skills.

Know why (WH3)

Dr. Lundvall's know-why knowledge recognizes causes and effects. "Knowing why" expands the growth of knowledge (Swift, 2012, p.30). Know-why knowledge enables techniques and skills (*know-how*) to advance and reduce repetitive errors in experiments. Individuals' judgment and decision making wisdom is increased through know-why knowledge. This is a process of mastering *tacit* knowledge. Schmidtchen (2006) mentions how know-why knowledge clarifies how to use other categories of knowledge. When developing know-how knowledge, know-why knowledge sets an upper limit to improve performance (Schmidtchen, 2006, p.155). Basically, when individuals learn how *know-why* it is important to complete a specific task, they can understand the *know-how* greater. *Know-why* serves as a purpose to comprehend underlying purposes for actions. An example of know-why knowledge are behavioral reasons victims and offenders commit. Another example is officers understanding why to rely on training when responding to domestic violence. Thus would expect:

Working Hypothesis 3: City of Dallas police training on domestic violence provides adequate "know why" training

Offender and Victim Behavior (WH3a)

Police training should include know why knowledge because it helps explain why offenders and victims behave in domestic violence matters. Training should provide officers with theories on why men or women abuse their partners (Blaney,2010, p. 362). Stalans and Lurigio

(1995) note offenders, who may have experienced domestic violence as childhood, believe it is normal to handle conflicts with violence (p. 390). When taught why men or women abuse their intimate partner, officers are better equipped to improve responses to domestic violence. Also, officers will be better to control their frustration when answering to repeated domestic violence calls of same situations (Blaney,2010, p. 362).

Training should provide knowledge on why victims remain with their abusers (Paisner, 2007, p. 4). Victims stay with suspects because of the harm they encounter from aggressors if they leave (Stalans and Lurgio, 1995, p. 388). Upon many other reasons, victims do not report abuse to officers because of abusers' retaliation, reputation of being a victim, or believe contacting the police accomplishes nothing (Bachman and Coker, 1995, p. 92). *Know why* increases the like hood officers will be able to get victims to cooperate (Oehme and Martin, 2011, p. 400).

It is important to understand why victims decide to contact law enforcement (Bachman, Coker, 1995, p. 92). Victims resist calling law enforcement because they believe abuse is a private or personal matter, or want to protect the attacker (Miller, 2015, p. 108-109). Stewart et.al. (2013) note “fear” as a reason victim notifies police officers to report abuse. Complainants fret assaulters, which makes them call local law enforcement (Stewart, et. al., 2013, p. 275). When victims reach a “turning point” and finally want a change to happen, they contact police for help. These victimized individuals have experienced repeated abuse and finally want assaults to cease. Abused individuals contact police because they anticipate desired outcomes. This result charging a criminal file against suspects, getting help for offenders, or having the aggressor temporarily

banned from the home (Stewart, et. al., 2013, p. 276). There are other reasons why victims contact policemen.

When officers understand the behavior of victims and offenders, officers know why it is important to respond to domestic violence and follow training. The *know why* knowledge of domestic violence behavior motivates officers to respond adequately to intimate partner violence. Police training should incorporate Lundvall's know why knowledge of domestic violence behavior.

Working Hypothesis 3a: City of Dallas provide officers with reasons behind offender and victim behavior.

Why to respond to domestic violence (WH3b)

Police officers should know the safety benefits from domestic violence training. Training should educate officers on why to handle domestic violence calls in the specific manners (Blaney, 2010, p. 362). *Blaney* (2010) explains training serves as a “supervision” over police officers. “Supervision” ensures officers will use appropriate guidelines when responding to domestic violence (Blaney, 2010, pg. 364). This will promote a proper response to family violence calls. Training should remind officers that primary and secondary victims are at risk and thus need a police response (Bachman and Coker, 1995, p. 92). This understanding of law enforcement responsibility towards victims should lead officers to take each case seriously.

Police officers should be cognizant of the need to protect their personal safety (Eigenburge, et. al., 2013, p. 135). Training is important because it helps promote officer safety when responding to domestic violence.

Working Hypothesis 3b: City of Dallas training provides reasons why officers should be trained to respond to domestic violence.

Behavioral Patterns (WH3c)

Police officers should know behavioral patterns of domestic violence upon completing training. Family Violence training should look at patterns and typologies in domestic violence. One of the major keys to effective training is making the consistent behavioral patterns of domestic violence clear. Knowing routine behavior in domestic violence can aid officers to better understand the case they are approaching. When responding officers understand the dynamics, they become less frustrated at the scene of a domestic dispute (Paisner,1997, p. 2).

There are different pieces of knowledge police training should include about the behavioral patterns of domestic violence. Training should teach law enforcement to recognize what type of abuse the victim has received from their attacker in the past. Officers should be competent to decipher different types of abuse by understanding terminology. Training should examine and define the different terminology used in domestic violence (Blaney, 2010, p. 361). The following terms training should define are domestic violence, family violence, intimate partner violence, conflict, abuse, etc. Officers, who learn behavioral reasons of family violence, should also become educated to utilize dynamics to interpret why domestic violence occurs in the first place. That is why it is important for police training to incorporate the *know what* knowledge, to better understand the *know why* knowledge.

The dynamics of domestic violence is significant information that should be included in training. Examples of these behavioral patterns are how many times officers have already gone to

a resident's home for family violence and reviewing criminal history of the suspects. Police officers, who know behavioral dynamics, help increase victim safety and support. Officers who understand behavioral patterns of abuse are capable to enhance the processing of cases, and desire for assailants to be held accountable in the justice system (Blaney,2010, p. 356). When responding officers have knowledge about different facets of intimate partner violence, they are better equipped to support victims and their families. Officers knowing the dynamics will also encourage them to use specific intervention skills (*know how*) when responding to domestic violence (Blaney, 2010, p. 361).

Working Hypothesis 3c: City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence.

Know-who (WH4)

Lundvall's know-who knowledge refers to knowledge of others' abilities and resource. *Know-who* knowledge involves the method of networking with experts and honing in on their expertise (Schmidtchen, 2006, p.153). When officers have “know-who knowledge” they are able to refer victims to community resources. Officers are also are aware of key community stakeholders (e.g. children, offenders, police officers, social vendors, etc).

Thus would expect:

Working Hypothesis 4: City of Dallas police training on domestic violence provides adequate “know who” training

Community Resources (WH4a)

Community resources play significant roles in the domestic violence culture. Networking with community resources is a key element in delivering police training on domestic violence. Larger community resources have advocated for police training to incorporate the need for officers to collaborate with local programs (Blaney, 2010, p. 358). Victims typically move in a shelter to desire separation from abuser.

Police training should inform officers of experts to contact for helpless victims and include relevant programs that assist abusers and victims of domestic violence (Oehme and Martin, 2011, p. 400). It is crucial for officers to collaborate with community resources in order to meet the needs of complainants (Ruff, 2012, p. 296).

Victims can use community resources to escape abusive partners. Officers having knowledge of community resources can provide choices to sufferers and empower them to leave contemptuous relationships. Local organizations provide safety and legal aid for victims, which link victims to individuals who specialize in protection orders (Hollenshead and Dai, 2006, p. 272). Domestic Violence training should supply an intervention of community resources victims can utilize for assistance.

Devany (2015) reveals how children who are victims of domestic violence are in need of community resources. Police training should make officers aware of these relief resources, such as experts and groups that help children understand what has happened to them and their families,

tactics to overcome negative impacts of family violence, and motivation to move forward in their lives (Devany, 2015, p.89). These community resources may be counselors, support groups and other experts of family violence.

Adult victims have different needs for services. Police training should teach officers how to identify and be aware of these services, such as local shelters for victims and their children, and rape crisis centers. Another community resource is victim-witness assistance programs, which help dependent sufferers who are not financial capable to escape attackers. Officers should direct victims of abuse to community health agencies to receive medical aid (McKean and Hendricks. 1997, p. 284). Legal advocacy, counseling, women's group, and transitional housing are all community resources to help victims escape abusers (Hollenshead and Dai, 2006, p. 272). Police training can include many other community resources.

Working Hypothesis 4a: City of Dallas training provides police officers with knowledge about who to contact for resources to help victims.

Stakeholders (WH4b)

It is vital for police training to discuss stakeholders in domestic violence. Police training should inform law enforcement officers of the population affected by family violence. Below are the key stakeholders in domestic violence:

1. Children
2. Victims and Abusers
3. Police Officers

According to Devany (2015), there is growing awareness of children exposed to domestic violence, both as victim and witness. Children are able to experience domestic violence with different senses. Youth victims do not always physically see attacks, but can witness violence psychologically by being cognitive of the abuse (Devany, 2015, p. 82).

After police training, officers should know actors and participants in domestic violence. Officers should not wed to stereotypes. Either a female or male can inflict assaults onto victims (Paisner, 2007, p. 4). However, lower class males, who consume alcohol, are the most likely to attack police officers at response calls (Johnson, 2011, p. 164). Sufferers of abuse are the most vulnerable stakeholders in family violence.

When Police enter domestic disturbances, they became important stakeholders. Typically, officers are the first point of contact in most domestic violence calls. The responding officer(s) decisions does not only affect the current situation, but liable to affect the victim and offender long term (Ruff, 2012, p. 285-286). Law enforcement officers should know they are accountable for their actions and decisions at family violence scenes (Eigenburg, et. al., 2012, p.123). Know-who knowledge is important in training because it allows officers to recognize the stakeholders in domestic violence.

Working Hypothesis 4b: City of Dallas police domestic violence training provides officers with knowledge about the stakeholders of domestic violence.

Summary of Conceptual Framework

Lundvall's knowledge principles helped organized a model or set of working hypotheses to assess police domestic violence training. This ARP uses these working hypotheses to assess the

City of Dallas training on domestic violence for police officers. The findings from the evaluations offer improvements for Dallas City domestic violence training. A summarized version of the working hypotheses is located in **Table 4.1**.

TABLE 4.1-Conceptual Framework: *Connecting Working Hypothesis to the Literature*

Title: Police Training on Domestic Violence: Bengt-Ake Lundvall’s knowledge taxonomy principles

Research Purpose: This Applied Research Project (ARP) is presented in a triplex. First, this ARP uses Dr. Bengt-Ake Lundvall four knowledge taxonomy principles (know-what, know-how, know-why, know-who) to develop a police training assessment tool to evaluate family violence training. Second, this paper uses Lundvall's knowledge taxonomy principles to evaluate police officer’s domestic violence training in the City of Dallas. Third, the findings are used to provide recommendations to improve Dallas city police department training

Working Hypothesis	Scholarly Support
WH1: City of Dallas police training on domestic violence provides adequate “know what” training.	
WH1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence	Stalnaker and Shields(1994), Culros (1999), Zorza (1992), U.S. National Library on Medicine (2015), Blaney (2010), Lemon (1999)
WH1b: City of Dallas provides training for police officer's on laws in domestic violence.	Paisner (1997), Blaney (2010), Texas Legislator, Hollenshead and Dai (1996), Liane and Hagen (1999), Dallas County District's Attorney Office
WH1c: City of Dallas training provides police officers of the impacts from domestic violence.	Paisner (2007), Blaney (2010,) Johnson (2011), Letourneau,et. al.(2012)
WH2: City of Dallas police training on domestic violence provides adequate “know how” training.	
WH2a: City of Dallas police domestic violence training provide skills on how to intervene in domestic violence	Ruff (2012), McKean and Hendricks (1997), Ciampi(2002), Paisner (2007), Blaney (2010).
WH2b: City of Dallas provides police officers with training on proper investigation skills .	Nelson (2013), Eigenburge et. al. (2012), Nelson (2014)
WH3: City of Dallas police training on domestic violence provides adequate “know why” training	
WH3a: City of Dallas provide officer's with reasons behind offender and victim behavior .	Blaney(2010), Paisner(2007), Oehme andMartin(2011), Bachman and Coker (1995), Stalans and Lurigio(1995), Miller(2015), Stewart, et. al.(2013), Devany (2015)
WH3b:City of Dallas training provides reasons why officers should be trained to respond to domestic violence .	Blaney (2010), Bachman and Coker (1995), Eigenburge et. al., (2013).
WH3c: City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence.	Paisner (1997), Blaney (2010)
WH4: City of Dallas police training on domestic violence provides adequate “know who” training.	
WH4a: City of Dallas training provides police officers with knowledge about who to contact for resources for victims.	Blaney (2010), Oehme and Martin (2011), Ruff (2012), Hollenshead et. al. (2006), McKean and Hendricks (1997), Devany (2015). Stalnaker and Shields (1994).
WH4b:City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders of domestic violence.	Eigenburg, Helen, et. al. (2012), Ruff (2012), Paisner (2007), Blaney (2010), Johnson (2011), Devany (2015)

Summary Chapter

This chapter examines knowledge management and its types. This chapter also focuses on Bloom's taxonomy. Chapter 4 goes into detail of Dr. Lundvall's four knowledge principles used to assess police training on domestic violence. Effective police training on domestic violence helps officers to respond adequately to family violence.

The next chapter discusses the methodology (case study) used to assess domestic violence training at Dallas Police Department.

Chapter 5

Methodology

Chapter Purpose

This Applied Research Project uses the case study method to explore how the City of Dallas Police Department conducts police training on domestic violence. Lundvall's taxonomy has never been formally used to study police training, which makes this research exploratory. Typically, exploratory studies satisfy the researcher's concern and interest to better understand or enlighten the researcher on a specific topic (Swift, 2010, p.41). Shields and Tajalli (2006) explain how exploratory research connects to the working hypotheses, which comes from the literature or personal experience. Therefore, the researcher must be able to collect evidence that either supports or fails to support expectations of the working hypotheses (Shields and Tajalli, 2006, p.320). The tables presented in this chapter, operationalizes the conceptual framework (Shields and Tajalli, 2006). This case study uses document analysis and structured interviews to determine the knowledge learned during and after police training on domestic violence.

Operationalization of Conceptual Framework

This case study uses structured interviews and document analysis. Using multiple sources of evidence, grants more validity to findings (Swift, 2010, p.41). Below is *Table 5.1*: operationalization table of Lundvall's knowledge principles using WH1, WH2, WH3, and WH4. The tables also include a body of sub hypotheses⁸ of the working hypotheses.

⁸ Sub hypotheses: category used to connect the data or evidence (Shields and Tajalli 2006)

Table 5.1 connects the working hypothesis to the modes of data collection (interviews and document analysis). These are contained in the 1st or 2nd column. In the third column details of collection (e.g. the specific interview questions are presented. For example, WH3a deals with knowledge about the reasons behind offender and victim behavior. This WH is tested using Dallas Family Violence Unit Standard Operating Procedure and police officer interview questions (Column 2). In column 3 a question that directs analysis of the document is presented (Do these documents explain reasons for victim and offender behavior of domestic violence). In addition, an interview question is specified (“What did you in police training about victim and offender behavior?”).

TABLE 5.1-Operationalization Table of the Conceptual Framework

<p>Title: Police Training on Domestic Violence: Bengt-Ake Lundvall’s knowledge taxonomy principles Purpose: This Applied Research Project (ARP) is presented in a triplex. First, this ARP uses Dr. Bengt-Ake Lundvall four knowledge taxonomy principles (know-what, know-how, know-why, know-who) to develop a police training assessment tool to evaluate family violence training. Second, this paper uses Lundvall’s knowledge taxonomy principles to evaluate police officer’s domestic violence training in the City of Dallas. Third, the findings are used to provide recommendations to improve Dallas city police department training</p>		
Working Hypothesis	Method	Questions
WH1: City of Dallas police training on domestic violence provides adequate “know what” training.		
WH1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents demonstrate history of domestic violence was included in domestic violence? 2. How well does Dallas police training incorporate history in domestic violence training?
WH1b: City of Dallas provides training for police officer’s on laws in domestic violence.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents include and define a protective order? 2. How does the Dallas police training explain what a protective order is and the importance of it?
WH1c: City of Dallas training provides police officers of the impacts from domestic violence	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents incorporate the impacts from domestic violence? 2. What impacts of domestic violence did you learn about in training?
WH2: City of Dallas police training on domestic violence provides adequate “know how” training.		
WH2a: City of Dallas police domestic violence training provide skills on how to intervene in domestic violence	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents demonstrate intervention skills were included in training? 2. What intervention skills did you learn from Dallas police training?
WH2b: City of Dallas provides police officers with training on proper investigation skills .	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents demonstrate investigation skills were included in training? 2. What investigation skills did you learn in Dallas police training?
WH3: City of Dallas police training on domestic violence provides adequate “know why” training		
WH3a: City of Dallas provide officer’s with reasons behind offender and victim behavior .	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents explain reasons for victim and offender behavior of domestic violence? 2. What did you learn in Dallas police training about victim and offender behavior?
WH3b: City of Dallas training provides reasons why officers should be trained to respond to domestic violence.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents include why officers should be trained to respond to domestic violence? 2. What did Dallas police training teach you in reference to why you should respond to domestic violence?
WH3c: City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents discuss why to recognize behavior patterns of domestic violence? 2. What did Dallas police training teach you in why to recognize behavior patterns of domestic violence?
WH4: City of Dallas police training on domestic violence provides adequate “know who” training.		
WH4a: City of Dallas training provides police officers with knowledge about who to contact for resources for victims.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents prove community resources were included in training? 2. What community resources did you learn about in Dallas police training?
WH4b: City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders of domestic violence.	Document Analysis: Dallas Domestic Violence Unit Standard Operating Procedures (SOP) Interview: Police Detectives	1. Do these documents state the stakeholders of domestic violence? 2. Which stakeholders did you learn about in Dallas training on domestic violence?

Research Method

This research study utilizes Lundvall's knowledge principles to explore the way city of Dallas conducts police training on domestic violence. This case study uses structured interviews and document analysis to detect what knowledge learned by police officers during and after training on domestic violence. This case study should lead to recommendations to enhance police training on domestic violence.

Structured Interviews

Swift (2010) mentions how interviews usually reap higher response rates. Ruiz (2010) points out interviews serves as an advantage to have "access to individuals who have an in-depth knowledge of the subject." However, interviews can be a disadvantage due to interviewer's clarity of responses (Swift, 2010, p.47). Structured interviews are solid evidence for this research purpose. Police training on domestic violence is delicate information, which limits access by the public.

Interview questions come from the literature, through working hypotheses. Each interview question assimilates to it's own working hypothesis.

This research used structured interviews as an essential source to compile findings. Attached is a copy of the interview questions in *Appendix B*. The opened-ended interview questions derived from the literature review, to prove if evidence reflects the suggested exploratory knowledge needed in domestic violence training.

Structured interviews were the first data collection method for this case study. Each police officer (detective) in the city of Dallas has trained on how to respond to domestic violence calls. The structured interviews were aimed towards specialized detective officers in the Family Violence Unit. Family Violence detectives all received the same initial domestic violence training (cadet training) as first responding officers. Once promoted to the Dallas Family Violence Unit, detectives participate in more intensive domestic violence training. Detectives have more in-depth knowledge of the subject, domestic violence. Even though detectives are not the first responders to domestic violence calls, they are still responsible for learning on how to respond to calls adequately.

Sample: Structured Interviews

Currently, the City of Dallas only has 23 Family Violence detectives. Due to time restrictions, only eight detectives participated in this study. Each detective supports responses to all ten interviews questions. The interviews took place on March 21, 2017, at Dallas Police Headquarters, Jack Evans, in the Family Violence Unit Conference room. Each interview lasted from 30-45 minutes.

Each detective was selected conveniently based on his or her schedule availability. Research Methodology defines convenience sample (availability) as “is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study” (Research Methodology, 2017). Emerson (2015) states convenience sampling consists of individuals who fit the criteria of a study in any way possible. Convenience sampling help researchers obtain the number of participants they desire.

The way participants are gathered can easily influence the results by presenting unexpected or uncontrolled factors (Emerson, 2015, p.6).

The participating officers were all experienced ranging from eight to 25 years. The median year of experience is 10. There were two female interview participants and six male interview participants. Attached is a list of each detective experience in *Appendix C*. The interview questions explored if the suggested know what, know how, know why, and know who knowledge is covered in Dallas city family violence training.

Document Analysis

Document analysis is one of the methods used to assess Dallas Police Department training manual on domestic violence. Ruiz (2010) explains that document analysis has two major advantages. First, document analysis has the capacity to support working hypotheses independently. Second, working hypotheses supplement evidence from the structured interviews. In addition, there is a disadvantage in the terminology used in documents, which can be unfamiliar to the researcher. There is also a disbenefit in the time needed to review the document (Ruiz, 2010, p.41). Document analysis test the working hypotheses developed through Lundvall's knowledge principles. Document analysis will allow the researcher to determine what *know-what*, *know-how*, *know-why*, *know-who* knowledge is attained in the city of Dallas Family Violence Unit Standard Operation Procedures (SOP) manual. Attached is a copy of the SOP in *Appendix D*.

Sample: Document Analysis

Document analysis is the second collection method that used for this project. Dallas Family Violence Unit Standard Operating Procedures manual (used for training purposes) was analyzed to decide what degree of Lundvall's principles are embedded to train detectives on domestic violence. The researcher reviewed for the manual for its applicability. The documents analyzed in this research include training guidelines, course materials, and standard policies and procedures.

Human Subject Protection

This case study uses human subjects through structured interviews. Swift (2010) explains it is essential in social research to not cause any harm to research subjects. Concerns may vary from voluntary participation, confidentiality, and anonymity. This study ensures all participation is voluntary, and all participants remain confidential.

There are no foreseeable risks this research has on the subjects. The responses given by participants determines recommendations to enhance police training on domestic violence. Interviewees' responses also determine if Dallas Police Department utilizes Lundvall's knowledge taxonomy principles in family violence training. This case study cannot guarantee full anonymity but ensures confidentiality. Participants' identities are not revealed in this Applied Research Project. The researcher is the only person with access to individual responses.

By Federal law, Texas State University has to have an institutional review board (IRB). This organization is responsible for protecting the rights and welfare of human research subjects. The IRB reviews and approves proposed projects to ensure federal guidelines and ethical regulations.

The IRB approved this project exempt⁹ on February 28, 2017. The exemptions application for this project is **2017301**. Attached is a copy of exemption in *Appendix E*.

9 The IRB determines if proposed research meets all precedents to be classified as true exemption; refer to <http://www.txstate.edu/research/orc/IRB-Resources/information.html> to see exemption categories

Chapter 6

Results

Introduction

This chapter presents and summarizes the results of the interviews with Dallas detectives and analyses of the Dallas Family Violence Unit Standard Operating Procedures. This case study used the collected data to evaluate domestic violence police training. Lundvall's knowledge principles organize the findings:

- Know-What
- Know-How
- Know-Why
- Know- Who

Know what

WH1: City of Dallas police training on domestic violence provides adequate “know what” training.

“Know what” includes the facts individuals store in their brain.

History (WH1a)

Individuals should learn about the history of their profession. They need to know the roots and background of what prompted a law to enact and or a certain change to occur. Learning about the origin of domestic violence aids law enforcement officers to understand why domestic violence is a crux and why family violence laws are set in place.

Interviews

Participants' responses to WH1a were identical. All participants agreed they **did not** learn about the roots and background of domestic violence. Two officers expressed history over domestic violence does not benefit them in the field, ".....history does not keep the aggressor from attacking assailants, nor keep me safe from the aggressor" (Anonymous, personal communication, March 21, 2017.) Table 6.1 list a few responses to the question related to WH1a.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) does not address the history of domestic violence. The manual fails to mention any universal changes in the way domestic violence has evolved. The SOP lacks the ability to train officers on the history of domestic violence. Table 6.1 list the results found in this document analysis in reference to WH1a.

Level of Support

Based on interviews and document analysis, WH1a had a failed support. Due to time constraints, only 8 detectives were interviewed. With this limited number of interviews, results can be bias. All detectives agreed City of Dallas training does not cover historical facts about domestic violence.

TABLE 6.1- Working Hypothesis 1a (WH1a) Results

WH1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence.		
Method	Question	Responses/ Findings
Interviews with Family Violence Detectives	How well does Dallas police training incorporate history in domestic violence training?	<ul style="list-style-type: none"> City of Dallas does not discuss the basic history of domestic violence
Document analysis:	Do these documents demonstrate history of domestic violence was included in domestic violence?	<ul style="list-style-type: none"> SOP documents does not address the history of domestic violence

Protective Order (WH1b)

A protective order is a security measure a victim can obtain to order aggressor to stay away.

Interviews

All detectives’ responses were consistent in response to WH1b. Each officer agreed training explained what a protective order is and the importance of the order. All detectives acknowledged how training stressed the importance and functions of a protective order. Interviewees agreed to learning what an emergency protective order is and to make an arrest if suspect violates order. Three officers mentioned training taught the different types of protective orders.¹⁰ Training taught participants the different levels of offenses for family violence laws. Most importantly, all officers learned Texas has a mandatory arrest law. Training taught officers it is required to arrest the aggressor¹¹ at each family violence scene. Table 6.2 includes responses to

¹⁰ See http://www.womenslaw.org/laws_state_type.php?id=592&state_code=TX&open_id=11138 to learn more about the different type of protective orders.

¹¹ If a victim claims an offense was made, officers are required to arrest the aggressor, even without proper evidence.

WH1b question.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) explains what an emergency and regular protective is and how important it is in domestic violence case. The manual includes the laws of Texas Family Code. The SOP documents define key terms such as family violence, dating violence, etc. Table 6.2 includes some findings from the document analysis for Wh1b.

Level of Support

Based on interviews and documents analysis, WH1b had strong support. All participants agreed training covered the needed legislation of family violence.

TABLE 6.2- Working Hypothesis 1b (WH1b) Results

WH1b: City of Dallas provides training for police officer's on laws in domestic violence.		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	How does the Dallas police training explain what a protective order is and the importance of it?	<ul style="list-style-type: none"> • Difference and importance of a regular and emergency protective order. • Mandatory arrest • Lawsuit against Texas, mandatory arrest law. • Texas Code of Criminal Procedures. • SOP manual to refresh on family laws
Document Analysis:	Do these documents include and define a protective order?	<ul style="list-style-type: none"> • Texas Family Code • Family Violence key terms • List of family violence offenses, such as stalking, assault strangulation, etc.

Impacts (WH1c)

Officers should know of consequences they encounter in the field. Moreover, with family violence being such a dangerous crime, officers need to learn personal effects of this tough, yet sensitive matter. Officers also should learn how domestic violence affects victims and offenders.

Interviews

Detectives had concordant responses to WH1c. All officers struggled to answer the question related to WH1c All participants agreed training **does not** mention the effects of domestic violence. All officers expressed they were not trained on the way family violence affects offenders, victims, and all parties involved. Detectives confessed training did not mention the burdens family violence has on police officers. Two male detectives stated, “ Even if we were offered therapy to cope with what we see in Family Violence, with police being a male dominant profession, officers probably would not go” (Anonymous, personal communication, March 21, 2017). Table 6.3 list some responses to interview question connected to WH1c.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) does not include any training on the impacts family violence has on victims, suspects, love ones, or police officers themselves. Table 6.3 encloses the results of the document analysis for WH1c.

Level of Support

Structured interviews and document analysis failed to support WH1c. Training did not

provide any information on the impacts of domestic violence.

TABLE 6.3- Working Hypothesis 1c (WH1c) Results

WH1c: City of Dallas training provides police officers of the impacts from domestic violence.		
Method	Question	Responses/ Findings
Interviews with Family Violence Detectives	What impacts of domestic violence did you learn about in training?	<ul style="list-style-type: none"> Dallas police training failed to address the impacts of domestic violence
Document analysis:	Do these documents incorporate the impacts from domestic violence?	<ul style="list-style-type: none"> Documents fail include any impacts of domestic violence.

TABLE 6.4- Summary research evidence for WH1.

WH1: Dallas County police training on domestic violence provides adequate “know what” training.			
Sub- hypotheses	Interviews	Documents Analyzed	Overall Support
WH1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence.	Failed	Failed	Failed Support
WH1b: City of Dallas provides training for police officer's on laws in domestic violence.	Strong	Strong	Strong Support
WH1c: City of Dallas training provides police officers of the impacts from domestic violence.	Failed	Failed	Failed Support
WH1 Overall Support:	Weak	Weak	

Know how

WH2: City of Dallas police training on domestic violence provides adequate “know how” training. “Know how” encompasses knowing and using techniques and skills.

Intervention Skills (WH2a)

Officers should learn how to intervene in a domestic violence incident safely. With family violence so dangerous, officers can ensure everyone safety with proper intervention skills. Individuals should rely on intervention skills and techniques when interfering in a domestic violence dispute.

Interviews

All participants were semi-consistent in their responses to WH2a. Each officer explained how training taught them to use *authority skills* to separate all parties (victim, suspect, and children, any other by standers) from each other. Overall, detectives stated, “The first thing I do once in the home, is separate the victim and the attacker” (Anonymous, personal communication, March 21, 2017). Only 2 officers mentioned training educated them to use *analytical skills* and approach a family violence call very slowly. Only 1 officer explained how training taught them to ensure everyone is safe at the scene. Only 1 officer explained that officers are to rely on safety training skills. Some examples he mentioned were not parking in front of the victim and suspect home, and to choose a safety stance on the scene. Table 6.5 includes some of the responses from interview question of WH2a.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) documents address how to intervene when responding to family violence disputes. The documents explain how officers are to clearly mark out route of locations and inform all other officers of pertinent information, “Detectives will mark out in route to the location via police dispatcher and request uniform officers to meet at a pre-designated location prior to arriving at the home visit location” (SOP, 2015, p. 23). The documents advise officers to approach family violence incidents tactfully and listen at door before intervening. The SOP trains officers to identify themselves and briefly explain to the suspect and complainant why they are there, and to remain vigilant and aware of their surroundings at all times. Table 6.5 lists findings of the document analysis of WH2a.

Level of Support

Based on interviews and document analysis, findings strongly support WH2a. City of Dallas training and SOP informs officers on how to intervene a family violence dispute.

TABLE 6.5- Working Hypothesis 2a (WH2a) Results

WH2a: Dallas County police domestic violence training provides skills on how to intervene in domestic violence		
Method	Question	Results/Finding
Interviewed Family Violence Detectives	What intervention skills did you learn from Dallas police training?	<ul style="list-style-type: none"> • Approaching methods • Safety risk skills • Authority Skills
Document Analysis:	Do these documents demonstrate intervention skills were included in training?	<ul style="list-style-type: none"> • Stating reason for home visit • Staying aware of surroundings

Investigation skills (WH2b)

Officers should know how to investigate a family violence case accurately. The skills learned in training are to help them collect solid and sufficient evidence. Officers should rely on investigation skills and techniques to gather sound information from each party involved.

Interviews

Detectives supported responses to WH2b. Training taught officers to use investigation and interviewing skills to collect reports and collect identification information from all parties at scene, and fill out family violence packets for victims. Noted that, one officer expressed training did not teach officers how to interview children properly, “...Now that you mention children, training did not teach us how to interview children” (Anonymous, personal communication, March 21, 2017). Detectives expressed they dislike seeing children at family violence scenes, “I typically not question children because I hate to see their faces” (Anonymous, personal communication, March 21, 2017). However, a recently promoted detective, stated “Kids do not lie”, and he questions children for answers. All officers admitted training taught them to use observation skills to look for inflicted/defensive wounds on victims, suspects, and witnesses, and review entire scenery for any

chaos¹². Most importantly, officers agreed training taught to look for any signs of strangulation¹³. Each officer also learned the importance of collecting photos of each family violence case and to use body cameras as tools to video all actions at the scene. Table 6.6 contains responses to WH2b interview question.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) manual includes vague investigation skills for officers. The documents states officers have to complete any appropriate paperwork. However, the SOP fails to label the paperwork in the manual, other than the DPD Home Visit Checklists. The documents train officers to use observation skills by using digital cameras and “body pen” trap cameras. Most importantly, documents train officers how to investigate protective orders to see if any violations have occurred. Table 6.6 lists results from the document analysis of WH2b.

¹² Officers are trained to observe if there is any damage to the home; as in furnisher, walls, bedrooms, etc.

¹³ Strangulation is an automatic felony offense.

Level of Support

Structured interviews and document analysis proves WH2b is strongly supported. All participants explained training taught how to investigate family violence incidents. Documents revealed training recommends investigation skills to officers.

TABLE 6.6- Working Hypothesis 2b (WH2b) Results

WH2b: City of Dallas provides police officers with training on proper investigation skills.		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	What investigation skills did you learn in training?	<ul style="list-style-type: none"> • Interviewing all parties at scene, plus neighbors • Completing family violence packet and reports • Observe scene and all persons bodies • Training failed to interview children
Document Analysis:	Do these documents demonstrate investigation skills were included in training?	<ul style="list-style-type: none"> • Manual just mentions what to investigate but not procedures on how to investigate • SOP fail to include interviewing skills for children

TABLE 6.7- Summary research evidence for WH2.

WH2: City of Dallas police training on domestic violence provides adequate “know how” training.			
Sub-hypotheses	Interviews	Document Analyzed	Overall Support
WH2a: City of Dallas police domestic violence training provide skills on how to intervene in domestic violence	Limited	Limited	Limited Support
WH2b: City of Dallas provides police officers with training on proper investigation skills.	Strong	Failed	Limited Support
WH2: Overall Support	Strong	Weak	

Know why

WH3: City of Dallas police training on domestic violence provides adequate “know why” training. “Know why” refers to the knowledge about causes and effects.

Victim and Offender Behavior (WH3a)

Training should educate officers on why suspects and victims behave in such matters. Officers need to understand why aggressors abuse and why victims remain to get abused. Once officers learn why such behaviors occur, they can offer support and make a helpful impact on everyone involved in family violence matters.

Interviews

Generally, the detectives interviewed, reported information in supportive to WH3a. The training taught them that a victim and suspect have been repeat participants of family violence. All detectives mentioned how training educated officers on why victims may stay in an abusive relationship. Seven officers noted that victims stay with assaulters due to love, economic

disadvantages, lack of education, etc, “Some victims get tired of getting busted in the mouth and realize it is time to go” (Anonymous, personal communication, March 21, 2017).

Seven participants mentioned training did not entail why offenders abuse their lovers. These officers stated reasons vary, and eventually find out why suspect abuses victim in interview process, “Most of them are just cowards and try to act like macho man” (Anonymous, personal communication, March 21, 2017). Out of the 8 officers, 1 officer could not remember if training taught the reasons why offenders and victims participate in domestic violence.

Document Analysis

Dallas Police Department Domestic Violence Unit Standard Operating Procedures (SOP) does not include any training information on victims and offender’s behavior of family violence.

Levels of Support

Based on interviews and document analysis, this ARP findings weakly support WH3a. All participants revealed training only provide reasons why victims remain in unsafe relationships. One female detective was ineligible to answer the question. The training document did not mention why victims stay with suspects to get re-abused, or why suspects abuse victims.

TABLE 6.8 – Working Hypothesis 3a (WH3a) Results

WH3a: City of Dallas police officer trainings provide officer's with reasons behind offender and victim behavior.		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	What did you learn in Dallas police training about victim and offender behavior?	<ul style="list-style-type: none"> • Discussed why victims stay in abusive relationships • Training failed to educate why aggressors abuse
Document Analysis:	Do these documents explain reasons for victim and offender behavior of domestic violence?	<ul style="list-style-type: none"> • Documents fail to include why victims remain to get abused and why assailants abuse victims

Responding to Domestic Violence (WH3b)

Family violence is very dangerous and officers should know why to respond to this heavy matter. Training need to inform officers on why their responses to domestic violence calls are important and crucial. Once officers know why their responses are vital, domestic violence call more quickly and efficiently answered.

Interviews

All participants were consistent in their responses to WH3b. All officers agreed training covered the importance of family violence. Training taught officers to respond to domestic violence because they are sworn in officers and “its their job”, “Other than it being my job to respond to calls, domestic violence calls are the most dangerous calls officers go on” (Anonymous, personal communication, March 21, 2017). Officers learned family violence is the most dangerous call and their reaction can sometimes reduce the level of violence between partners. The training educates officers on why they need to respond to domestic violence calls.

Document Analysis

The training documents explain how officers are to respond to domestic violence. Documents state all sworn officers are required to respond to all family violence disputes, “The policies and procedures of the Domestic Violence Unit will apply to both and sworn and non-sworn employees” (SOP, 2015, p.1).

Level of Support

Structured interviews and document analysis supports WH3b. All participants agreed training taught the severity of domestic violence disputes. Documents provided reasons why officers are to respond to domestic violence calls.

TABLE 6.9- Working Hypothesis 3b (WH3b) Results

WH3b: City of Dallas training provides reasons why officers should be trained to respond to domestic violence.		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	What did Dallas police training teach you in reference to why you should respond to domestic violence?	<ul style="list-style-type: none">• It is their sworn duty to respond to family violence• Domestic violence most dangerous call to answer
Document Analysis:	Do these documents include why officers should be trained to respond to domestic violence?	<ul style="list-style-type: none">• All sworn officers must follow SOP

Behavior Patterns (WH3c)

Training should educate officers on the need to recognize behavioral patterns of offenders and victims of family violence. If officers understand why it is important to recognize behavior patterns, this will help them approach domestic violence situations. When officers have knowledge about patterns of family violence, they are better able to understand offenders and victims behavior.

Interviews

Detectives had correspondent responses for WH3C. All officers reported that training taught them to review behavioral patterns of each family violence case before responding. Officers trained to review the criminal history of all suspects and complainants before traveling to family violence calls. They also learned in training that officers should research the 911 call history of each family violence dispute before responding. The training informed officers about why knowing the behavioral patterns of domestic violence cases are important.

Document Analysis:

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) instructs officers to conduct criminal history on suspects, "Conducting criminal history checks on suspects to determine if they have any prior family violence convictions" (SOP, 2015, p.8).

Level of Support

WH3c has strong support from structured interviews but weak support from document analysis. All participants expressed training explained why behavioral patterns are important in responding to domestic violence.

TABLE 6.10- Working Hypothesis 3 (WH3c) Results

WH3C: City of Dallas provides training to police officers on the behavioral patterns of domestic violence (calls).		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	What did Dallas police training teach you in why to recognize behavior patterns of domestic violence?	<ul style="list-style-type: none">• Discussed to check 911 call history• Discussed to check victim and offender criminal history• City of Dallas addresses behavior patterns of domestic violence.
Document Analysis	Do these documents discuss why to recognize behavior patterns of domestic violence?	<ul style="list-style-type: none">• Documents discuss looking at criminal history.• Discusses the dangerous of domestic violence.

TABLE 6.11- Summary research evidence of WH3.

WH3: City of Dallas police training on domestic violence provides adequate “know why” training.			
Sub-hypotheses	Interviews	Documents Analyzed	Overall Support
WH3a: City of Dallas provide officer's with reasons behind offender and victim behavior.	Limited	Failed	Weak Support
WH3b: City of Dallas training provides reasons why officers should be trained to respond to domestic violence.	Strong	Limited Support	Limited Support
WH3c: City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence	Strong	Strong	Strong Support
WH3: Overall Support	Strong	Limited	

Know who

WH4: City of Dallas police training on domestic violence provides adequate “know who” training. "Know who" includes knowledge and abilities of others.

Community Resources (WH4a)

Officers should learn of the various community resources the City of Dallas has for victims and offenders of domestic violence. Community resources are set in place for family violence participants that either need help or/and want to escape abuse. When officers are familiar with useful resources to help victims, they have the potential to decrease family violence cases.

Interviews

Interviewees' answers to WH4a resembled each other. Detectives reported training provided them with useful community resources to give to victims who either needs help or wants to escape abuser. Training educates officers of the community resources the Dallas has for victims of family violence. Detectives stated, “We know about Genesis, and financial programs women can get help from; we give victims the blue card with all the resources they will need” (Anonymous, personal communication, p. 16). This blue card consists of shelters, legal aid, financial assistance, counseling services, etc.

Document Analysis

The SOP manual does not support WH4a. Detectives training checklist requires to know about local resources that assist victims of abuse. These documents include groups such as Genesis Women’s Shelter, Family Place, any other advocacy group, and Salvation Army.

Levels of Support

Based on structured interviews and document analysis, WH4a is strongly supported.

Interviews and manual discusses aiding resources for victims of family violence.

TABLE 6.12- Working Hypothesis 4a (WH4a) Results

WH4a: City of Dallas training provides police officers with knowledge about who to contact for resources for victims.		
Method	Question	Results/Findings
Interviewed Family Violence Detectives	What community resources did you learn about in Dallas police training?	<ul style="list-style-type: none">• Blue card with resources• Contract with Genesis• Training failed to provide resources for offenders
Document Analysis:	Do these documents prove community resources were included in training?	<ul style="list-style-type: none">• SOP requires officer to know community resources

Stakeholders (WH4b)

Training should include everyone who is at stake in Family Violence. Overall, officers should know everyone affected by domestic violence. Informing officers of family violence stakeholders can help them understand the severity abuses has on the community.

Interviews

Only one detective understood WH4b question. The remaining officers were all confused with this working hypothesis. Once explained, officers noted training **did not** emphasize on the stakeholders of domestic violence.

Document Analysis

Dallas Domestic Violence Unit Standard Operating Procedures (SOP) documents do not support WH4b. The documents do include information on who family violence affects.

Levels of Support

Based on interviews and document analysis, WH4b has a failed support. All participants stated training did not provide information about stakeholders in domestic violence. The SOP do not have any training information on who is affected by family violence.

TABLE 6.13- Working Hypothesis 4b (WH4b) Results

WH4b: City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders and participants of domestic violence.		
Method	Question	Results/ Findings
Interviewed Family Violence Detectives	Which stakeholders did you learn about in Dallas training on domestic violence?	<ul style="list-style-type: none"> Major confusion with this question Training failed to include stakeholders
Document Analysis:	Do these documents state the stakeholders of domestic violence?	<ul style="list-style-type: none"> Documents fail to contain stake holders

TABLE 6.14- Summary research evidence for WH4.

WH4: City of Dallas police training on domestic violence provides adequate “know who” training.			
Sub-hypotheses	Interviews	Documents Analyzed	Overall Support
WH4a: City of Dallas training provides police officers with knowledge about who to contact for resources for victims.	Strong Support	Strong Support	Strong
WH4b: City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders of domestic violence.	Failed	Failed	Failed
WH4: Overall Support	Limited	Limited	

Chapter Summary

Chapter 6 has presented the results of the research conducted for this project. The documents analyzed imply City of Dallas police training is acceptable.¹⁴ Due to time constraints, the researcher only interviewed eight officers (detectives). The interview results imply Dallas police training on domestic violence is at a good level, but needs improvement. Working hypotheses determined whether Lundvall's know what, know how, know why, and know who principles were enclosed in police training on domestic violence.

Chapter 7 gives concluding comments and offers recommendations to improve family violence police training for the City of Dallas.

¹⁴ Dallas Domestic Violence Unit Standard Operating Procedures could use some major improvements.

Chapter 7 Conclusions

Chapter Purpose

The final chapter of this ARP summarizes Lundvall's taxonomy principles on domestic violence police training. There are three reasons for this research. First, it explores Lundvall's knowledge taxonomy principles in relation to police training on domestic violence. Second, this case study assesses City of Dallas police training on family violence using Lundvall's taxonomy principles. Third, based on findings, this study provides recommendations to improve City of Dallas police training on domestic violence. Structured interviews with detectives and document analysis of Dallas Domestic Violence Standard Operating Procedures manual were conducted to address the research purpose of this study.

Know what (WH1)

The materials of *know what*, as identified and practiced at City of Dallas Police Headquarters, are summarized below.

City of Dallas police training on domestic violence provides adequate training on history of domestic violence (WH1a).

Dallas police training failed to address the history of domestic violence. Dallas will need to improve this area of training. Table 7.1 list recommendations.

City of Dallas provides training for police officer's on laws in domestic violence (WH1b).

Dallas Domestic Violence Unit is training does very decent in addressing what a protective order is and the significance of the order. Training does well at explaining Texas laws on family violence, such as mandatory arrest and Texas Family Criminal Code.

City of Dallas training provides police officers of the impacts from domestic violence (WH1c).

Family Violence training should add domestic violence impacts on victims, offenders, children, police officers, etc. Table 7.1 contains recommendations for WH1c.

Know how (WH2)

The materials of *know how*, as identified and practiced at Dallas Police Headquarters, are summarized below.

City of Dallas police domestic violence training provides skills on how to intervene in domestic violence (WH2a).

Police training in Dallas does okay at teaching officers how to intervene in domestic violence disputes. Even though some detectives' responses were semi-consistent, all officers expressed during interviews they knew how to intervene properly. It is common sense for officers to use safety skills to ensure all persons' safety at the scene. Officers know to use intervention skills to separate all parties at the scene, and to listen to the story of victims before questioning, in order to gain their trust. Dallas fails to train detectives on how to question children. Table 7.1 has recommendations to improve this segment of training.

City of Dallas provides police officers with training on proper investigation skills (WH2b).

It is determined that police training does an okay job about providing officers with investigative skills. Officers know how to use their observation skills to look for defense, strangulation, and other types of wounds on all parties at the scene. Training teaches officers how to use their interviewing skills to collect information from victims, aggressors, and witnesses. Officers also learn from training to use photography and videography skills to obtain evidence at

each family scene. Detectives do not learn how to interview children to collect information for reports. There are recommendations made for Dallas in Table 7.1.

Know why (WH3)

The materials of *know why*, as identified and practiced at City of Dallas Police Headquarters, are summarized below.

City of Dallas officer trainings provide officer's with reasons behind offender and victim behavior (WH3a).

City of Dallas training does not train officers well on why suspects behave in such matters. However, training does provide behavior reasons for victims. Victims remain with their abuser for multiple of reasons. Training mainly explains a victim remains in an abusive relationship because of love, financial restraints, lack of knowledge, and fear of retaliation. Training need to provide reasons why attackers assault their lovers. Recommendations are located in Table 7.1.

City of Dallas training provides reasons why officers should be trained to respond to domestic violence (WH3b).

It is determined the City of Dallas train officers well on why they should respond to domestic violence. Training clearly explains officers are required to respond to domestic violence calls because they took an oath. Officers learn in training family violence is the most dangerous crimes, which needs a quick response.

City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence (WH3c).

Family Violence training does well at training officers why behavioral patterns of domestic violence are important. Training teaches officers to reviews the criminal history of both the victim

and suspect. Officers are trained to look at the past 911 call history of households they are called to. Training should teach officers to also research if victim has dropped charges against abuser in the past. These pre-disclaimers help detectives to have sense of the nature and safety of the family violence dispute.

Know who (WH4)

The materials of *know who*, as identified and practiced at City of Dallas Police Headquarters, are summarized below.

City of Dallas training provides police officers with knowledge about who to contact for resources for victims (WH4a).

The City of Dallas police training does a good job of providing community resources for victims. Training requires officers to give out a “Blue” card to all victims of family violence. The blue card lists shelters, women centers, legal and financial services, etc. Detectives use “Blue” cards to help victims.

City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders of domestic violence (WH4b).

City of Dallas police training fails to educate officers on stakeholders of domestic violence. Training fails to provide officers with knowledge on family violence stakeholders. Table 7.1 contains recommendations.

TABLE 7.1 – Summary of Findings and Recommendations

	Interviews	Documents Analyzed	Overall Support	Recommendations
WH1a: City of Dallas police training on domestic violence provides adequate training on history of domestic violence	Failed	Failed	Failed	Physical training and training documents should include history. Both versions of training, needs to incorporate how domestic violence became a crime. Dallas police training should discuss how lawfully family violence is no longer a private matter.
WH1b: City of Dallas provides training for police officer's on laws in domestic violence	Strong	Strong	Strong	Dallas should include Federal Legislation, such as the VAWA, in police trainings and in SOP documents.
WH1c: City of Dallas training provides police officers of the impacts from domestic violence.	Weak	Weak	Weak	Police training in Dallas need to inform detectives they can suffer from stress, PTSD, or need counseling services Due to the sensitivity of family violence, training should incorporate how victims can become depressed, or even suicidal in abusive relationships.
WH2a: City of Dallas police domestic violence training provides skills on how to intervene in domestic violence	Limited	Limited	Limited	Dallas officers need to learn how to properly question children at family violence disputes. A new training manual should mention how to talk with children that has been secondary victims to violence.
WH2b: City of Dallas provides police officers with training on proper investigation skills.	Limited	Limited	Limited	During training, teach officers how to interview children and include interview questions in training documents. In addition, a new training manual should explain to use investigation skills and not just list them.
WH3a: City of Dallas provide officer's with reasons behind offender and victim behavior.	Limited	Weak	Weak	During training, inform officers aggressors typically abuse victims to "maintain" the control in the relationship. SOP documents should list reasons why offenders commit abuse. As detectives interview more assailants, they should list reasons in the SOP.
WH3b: City of Dallas training provides reasons why officers should be trained to respond to domestic violence.	Strong	Strong	Strong	Dallas training should not harp too much on it being an officer "job" to respond to domestic violence. More so, use training to allow officers to emotionally connection with family violence. This will give officers the desire to respond to family violence.
WH3c: City of Dallas provides training on why police officers are to review behavioral patterns of domestic violence.	Strong	Strong	Strong	Dallas should continue to incorporate behavioral patterns of domestic violence in physical training and SOP documents.
WH4a: City of Dallas training provides police officers with knowledge about who to contact for resources for victims	Strong	Strong	Strong	Police training should provide ways officers could help aggressors refrain from abuse. Since Dallas "Blue" card does list any resources for aggressors, training can provide officers with counselling resources connected to domestic violence.
WH4b: City of Dallas police domestic violence trainings provides officers with knowledge about the stakeholders of domestic violence.	Failed	Failed	Failed	Dallas should inform officers that everyone in the community is affected by domestic violence (i.e. tax payers, nonprofit donators, etc.).

Overall, Dallas Family Violence Unit uses Dr. Bengt-Ake Lundvall's knowledge taxonomy principles in police training on domestic violence. Dallas Family Violence Unit should create a more suitable training manual. Standard Operating Procedures is not an appropriate tool to use to train detectives. Instead, create a training manual that focuses solely on how to carry out procedures and guidelines. The new training manual would know "how" to do their job, rather than, know "what" their job consist of.

The "know how" taxonomy principle is the most solid knowledge principle in this case study. This ARP findings support WH2 strongly, even though it fails to mention children. It is important for officers to understand how to intervene the most dangerous crime (family violence) properly and safely. Officers need to know how to use investigation skills to collect solid evidence to charge suspects and protect victims. Recommendations provided for this working hypothesis is high priority. The results of the research prove the "know what" taxonomy principle was the weakest in this case study. Detectives know domestic violence is crime, but should have foundation and a background of their profession. Officers have great knowledge of state laws on family violence, but also need to know federal legislation. Officers also need to know the after effects of domestic violence. It is important for officers to know the domestic violence impacts. This helps officers know the mindsets of victims and suspects, children, love ones, and especially police officers. . Recommendations provided for working hypothesis 2 is high priority. Recommendations listed for WH3 and WH4 are low priority. Each recommendation in this case study is important, but takes more priority than each other .

Family Violence Detectives were chosen conveniently for case study due to their availability. Detectives seemed to retain a great amount of information from domestic violence

training. Based on responses, detectives apply Lundvall's know what, know how, know why, and know who principles in the domestic violence field.

Overall, the development of this Applied Research Project could be used to assess other city's police training on domestic violence.

Suggestions for future research:

- 1. Interview more officers/ detectives*
- 2. Develop in detail interview questions and word interview questions differently*
- 3. Observe domestic violence police training classes*

Appendix A

NEW DETECTIVE DN ORIENTATION CHECKLIST

* Domestic Violence Supervisor will review and ensure all blanks are filled out and inserted in each new detective's unit file assigned to the Unit after October 1st 2014 prior to being signed off to work on his/her own. *

1. Introduction; Special Investigations Division and Domestic Violence

<u>Date</u>	<u>Trainee</u>	<u>Trainer</u>	<u>Performed/ Observed</u>
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A. Special Investigations/Domestic Violence Unit Personnel

1. Deputy Chief
Unit Personnel

2. Family Violence Lieutenant

3. Unit Supervisors

4. Unit Detectives

11. Familiarization with District Attorney's Office
(Minimum of 1 day spent at this place)

<u>Date</u>	<u>Trainee</u>	<u>Trainer</u>	<u>Performed/ Observed</u>
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A. Family Violence Prosecutors

B. Protective Order Prosecutors

C. Family Violence Advocates

111. Familiarization with Advocacy Groups
(minimum of 1 day spend at these places)

<u>Date</u>	<u>Trainee</u>	<u>Trainer</u>	<u>Performed/ Observed</u>
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A. Genesis Women's Shelter

B. Family Place

C. Any other Advocacy Group

(if Time Allows)

D. Salvation Army

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. Familiarization of Domestic Violence Definitions

	Date	Trainee	Trainer	Performed/ Observed
A. Family Violence Definition				
B. Family	_____	_____	_____	_____
C. Household	_____	_____	_____	_____
	_____	_____	_____	_____

IV. Investigation of Case

	Date	Trainee	Trainer	Performed/ Observed
A. Interviewing/Investigating				
1. Complainant — Affidavit of Fact				
2. Any witness/es — Affidavit of Fact				
3. Neighbors				
4. Paramedics, nurses, doctors				
5. Suspect(s) voluntary statement/interrogations				
6. Anyone who may have relevant information about the case.				
7. Approach the investigation as objectively as possible.				
8. Promptness of investigation				
a. Prevent loss, destruction or contamination of evidence				
b. Witnesses often forget details with the passing of time.				
c. Evidence sometimes disappears				

B. Gathering Evidence	Date	Trainee	Trainer	Performed/ Observed
D. Member of a household	_____	_____	_____	_____
		_____	_____	_____
	_____	_____	_____	_____

1. 9-1-1 tapes
2. Pictures of victim/crime scene
3. Tape recordings
4. Collection of evidence
5. Property Room
6. Forensic-Semen, blood
7. Stains, hair fibers
8. Any video if offense occurred in public
9. Medical records if applicable
10. Jail phone call recordings

Avoid premature conclusions until all the evidence has been collected

C. Preparing the Case	Date	Trainee	Trainer	Performed/ Observed
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-
1. Research the criminal history of Suspect and Complainant
 2. Check for prior convictions.
 3. Check for any prior reports
 4. Submit a documented prosecution report
(The summary of the investigation should contain a concise account of the facts)
 5. Learn to Walk a Warrant

V. Review the Criminal Justice Process	Date	Trainee	Trainer	Performed/ Observed
--	------	---------	---------	------------------------

1. Crime is committed
2. Crime is reported to law enforcement

3. Investigation (If the case is unsolved, no action will be taken unless new information develops).
4. Arrest
5. Arraignment (the defendant is advised of charges and rights, bail is set, counsel appointed).
6. Grand Jury (All felony cases and cases referred to the Grand Jury go before the Grand Jury for a hearing).
7. If indicted (The case will be assigned to a District Court and Prosecutor)
8. Trial (Will determine whether guilty or innocence)
9. Sentencing if defendant is found guilty, next step is the plea and punishment phase. The sentencing will result in: Probation, Imprisonment or Parole.
10. This process can take (6) six months to a year or more. You may call the law enforcement agency or the District Attorney's Office as to the status of your case.

VI. Review Penal Code Charges Handled by Domestic Violence Unit

Date Trainee Trainer Performed/ Observed

- I. Chapters 19, 20, 21, 22, 25, 28, 29, 30, 31, 36, 38, 42, and any other that may relate to Family Violence

	Date	Trainee	Trainer	Performed/ Observed
--	------	---------	---------	------------------------

VII. Review Protective Order Information

1. Permanent Protective Orders
 2. Emergency Protective Orders
 3. Harassment P.C. 42.07
- ESQá1kih@P7C742.072

5. Gun Violations / Unlawful Possession of Firearm (By Felon) P.C. 4604

6. Learn physical location of Prot. Orders

(Youth Operation Office)

7. Learn how to access Prot. System

VIII. Prosecution Reports

	Date	Trainee	Trainer	Performed/ Observed
--	------	---------	---------	------------------------

1. Prepare a complete prosecution report

2. Review ADD charge/ Drop Charge

Procedure

3. Review Drop Warrant Procedures

4. Review Enhancement Policy

IX. Provide Attachments/Information

Date

Trainee

Trainer

Performed/
Observed

1. Computer Formats

2. City Terminal Computer Codes

3. Dispositions (case disposition codes)

4. Punishments

5. Roll Call Training Bulletins

6. Any other Information sheet available

Checklist Completion Acknowledgement

I Certify that _____ Badge Number _____ has been _____

Provided an orientation in all tasks contained in this Family Violence Orientation Checklist.

Signature _____

Badge Number _____

Employee Number _____

Rank _____

Date _____

Please Print

Please Print

Appendix B

Interview Questions

Know- what

1. How does Dallas police training incorporate history in domestic violence training?
2. How does the Dallas police training explain what a protective order is and the importance of it?
3. What impacts of domestic violence did you learn about in Dallas police training?

Know- how

4. What intervention skills did you learn from Dallas police training?
5. What investigation skills did you learn in Dallas police training?

Know-who

6. What did you learn in Dallas police training about victim and offender behavior?
7. What did Dallas police training teach you in reference to why you should respond to domestic violence?
8. What did Dallas police training teach you in how to recognize behavior patterns of domestic violence?

Know-who

9. What community resources did you learn about in Dallas police training?
10. Which stakeholders did you learn about in Dallas training on domestic violence?

Appendix C

Interview Subjects

Level within City of Dallas Police Department	Years of Experience
Detective 1 (Male)	10 years
Detective 2 (Male)	10 years
Detective 3 (Male)	8 years
Detective 4 (Female)	11 years
Detective 5 (Male)	9 years
Detective 6 (Female)	10 years
Detective 7 (Male)	25 years
Detective 8 (Male)	8 years

Appendix D

DALLAS POLICE DEPARTMENT DOMESTIC VIOLENCE UNIT
STANDARD OPERATING PROCEDURES UPDATED May 20, 2015

FOREWARD

The policies and procedures of the Domestic Violence Unit will apply to both sworn and non-sworn employees. Each supervisor will ensure that all personnel under his/her command have a copy of that part of the manual relating to his/her assignment. All employees will be responsible for knowing and following all policies and procedures contained in their manual.

No portion of this document shall supersede any General Order or Personnel Rule. The General Orders and Personnel rules shall prevail in all situations.

It is the responsibility of all supervisors to ensure that policies and procedures contained in this manual are kept current and accurate. Any information which needs to be updated, revised, added or deleted should be done immediately. When changes and/or additions are made these steps should be followed:

1. The Section Commander responsible for the area of information to be modified will prepare or cause to be prepared a rough draft of the proposed SOP modification.
2. The rough draft will be submitted to the Division Commander for approval.
3. The approved SOP modification will be typed and dated in the format of the SOP and a new diskette will be created for the manual section incorporating the change. The new diskette will be dated and stored in the Division Commander's office. Changes affecting the Table of Contents will require a new diskette be created, dated, and stored.
4. Copies of the changes will be prepared by the Administrative Sergeant for each section affected, along with an employee acknowledgement sheet. Completed acknowledgement sheets will be returned to the Administrative Sergeant for filing in the Master Standard Operating Procedure Manual.
5. The Administrative Sergeant will ensure that the Division Commander and each Section Commander receive a copy of ALL changes in the manual in order that they maintain a complete reference manual for employee review.

(4) The follow up investigation of all family violence offenses is inclusive of, but not limited to the following:

- a) P.C. 22.01 Assault
- b) P.C. 22.01 (b)(2)(B) Assault Strangulation
- c) P.C. 22.02 Aggravated Assault
- d) P.C. 22.011 Sexual Assault
- e) P.C. 22.021 Aggravated Sexual Assault

- f) P.C. 22.04 Injury to a Child/Elderly/Disabled
- g) P.C. 22.05 Deadly Conduct
- h) P.C. 22.07 Terroristic threat
- i) P.C. 25.07 Violation of Certain Court Orders or Conditions of Bond in a Family Violence Case
- j) P.C. 25.11 Continuous Violence Against the Family
- k) P.C. 42.062 Interference with Emergency Telephone Call 1) P.C. 42.072 Stalking
- m) P.C. 29.02 Robbery
- n) P.C. 29.03 Aggravated Robbery
- O) P.C. 30.02 Burglary
- p) P.C. 20.03 Kidnapping
- q) P.C. 20.04 Aggavated Kidnapping
- r) P.C. 36.06 Obstruction or Retaliation

1. Completing offense reports, prosecution reports, arrest reports and other necessary documents for the proper completion of case filings.
2. The arrests of family violence suspects.
3. Provide counseling services, safety plans, and education regarding services available to the victims of family violence.
4. Providing information and direction regarding violation of protective orders to the victims of family violence.
5. Working closely with outside agencies, such as the Disfrict Attorney's Office, Domestic Violence Shelters, Community Organizations on topics such as the eligibility requirements for the filing of cases, changes in the family violence laws, community needs, the dynamics of family violence, and conducting presentations for community groups.

202.02 DOMESTIC VIOLENCE DETECTIVE

- A. Family Violence Detectives report directly to a Family Violence Sergeant.
- B. It is the primary responsibility of Family Violence Detectives to:
 1. Investigate all crimes that have been coded as Family Violence and assigned to the Domestic Violence Unit;
 2. Investigate violations of family violence Emergency/Protective Orders.
 3. Respond to all family violence incidents involving sworn officers and any DPD personnel; immediately notify the Domestic Violence Unit Sergeant and Lieutenant when notified a sworn Officer is involved.
- C. Related duties of a Family Violence Detective include, but are not limited to:

1. Ask the complainant if they wish to use a pseudonym on the offense report in place of their real name. If the complainant requests a pseudonym, the complainant will complete a Pseudonym For Family Violence Survivors according to Tex. Code Crim. Proc. Chapter 57, Art. 57.02(e), Chapter 57B, Art. 57B.02 (e), and Chapter 57D, Art. 57D.02(e), upon receipt of the form the law enforcement agency shall: Remove the victim's name and replace it with the pseudonym both last and first should be fictitious in all reports, files, and records in the agency's possession. Notify the attorney for the state of the pseudonym and that the victim has elected to be designated by the pseudonym. Maintain the form in a manner that protects the confidentiality of the information contained in the form.
2. Conducting field interviews and crime scene inspections/coordination;
3. Interviewing complainants and witnesses;
4. Interviewing or interrogating suspects and insuring notification of Miranda rights before questioning;
5. Conducting criminal history checks on suspects to determine if they have any prior family violence convictions.
6. Obtaining family violence packets and including them with the appropriate file, when available.
7. Obtaining copies of 911 tape recordings on cases filed.
8. Preparation and timely submission of the following investigative reports and ensuring all reports submitted are accurate and have been thoroughly investigated:
 - a. Offense Investigative Supplements;
 - b. Arrest Supplements; C. Prosecution Reports;
 - d. Probable Cause Affidavits;
 - e. Arrest Warrants;
 - f. Voluntary Statements;
 - g. Other Affidavits as required;
9. Ensuring all leads are followed and that all information regarding workable leads is entered into the supplement reports.
10. Ensuring files, family violence packets, copies of 911 tapes, and any other pertinent information is properly kept in the case file in an orderly manner so that a supervisor can easily find a file and determine the status of any case at any pertinent time.
11. Detectives will utilize the Records Management System to manage their case load and provide a performance management tool for their supervisors.
12. Detectives will consider the criminal history of the suspect, the history between the involved parties, whether or not the complainant has dropped charges against this suspect in the past, and the severity of the offense

before determining whether or not charges can be dropped by the complainant.

13. Detectives will include copies of criminal history checks in case files.
14. Detectives will consider whether or not the complainant has dropped charges on this suspect in previous domestic violence reported offenses before determining whether or not the complainant is eligible to complete an affidavit of non-prosecution.
15. Releasing charges when applicable.
16. Arresting suspects when applicable.
17. Interviewing and interrogating juveniles taken into custody according to the Youth Operations Procedures.
18. Screening and referring juveniles to the First Offender Program.
19. Responding to informational inquiries from citizens, complainants, police officers, other law enforcement agencies, district attorney, juvenile detention and probation personnel, attorneys, etc.
20. Assuming responsibility of desk officer when assigned.
23. Answering the telephones and assisting citizens who come to the office.
24. Proper disposition of physical evidence.
25. Keeping supervisors informed regarding progress of important cases and usual incident .

-
26. Urgent information dealing with critical matters such as officer safety, violent suspects, predatory individuals such as rapists or other sex offenders, or intelligence about persons committing multiple offenses should be reported immediately, regardless of the time, to FUSION.
 27. Create a folder with case and year number in the V-Drive and populate with any and all relevant paperwork (Prosecution Reports, Affidavits, DV Packets, photos, and 911 recording) on any case being filed with the District Attorney's Office.

- D. Documentation on supplements will include the date the contact was made with the complainant, witness, suspect, etc. How the contact was made, (the method used) whether it was accomplished by telephone, mail, in person, through a third party, etc. What time the contact was made, whether a message was left on a recorder or if a message is left with a person, was it a child, an adult, male or female: if a name is obtained the person's name will be documented in the report. Detectives are to make at least three attempts to contact the complainant and document that information in the report as well.
- E. Documentation on Kidnapping supplements; will indicate whether the complainant has been located or is still missing. If he/she has not been located the detective will insure that they are entered into the NCIC/TCIC system. Additionally, detectives will insure that the case is supplemented every ten days if the complainant has not been located indicating what continued efforts have been made to locate the victim. Once he/she is located they are to be removed

immediately from the NCIC/TCIC system. F. Officer Involved Domestic violence incidents:

1. Will include:

- a. Any employee of the Dallas Police Department if complainant, suspect, or arrestee.
- b. Any Sworn Officer from any other Department if complainant, suspect or arrestee.
- c. Any offense deemed appropriate by Chain of Command.

2. Will be assigned to a Domestic Violence Detective that will work closely with a Domestic Violence Supervisor.

3. Will keep Chain of Command informed.

4. Will create a binder that includes:

- a. Offense and Supplements
- b. Domestic Violence Supplement Packet
- c. All Photos
- d. All recordings
- e. Officer's Detective notes

-
- f. Call sheet
 - g. Arrest reports
 - h. Executive Summary
 - i. Any additional relevant information
 - j. Copies of protective orders and any other orders issued surrounding the case.

G. At Large Case Filings

1. Cases that are filed At Large will be periodically reviewed to ensure that due diligence is exercised to affect the arrest of the suspect prior to the expiration date of the statute of limitations.

2. The Unit's Research Specialist will print a copy of the at large case files on a monthly basis, showing the expiration date of the statute of limitations. The copy will be delivered to the Sergeant that supervises the Fugitive Team and the Fugitive Team will attempt serving the warrants on anything that is at minimum 6 months shy of the statute of limitations expiring. Upon attempting serving these warrants and documenting in the supplements and the due diligence form, any un served warrants will be forwarded to legal so legal can take the necessary measures to forward the case to the County prior to the expiration of the statute.

H. Hours of Assignment: Detectives will work flexible shifts as assigned, that permit unit coverage from 6:00 am until 6:00pm, unless duty demands otherwise.

207.01 HOME VISIT PROGRAM

FORWARD:

The Home Visit Program was developed for the purpose of identifying and creating a list of victims of Domestic Violence that may have a high propensity for further and lethal violence based on a select group of parameters established by the Domestic Violence Unit. The Domestic Violence Unit will create and maintain the list and will have the sole responsibility of monitoring and conducting home visits to ensure the safety of the victims while their case continues through the prosecutorial process and may continue depending on the outcome of the trial. The visits will be conducted by Domestic Violence with the assistance of informed patrol officers. Selection Criteria:

- Crime Data and isolated Domestic Violence Repeat Offenders using a threshold > 1 offense between the same victim and same suspect
 - Selected offenses that involved weapons such as; handgun, strangulation, knife, cutting objects
 - Isolated by relationship type such as; Common-Law, Spouse, Ex-Spouse, etc
 - Examined AIS for previous criminal history
- Checked LAP database screenings
 - Cross referenced against our in-house Warrant database to check for active or inactive
 - Check TCIC and NCIC for active warrant
- Detective submission of current case
 - Procedures:
 - A. Detectives will obtain the current list and select two cases to conduct home visits and inform their immediate supervisor via in person or city email of their choices.
 - B. Detectives will carry their city issue radio, flashlight, digital camera, pen trap camera (on their person recording the entire visit) and city issue raid jacket along with the original case file for Intel purposes.
 - C. Detectives will mark out in route to the location via police dispatcher and request uniform officers to meet at a pre-designated location prior to arriving at the home visit location.
 - D. Detectives will relate any and all pertinent information to uniformed officers at the meeting location prior to making contact for officer safety.
 - E. Detectives will approach tactically and listen at the door prior to announcing themselves by knocking on the door.
 - F. Detectives will identify themselves to the complainant and give a brief explanation as to why the home visit is being conducted.
 - G. Detectives will conduct and fill out the DPD Home Visit Checklist on site and issue an emergency backpack with instructions. Every entry must be addressed on the list. Detectives and uniformed officers will remain vigilant and aware of their surroundings at all times.

- H. Detectives will take any appropriate action needed on site and will be responsible for any paperwork generated due to any action taken. (If the perpetrator is at the location in violation of an emergency protective order or protective order issued by Dallas County they will make an arrest and if any new injuries or report needs to be generated they will take photographs and generate a new case number at the time of the visit) Patrol Officers will transport any suspect arrested at the scene. If no transport is required then Patrol will be released to regular patrol duty.
- I. Once the visit is complete the Detective will supplement the case file in RMS or LINC and forward the findings along with a copy of the checklist to the District Attorney's Office. The original will be scanned and entered in the V-Drive and kept with the original case file maintained in the Unit and update the results in the K Drive under the Home Visits folder/log.

Appendix E
TEXAS STATE
UNIVERSITY
SAN MARCOS
The rising STAR of Texas

In future correspondence please refer to 2017301

February 28, 2017

Jasmine
McDaniel
Texas State
University 601
University
Drive. San
Marcos, TX
78666

Dear Ms. McDaniel:

Your IRB application 2017301 titled "Police Training on Domestic Violence: Bengt-Ake Lundvall's Taxonomy of Knowledge Principles ." was reviewed and approved by the Texas State University IRB. It has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects' welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that you need to orient participants as follows: (1) signed informed consent is required; (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data; (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

This project is therefore approved at the Exempt Review Level

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Research Integrity and Compliance. Please report any changes to this approved protocol to this office. Sincerely,



Monica Gonzales
IRB Regulatory Manager
Office of Research Integrity and Compliance

CC: Dr. Patricia Shields

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