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Chapter 2: Police and Public Safety Psychology

Test Bank

Multiple Choice

1. The first full-time in-house psychologist was _____.
A. Martin Reiser
B. Kim Rossmo
C. Stephen Chandler
D. Louis Terman
Ans: A
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Easy

2. Family therapy is to _____ as crisis negotiation is to _____.
A. consulting; assessment
B. operational support; intervention
C. assessment; consulting
D. intervention; operational support
Ans: D
Learning Objective: 2-2: Discuss police culture, and emphasize that it is not necessarily homogeneous.
Cognitive Domain: Analysis
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Hard

3. The rules, attitudes, beliefs, and practices that are thought to be accepted among law enforcement officers as an occupational group are known as _____.
A. operational support
B. police culture
C. candidate screening
D. psychological assessment
Ans: B
Learning Objective: 2-2: Discuss police culture, and emphasize that it is not necessarily homogeneous.
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Easy

4. Imagine you are a psychologist who has been asked to complete a fitness-for-duty evaluation. What is the first step you would take?
A. assess whether the officer is fit to return to duty
B. conduct a job analysis
C. determine the officer's physical fitness level
D. establish departmental credibility
Ans: B
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Application
Answer Location: Job Analysis
Difficulty Level: Hard

5. A psychologist who participates in the selection and training of hostage negotiation teams is conducting a _____ evaluation.
A. fitness-for-duty
B. critical incident
C. special unit
D. deadly force assessment
Ans: C
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Special Unit Evaluations
Difficulty Level: Medium

6. All of the following are included in Aumiller and Corey's domains of practice except _____.
A. augmentation
B. intervention
C. operational support
D. organizational consultation
Ans: A
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Easy

7. CISD stands for _____.
A. Correctional Institution Standardized Development
B. Criminal Inmate Stress Disorder
C. Canadian Institute for Stress Disorders
D. Critical Incident Stress Debriefing
Ans: D

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Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Knowledge
Answer Location: Post-Shooting Traumatic Reactions
Difficulty Level: Easy

8. The systematic procedure for identifying the skills, abilities, knowledge, and psychological characteristics that are needed to do public safety work successfully is referred to as _____.
A. law enforcement screening
B. job analysis
C. preemployment screening
D. comprehensive skills analysis
Ans: B
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Knowledge
Answer Location: Job Analysis
Difficulty Level: Easy

9. Which statement best summarizes how law enforcement has changed during the past 20 years?
A. Agencies have become more specialized.
B. Officers are committing suicide at higher rates.
C. Agencies have become more accepting of the use of deadly force.
D. Officers are less receptive to mental health intervention.
Ans: A
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Analysis
Answer Location: Law Enforcement Numbers Today
Difficulty Level: Hard

10. Which question could a police agency legally ask a candidate during the pre-offer stage of employment?
A. How long have you suffered from depression?
B. Do you have a physical or mental disability?
C. How would you handle a situation involving a suicidal citizen?
D. Do you require a wheelchair for long distances?
Ans: C
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Comprehension
Answer Location: Americans with Disabilities Act of 1990 and Beyond

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Difficulty Level: Medium

11. The Equal Employment Opportunity Commission divides disability inquiries into two stages. These stages are _____.
A. medical and psychological
B. performance-related and health-related
C. pre-offer of employment and post offer
D. accommodating and holding
Ans: C
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Knowledge
Answer Location: Americans with Disabilities Act of 1990 and Beyond
Difficulty Level: Easy

12. The screening procedure that assumes that there are traits, habits, reactions, and attitudes that distinguish outstanding from satisfactory police performance is called _____.
A. screening-in
B. screening-out
C. reasonable accommodation
D. natural selection
Ans: A
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Comprehension
Answer Location: Screening Out and Screening In
Difficulty Level: Medium

13. Which test has been found to be the most valid for the selection of law enforcement personnel?
A. the IPI
B. the CPI
C. the MMPI-2
D. the 16-PF
Ans: C
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Conclusions on Psychological Testing for Police and Public Safety Personnel
Difficulty Level: Medium

14. Why is it so difficult to predict success or failure in law enforcement work?
A. There are no standards for psychological testing.
B. Many law enforcement applicants have mental disorders.

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C. Law enforcement activities are broad and heterogeneous.
D. Much of the work requires specific immeasurable personality traits.
Ans: C
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Analysis
Answer Location: Conclusions on Psychological Testing for Police and Public Safety Personnel
Difficulty Level: Hard

15. Who owns a law enforcement fitness-for-duty evaluation (FFDE) report?
A. the evaluating psychologist
B. the Federal Bureau of Investigation
C. the agency that requested the report
D. the chief of the police department
Ans: C
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Fitness-for-Duty Evaluation
Difficulty Level: Medium

16. Who typically requests a FFDE?
A. a police psychologist
B. the department head
C. a family member of the officer
D. the officer
Ans: B
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Knowledge
Answer Location: Fitness-for-Duty Evaluation
Difficulty Level: Easy

17. Compared to officers with only a high school diploma, officers with some college education have been shown to _____.
A. make better officers
B. have better communication skills
C. deal more effectively with adolescents
D. respond more effectively to crisis situations
Ans: B
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Comprehension

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Answer Location: Preemployment and Post-Offer Psychological Evaluations
Difficulty Level: Medium

18. Which type of occupational stressor is often the most prevalent and frustrating for law enforcement personnel?
A. task-related stressors
B. personal stressors
C. external stressors
D. organizational stressors
Ans: D
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Knowledge
Answer Location: Organizational Stress
Difficulty Level: Easy

19. Which source of stress would be considered an external stressor?
A. excessive shift work
B. negative police–citizen interactions
C. exposure to death
D. substance abuse
Ans: B
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: External Stress
Difficulty Level: Medium

20. Officer Ludden is a 36-year-old father of twin girls who is called to the scene of an auto accident in which a drunk driver has killed a 4-year-old girl. Despite his anger and sadness, Officer Ludden stoically informs the child's father that his daughter has died. The officer is likely experiencing _____.
A. emotional dissonance
B. cognitive subterfuge
C. external stress disorder
D. expressionless displacement
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Application
Answer Location: Organizational Stress
Difficulty Level: Hard

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20. Boredom and exposure to violent situations are examples of _____ stressors.
A. occupational
B. external
C. personal
D. task-related
Ans: D
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Task-Related Stress
Difficulty Level: Medium

21. A critical incident is characterized by an unanticipated and _____ event.
A. nonroutine
B. violent
C. confusing
D. heroic
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Knowledge
Answer Location: Task-Related Stress
Difficulty Level: Easy

22. Which program is often considered a form of racial/ethnic profiling?
A. Stop and Frisk
B. Critical Incident Stress Debriefing
C. Community-Oriented Policing
D. Peer Counseling
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: External Stress
Difficulty Level: Medium

23. Research has shown that when considering mental health services, many police officers prefer to work with _____.
A. competent mental health professionals who are not officers
B. officers who have received training in critical incidents stress debriefing
C. peer counselors who understand the cycle of violence

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D. same-gender professionals
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Personal Stress
Difficulty Level: Medium

24. Which statement is correct about post-shooting traumatic reactions?
A. Most officers will experience shooting a person in the line of duty at some time in their careers.
B. Most officers experience a marital separation or divorce after a shooting incident.
C. The majority of large police agencies deny the existence of post-shooting traumatic reactions.
D. The topic of post-shooting traumatic reactions has not been adequately studied.
Ans: D
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Post-Shooting Traumatic Reactions
Difficulty Level: Medium

25. Research suggest that the overwhelming reason for most police suicides appears to be _____.
A. financial problems
B. reactions to critical incidents
C. easy access to weapons
D. difficulties in intimate partner relationships
Ans: D
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide.
Cognitive Domain: Comprehension
Answer Location: Police Suicide
Difficulty Level: Medium

26. The majority of all hostage situations _____.
A. are relationship-driven
B. end in death of the hostage taker
C. end in death of the hostage negotiator
D. are politically motivated
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Cognitive Domain: Comprehension
Answer Location: Hostage-Taking Incidents
Difficulty Level: Medium

27. Which category of hostage taker often requires the involvement of federal officials and is considered the most difficult for police officers?
A. political terrorists
B. individuals who have committed a crime
C. individuals with mental disorders
D. prisoners
Ans: A
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Hostage-Taking Incidents
Difficulty Level: Medium

28. Early warning systems are used to identify _____.
A. female officers at risk for sexual harassment
B. potential problem behaviors in officers
C. suspects who are vulnerable to coercion
D. officers who are insensitive to diversity issues
Ans: B
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

29. What is the goal of an FFDE?
A. to determine whether an officer is likely to use excessive force
B. to determine whether an officer is corrupt
C. to determine whether an officer has a mental disorder that would affect his or her job performance
D. to determine whether an officer can perform the basic duties required for the job
Ans: D
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Fitness-for-Duty Evaluation
Difficulty Level: Medium

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

30. What are the three phases of crisis negotiation?
A. internal, external, and post-crisis
B. buildup, acute, and resolution
C. pre-incident, intra-incident, and post-incident
D. organizational, task-related, and external
Ans: C
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Crisis Negotiation
Difficulty Level: Medium

31. Which of the following statements about diversity in law enforcement is correct?
A. Ethnic minorities are less well represented than women in law enforcement.
B. Women now comprise nearly one-third of all police officers nationwide.
C. The ethnic and racial makeup of a police department rarely reflects the makeup of the community it serves.
D. Non-Caucasian police officers make up under 5% of all police officers in most urban areas.
Ans: C
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Gender and Ethnic Minority Issues
Difficulty Level: Medium

32. As a group, female officers are more likely than men to _____.
A. be motivated toward financial rewards of law enforcement
B. become involved in incidents of excessive force
C. work in small and rural departments
D. possess better communication skills
Ans: D
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Gender and Racial/Ethnic Issues
Difficulty Level: Medium

33. Which of the following was a key finding of the National Institute of Justice's 1999 report on police use of force?
A. Police force is prevalent in large U.S. cities.
B. Police engage in force infrequently.

C. Police force escalates quickly.
D. Police often take out their internal rage on available suspects.
Ans: B
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

34. A 1992 study of police corruption by the Defense Personnel Security Research Center found that the single best predictor of corruption was _____.
A. a history of intimate partner violence
B. a pattern of violence that begins later in life
C. misconduct early in the career
D. immature and/or irresponsible behavior
Ans: C
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Comprehension
Answer Location: Police Corruption
Difficulty Level: Medium

35. Tragedies, death, serious injuries, and life-threatening situations that police officers encounter are called _____.
A. target effects
B. critical incidents
C. dynamic calculus
D. fear-of-failure events
Ans: B
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Knowledge
Answer Location: Task-Related Stress
Difficulty Level: Medium

36. Psychologists in the 20th century provided service to police agencies primarily in what area?
A. stress management
B. hostage negotiation training
C. family counseling
D. cognitive and aptitude testing
Ans: D
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Comprehension
Answer Location: Police Psychology: A Developing Profession

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Difficulty Level: Medium

37. Selection, intervention, and post-intervention monitoring are the three basic phases of _____.
A. early warning systems
B. police corruption
C. hostage negotiation
D. job analysis
Ans: A
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

38. Excessive force is defined as _____.
A. a level of force that exceeds what is justifiable under the circumstances
B. any illegal behavior demonstrated by an individual officer
C. a pattern of unacceptable behavior inherent in a law enforcement agency
D. the discharge of weapons outside the line of duty
Ans: A
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

39. Which statement is the most accurate?
A. Psychological evaluations of potential law enforcement officers are required by the U.S. Constitution.
B. Psychological evaluations of potential law enforcement officers are required in the majority of states.
C. Psychological evaluations cannot be required if a law enforcement candidate refuses to participate.
D. Psychological evaluations of potential law enforcement candidates have no validity.
Ans: B
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Analysis
Answer Location: Preemployment and Post-Offer Psychological Evaluations
Difficulty Level: Hard

40. All of the following are considered critical traits for successful police officers except _____.
A. good judgment
B. physical strength

C. interpersonal skills
D. decision-making skills
Ans: B
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Comprehension
Answer Location: Job Analysis
Difficulty Level: Medium

41. The most common psychological problem experienced by officers after a serious critical incident is _____.
A. post-traumatic stress disorder
B. chronic fatigue
C. Munchausen syndrome by proxy
D. substance abuse
Ans: A
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Knowledge
Answer Location: Personal Stress
Difficulty Level: Medium

42. Which of the following statements about screening-out and screening-in is correct?
A. Psychologists have been more successful at screening out undesirable candidates than at identifying desirable candidates.
B. Psychology is making little progress at identifying desirable candidates for law enforcement positions.
C. No psychological measures are available for use in screening in candidates.
D. Police psychologists have found it a great challenge to eliminate unsuitable candidates than to identify suitable candidates.
Ans: A
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Screening Out and Screening In
Difficulty Level: Medium

43. If a psychological measure contains a sufficient number of items that are related to the work performed by law enforcement, it is said to have _____ validity.
A. true
B. predictive
C. concurrent
D. face
Ans: D
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Screening Out and Screening In

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Difficulty Level: Medium

44. Which type of validity is the most desirable yet most difficult to achieve?
A. true validity
B. predictive validity
C. face validity
D. content validity
Ans: B
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Screening Out and Screening In
Difficulty Level: Medium

45. Face validity is synonymous with _____ validity.
A. true
B. predictive
C. concurrent
D. content
Ans: D
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Screening Out and Screening In
Difficulty Level: Medium

46. Which of the following is not one of the common activities and tasks of police and public safety psychologist?
A. Operational support
B. Intervention
C. Consulting and research
D. In Field Evaluations
Ans: D
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Easy

47. Which of following is not one of the most commonly used personality measures for law enforcement screening?
A. Psychopathy Checklist-Revised
B. The Minnesota Multiphase Personality inventory
C. The personality assessment inventory
D. The sixteen personality factor questionnaire
Ans: A
Learning Objective: 2-4: Review psychological assessment methods and instruments

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Cognitive Domain: Knowledge
Answer Location: Commonly used inventories in police screening
Difficulty Level: Easy

48. A dual relationship is when
A. A psychologist conducting an evaluation is also the psychologist providing treatment
B. A law enforcement officer is also a victim
C. A psychologist conducting an evaluation is also related to the officer
D. A law enforcement officer is receiving treatment from a higher-ranking officer
Ans: A
Learning Objective: 2-1: Define and Describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Fitness-for-Duty evaluation (FFDE)
Difficulty Level: Medium

49. _____ contributes to more errors in judgement and greater increases in stress than any other factor in the police environment.
A. Excessive shift work
B. Work related trauma
C. Work related stress
D. The combination of work-related stress and personal stressors
Ans: A
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide
Cognitive Domain: Knowledge
Answer Location: Organization Stress
Difficulty Level: Easy

50. It is estimated that _____ as many officers die by their own hand as are killed in the line of duty.
A. Two times
B. Three times
C. Five times
D. Ten times
Ans: A
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide
Cognitive Domain: Knowledge
Answer Location: Police Suicide
Difficulty Level: Easy

51. An understanding of _____ is a crucial element for effective police psychologists to possess.
A. The cycle of violence
B. Victim's rights

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C. Police culture
D. The DSM
Ans: C
Learning Objective: 2-2: Discuss police culture and emphasize that is it not necessarily homogeneous
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Easy

52. Officer Frantz is a 42 year old father of twin girls, called to the scene of a car accident where a drunk driver killed a 4 year old girl. Despite his anger and sadness, Officer Frantz stoically informs the child's father that his daughter has died. According to the textbook, Officer Frantz is most likely experiencing:
A. Emotional dissonance
B. Post-traumatic stress
C. Cognitive dissonance
D. Expressionless displacement
Ans: A
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide
Cognitive Domain: Application
Answer Location: Task-related stress
Difficulty Level: Medium

True/False

1. Research shows that the most effective police officers are physically strong.
Ans: F
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Knowledge
Answer Location: Job Analysis
Difficulty Level: Easy

2. Most law enforcement officers complete their career without ever firing a weapon in the line of duty.
Ans: T
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide.
Cognitive Domain: Knowledge
Answer Location: Post-Shooting Traumatic Reactions
Difficulty Level: Easy

3. On July 31, 2013, police and public safety psychology was officially recognized by the American Psychological Association as a professional specialty.
Ans: T

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Easy

4. At the post-offer/pre-hire stage, a police department may make direct inquiries about disabilities.
Ans: T
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Americans with Disabilities Act of 1990 and Beyond
Difficulty Level: Medium

5. Research shows that compared to other occupational groups, police officers have one of the highest suicide rates in the United States.
Ans: F
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide.
Cognitive Domain: Knowledge
Answer Location: Police Suicide
Difficulty Level: Easy

6. Some police agencies implicitly encourage the use of excessive force within their ranks.
Ans: T
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Knowledge
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Easy

7. A hostage situation is synonymous with a barricade situation.
Ans: F
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Knowledge
Answer Location: Hostage-Taking Incidents
Difficulty Level: Easy

8. The use of psychologists in crisis negotiation is decreasing.
Ans: F
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Cognitive Domain: Knowledge
Answer Location: Crisis Negotiation
Difficulty Level: Easy

9. The strongest reason for police suicide involves post-shooting traumatic reactions.
Ans: F
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide.
Cognitive Domain: Knowledge
Answer Location: Police Suicide
Difficulty Level: Easy

10. Schedule changes and salary disputes are examples of organizational stressors.
Ans: T
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Application
Answer Location: Organizational Stress
Difficulty Level: Medium

11. Understanding the police culture is critical to effective police psychology.
Ans: T
Learning Objective: 2-2: Discuss police culture, and emphasize that it is not necessarily homogeneous.
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Easy

12. The MMPI-2 was originally designed to measure psychopathology and behavioral disorders.
Ans: T
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Knowledge
Answer Location: Minnesota Multiphasic Personality Inventory–Revised (MMPI-2)
Difficulty Level: Easy

13. Typically, the smaller the police department, the more specified the police duties.
Ans: F
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Comprehension
Answer Location: Conclusions on Psychological Testing for Police and Public Safety Personnel
Difficulty Level: Medium

14. All police agencies have the same style, purpose, and mission.

Introduction to Forensic Psychology - Research and Application 6th edition Bartol Test Bank

Ans: F
Learning Objective: 2-2: Discuss police culture, and emphasize that it is not necessarily homogeneous.
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Easy

15. At its worst, police bias leads to excessive or fatal force.
Ans: T
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

16. Police and public safety psychology is the research and application of psychological knowledge and clinical skills to law enforcement and public safety
Ans: T
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Law enforcement numbers today
Difficulty Level: Easy

17. Training and experience are effective in minimizing the effect of implicit bias
Ans: T
Learning Objective: 2-7 Review recent research findings on shooter bias and the use of excessive force by police
Cognitive Domain: Knowledge
Answer Location: Shooter bias
Difficulty Level: Easy

18. Psychologist often begin regular psychological treatments with officers after they complete their fitness for duty evaluations
Ans: F
Learning Objective: 2-1: Define and Describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Comprehension
Answer Location: Fitness-for-Duty evaluation (FFDE)
Difficulty Level: Medium

19. Fitness-for-duty evaluations (FFDEs) are specifically for law enforcement agencies
Ans: F
Learning Objective: 2-4: Review psychological assessment methods and assessments
Cognitive Domain: Knowledge

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Answer Location: Fitness-for-Duty evaluation (FFDE)
Difficulty Level: Easy

20. It is not necessary for police psychologist to understand police culture in order to effectively do their job
Ans: F
Learning Objective: 2-2: Discuss police culture and emphasize that is not necessarily homogeneous
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Medium

21. Police culture is similar despite an officer's rank or agency
Ans: F
Learning Objective: 2-2: Discuss police culture and emphasize that is not necessarily homogeneous
Cognitive Domain: Knowledge
Answer Location: Police Culture
Difficulty Level: Medium

Essay

1. Why is it important for a police psychologist to be familiar with the Americans with Disabilities Act?
Ans: The ADA prohibits discrimination and mandates equal treatment of all individuals regardless of physical or mental disabilities. Its sections on employment prohibit public employers and private employers with 15 or more employees from discriminating against any qualified person with a disability who can perform the essential (as opposed to marginal or incidental) functions of the job he or she holds or seeks. It's crucial for police psychologists who design employment screening, selection, and promotional procedures for police agencies to be familiar with the act. For example, a police agency must not ask applicants any health or fitness questions that elicit information about disabilities. At the post-offer/pre-hire stage, a police department may make direct inquiries about disabilities and may require applicants to undergo medical and psychological examinations. The ADA affects receiving citizen complaints; interviewing witnesses; arresting, booking, and holding suspects; operating telephone ("911") emergency centers; providing emergency medical services; and enforcing the laws.
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Analysis
Answer Location: Americans with Disabilities Act of 1990 and Beyond
Difficulty Level: Hard

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2. Choose one of the commonly used inventories in police screening. Describe the instrument, including what the test measures and what we know about its validity.
Ans: For example, the Inwald Personality Inventory (IPI) is a 310-item, true–false questionnaire that has 26 scales. The IPI was specifically designed to measure the suitability of law enforcement and public safety candidates based on a variety of personality traits and behavioral patterns. It was developed to measure both normal personality traits and deviant behavioral patterns, such as job difficulties, substance abuse, driving violations, absence abuse, and antisocial attitudes. The IPI has good face validity; however, little research has been conducted recently.
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Analysis
Answer Location: Commonly Used Inventories in Police Screening
Difficulty Level: Hard

3. Describe three factors that make police work especially stressful when compared to other occupations. Include the category that each stressor falls under in your answer.
Ans: For example, shift work is an organizational stressor that interferes with sleeping and eating and can wreak havoc on family life. The need to control emotions is a task-related stressor that requires the officer to master the art of constantly switching between human responses and emotional control. Another task-related stressor is dealing with critical incidents such as active shooter events or hostage-taking situations.
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Application
Answer Location: Stress Management
Difficulty Level: Medium

4. Identify two critical incidents that a police officer may encounter. Explain how a police psychologist may be helpful to a law enforcement agency during these times.
Ans: Officers may encounter events such as the death of a colleague, the accidental killing or wounding of a citizen by the police officer; death or serious injury to a child or multiple children; or events involving a number of deaths, such as major fires, terrorist bombings, or far-reaching natural disasters such as hurricanes, earthquakes, or tornadoes. The police psychologist's job is to help minimize the harmful effects of job stress as a result of very unusual crisis or emergency situations. Many departments offer pre-incident education in which officers are educated about the potential occurrence and effects of these events.
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Analysis
Answer Location: Task-Related Stress
Difficulty Level: Hard

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5. The available research suggests that suicide rates for law enforcement personnel are lower than that of the general population. What may explain this difference?
Ans: Suicide rates for law enforcement personnel may be lower due to sophisticated screening procedures and rigorous evaluations at the time of hiring, increased use of stress awareness training, better police training, increased counseling opportunities, and the many services provided by police psychologists and other psychologists working closely with police agencies.
Learning Objective: 2-5: Examine the prevalence and risk factors for police suicide.
Cognitive Domain: Comprehension
Answer Location: Police Suicide
Difficulty Level: Medium

6. Name four police psychology organizations.
Ans: Answers may include the Police Psychological Services Section of the International Association of Chiefs of Police (IACP-PPSS), Division 18 (Police and Public Safety Section) of the APA, the Society of Police and Criminal Psychology (SPCP), the American Academy of Police & Public Safety Psychology (AAPPSP), the American Board of Police & Public Safety Psychology, and the Criminal Justice Psychology Section of the Canadian Psychological Association (CPA).
Learning Objective: 2-1: Define and describe the common activities and tasks of police and public safety psychologists.
Cognitive Domain: Knowledge
Answer Location: Police Psychology: A Developing Profession
Difficulty Level: Medium

7. Define early warning systems. What does research tell us about their effectiveness?
Ans: Early warning systems are data-based management tools, usually consisting of three basic phases: (1) selection, (2) intervention, and (3) post-intervention monitoring. Preliminary research on the effectiveness of early warning systems suggests that they are effective, especially if used in combination with department-wide attempts to raise standards of performance and improve the quality of police services.
Learning Objective: 2-6: Describe the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.
Cognitive Domain: Comprehension
Answer Location: Shooter Bias and Excessive Force
Difficulty Level: Medium

8. Compare and contrast screening-out and screening-in.
Ans: Screening-out procedures try to eliminate those applicants who appear to be poorly suited for work in law enforcement. Screening-out procedures are those most commonly used by police psychologists when screening police candidates. Screening-in procedures, on the other hand, are intended to identify those attributes that distinguish one job applicant as being potentially a more effective officer than another. Implicit in this approach is the ability to rank-order applicants, allowing agencies to select the top

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candidates from a pool that passed the initial screening procedures. This approach assumes that there are traits, habits, reactions, and attitudes that distinguish an outstanding officer from a satisfactory one.
Learning Objective: 2-3: Summarize the concepts of job analysis and various types of validity as they relate to the assessment of police applicants.
Cognitive Domain: Analysis
Answer Location: Screening Out and Screening In
Difficulty Level: Hard

9. Discuss the factors that may contribute to the lack of women in law enforcement.
Ans: The major impediment to women gaining a greater proportion of representation in some of the law enforcement agencies across the country is the common perception that policing is a male-oriented profession, requiring physical strength and a display of physical prowess for many of the tasks. This perception seems to hold despite evidence to the contrary. Many women are reluctant to apply, especially when a department has the reputation of being hostile toward women or has a high female officer turnover rate. Women have traditionally encountered resistance from police managers, supervisors, and administrators regarding promotions.
Learning Objective: 2-4: Review psychological assessment methods and instruments.
Cognitive Domain: Analysis
Answer Location: Gender and Racial/Ethnic Issues
Difficulty Level: Hard

10. Describe Scrivner's profiles of officers who are prone to excessive force complaints. What are the limitations of the study?
Ans: Scrivner identified five different officer profiles that are prone to excessive force complaints or charges. These include officers with personality patterns that reflect a lack of empathy for others and antisocial, narcissistic, and abusive tendencies; officers with previous job-related experiences such as involvement in justifiable police shootings; officers who experienced early career–stage problems having to do with their impressionability, impulsiveness, low tolerance for frustration, and general need for strong supervision; officers who had a dominant, heavy-handed patrol style that is particularly sensitive to challenge and provocation; officers who had personal problems such as separation, divorce, or perceived loss of status that caused extreme anxiety and destabilized job functioning. The study focused on psychological profiles of individual police officers and was not intended to measure entire police organizations that may implicitly (or explicitly) promote or condone excessive force within their ranks. In some cases, the law enforcement agency itself might be a major factor in implicitly encouraging the use of excessive force by its officers.
Learning Objective: 2-7: Review recent research findings on shooter bias and the use of excessive force by police.
Cognitive Domain: Analysis
Answer Location: Nonfatal Excessive Force
Difficulty Level: Hard

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11. Compare and contrast the different types of validity
Ans: Concurrent validity is the degree to which a test or an inventory identifies a person's current performance. Predictive validity is the degree to which an inventory or test predicts a person's subsequent performance on the dimensions or attributes the inventory is designed to measure. Face validity is when the questions appear relevant to the tasks needed in law enforcement. Answers should include that all of these are measuring how well-founded and accurate the inventories are. The differences should discuss the different ways that each type examines this accuracy.
Learning Objective: 2-4 Review psychological assessment methods and instruments
Cognitive Domain: Application
Answer Location: Screening out and screening in
Difficulty Level: Medium

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