

Event 1 Police Sciences
Session 21– Introduction to Victimology
LD 4 Victimology/Crisis Intervention

Date Revised: 09/09/19

Course Goal: To teach recruits to express the appropriate empathy for the plight of victims of crimes utilizing intervention strategies when encountering a person in crisis. They will understand the potential adverse or positive impact that the first responders may have on a victim’s ability to recover from a criminal incident.

Learning Objectives:

- Describe the direct and indirect victims of a crime **[04.1A]**
- Describe the emotional and physical reactions or behaviors that may be exhibited by victims in crisis **[04.1B]**
- Describe techniques officers can use to help defuse a crisis for a victim of crime **[04.1C]**
- Describe potentially negative attitudes that peace officers may exhibit toward victims of crime **[04.1D]**
- The instructor will participate in one or more learning activities from the current POST-developed Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (2005) or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics: Behaviors exhibited by persons in crisis/crime victims **[04.4A1]**, Use of effective interview techniques (e.g., empathy, active listening and non-verbal skills during a peace officer’s contact with persons in crisis/crime victims **[04.4A2]**, Impact of a peace officer’s conduct on victims, witnesses or others who may be at the scene of an incident **[04.4A3]**,

Session Time: 2 Hour

Resources:	
<ul style="list-style-type: none"> • Classroom with tables • Laptop with Power Point or Audio/video device with projector and speakers • White board and Dry-erase markers • Handouts: LD 4 Workbook 	
Session Summary: The recruits will understand that they must deal effectively and considerately with victims and understand the physiological trauma experienced by crime victims. They will be able to identify techniques used to defuse crisis situations which result from being the victims of a crime.	
Outline	Instructor Notes
I. Victimology A. Introduction 1. Ensure that students have the POST LD #4 Victimology/Crisis Intervention Workbook. 2. Call for service involving persons in crisis may be amongst the most difficult for many officers to handle. They require demonstrable leadership abilities, sensitivity, compassion, dignity and respect.	

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3. Circumstances that lead to a crisis for one person may not for another. Accurate assessment of a victim's responses will help officers respond appropriately and can potentially affect the quality of the information a victim is able to provide.
4. An officer's ability to deal with, and effectively communicate with, the victims and witnesses of a crime can dramatically affect the outcome of an investigation.
5. Here is one of the best applications of the Golden Rule:
 - a. Treat every victim as you want to be treated if you were a victim.
 - b. Understanding how someone feels when they are victimized will help officers respond in an appropriate manner.
6. For this reason, it is critical that officers recognize and treat all victims of a crime with respect and compassion.
7. Keep in mind, Procedural Justice is giving people the opportunity to tell their side of the story, remaining neutral in your decision-making and behavior, treating people with respect, and explaining your actions will help you interact with victims effectively.

B. Victims

1. Crisis
 - a. Define crisis
 - 1) Crisis is an emotional significant event, or radical change of status in a person's life.
 - 2) Crisis is a rapidly changing and unpredictable situation, which requires awareness and adaptability on the part of the officer.
2. Victim
 - a. Define victim (Merriam-Webster's Dictionary)
 - 1) A victim is a person who has been attacked, injured, robbed, or killed by someone else, or
 - 2) A person who is cheated or fooled by someone else, or
 - 3) Someone or something that is harmed by an unpleasant event; such as an illness or accident
 - b. Describe the direct and indirect victims of crime
[04.1A]
 - 1) Direct Victim
 - a) People who have had a crime perpetrated against them
 - b) Report that a crime has been committed against them, or

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<ul style="list-style-type: none">c) Who have suffered as a direct result of a crime, economic loss, physical injury, emotional trauma or death.2) Indirect Victim<ul style="list-style-type: none">a) Family members or persons who are in a close relationship to the direct victim or witnessed who suffer emotional trauma and or economic loss because of a crime, or individual or a group or community.b) People who have a close relationship to the direct victim, orc) People who suffer emotional trauma and/or economic loss because of being a witness to a crime, ord) People who are members of a group or individual within the community where the crime has taken place.3. Learning Activity #1: “Have You Been A Victim of a Crime”<ul style="list-style-type: none">a. Large group activity: Board work, divide the board into 6 columns, Write the one title above each of the columns<ul style="list-style-type: none">1) Crime2) Victim Impact/Response3) PD Involved4) PD Response5) Victim Response to PD/Expectations6) Awareness and Precautionsb. Inform the class that this exercise will provide them with an opportunity to look at the impact of being the victim of a crime.c. Have the class raise their hands if they have ever been a victim of a crime,d. If a student is willing to share an example of when he/she was a victim of a crime have him/her do so with the classe. Work through their responses in the appropriate columns on the board.f. Have each learning team discuss situations when members of their group or someone they know were victims of a crime. Have each learning team select and present one incident to present to the classg. Debrief<ul style="list-style-type: none">1) Lead a facilitated large group discussion, and discuss the following:<ul style="list-style-type: none">a) How did the direct and indirect victims of these crimes respond emotionally and physically?	<p style="text-align: center;">[1] Learning Activity #1: Refer to Learning Activity Page at end of document</p>
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<ul style="list-style-type: none">b) What kind of affect did the officers' actions have on the victims?c) What does the public/want from the police? What are the public's expectations of the police at the scene of a crime?d) What was the impact of the crime depending on the age of the victim?e) Describe techniques officers can use to help defuse a crisis for a victim of a crime.f) What can police do to reduce the negative impact on victims?g) How can officers enhance the positive responses?<ul style="list-style-type: none">(1) A crisis can present an opportunity for officers to provide effective interaction with the community and promote a positive relationship. <p>C. Reaction to victimization</p> <ul style="list-style-type: none">1. Self-blame<ul style="list-style-type: none">a. Feelings of guilt or embarrassmentb. May prevent the victim from revealing critical details2. Trying to make sense of a nonsensical act<ul style="list-style-type: none">a. The victim may unconsciously suppress critical details in favor of offering "reasons" they have come up withb. When an unpredictable situation such as a crime or loss occurs, a victim may try to rationalize the event by creating a logical cause for it.c. This may cause victims to unintentionally give inaccurate or incomplete information3. Complete Denial<ul style="list-style-type: none">a. The victim may be reluctant or unwilling to discuss the crime4. Intellectualize the Situation<ul style="list-style-type: none">a. The victim may substitute a rationalization motive instead of recalling details that could establish actual motive5. Rely on religious beliefs<ul style="list-style-type: none">a. The victim may be reluctant to assist with evidence or prosecution because they feel it ultimately does not matter or was not the perpetrator's fault<ul style="list-style-type: none">1) "The Lord will judge him for what he did; it's in God's hands."2) "It was not his fault; he was just an instrument of Satan."6. Inappropriate forgiveness<ul style="list-style-type: none">a. The victim may suppress critical details of the crime	
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<p>7. Describe the emotional and physical reactions or behaviors that may be exhibited by victims in crisis [04.1B]</p> <ul style="list-style-type: none">a. Typical victim thoughts<ul style="list-style-type: none">1) Self-Blame2) Trying to make sense of a Nonsensical act3) Complete denial4) Intellectualize the situation5) Rely on religious beliefs6) Inappropriate forgivenessb. Emotional reactions<ul style="list-style-type: none">1) Helplessness2) Powerlessness3) Being out of control4) Anger5) Sadness6) Fear7) Any combination of the abovec. Physical reactions<ul style="list-style-type: none">1) Red, flush face2) Unnecessarily loud voice3) Hyperventilation or rapid breathing4) Fainting5) Shaking, twitching hands, or clenched fists6) Rigid body7) Fixed stare8) Hesitation to move as commanded9) Nausea10) Complaints of headache or heart palpitations11) Crying, tears, hysteria12) Excessive sweating13) Any combination of the aboved. Extreme or inappropriate response<ul style="list-style-type: none">1) Extreme responses<ul style="list-style-type: none">a) Responses that are intense or that seem to an objective observer to be out of proportion to circumstances2) Inappropriate responses<ul style="list-style-type: none">a) Responses that conflict with other verbal or physical cues or physical evidence <p>D. Learning Activity #2: BFMV Investigation Role Play [04.4A1-4]</p> <ul style="list-style-type: none">1. Selected students will be assigned to role-play a BFMV Investigation radio call. The Scenario is:<ul style="list-style-type: none">a. The victim owns an antique watch left to him or her by their grandmother years prior. The watch was stolen from the victim's locked vehicle via a window – smash car burglary. The responding officer will interview the victim and want "only the facts" of the incident and be disinterested in the intrinsic value	<p style="text-align: center;">Learning Activity #2: Refer to Learning Activity Page at end of document</p>
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of the watch to the victim. The watch has little monetary value and the victim has no insurance to pay for its replacement. The victim will try to encourage the officer to dust the car for fingerprints, a suggestion that is rebuffed by the officer as a waste of taxpayer's time due to the insignificant value of the watch. The officer takes the basic information of the call, and then says she or he must leave to respond to more important calls for service.

2. Debrief scenario role-play
 - a. Debrief the activity at the end of the role-play by asking the class the following questions;
 - 1) What did you see?
 - 2) How well did the officers handle the situation?
 - 3) Did the officers act appropriately?
 - 4) What would you have done differently?
 - 5) Did the officers follow department procedures regarding victim contacts?
 - 6) Didn't the officer have an obligation not to waste time when more pressing incidents required his or her attention?
 - 7) How would you react if this were your partner?
 - 8) What impact could the officer's behavior have on:
 - a) The victim
 - b) The officer
 - c) The officer's agency and community?
 - b. Procedural Justice and Police Legitimacy
 - 1) Building Trust & Legitimacy
 - a) Read statement to class;
 - (1) "People are more likely to obey the law when they believe that those who are enforcing it have the legitimate authority to tell them what to do...The public confers legitimacy only on those they believe are acting in procedurally just ways." (*Pillar 1. Final Report of the President's Task Force on 21st Century Policing*)
 - b) Ask class: How many agree or disagree with this statement? Why? Solicit a few responses.
 - 2) Procedural justice is the way information is gathered or the fairness of the way a decision is made. It does not refer to the fairness of the decision itself.
 - 3) Procedural Justice defined
 - a) The fairness and transparency of the processes by which decisions are made

Ask: How many agree or disagree with this statement? Why?

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and may be contrasted with distributive justice (fairness in the distribution of rights or resources), and retributive justice (fairness in the punishment of wrongs).

(1) Example:

(a) Hearing all parties before a decision is made is one step which would be considered appropriate to be taken in order that a process may then be characterized as procedurally fair.

- 4) The four tenets of Procedural Justice include:
- a) Voice (Listen, giving individuals “voice” during encounters)
 - b) Neutrality (Be fair, impartial, being neutral and transparent in decision making)
 - c) Respectful treatment (be respectful, treating people with dignity and respect)
 - d) Trustworthiness (Trying to do what’s best for the people, Conveying trustworthy motives)
- 5) Police Legitimacy defined
- a) Is the right of a police institution to be obeyed by citizens as legitimate legal authorities? And this entitlement is predicated on voluntary support and cooperation from the public who make judgments about police legitimacy and the way they exercise their authority.
 - b) Lawfulness means that the police comply with constitutional, statutory, and professional norms.
 - c) The belief that police ought to be allowed to exercise their authority to maintain social order, manage conflicts, and solve problems in their communities.
 - d) Legitimacy is reflected in three judgments
 - (1) First is public trust and confidence in the police
 - (a) Such confidence involves the belief that the police are honest,
 - (b) the belief that they try to do their jobs well, and
 - (c) that they are trying to protect the community against crime and violence.
 - (2) Second is the willingness of residents to defer to the law and police authority
 - (a) i.e. their sense of obligation and responsibility to accept police authority

Ask: How can you as a responding officer exhibit empathy to a victim(s)?

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<ul style="list-style-type: none">(3) Third involves the belief that police actions are morally justified and appropriate to the circumstances.e) Legitimacy is linked to the public's belief about the police and its willingness to recognize police authority.f) Without legitimacy, police lose their ability and authority to function effectively. <p>3. Defusing Crisis Situations [04.1C]</p> <ul style="list-style-type: none">a. Techniques officers can use to help defuse a crisis for a victim<ul style="list-style-type: none">1) Acknowledge the victim's ordeal<ul style="list-style-type: none">a) "You've been through a terrible ordeal. You are safe now". (do not blame the victim)2) Empathy and sympathy<ul style="list-style-type: none">a) Empathy is the feeling that you understand and share another person's experiences and emotions: the ability to share someone else's feelings. The ability to identify one's self mentally with a person's feelings or the event's meaning<ul style="list-style-type: none">(1) Ask: How can you as a responding officer can exhibit empathy to a victim(s)?<ul style="list-style-type: none">(a) Giving the victim the opportunity to tell you what happen without interruption.(b) Remaining neutral(c) Displaying respect, and(d) Working to build trust with the victimb) By exhibiting empathy and acknowledging the victim's ordeal officers can<ul style="list-style-type: none">(1) Becomes a source of assistance for the victim(2) Avoids being cast in the role of someone who appears to blame or punish(3) Increases the likelihood of developing rapport with the victim(4) Enhances the victim's willingness to cooperate with law enforcement officersc) Sympathy is the feeling that you care about and are sorry about someone else's trouble, grief, misfortune, etc.: a sympathetic feeling. Sameness of feeling, a connection between persons3) Reassure the victim of safety<ul style="list-style-type: none">a) "I am here now. You are safe now".b) "The police are here now. We have officers in the area now, and you are safe".	
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| <ul style="list-style-type: none">4) Ask diversionary reality questions<ul style="list-style-type: none">a) Simple, realistic, and nonthreatening questions that may not be directly related to the crime itself<ul style="list-style-type: none">(1) “How many people live here with you?”(2) “How many children do you have?”(3) “Where are the children?”5) Ask questions which pose simple choices to help the victim regain some sense of control<ul style="list-style-type: none">a) “Would you like to sit down?”b) “Is it alright if I have a seat?”c) “Would you like a friend or victim/witness advocate called?”d) “Would you like a glass of water?”e) “Can I make a call for you?”f) “Does your daughter need a ride home from school?”g) “Would you like a friend to bring you some clothes down to the hospital?”6) Use Active listening techniques<ul style="list-style-type: none">a) Active listening is the deliberate and conscious act of concentrating on what is being said by a speaker<ul style="list-style-type: none">(1) Silence<ul style="list-style-type: none">(a) Allow pauses or periods of silence so victim has time to think and formulate answers(b) This demonstrates respect to the victim and his or her voice(2) Reflective comments<ul style="list-style-type: none">(a) Officer reflects what the speaker has said to keep the victim talking and focused. This demonstrates the officer is truly listening and processing what has been said(3) Clarifications and summations<ul style="list-style-type: none">(a) Officer clarifies and summarizes what the victim has said to verify its accuracy. This should occur at a natural break in the victim’s statement, not repeated interruptions<ul style="list-style-type: none">i “Is that the heart of it?”ii “Do I have it right?”b. Use appropriate tone of voice (Voice and Respect)<ul style="list-style-type: none">1) Officers tone of voice should be<ul style="list-style-type: none">a) Calm and lowb) Reassuring and supportivec) Concernedd) Courteous | |
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<ul style="list-style-type: none">e) Serious2) Officers tone of voice should never be<ul style="list-style-type: none">a) Judgmentalb) Condescendingc) Agitated, impatientd) Nervous or embarrassede) Sarcasticc. Apply positive nonverbal communication techniques<ul style="list-style-type: none">1) Maintaining eye contact<ul style="list-style-type: none">a) The most important nonverbal crisis diversion technique is eye contact.2) Establishing nonthreatening body posture<ul style="list-style-type: none">a) The distance or proximity an officer takes in standing or sitting near a person who is about to be interviewed will have a significant impact on the situation.b) Sitting down with the victim can help to downplay the situation and relax the person.3) Encouraging physical opposites<ul style="list-style-type: none">a) If a person continues to display extreme physical symptoms of a crisis, the officer should encourage him/her to change positions or move to another room/location.<ul style="list-style-type: none">(1) If a person is working him/herself into more hysteria by frenzied activity, the officer should encourage him/her to sit down with the officer4) Appearance<ul style="list-style-type: none">a) Attitude portrayed by an officer's sloppy appearance<ul style="list-style-type: none">(1) "If you can't take care of yourself, how can you take care of me?"5) Explain procedures and follow-up actions<ul style="list-style-type: none">a) Put closure to the incident<ul style="list-style-type: none">(1) Report(2) Resource information<ul style="list-style-type: none">(a) Pamphlets(3) Telephone numbers<ul style="list-style-type: none">(a) Area Station/Division(b) Area Detectives(c) Victim/Witness Coordinator(4) Incident number(5) Business card4. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime [04.1D]<ul style="list-style-type: none">a. Inappropriate officer reactions towards victims<ul style="list-style-type: none">1) Officers Demeanor<ul style="list-style-type: none">a) Body language, facial expressions	
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| <ul style="list-style-type: none">b) Voice, tone2) Disassociation<ul style="list-style-type: none">a) Treating the victim as an object rather than a personb) No regard for the feelings of the victim<ul style="list-style-type: none">(1) Lack of compassion or empathy(2) Failure to recognize personal or emotional impact on the victim(s)<ul style="list-style-type: none">(a) Personal losses, objects that have meaning to the victim (wedding ring, photographs, etc.)3) Blame<ul style="list-style-type: none">a) Officers comments or actions may imply the victim<ul style="list-style-type: none">(1) The victim deserved what happened(2) The victim caused what happened(3) The victim could have prevented what happenedb) Officers beliefs may be based on<ul style="list-style-type: none">(1) Personal biases(2) An attempt to create a defense mechanism on the part of the officer(3) A desire for the officer not to appear too human4) Apathy or impatience<ul style="list-style-type: none">a) Reactions of apathy or impatience can be conveyed verbally or nonverbally.b) Officers demeanor or words may indicate that they just want to hear “just the facts” and not be bothered with the victim’s feelings or reactions to the crime.c) Apathy is a lack of interest in or concern for things that others find moving or exciting<ul style="list-style-type: none">(1) Making minimal eye contact(2) Frequently glancing at a watch(3) Focusing on other people while interviewing the victimd) Remember principles of Voice and Respect and Procedural Justice.<ul style="list-style-type: none">(1) Voice and Respect<ul style="list-style-type: none">(a) Officers tone of voice should be<ul style="list-style-type: none">i Calm and lowii Reassuring and supportiveiii Concernediv Courteousv Serious(b) Officers tone of voice should never be<ul style="list-style-type: none">i Judgmentalii Condescending | |
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<ul style="list-style-type: none">iii Agitated, impatientiv Nervous or embarrassedv Sarcastic <p>(2) Procedural Justice</p> <ul style="list-style-type: none">(a) Giving people the opportunity to tell their side of the story(b) Remaining neutral in your decision-making and behavior(c) Treating people with respect(d) Explaining your actions will help you interact with victims effectively. <p>5. Key Points</p> <ul style="list-style-type: none">a. Disassociation, language barriers and impatience can hinder an officer from performing his job to the best of his ability.b. Trust and legitimacy grow from positive interactions based on more than just enforcement interactions.c. Think of our roles and duties as law enforcement professionals to be guardians of the community providing quality service to citizens instead of being warriors in the community.	
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Learning Activity #1 - Have You Been A Victim of a Crime

Purpose: This exercise introduces students to the effects that crime has had on them personally, as well as feelings created by police officers during these experiences. To better understand the perspective of the victim and the needs of the victim and the expectation of the victim we are going to really look at our victims.

Description: Large Group Activity
The instructor captures the students' responses from their experiences. Place the impact in the appropriate column. If multiple students offer the same response, place a check mark next to it to indicate the number of times that specific response was noted. Your board will typically have 10-12 responses in each column and numerous ✓'s next to each.

Resources: Whiteboard and Dry-Erase Markers, LD#4 Victimology/Crisis Intervention Workbook.

Time Required: 45 Minutes

Procedures: **Board work** - Divide the board into 6 Columns.

Title column one CRIME,
two VICTIM IMPACT/RESPONSE,
three PD INVOLVED,
four PD RESPONSE,
five VICTIM RESPONSES to PD/ EXPECTATIONS,
six AWARENESS and PRECAUTIONS.

Inform the class that this exercise will provide them with an opportunity to look at the impact of being the victim of a crime. Ask the class to raise their hands if they ever been a victim of a crime.

Ask: How many of you have ever been a victim of a crime?

Have one student share an example of when they were a victim of a crime. Work through the example, listing their responses in the appropriate columns. Advise the class to select a presenter and scribe/reporter from their learning teams. Have each learning team discuss situations when members of the group or someone they know were victims of a crime. It can be an incident that occurred during their childhood or as an adult. Have each group discuss responses for the six columns. Each learning team will select one incident to present to the class. This portion of the activity will take 10-15 minutes.

Have presenters from each learning team read their responses, and list responses on the board for each column.

Debrief: Lead a classroom discussion, looking at the similarities between the responses to provide students with a better understanding of the issues of

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victimizations and techniques to better interact with victims. Make a note to highlight that responses are generally similar even when the crimes and responding agencies differ.

Ask: What does the public expect/want from the police?

Ask: What was the impact of the crime depending on the age of the victim's?

Ask: What can police do to reduce the negative impact on victims?

Ask: How can officers enhance the positive responses?

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Learning Activity #2-
Burglary from Motor Vehicle Investigation- Role Play

Purpose: To allow students to apply the strategies and techniques related to interviewing victims of crimes.

Description: Large Group Activity

This scenario may take place in the classroom or an outside location if necessary.

Resources: 1 Victim - Instructor for the Role Play
2 Officers – Instructors for the Role Play
I.R.
Business Card

Time Required: 20 Minutes

Procedures: **ROLE PLAY** - BFMV Scenario (LD #4, L.E.C. Learning Activity)

The victim owns an antique watch left to him or her by their grandmother years prior. The watch was stolen from the victim's locked vehicle via a window-smash carburglary. The responding officer will interview the victim and want "only the facts of the incident and be disinterested in the intrinsic value of the watch to the victim. The watch has little monetary value and the victim has no insurance to pay for its replacement. The victim will try to encourage the officer to dust the car for prints, a suggestion that is rebuffed by the officer as a waste of taxpayer's time due to the insignificant value of the watch. The officer takes the basic information of the call, and then says she or he must leave to respond to more important calls for service.

Facilitator Instructions:

The facilitator will debrief the group after the role-play and lead a facilitated class discussion regarding what they have seen. Ask the class the following questions:

1. What did you see?
2. How well did the officers handle the situation?
3. Did the officers act appropriately?
4. What would you have done differently?
5. Did the officers follow department procedures regarding victim contacts?
6. Didn't the officer have an obligation not to waste time when more pressing incidents required his or her attention?
7. How would you react if this were your partner?
8. What impact could the officer's behavior have on:
 - a. The victim
 - b. The officer

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c. The officer's agency and community?

Officers Role Play Script:

Officers receive a radio call “respond to BFMV Investigation, Person reporting is standing by”.

Upon arriving at the scene officers will act in a rude and unprofessional manner.

The responding officer will interview the victim and want “only the facts” of the incident and be disinterested in the intrinsic value of the watch to the victim.

You ask the victim the value of the watch and if it is insured.

The watch has little monetary value and you don't have any insurance to pay for its replacement.

When the victim asks the officer if they will take fingerprints from the vehicle, the officer says that it is a waste of taxpayer's time due to the insignificant value of the watch.

The officers take the basic information for the report and then says that they must leave to respond to more important calls for service.

Victims Role Play:

Smith, Robert or (Regina)
25 Years old

The victim parked his or her car in front of his residence overnight and when he returned observed the front passenger window had been smashed.

They own an antique watch left to you by your grandmother years prior. The watch was stolen from inside your vehicle.

You try to explain the sentimental value the watch and how much the watch means to you. It is the only thing you have to remember your grandmother. Ask the officers to fingerprint your vehicle. Adding how much you want to get it back.