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Influencing Attitudes of Youth and Law Enforcement

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Influencing Attitudes of Youth and Law Enforcement

by

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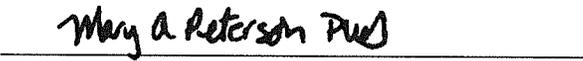Graduate School of Clinical Psychology

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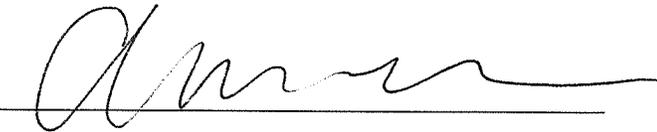
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Abstract

Recently there has been tension between law enforcement and youth communities throughout the United States. The purpose of this study was to create a program designed to foster positive relationships and attitudes between urban youth and law enforcement. Current literature is limited in understanding how programs like the one utilized in this study can influence law enforcement and youth relationships. Similar programs which engage law enforcement and youth are few in number and generally lack scientific evidence of efficacy. Eighteen participants engaged in an eight-week program (Youth, $N = 8$, Law Enforcement, $N = 10$). Participants engaged in a variety of relationship building activities and discussions designed to establish positive relationships between the participants. A paired-samples t-test was conducted to compare pre- and post-test scores for each participant group. Results indicated youth participants experienced a significant positive shift in their attitudes towards law enforcement ($t_{15} = -2.52$, $p = .040$; $d = 0.807$). Law enforcement participants' results revealed a minimal shift in their attitudes towards youth through the duration of the program ($t_{19} = 1.08$, $p = .307$). Limitations consisted of a small sample size and limited generalizability. Results are

consistent with prior findings showing changes among youth but not among law officers. Youth attitudes may be more malleable, while law enforcement participants are older and may respond more slowly, thus may require a longer treatment or a more sensitive measure.

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Chapter 1

Introduction

Tensions and conflicts between youth and Law Enforcement have been a significant concern in many communities in recent days. However, in the City of Portland, Oregon, many of the local police agencies have attempted to engage in community outreach with their city's youth. For example, Portland Police in December 2018 watched the movie "The Hate U Give" with local high school students and discussed the movie afterwards. During the debrief many students expressed their mistrust and apprehension when interacting with law enforcement officers (Bernstein, 2018). The attitudes of the youth in this interaction seem to reflect a common mindset among today's youth. This event revealed the tumultuous relationship between law enforcement and youth as well as the efforts currently being put forth by local law enforcement agencies. In a recent study, Fine et al. (2020) found a significant decline in present day youth's perception of law enforcement and an increase in their worry regarding crime in their communities (p. 574). Their research demonstrated the current youth attitudes that have defined the past several years as well as exposed the significant decline in recent years (Fine et al., 2020). This study addresses these attitudes for youth and law enforcement, aimed at improving these perceptions.

The goal of the present study was to create program that provided a space designed for youth and law enforcement to engage in conversation around difficult topics. With this program implementation, communities will have the opportunity to understand law enforcement on a

personal level rather than just a systemic one. Current research centered around interactions between youth and law enforcement are limited in their understanding of the impact it has on participants. However, research begun in 1995 has begun to examine how attitudes about law enforcement may be influenced in different settings (Webb & Marshall, 1995). For the purpose of this study, youth will be defined as high school students between the ages of 14 - 18. Law Enforcement is defined as adults who are working within the criminal justice system in community policing roles.

Historically, efforts to improve relationships between youth and law enforcement have centered around athletic competitions or community service projects. For example, programs like Bigs in Blue - Big Brothers and Big Sisters of America focus primarily on fostering individual relationships with youth from elementary age to those in young adulthood (Mitchell, 2020). These programs promote the one-on-one mentoring model when working with youth to ensure an individualized experience. Each of these programs is based on a voluntary basis for both youth and law enforcement participants. However, volunteerism can cause significant limitations for the model. Volunteerism can result in potential bias and result in misrepresentation of law enforcement and the larger youth community. For example, the feelings of negativity and apprehension among youth who volunteered to interact in these various law enforcement and youth programs may not accurately represent the current community views of law enforcement. It seems likely that volunteer participants' attitudes towards both youth and law enforcement are more positive than those of the general populations. It is important to acknowledge the impact of volunteerism as it relates to a potential impact on the current proposed study.

The importance of identifying ways these law enforcement personnel and youth can come together relates to the ability to address the stigma around each population. Stigma, as defined by

Durlauf and Blume (2018), relates to various characteristics an individual possesses which result in devaluation in the eyes of others. In relation to youth and law enforcement, there are several aspects of stigma that play a role in the stereotypes these two groups hold. In a news article, Kathleen Padilla (2020, p. 1) from *The Hour* described youth as "growing up in what has been described as an era of mistrust of police." There are several other news and social media outlets that portray adolescent youth as "combative" when interacting with law enforcement. This feeds into the stigma so that youth inherently become wary of law enforcement and hold negative perceptions. Stigma is a hidden thread woven throughout interactions between adolescent youth and law enforcement. By addressing the aspects of where stigma stems from there can be hope to improve the generalizations each individual has made towards each other.

Goodrich and Anderson (2014) noted that there is a lack of research that looks at the impact of extracurricular activities and programs on youth in the United States. For example, Bigs in Blue, Big Brothers and Big Sisters, are recognized nationally for their engagement with local youth and law enforcement. They proposed there is a need for research to begin identifying different aspects of programs that can promote positive interactions and relationships between youth and law enforcement. According to Goodrich and Anderson (2014), much of the current and past research centered on the evaluation of youth and law enforcement programs lacks a consistent level of participant diversity throughout the different programs.

Youth and Law Enforcement Programs

Research is limited in assessing the effectiveness of current programs that are in place for youth and law enforcement. Morrow and Styles (1995) investigated how the Bigs in Blue foundation was useful in working with their youth volunteers. The results of Morrow and Styles (1995) study revealed two types of relationships were being created in the Bigs in Blue program.

Morrow and Styles suggested that having youth and law enforcement interact in an informal setting was beneficial in creating relationships. The difficulty in adopting their model is the lack of a specific structure and recent evidence to support the effectiveness in creating positive relationships. In the available literature, each program that has been evaluated is aimed at creating better outcomes for at-risk-youth through the creation of relationships. However, other components and influences need to be taken into consideration when evaluating the creation of relationships. Community influence, previous contacts with law enforcement, either negative or positive, race, ethnicity, age, and geographical location (Brick et al., 2009; Goodrich & Anderson, 2014; Hurst, 2007) all influence these relationships.

A study completed by Witt and Crompton (1996) investigated multiple communities across the United States to evaluate the effectiveness of recreation-based programs for at-risk youth. Program specifics varied, based on the geographical location and age of the youth who were engaged in the program (Witt & Crompton, 1996). At the time, their study was still within the data collection phase; however, their preliminary data suggested that the recreational programs were effective in causing a positive impact with the youth participants. Witt and Crompton's (1996) study reveals the potential for programs like theirs to create a space for youth to be influenced in many aspects of their lives. Specifically, programs, like Bigs in Blue, Big Brothers and Big Sisters, are based around athletic competitions and individual mentoring curriculums, but examination reveals a lack of consistent structure within these programs. For example, limitations include a difficulty in impacting a larger group within the community. Also, the program's selection process for mentors can result in bias.

Each of these previously identified programs lean towards informal gatherings or establishments of individual relationships with youth and law enforcement participants. Many of

these programs found results parallel with those stated by Witt and Crompton (1996). Articles

posted in the *The Police Chief Magazine* have described efforts made by various law

enforcement agencies to engage their community's youth (Sullivan, 2020). In many instances'

officers would engage in informal meetings with the community aimed at providing a humanistic

interaction with members of the community (Sullivan., 2020). The evidence in these interactions

regarding relationship building is limited. The goal of our current study is to provide the space

for both law enforcement and youth to interact on a personal level while engaging in group-

oriented topics designed to address universal difficulties experienced by all individuals. pre- and

post-test data were gathered to assess for change.

Attitudes of Youth

Previous literature regarding attitudes of youth towards law enforcement reveal various

characteristics that influence these relationships. Brick et al. (2009) found previous interactions

with law enforcement, delinquent subculture, and community involvement were important

predictors of attitudes of youth participants towards law enforcement. They found that race,

ethnicity, age, and gender also played roles in how attitudes were shaped towards law

enforcement (Brick et al., 2009). Brick et al. found that white youth were more likely to report

positive relationships with law enforcement than the participants identified as Hispanic or

African American.

A second study done by Hurst (2007), found results similar to those of Brick et al. (2009)

concerning the characteristics that influence youth attitudes towards police. Hurst (2007) found

that race and school/community characteristics were the most significant predictors of attitudes

towards law enforcement officers. Hurst's study suggested that environmental factors have a

powerful influence over the youth's attitudes.

According to Brick et al., a limitation of many of the studies is their focus on suburban youth and predominately White participants (Brick et al., 2009). There is a need for future research to primarily focus on diverse youth within urban settings due to the increased likelihood of interacting with law enforcement in urban settings. The importance of understanding how attitudes of youth impact relationships is vital to creating a program that is designed to impact these attitudes. Environment and setting are essential when considering the creation of a specialized program for youth to engage in relationships with law enforcement. Creating a setting in which youth can engage in relationships with law enforcement may cause attitudes to shift in favorable directions.

A youth's attitude can potentially influence his or her level of engagement as well as impact relationships with others. Attitudes of youth participants is a variable that requires more research about the potential impact it has on other aspects of life.

Attitudes of Law Enforcement

There is a startling lack of research concerning law enforcement officers' attitudes toward youths. However, within the limited literature, a study done by the Office of Juvenile Justice and Delinquency Prevention (Developmental Services Group [Developmental], 2018) found several characteristics that influenced a Law enforcement officers' attitudes towards youth. Characteristics that were discussed within this study were Law enforcement officers' age, gender, race, social class, academy and training, and workload. These different traits of the officers seemed to predict the likelihood of a police-youth interaction resulting in an arrest and how the law enforcement officer experienced the youth (Developmental, 2018). However, the OJDP study stated an officer's characteristics and organizational factors, such as a police departments culture and beliefs, are the most significant predictor of attitudes towards youth

(Developmental, 2018). This research suggested that younger law enforcement officers generally have a more flexible attitude towards youth while the older officers tend to be more rigid in their thinking (Developmental, 2018). It is essential to consider these characteristics when constructing a program that is aimed at positively influencing attitudes toward both youth and law enforcement.

Purpose of the Study and Hypothesis

The implementation of a program that is designed to impact the attitudes of both youth and law enforcement requires an understanding of how relationships are created. While limited, current research suggests that a program that works with diverse urban youth and law enforcement from the standpoint of creating an environment to engage in informal contact would have a positive influence (Center for Applied Research, 2008; Goodrich & Anderson, 2014, Witt & Crompton, 1996).

Presently, relationships between youth and law enforcement are strained, and there is an outcry from both the community and criminal justice system to find a solution. Information gleaned from this study would be beneficial for both systems in understanding how each group's attitude can begin to change. The importance of creating a space for informal contact between youth and law enforcement is essential for understanding how relationships begin to adapt over time.

Existing research has successfully identified different characteristics for both youth and law enforcement that influence attitudes in relationships. However, there is a lack of evidence supporting current programs that are in place for both youth and law enforcement. There is a lack of research regarding the structure of specific programs and how they currently influence the attitudes of both youth and law enforcement.

The current study is aimed at looking at how attitudes are influenced during a structured program that is aimed at creating a space in which relationships can begin to grow. In this program, the goal is to develop an interactive relational process that can promote positive attitude changes among participants. It is predicted that after the youth and law enforcement participants engage in the intervention that the attitudes of each group will become more favorable towards the other groups.

Chapter 2

Methods

Participants

The study included a total of 8 high school youth participants and 10 adult law enforcement participants. The project included students at David Douglas High School in Northeast Portland and participants from the Portland Police Bureau as well as other Multnomah County law enforcement agencies. Participants were recruited between January 12, 2019, and February 12, 2019. The youth participants were selected by David Douglas High School's staff members based on consistent attendance and class participation. A non-profit organization, Face to Face Portland, recruited law enforcement participants as part of the organization's ongoing relationship with the Portland Police Bureau.

Demographic information for youth participants included age: 14-18 years of age ($M =$ 15.75; $SD = 1.28$, $N=8$), ethnicity (African American = 100%, $N = 8$), gender (F = 50%, M = 50%), and grade in school ($M = 10.14$, $SD = 1.22$). The demographic data collected for the law enforcement participants included age: 31-53 ($M = 37$; $SD = 7.78$, $N=10$) years of age, gender (F = 30%, M = 70%), race/ethnic identity (White = 60%, Asian = 1%, Hispanic = 1%, Biracial = 1%, and Middle Eastern = 1%), and role within the Multnomah County Criminal Justice System. Participants completed demographic surveys during the pretest section of the study.

Instruments

Instruments included the *Attitudes toward Police Scale* (see Appendix A) and *Attitudes toward Youth Scale* (see Appendix B) in addition to biographical data.

Attitudes toward Police Scale (APS)

The APS is a 14-item self-report questionnaire adapted from Goodrich et al. (2014). The scale was adjusted following recommendations from both Fine et al. (2003) and Webb and Marshall (1995) according to Goodrich & Anderson (2014, p. 92). The questions asked the youth to rate their attitudes towards police by answering from 1 (*strongly disagree*) to 5 (*strongly agree*) for each statement. Scores were computed by averaging the ratings of all 14 items for each participant (Goodrich & Anderson, 2014). Higher scores indicated a more positive attitudes towards police (Goodrich & Anderson, 2014, p. 93). Three Items (1, 7, and 12) were reverse-scored. The reliability of the scale was reported as .87 - .90 from Goodrich & Anderson when utilizing this survey. In the present sample alpha was .81.

Attitudes toward Youth Scale (AYS)

This scale is a 10-item self-report questionnaire that is utilized to assess the police officers' attitudes and assumptions of youth. The scale questions have been adopted from Goodrich & Anderson (2014), who created the evaluation questions from studies conducted by Center for Applied Research in Human Development (2008) and Rabios and Haaga (2002). The questions prompt the participants to identify on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*) with the statements made. According to LaMotte et al. (2010), higher scores on the positive attitude questions indicate a more positive attitude towards the subject group, in this case, the youth participants. Scores were computed by averaging responses to all 10 items (Goodrich & Anderson, 2014). There were also four items which were reversed scored (Items 3, 4, 5, and 6). The AYS *alpha* reliability was reported to be .76 - .81 with two trials being completed according to Goodrich & Anderson (2014) study which utilized this measurement. In the present sample alpha was .35 for the pre-test and .38 for the post-test.

Procedures

Following IRB approval (GFU#2201090), participants were selected and pretest measures were administered. The participants engaged in an 11-week community engagement program with a total of 8 sessions. Each session consisted of teambuilding and discussions of relational topics that were designed to promote positive relationship growth between the youth and law enforcement participants (Goodrich & Anderson, 2014). Conceptual sources were adopted from Goodrich and Anderson concerning the program components. Goodrich and Anderson describe the essential components within programs that have been identified as beneficial in creating relationships between individuals. During the program, the participants engaged in teambuilding activities and topics which reduced the didactic emphasis of the common educational framework many programs use when creating an environment for youth and law enforcement to interact.

This study utilized pre-post engagement surveys to assess baseline attitudes and subsequent changes of both youth and law enforcement towards one another. Youth participants were administered the Attitude Towards Police scale which is adopted from Goodrich & Anderson study (2014) on two occasions. At Time-1, this scale was utilized to measure the youth's baseline attitude towards police officers to understand if attitudes were negative or positive at the beginning of the study; it was administered again at Time-2 to assess for changes as a result of the intervention. Similarly, police officials completed the AYS at both Time-1 and Time-2 to assess for attitude change following the relationship-building intervention.

Design

The program consisted of 18 participants, 8 were youth participants and 10 were law enforcement participants. During the sessions, the 18 participants were placed into the same
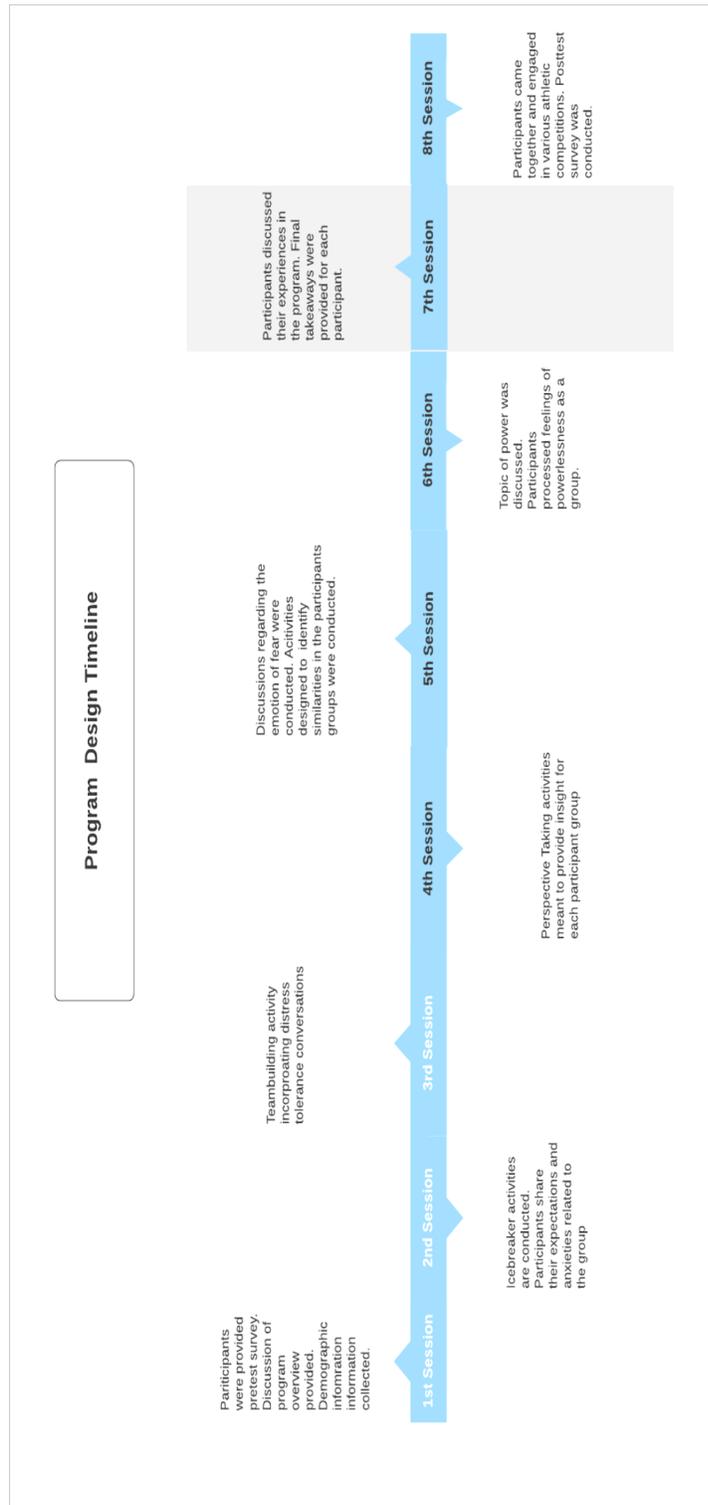
room to engage in each topic. The room provided significant space for all participants to remain

engaged. Facilitators trained in the program curriculum were responsible for the 18 participants

during the eight sessions. Components of the program included, teambuilding exercises, difficult

dialogues, and athletic competitions with the intention of creating a space for both participant

groups to engage in informal contact. After the final 8th session, the participants were

administered the post-test survey, which included identical questions to the pretest survey.

With both the pre- and post-test survey data compiled into tabular form and identifying

data removed, the results were then provided to the research team to be processed through

various analyses.

Data Analysis

A paired sample *t*-test was conducted to identify potential significant differences between

the pre-posttest responses. Each participant group's responses were analyzed to establish the

level of significance, if any. Originally, law enforcement participants totaled 14 engaged in the

program, however, the dropout rate among officers was 28.6%. During the analysis process, it

was evident there were three items within the *Attitude Towards Police* scale which were reversed

scored. The items identified as being reversed scored were Items 1, 7, and 12. A similar pattern

was found in the *Attitude Towards Law Enforcement* scale, the three items within this scale

which were reversed scored included: Items 2, 3, and 10.

Figure 1: *Overview of Study Process*

Program Design Timeline

1st Session — Participants were provided pretest survey. Discussion of program overview provided. Demographic information information collected.

2nd Session — Icebreaker activities are conducted. Participants share their expectations and anxieties related to the group

3rd Session — Teambuilding activity incorproating distress tolerance conversations

4th Session — Perspective Taking activities meant to provide insight for each participant group

5th Session — Discussions regarding the emotion of fear were conducted. Activities designed to identify similarities in the participants groups were conducted.

6th Session — Topic of power was discussed. Participants processed feelings of powerlessness as a group.

7th Session — Participants discussed their experiences in the program. Final takeaways were provided for each participant.

8th Session — Participants came together and engaged in various athletic competitions. Posttest survey was conducted.

Chapter 3

Results

Youth Attitude Changes

Descriptive data are provided in Table 1. All youth participants ($N = 8)$ completed each item on the pre-test survey. For one participant, Item 6 on the post-test survey was missing; it was replaced with an average score for the other participants for that item. Overall, 0.9% of these items were replaced. Youth participants' responses revealed statistically significant improvement ($t = -4.21$; $p = .004$; $d = -1.49$; 95% CL [-1.70, -0.039]). The mean from pretest ($M = 3.34$; $SD = .32$) differed from the mean from the posttest ($M = 3.79$; $SD = .34$) by -0.45. Age and Gender did not influence the differences in mean score for either survey.

Law Enforcement Changes

Law Enforcement (LE) participant's ($N = 10$) responses did not reveal statistical significance in relation to the pre-posttest averages ($p = .878$). The mean for the pretest ($M = 3.74$) slightly differed from the posttest mean ($M = 3.72$). The difference in the two means showed a positive difference of .02 ($d = -0.55$; 95% CL -0.54, 0.641]). It was not necessary to replace any data points for the pretest or posttest surveys.

Table 1

Descriptive Statistics and Repeated Measures Test of Treatment Effects

Measure	N	*M-1**	*SD-1*	*M-2**	*SD-2*	*r*	*t*	Sig.	Cohen's d	95% CL
ATP	8	3.34	.32	3.79	.34	.36	-4.21	.004	-1.49	-1.70, -0.039
AYS	10	3.74	.28	3.72	.22	.32	-0.16	.878	-0.55	-0.54, 0.641

Note. *Mean item scores are reported. M-1 (Mean for Pre-test survey), M-2 (Mean for Post-test survey), ATP = Attitudes Toward Police; AYS = Attitudes Toward Youth

Chapter 4

Discussion

Results suggest youth participants' attitudes had a significant and large change in their attitudes toward law enforcement after their engagement in the program. However, attitudes of police toward youth showed no change. The program exhibited a success in positively impacting the attitudes of youth toward law enforcement but did not affect attitudes of law enforcement personnel toward youth. Results in this study are consistent with those of Goodrich and Anderson (2014), who found a significant positive change in attitudes of youth participants towards law enforcement but a lack of significant change in law enforcement participants.

Center for Applied Research (2008) study results also revealed similar patterns to this study. Their researched exposed the successful impact a structured program designed to influence the knowledge law enforcement officers have in relation to minority youth. This study identified the positive influence specially designed programs have on targeted participant populations. Witt and Crompton (1996) found similar results to Center for Applied Research (2008) when discussing the necessity for inclusive program structure. Witt and Crompton (1996) identified the positive impact on at-risk youth tailored programs can achieve in the greater community. The present study utilized several components that Witt and Crompton (1996) identified as crucial in programs geared towards working with at risk youth. It was successful in influencing the attitudes of youth and parallels the identified components of Witt and Crompton (1996) for at-risk youth programs.

In the present sample youth participants revealed a significant positive difference in their attitudes from the pretest to the posttest. However, the sample was too small to examine for effects related to age, and all youth were African-American so race effects could not be examined (Brick et al., 2009; Hurst, 2007).

In contrast to the youth, law enforcement officers did not report a significant change in attitudes toward youth. A combination of factors could contribute to a lack of attitude change for officers. Among these, the ATY proved unreliable in this sample. Also, officers were older and likely held more stable attitudes toward youth (Developmental, 2018). These attitudes may be also sustained in part by those of peers who did not engage in the program and by youth encounters outside the program during the 11-week study period.

Aspects of the program structure may also contribute to the lack of significant findings. The structured program utilized components of group psychotherapy and team building techniques rather than a psychoeducational structure. These components can make it difficult to remain fully engaged due to the increased emotional nature for each group. The disruption in consistent attendance to the program can create a difficulty in law enforcement participants being able to remain exposed to all aspects of the designed program.

Regarding dropout throughout the program, youth participants had a 0% dropout rate during the study. Law enforcement participants experienced a 28.6% dropout rate during the program. This is attributed to the requirement of the law enforcement participants remaining on duty throughout the program. At times, attendance would vary depending on the job requirements of the law enforcement participants during the scheduled session time. However, each session was consistently attended by youth participants with no dropouts during the program. Feedback sessions were conducted with both youth and law enforcement participants.

Qualitative information indicated participants reported an overall positive experience while engaged in the program. For example, one youth participant stated, "It was amazing to see each other as human; I didn't realize how many experiences the cops had that were similar to mine." A law enforcement participant stated, "It was great to see the youth involved in the program, hearing their stories and getting the chance to hear their experiences was amazing."

The study was successful in identifying the positive impacts this program has on influencing the attitudes of youth towards law enforcement. The components of the program focused on creating opportunities for connection within these two populations of individuals. Several currently established programs, like Bigs in Blue and Big Brothers Big Sisters, utilize a mentorship structure which differs from this study's program. The findings in Brick et al. (2009), Goodrich and Anderson (2014), and LaMotte et al. (2010), and present findings emphasize the importance of expanding law enforcement and youth interactions in a variety of settings.

This particular study utilized a structured group model which created a space for both participant groups to engage rather than a mentorship model. This allowed all the participants a chance to interact. In comparison to established youth and law enforcement programs, this particular group structure is unique. The group approach allows the study's program to be employed for larger groups of individuals. It can create an opportunity for high levels of community involvement. The program also allows the flexibility for those engaged in the program to select various group topics suited to community wishes for discussion rather than all topics being prescribed. It is important to consider population characteristics and unique community concerns when offering this program. This program offers a structured curriculum while ensuring each community's distinctive experiences are incorporated.

However, there were several limitations to this study. Mainly, the small sample size and lack of historical program structure were the most pressing issues. First a sample size of 18 participants in total limited power and creates a difficulty in generalizability to other high school youth and law enforcement personnel. Further research is required to establish generalizability of the impact this program has on the attitudes of all high school youth and law enforcement. Also, the Attitudes Toward Youth scale proved to be unreliable in this sample. Thus it may be important to develop and identify an alternative measure.

Regarding program structure, there was little established research that provided specific activities that have been impactful for youth and law enforcement program. This study incorporated aspects of teambuilding activities and psychological group psychotherapy dynamics to create the program. Future research centered around the identification of a manualized program structure will be essential in establishing a generalizable model for these populations.

In summary, the program was successful in positively influencing the attitudes of the youth participants but fell short in relation to the law enforcement participants. Low reliability was identified in relation to the *Attitudes Towards Youth* scale. Future research aimed at understanding the barriers to attitude change for law enforcement participants is essential in developing a universal program and documenting changes in police attitudes

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Appendix A

Youth Survey: Attitudes Toward Police Scale

Instructions: Circle the number for each statement that shows what your attitude is for each statement. Circle a number for each statement.

Attitudes Of Youth	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. It is possible for youth and police officers to get along	1	2	3	4	5
2. Police officers help keep my neighborhood safe	1	2	3	4	5
3. Police officers and youth in my community can work together	1	2	3	4	5
4. Youth and police officers can have positive relationships	1	2	3	4	5
5. I feel comfortable when I see police on the street	1	2	3	4	5
6. Police officers have a positive role in society	1	2	3	4	5

7. I expect that the police I see on the street will bother my friends or me	**1**	**2**	**3**	**4**	**5**
8. I feel positively toward police officers	**1**	**2**	**3**	**4**	**5**
9. Police officers play an important role in stopping crime	**1**	**2**	**3**	**4**	**5**
10. I generally have positive interactions with police officers	**1**	**2**	**3**	**4**	**5**
11. Police officers are respectful of people like me	**1**	**2**	**3**	**4**	**5**
12. Police officers don't communicate very well	**1**	**2**	**3**	**4**	**5**
13. Police officers show concern when you ask them questions	**1**	**2**	**3**	**4**	**5**
14. Police officers play an important role in making my neighborhood a better place	**1**	**2**	**3**	**4**	**5**

Appendix B

Police Survey: Attitudes Toward Youth Scale

Instructions: Circle the number that indicates how strongly you agree or disagree with each statement.

Attitudes of Law Enforcement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Young people are positive assets to my community	1	2	3	4	5
2. Young people are hard-working	1	2	3	4	5
3. Teenagers are disrespectful	1	2	3	4	5
4. Teenage behavior is a major problem for police today	1	2	3	4	5
5. Teenagers are lazy	1	2	3	4	5
6. Young people are self-centered	1	2	3	4	5
7. Young people are thoughtful	1	2	3	4	5
8. Teenagers who make mistakes deserve a second chance	1	2	3	4	5
9. Teenagers are motivated	1	2	3	4	5
10. Teenagers are courteous	1	2	3	4	5

Appendix C

Curriculum Vitae

MEGAN A. HAGER, Capt, USAF, BSC
602 Granite Cliff
San Antonio, TX 78251
(503)312-6283

EDUCATION

PsyD	**Clinical Psychology** *(APA Accredited)* George Fox University, Newberg, OR Academic Advisor: Rodger Bufford, PsyD Dissertation: "Impacting the Relationships between High School Youth and Law Enforcement" Committee: Rodger Bufford, Psy.D (Chair), Mary Peterson, Ph.D., & Amy Johnson, B.S *Anticipated Graduation May 2022*
M.A	**Clinical Psychology** George Fox University, Newberg, OR Academic Advisor: Rodger Bufford, PsyD *Completed: May 2019*
B.S.	**Psychology** Portland State University, Portland, OR *Minor*: Criminology and Criminal Justice *Senior Capstone:* Donald E. Long Juvenile Correctional Facility placement Academic Advisor: Scott Broussard, MA *Completed: June 2017*

SUPERVISED CLINICAL EXPERIENCE

August 2021-Present	*Internship (APA Accredited)* Wilford Hall Ambulatory Surgical Center Psychology Internship Supervisors: Determined by Rotation Preceptor: Maj Jillian Bailie, Psy.D <u>Descriptions:</u> • Two primary rotations: Outpatient Mental Health Clinic, Clinical Health Psychology

- Four mini rotations: Primary Care Behavioral Health, Neuropsychology, Behavioral Analysis Service, and Assessment and Selection
- *Outpatient Mental Health Clinic* (Supervisor: Lt Col Kristin DeLambo, Ph.D., Dates: 15 Aug 2021- 27 Dec 2021)
    - Conduct comprehensive psychodiagnostic assessments for each individual patient and identify appropriate therapeutic modalities to treat variety of mental health symptoms
    - Manage High Interest List (high mental health acuity and active suicidal ideation) patients on a weekly basis and consult with patients Command to ensure all-inclusive resources
    - Provide holistic individualized care on a weekly or bi-weekly basis to address range of mental health disorders including Stress, Anxiety, Depression, Trauma, Suicidal ideation, and Adjustment disorder
    - Opportunities to co-lead several psychoeducational groups utilizing Unified Protocols for Emotional Disorders and ECCC (Intensive Outpatient group)
    - Population age ranges included 19-65+ from a variety of diversity factors. Primarily patients were all Active-Duty military from all services branches
- *Clinical Health Psychology* (Supervisor: Capt John Jones, Ph.D. and Lt Col Dan Cassidy, Ph.D., Dates: 18 Apr 2022- 05 Aug 2022)
    - Conduct comprehensive psychodiagnostic assessments for each individual patient and identify appropriate therapeutic modalities to treat variety of health-related behaviors
    - Assist patients in managing a variety of health-related behaviors including Insomnia, Weight Management, Chronic pain, and Bariatric Surgery evaluation
    - Utilization of multitude of treatment modalities includes CBTi, CBT-CP, BBTi, Weight Management strategies
    - Administer care via Clinical Health Psychology (traditional sixty minutes appointments focusing on targeted health behavior) or Health Habit Lab (similar to primary care behavioral health, thirty-minute appointments aimed at addressing specific behavior change) on a weekly or bi-weekly basis

- o Opportunities to conduct and co-facilitate psychoeducation classes for Sleep and Weight Management
- o Population ranges from 22-65+ with a variety of diversity markers as well as both active duty and retirees
- *Primary Care Behavioral Health* (Supervisor: Dr. Kessler-Walker, Ph.D., Dates: 27 Dec 2021-22 Jan 2022)
  - o Conduct initial brief biopsychosocial assessment to determine presence of mental health symptoms and appropriate level of care for patients
  - o Engage in weekly or bi-weekly brief solution-focused thirty-minute appointments providing targeted care. Common diagnoses included Grief, Stress, Anxiety, Depression, and Adjustment issues
  - o Opportunities to co-facilitate groups for ADHD and Stress management strategies
  - o Population age ranges from 19-65+ with a variety of diversity markers. Patients were a combination of active duty, retirees, and military dependent
- *Neuropsychology Assessment* (Supervisor: Lt Col Andrew Lammy, Dates: 24 Jan 2022- 20 Feb 2022)
  - o Conduct Neuropsychological Evaluation including psychodiagnostic interview and appropriate testing batteries related to presenting neurological concerns
  - o Common presenting concerns included memory issues, Dementia, TBI, learning disabilities, and Sanity Board referrals
  - o Primary neuropsychological tests include WAIS-IV, WMS-V, TOMM, BVMT-R, WCST, CVLT-2, MMPI-3, and VSVT
  - o Formal feedback provided to patients regarding diagnoses and recommendations based on overall testing
  - o Population age ranges from 25-65+ with a variety of diversity backgrounds. Patients included active duty, retirees, and military dependents
- *Behavioral Analysis Service* (Supervisor: Capt Natalie Roy, Ph.D. Dates: 22 Feb 2022-04 Mar 2022 & 04 Apr 2022- 11 Apr 2022)
  - o Conduct comprehensive psychodiagnostic interviews to determine fitness for continued military service
  - o Common presenting concerns include Anxiety, Depression, Suicidal ideation, and prior history of mental health conditions

- o Documentation was created for waivers and early separation requests made by patient regarding disqualifying mental health conditions
- o Population primarily consisted of Basic Military Training Trainee's within their first few months of training
- o Age ranges included 18-24 with a variety of diversity markers
- *Assessment and Selection* (Supervisor: Maj Emily Grieser, Ph.D. Dates: 07 Mar 2022-04 Apr 2022)
  - o Conduct comprehensive interviews off Special Warfare candidates to determine potential strengths and weaknesses in relationship to their desired career field
  - o Engage in behavioral observations of candidates to identify concerning behaviors within stressful environments
  - o Provide recommendations to Hiring Authority for the 351st Special Warfare Training Wing regarding assigned candidates

August 2020-June 2021

Pre-Intern and Clinical Experience: Therapist/Mental Health Provider
Veterans Affairs Portland: Vancouver Campus. Vancouver, WA
Supervisors: Kathryn Marshall, Ph.D., Elizabeth Hunziker, Ph.D., and Malinda Trujillo, Ph.D.
Description:
- Two required rotations: Outpatient Mental Health and Residential Inpatient Substance Use treatment, 3 different supervisors
- *First rotation*: Residential Rehabilitation Treatment Program (RRTP). (Dates: August 2020 to November 2020)
  - o Provide a comprehensive mental health assessment (Biopsychosocial) to identify co-occurring disorders.
  - o Provide an individualized holistic psychotherapy on a weekly basis, to address veterans impact of Trauma and Posttraumatic Stress Disorder.
  - o Population ranges in ages 20-85 with various diversity markers. Clients are all veterans from a variety of combat experiences and wartimes.
  - o Individual Supervision is conducted weekly to provide support for case conceptualization and personal and professional development.
  - o Opportunities for didactic trainings are available throughout the year of clinical training. Trainings

include: Cognitive Processing Therapy, Prolonged Exposure (PE), Cognitive Behavioral Therapy for Insomnia (CBT-I).

- *Second Rotation:* Outpatient Mental Health Clinic (Dates November 2020 to June 2021)
    - Conduct psycho-diagnostic, cognitive and personality assessments. Co-facilitate psychoeducational or skill-based groups (CBT, Mindfulness, ACT, IPT). Various symptoms include anxiety, depression, substance use, trauma, adjustment difficulties, and severe mental illness.
    - Conduct time-limited focused psychotherapy with veterans with broad range of presenting concerns and diagnoses in an outpatient mental health clinic housed within a medical facility.
    - Individual Supervision is conducted weekly to provide support for case conceptualization and personal and professional development.
    - Opportunities for didactic trainings are available throughout the year of clinical training. Trainings include: Cognitive Processing Therapy, Prolonged Exposure (PE), Cognitive Behavioral Therapy for Insomnia (CBT-I).
    - Population ranges in ages 20-85 with various diversity markers. Clients are all veterans from a variety of combat experiences and wartimes.

2019- 2020   *Practicum II and Clinical Experience: Therapist/Mental health Provider.*
Hazelden Betty Ford: Springbrook Center Newberg, OR
Supervisor: Brandi Schemling, Ph.D
Description:
- Provide a comprehensive Mental Health Assessment for each individual client that is admitted to our facility for drug and alcohol dependence.
- Population ranges in adults 18+, with variety of diversity markers. Population also includes active duty, reservists, and veterans for the United States military. Patients are currently experiencing co-occurring mental health and substance abuse disorders.
- Individualized psychotherapy is conducted for clients on a weekly basis, working on Coping Skills, Trauma, Relapse Prevention, Emotional Regulation, Distress Tolerance, Self-Worth, and Identifying Triggers to Use.

- Provide weekly group psychotherapy for patients in the residential level of care centered around establishing Coping Skills to prevent substance abuse.
- Individual and Group Supervision are provided due to the level of direct patient contact hours.
- Main mode of therapy: Dialectical Behavior Therapy/Cognitive Behavioral Therapy and Motivational Interviewing

2019-April 2021   *Psychodiagnostics Assessment Experience: Psychometrician*
Private Practice Psychology Lake Oswego, OR
Dr. Gary Monkarsh, Ph.D.

2018-May 2021   *Supplemental Practicum and Clinical Experience: QMHP/Behavioral Health Crisis Consultant*
Behavioral Health Crisis Consultation Team, Yamhill County, OR
Supervisors: Luann Foster, PsyD; Mary Peterson, PhD, ABPP; William Buhrow, PsyD
Description:
- Provide crisis mental health assessments for individuals in crisis and to determine the appropriate level of care. Assessments are utilized to asses suicidality, homicidal ideation, psychosis, and ability to care for self.
- Consult and collaborate with medical staff and other integrated health professionals to address potential treatment recommendations.
- Collaborate with supervisors to consult on hospitalization criteria for crisis patients.
- Population: Patients were from all demographic backgrounds. Patients are seen based on criteria for crisis assessment (Suicidal ideation/Action, Homicidal Ideation, Psychosis, and Inability to Care for self).
- Attend weekly group supervision due to direct patient contact hours.
- Therapeutic Modality: Crisis Assessment

2018-May 2021   *Supplemental Practicum: Forensic Psychology Student Trainee*
Forensic Psychological Services, Newberg, OR
Supervisor: Patricia Warford, PsyD
Description:
- Attend psychoeducational lectures regarding various topics of interest and importance within the forensic psychology community.
- Engage in supervised didactic trainings to increase knowledge and understanding the interplay of psychologists within the criminal justice system.

- Assist licensed forensic psychologist in forensic evaluations and court appointed evaluations. These evaluations take place in Multnomah County, Washington County, Linn County, Lane County, and Yamhill County. Evaluations also include Federal Cases conducted at the Sheridan Federal petitionary.
- Administer psychological and forensic assessments to a range of individuals involved in the judicial system. Psychodiagnostic Assessments include: TORC-4, WAIS, MMPI-2, PAI, LKR, MACATCA, and intake interview. For DHS cases, CTS and PSI.
- Write de-identified forensic reports and participate in "mock trials" with psychologist and other trainees to increase knowledge of conduct within the court system
- Population: Incarcerated individuals, Pre-Adjudication, Age: 18+, All Genders, All Ethnicities.
- Types of Forensic Evaluations: GEI (Guilty Except for Insanity) Evaluations, Aid and Assist, and Mitigation.
- Types of Cases: Domestic Violence, Child Custody (DHS), ICE, Drug Related Crimes, Capital Murder.
- Therapeutic Modality: Psychodiagnostic Evaluation and Psychologist Testing

2018-Janurary 2020   *Practicum I: Therapist*
Cedar Hills Hospital, Beaverton, OR
Supervisor: Larry Jasper, Psy.D and Jory Smith, Psy.D
Description:
- Provide group psychotherapy to individuals experiencing acute distress within the inpatient and outpatient services. Address distressing symptoms each individual is experiencing. Also provide Crisis Intervention for individual experiencing continual acute crisis.
- Creation and implementation of group topics in both the inpatient and outpatient locations at Cedar Hills Hospital. Topics are designed to be trauma-informed and help individuals explore how trauma has impacted their lives and current functioning.
- Individuals experience a variety of symptoms including different populations. Individuals experiencing psychosis, depression, anxiety, suicidal ideation, homicidal ideation, delusions, and substance abuse.
- Work with individuals on various aspects of trauma and identify triggers to substance use and abuse as well as self-harming behaviors. Also, working with clients to identify

- resources he or she needs in their lives to help with recovery.
- Population: Ages 18+, All Genders, All Ethnicities, All socioeconomic status, Active Duty and Veterans. Referral Criteria: Threat of Harm to Self or Others, Inability to Care for self, Psychosis, Posttraumatic Stress Disorder and Debilitating Substance Use
- Therapeutic modality: Cognitive Behavioral Therapy, Crisis Intervention, and Person-Centered Therapy

2017-Febuary 2020   *Supplemental Practicum: Therapist*,
Friendsview Retirement Community, Newberg, OR
Supervisors: Glena Andrews, PhD, ABPP, and Lynsey Fringer, MA
Description:
- Provide supervision for incoming students who are engaging with the retirement community
- Provide group psychotherapy to retired individuals who are in various stages of transition in life. Provide individual psychotherapy to members of the retirement community who are experiencing distress.
- Group topics include: Grief, Transitions, Stress Management, and Gift of Years (Book given to the residents at move in)
- Population: Retired 65+ individuals
- Therapeutic modality: Group Psychotherapy

2017-2018   *Pre-Practicum: Student Therapist*
Graduate School of Clinical Psychology
George Fox University, Newberg, OR
Supervisors: Glena Andrews, PhD, ABPP; Mark Thomas, MA
Description:
- Provide outpatient, individual, client-centered psychotherapy services to volunteer undergraduate students
- Conduct intake interviews, write treatment plans, make diagnoses, write professional reports, and make case presentations
- Consult with supervisors and members of clinical team
- All sessions video-taped, reviewed extensively, and discussed in individual and group supervision

SUPERVISION & TEACHING EXPERIENCE

Fall 2020   *Supervisor/ Teaching Assistant*
Clinical Foundations
Professor/Supervisor: Dr. Andrea Paxton, Psy.D

Description:
- Provide supervision for first year graduate students learning to utilize the person-centered psychotherapy theory. Supervision included: basic person-centered therapeutic techniques, professional writing skills, and professionalism.

Fall 2019 & Fall 2020   *Teaching Assistant*
                               Substance Use
                               Professor: Dr. Jory Smith, Psy.D

PROGRAM DEVELOPMENT & EVALUATION

2018-Present   *Project Manager*
                               Improving Law Enforcement and Youth Relationships
                               Portland Police Bureau and David Douglas High School
                               Graduate School of Clinical Psychology
                               George Fox University, Newberg, OR
                               Supervisor: Rodger Bufford, PsyD, Amy Johnson, MA, and John
                               Bier, MA, (DDHS Principal)

CERTIFICATIONS AND LICENSES

08/15/2020   Neuroanatomy (Certificate of Completion)

05/01/2020   Trauma Treatment in Clinical Practice (Certificate of Completion)

2019-Present   American Heart Association BLS for healthcare providers

SKILLS & TRAINING

- **Cognitive Behavioral Therapy for Suicide Prevention** (Certification of Completion)
- **Prolonged Exposure Therapy:** Several days training reviewing the manualized evidence-based treatment for PTSD (Certification of Completion)
- **Cognitive Processing Therapy:** Several days training reviewing the manualized evidence-based treatment for PTSD (Certification of Completion)
- **Forensic Assessment Training:** MACATCA, ILK (Inventory of Legal Knowledge), Torc-4, Intake Interview
- **Neuropsychological Assessment Training with competencies received for:** TOMM, TPT, DKEFS, Grooved Pegboard, WCST, REY Complex Figure, Boston Naming, TOWER-2, C-TONI 2, CVLT-II, Booklet Category Test, RBANS line orientation

- **Cognitive Behavioral Psychotherapy Training:** basic and advanced skills in working within the CBT framework
- **Behavioral Self-Modification:** year and a half of training in behavioral modification provided by Portland State University and taught by Dr. Tim Kelly
- **Clinical Foundation training:** basic and advanced therapeutic skills from a Person-Centered perspective
- **Assessment training:** MMPI-2, 16PF, PAI, interpretation of assessment tests as well as the training to administer each of these assessments.
- **Cognitive Assessment Training with competencies received for**: WAIS-IV, WISC-V, WIAT-III, WMS-IV

LEADERSHIP & MEMBERSHIPS

April 2021- Present   Social Committee
Heald of Social Committee
Wilford Hall Psychology Internship
JBSA Lackland AFB, San Antonio, TX

April 2021-Present   Assistant Chief Resident
Wilford Hall Psychology Internship
JBSA Lackland AFB, San Antonio, TX

2019-2020   Multicultural Committee Board Member
Community Engagement Leader
Graduate School of Clinical Psychology
George Fox University, Newberg, OR

2021-Present   Society of Air Force Psychology

2017-Present   American Psychological Association

2017- Present   The Trust (Liability Insurance)

2017-May 2021   Forensic Psychology Student Interest Group (member)
Graduate School of Clinical Psychology
George Fox University, Newberg, OR

2017-May 2021   Military Psychology Student Interest Group (member)
Graduate School of Clinical Psychology
George Fox University, Newberg, OR

2018-2019   Graduate School of Clinical Psychology (Second Year Mentor)
George Fox University, Newberg, OR

ATTENDED COLLOQUIUM & GRAND ROUNDS

Amy Stoeber, PhD. *Child Adverse Events to Adults with Substance Use Problems*.
Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. February 12, 2020

Forster Cheryl, Psy.D. *Intercultural Communication*.
Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. October 16, 2019.

Worthington Jr. Everett, Ph.D *Promoting Forgiveness*.
Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. September 25, 2019

DeLugach Steven, MS LPC *Assessing Sexual Issues in Addiction*
C.E course, Hazelden Betty Ford Newberg, Newberg OR. September 16, 2019.

Marlow Douglas, Ph.D *Foundations of Relationships Therapy-The Gottman Model*
Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. March 20, 2019.

Diomaris Safi, PsyD & Alexander Millkey, PsyD. *Opportunities in Forensic Psychology*.
Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. February 13, 2018.

Scott Pengelly, PhD. *Old pain in new brains*. Grand Rounds, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. October 10, 2018.

Lisa McMinn, PhD & Mark McMinn, PhD. *Spiritual formation and the life of a psychologist: Looking closer to soul-care*. Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. September 26, 2018.

Michael Vogle, PsyD. *Integration and ekklesia*. Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. March 14, 2018.

Carlos Taloyo, PhD. *The history and application of interpersonal psychotherapy*. Grand Rounds, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. February 14, 2018.

Jeffery Sordahl, PsyD. *Telehealth*. Colloquium, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. November 08, 2017.

Eleanor Gil-Kashiwabara, PsyD. *Community based participatory research and tribal participatory research with Indian American/Alaskan Natives*. Grand Rounds, Graduate School of Clinical Psychology, George Fox University, Newberg, OR. October 11, 2017.

ADDITIONAL PROFESSIONAL TRAINING, EDUCATION, & ATTENDED PRESENTATIONS

Rebecca Davis, MA, CSWA & Shea Lowery, MS, LPC, *How to be (Less Harmful): Training White Helpers to Serve BIPOC Clients*. Anti-Racist Trauma-Informed Care (ARTIC). Portland, OR (Virtual Training)
   September 26, 2020

April Thompson, M.A. & Matthew Thompson, *Addressing Suicidal Behavior in the U.S. Military: Strategies, for Assessment, Crisis, Intervention, and Treatment*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 19, 2020

Paula Domenici, Ph.D. & Kelly Chrestman, Ph.D. *Assessing Military Clients for Trauma and PTSD*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 18, 2020

Tim Rodgers, Ph.D. *Sleep Disorders: An Overview of Sleep Disorders Common in Military Members*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 17, 2020

Kevin Holloway, Ph.D. *Overview of Traumatic Brain Injury in the Military*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 17, 2020

Jeffrey Cook, Ph.D. *Ethical Considerations for Working with Military Members*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 17, 2020

Regina Shillinglaw, Ph.D. *Introduction to Military Psychologist Activities & Introduction to Unique Department of Defense Assessments*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 16, 2020

Lisa French, Ph.D. *Military Family Experience and Psychology*. Center for Deployment Psychology. Portland, OR (Virtual Training)
   June 15, 2020

Susan Johnson, Ph.D. *Emotionally Focused Individual Therapy (EFIT): Attachment-based Interventions to Treat Trauma, Anxiety and Depression*. Portland, OR.

April 2nd, 2020

Steven P DeLugach, MS LPC. *Sexual Addiction: Assessment and Treatment*. Newberg, OR.
   September 16, 2019

Cheryl Forster, Psy.D. *Intercultural Communication and Social Justice*. Portland, OR.
   February 22-24, 2019

Patricia Warford, PsyD. *Forensic report writing and psychological testing*. Newberg, OR
   November 30, 2018.

Octavio Choi, MD, PhD. *Real-life monsters: Psychopathy and the neuroscience of morality*.
   Portland, OR.
   October 30, 2018.

RESEARCH EXPERIENCE & PARTICIPATION

2021	*RPA pilot Health Behavior Risks Research* 711th Human Performance Wing Wright-Patterson AFB Dayton, OH Research lead: Lt Col Kirstin Galloway
2019	*Consultation Research* Edwards Elementary School Newberg, OR Research lead: Nathan Higa, M.A. *Title:* Program Evaluation of Youth Fitness Program at Edwards Elementary
2018-May 2022	*Dissertation Research* Graduate School of Clinical Psychology George Fox University, Newberg, OR Committee Chair: Rodger Bufford, Psy.D Other Committee Members: Mary Peterson, PhD, ABPP, Amy Johnson, MA *Title:* Impacting the Relationships between High School Youth and Law Enforcement (copy available upon request) *Preliminary Defense:* Completed 11/22/2019 (Full Pass) *Successfully Defended:* 15 January 2021
2018-May 2021	*Research Vertical Team Member* Graduate School of Clinical Psychology George Fox University, Newberg, OR Chair: Rodger Bufford, Psy.D *Research*: meet bi-monthly to discuss and evaluate progress,

methodology, and design of group and individual research projects, including dissertation.
Specific personal interests: forensic, law enforcement, military psychology, trauma informed care, substance abuse, and juvenile offenders

2016-2017   *Research Assistant*
                                  Portland State University, Portland, OR
                                  Dr. Shawn Johnston, Forensic Psychologist
                                  Topic: Create a data basis from data collected from forensic psychologists across the United States to identify the level of malingering each psychologist experiences during forensic cases. The goal was to publish a paper regarding the average level of malingering in forensic clients as to educate the forensic community.

PRESENTATIONS

2022 April   Vicarious Trauma, Burnout, & Self-care
                                  37th Training Wing Legal Office
                                  JBSA-Lackland AFB
                                  San Antonio, TX

2022 April   RPA Pilot Health Behaviors
                                  737th Human Performance Wing
                                  (Virtual) JBSA Lackland AFB
                                  San Antonio, TX