Digital Commons@
Loyola Marymount University
LMU Loyola Law School

5-6-2019

The Experience of Empathy Within Law Enforcement: An Art Exploration

BriAnne Timmons
Loyola Marymount University, brianney343@gmail.com

Isabella Williams
Loyola Marymount University

Follow this and additional works at: https://digitalcommons.lmu.edu/etd

Part of the Art Therapy Commons, and the Marriage and Family Therapy and Counseling Commons

The Experience of Empathy Within Law Enforcement:

An Art Exploration

by

BriAnne Timmons & Isabella Williams

A research paper presented to the

FACULTY OF THE DEPARTMENT OF
MARITAL AND FAMILY THERAPY
LOYOLA MARYMOUNT UNIVERSITY

In partial fulfillment of the
requirements for the degree

MASTER OF ARTS

May 6, 2019

Signature Page

Author's Signature:

BriAnne Timmons, MA Candidate, Art Therapy and MFT Trainee

Author's Signature:

Isabella Williams, MA Candidate, Art Therapy and MFT Trainee

Research Advisor's Signature:

Joyce Green, Ph.D., MFT, ATR-BC

Acknowledgements

Several people played an important role in the accomplishing of this research paper. We would like to acknowledge them here. We would like to thank Dr. Joyce Green, our research advisor for assisting in our questions and providing active support in our study. We would also like to thank those from the San Diego Police Department who supported us in our efforts to recruit participants. We express our deepest gratitude to those retirees from the San Diego Police Department for engaging with us openly about their experiences of empathy in law enforcement. Lastly, we would also like to thank our significant others, family, friends and pets for their generous support and encouragement to pursue our study.

Abstract

Empathy within law enforcement has not been examined in the art therapy literature. This qualitative study provides insight into how empathy is perceived and experienced by retired law enforcement officers in San Diego, CA. Fourteen participants responded to a brief questionnaire, created an art piece and a written response about how empathy is experienced within law enforcement. The results illuminated common themes within the art and written responses including interactions, witnessing of a traumatic situation, intersection of roles within law enforcement, understanding of feelings, and communication. Future research in this area is recommended to also include current officers as well as retired law enforcement officers in order to attain a broader scope of data.

Keywords: empathy, art therapy, law enforcement, trauma, police, communication

Table of Contents

Art Exploration of Empathy Within Law Enforcement

The demonstration of empathy has been used as a tool by art therapists to seek awareness and a deeper understanding of their clients' perspectives and experiences. Art therapists have many tools, one being the practice of the creative art making process. Art enables therapists to provide an empathic response to the client and to facilitate a space where the client can create a visualization of their perspective of the world and present it to be viewed by another (Peloquin, 1995). This research provides an understanding of police officers experience of empathy through art making and qualitative research in the field of art therapy. It also demonstrates the practicality of art therapy by providing communication through artmaking for the population of law enforcement. The purpose of the study is to explore empathy within law enforcement using art-based inquiry along with a survey and written responses. The study recruited participants from retired law enforcement officers of the San Diego Police Department.

Significance of the Study

The significance of conducting this research is to contribute an understanding of the experiences of law enforcement to the art therapy research literature. This study illuminates the practical use of art therapy in providing a foundation of communication about personal experiences from the population of law enforcement. Another significance of this study is that the data collected contributes to the current literature on empathy. This research creates an opportunity to gain insight into if and how empathy is used, defined and perceived by law enforcement. Due to the current environment in the U.S. and the perceptions of law enforcement historically, this study provides opportunities for retired law enforcement officers to give their unique accounts of their experiences.

Background of the Study Topic

The topic of empathy has been explored across many disciplines and has evolved throughout history. When reviewing the definition of empathy in the field of psychology, it is important to understand where the term originated from and how empathy became a topic of discussion within psychology, as well as neuroscience, medicine, psychiatry and sociology. The term "empathy," originates from the greek term, *empatheria,* which at its earliest representations in literature was defined as, "affection," and "passion" (Neukrug E., Bayne H., Dean-Nganga L. & Pusateri C. 2013, p. 1). Following this understanding, the word developed its meaning as a new term from German philosopher, Johann Gottfried von Herder, who presented the idea of, "sich einführen," and coined the term, "Einfühlung," which describes a way of, "feeling into" (Aragona M., Kotzalidis G. & Puzella A 2013, p. 1).

The term was originally used to describe the responsive feelings that were generated when looking at art (Aragona et al., 2013). Many years later, the term entered the world of psychology through a German Psychologist, Theodor Lipps, who took the concept of Einfühlen from feelings associated with artwork and objects to feelings associated with other biological organisms, from person-to-person (Aragona et al., 2013; Montag, Galliant, Heinz 2018; Lipps, 1914).

Background of Population

Within academia and peer reviewed research, there have been multiple studies and research written in the fields of criminology, social justice, urban studies, gender studies etc., which focus specifically on the law enforcement population (Goode, 2018; Ramchand, R., Saunders, J., Osilla, K. C., Ebener, P., Kotzias, V., Thornton, E. , & Cahill, M., 2018; Obert,

2017; Yu, 2018; Schlesinger, 2018). The American history of law enforcement contextualizes

the history of our sample population. Historically, in America, people volunteered to support

communities with social service needs. Over time, officers were chosen by appointed political

officials and replaced those who volunteered. This resulted in the law enforcement system

(Moore, M. H., & Kelling, G. L.,1983; Kelling 1983). Later reforms in law enforcement

separated law enforcement officers from politicians and established agencies developed at the

state and local level to meet the needs of their jurisdiction.

In today's political and societal climate, law enforcement officers and agencies have been

primarily highlighted or represented in the general media, social media, news coverage, articles,

etc. Typically these references are related to police officers responding to tragic events or

scenarios where there is suspected wrongdoing from law enforcement officers towards members

of the community, or from members of the community towards law enforcement officers

(Wichita, A. P., 2019; Press, A., 2019; Kelly, J., & Nichols, M. 2019; Kastner, J. 2019;

Cbs8.com, 2019; Trageser, C., 2019; Oppel, R. A., 2019).

Due to the general population's growing negative perception of law enforcement,

combined with the current tragedies between police officers and community members, many

believe that there is a disconnect between these two groups (Wurie. C., 2018). This research aims

to bring awareness primarily to the experiences of retired law enforcement officers and open the

opportunity for communication, understanding, connection and avenues for future research. In

this study, retired law enforcement officers describe their perspective of how empathy is

experienced within law enforcement. While researchers are acutely aware that the topic of law

enforcement and empathy is complex and opens up a meaningful yet sensitive discussion, this

study seeks to focus in on a specific question in order to gain nuanced insight through this

process.

Law Enforcement Roles

The Criminal Justice website explains the specific details in which one may be eligible to

become a police officer and the civic duties that the job entails. According to the Criminal

Justice Website the minimum qualifications to be a police officer in the U.S are to be, "a U.S.

citizen, at least 21 years old, and having no felony convictions… to meet physical fitness,

medical, vision, and hearing requirements" (Criminal Justice USA, 2019). Once all the

requirements have been completed, police officers must past tests, interviews, a background

check, written exam, drug test, and a psychological evaluation (Criminal Justice USA, 2019).

Once one becomes employed as a police officer, their most important duty is to focus on

protecting people and property. They must also "patrol areas they are assigned to, respond to

calls, enforce laws, make arrests, issue citations, and occasionally testify in court cases. They

often make traffic stops, respond to domestic disturbances, and at times provide first aid to

someone involved in a traffic accident or injured in a domestic dispute until paramedics arrive"

(Criminal Justice USA, 2019).

The San Diego Police Department website listed two categories of resources and civic

duties in which San Diego Police Officers (SDPD) performed. Under the subheading of "crime,"

it listed that SDPD were often involved in, "Cold Case Homicides, Crime Mapping and Alerts,

Crime Prevention and Education, Crime Related Information, Crime Statistics and Maps, and

Unsolved Murders (Crime Stoppers)" (SDPD, n.d.). Under the category of "reports made," it

included, "911 monthly reports, compliance with SB34 License Plate Recognition Systems,

Compliance with SB741 Mobile Communication Privacy, Critical Response Technical Review, Officer involved Shooting Matrix, Misconduct Related Discipline Matrix, and Quarterly Community Police Reports" (SDPD, n.d.).

Although many of the roles did not explicitly describe the act of empathy, death notification in particular defined qualities that one needed to possess in order to provide the necessary communication and understanding to the grieving families, one of the qualities needed was empathy. Within the role of death notification, "the individual selected for this task should possess the qualities of a true professional - confidence, knowledge, and empathy. He or she should be capable of delivering the information with sensitivity and a caring attitude" (Hart, & DeBernardo, 2004, p. 33). Researchers hypothesize that empathy is useful specifically in law enforcement roles which involve cases where people have suffered loss, therefore are in distress. Researchers hypothesize it would be helpful to communicate or display empathy with members of the community to convey a sensitive approach to sharing upsetting information such as a death notification.

Literature Review

Definition of Empathy in Psychology

Although interesting to trace the term "empathy" back to its origin, its understanding and conceptualization in the modern world, it has become more complex and appears to be less streamlined in the literature. Cuff, Brown, Taylor, & Howat state that, "despite the extensive history, empathy is not a well defined notion. Instead, there are perhaps as many definitions as there are authors in the field" (2016, p. 3). The authors identify forty- three distinct definitions in their examination of english articles, ranging from 1759-2013. Generally speaking, all forty-three of the definitions involve a reactive experience, either affective, cognitive, or both, to a relational experience involving a person and another or others. The definition becomes more specific to types of shared experience where a person is able to understand, imagine, perceive, sense, comprehend, mimic, construct, share, resonate, match or experience another's emotional state or perspective (Cuff et al., 2016).

Although the list of referenced definitions appears complex and lengthy, they essentially iterate similar ideas about the general understanding of empathy, which is to "place oneself in another's shoes," or deepen one's understanding of where another person may be coming from emotionally. The earliest definition of empathy referenced in the Cuff et al., article was from Smith (1795) who states that empathy is, "an ability to understand another person's perspective plus a visceral or emotional reaction" (Smith 1795; Marshall, Hudson, Jones, Fernandez 1995, Cuff et al., 2016, p. 147).

The most recent definition cited in this article was from 2013 and states that empathy is, "a cognitive and emotional understanding of another's experience, resulting in an emotional response that is congruent with a view that others are worthy of compassion and respect and have intrinsic worth" (Barnett and Mann 2013; Cuff et al., 2016, p. 146). This definition brings to light one of the commonly discussed conceptualizations of empathy being *cognitive* and *emotional.* It also presents a more complicated definition of empathy and implies that there must be a, "belief that others are worthy of compassion and respect," which presents the idea of *congruence* of internal values prior to experiencing empathy (Cuff et al., 2016, p. 146). This definition may be the most controversial because it elicits the idea that "in order to have empathy towards someone's situation or experiences, they first have to believe that person is 'worthy' of compassion and respect" (Cuff et al., 2016, p. 146).

However complex the definitions may be, it is important to consider which field or specialization within a field is presenting or proposing a new understanding of the definition. For example, in that last definition of empathy, cited by Cuff et al. (2016), the lens for which empathy was being described was through understanding "obstacles to empathy," by looking at aggression and violent sexual offenders. The overall interpretation was that if someone did not share a belief that a person was "worthy of respect and compassion," that empathy could not be a shared felt experience (Barnett et al. 2013; Cuff et al., 2016, p. 146).

Conversely, in a study written by C. Daniel Batson, Jim Fultz and Patricia Schoenrade titled, "Distress and Empathy: Two Qualitatively Distinct Vicarious Emotions with Different Motivational Consequences" (1987), the authors research empathy from the framework of its implementation. Specifically, the focus is on experiencing empathy when someone is in need.

The context of where empathy is being described or utilized allows the authors the ability to change the definition to fit within their perspectives or contextual understandings. What this study grapples with is clarifications of two types of what they refer to as, "congruent vicarious emotional responses to perceiving another in need," which are essentially feelings of distress and empathy. It defines empathy as "accurately and dispassionately understanding another person's point of view on his or her situation" (1987, p. 3). It narrows the definition of empathy and refers to it as, "congruent vicarious emotion, those feelings that are more other-directed than self-directed" (Batson, Fultz, Schoenrade 1982, p. 4). Through the analysis of multiple definitions by Cuff et al., the authors conclude with a final synthesis of data into one concrete definition of empathy which states:

> Empathy is an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one's perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one's own (2016, p. 150).

This definition will be used throughout our study on empathy within law enforcement in order to provide supportive and clear defining factors relating to how participants convey and define their experiences of empathy.

Sympathy Vs. Empathy

Within these definitions there are also distinctions made between sympathy and empathy. According to an article by Lauren Wispé titled, "The Distinction Between Sympathy and

Empathy: To Call Forth a Concept, A Word Is Needed," she identifies the origins of the words *sympathy* and *empathy*. Wispé describes *sympathy* by looking at McDougall's instinct theory which identifies two types of sympathetic experiences, *active* and *passive* (1986). *Passive sympathy* refers to the instinctual reaction or response humans have to each other's emotional expression (Wispé, 1986). *Active sympathy* refers to a "reciprocal relationship," where both parties not only react to others emotions but, according to McDougall, "also wants the other person to share his or her emotions; and when the reciprocity is actualized, one's joys are enhanced and one's pain is diminished" (Wispé, 1986, p. 315). The intent of defining these concepts in this article is to highlight that *passive sympathy* may create communication between people, but *active sympathy* may create connections; for example, as Wispé states "*active sympathy* promotes cooperation and compassion" (Wispé, 1986. p. 315).

The author goes on to describe how the awareness to others experiences brings up a response that elicits hopes of alleviating negative emotions. Wispé (1986) states that sympathy is "more than generalized compassion," and is a "process that involves the painful awareness of someone else's affliction as something to be relieved" (1986, p. 315). In contrast, the term "empathy" refers to more of an imaginative process where a person tries to understand both positive and negative emotional experiences in a way that is not judgmental or in hopes of alleviating or changing the emotions (Wispé, 1986).

Multiculturalism Perspective of Empathy in Psychology and Counseling

When looking deeper into multiculturalism and empathy, there is evidence to support that counselors who experience more empathy are able to understand clients from different cultures with more accuracy (Ivers, Johnson, Clarke, Newsome & Berry, 2016). This can be seen

by looking at how empathy is utilized in multicultural counseling competence and how it relates

to mindfulness practices associated with religions and cultures around the world. Ivers et al.,

cites from an article by Goenka (1993), and Lesh, Shapiro, Brown, Thoresen & Plante (2011),

that mindfulness practices are used to strengthen empathy and are used in many spiritual

practices across many cultures. This is key to note because although the term "empathy" may not

be used, the conceptualization and implementation of empathetic practices through mindfulness

or other multicultural practices may be synonymous with empathy.

One example of this is in a study of utilizing the practice of *zazen* to increase counselors

empathic abilities (Lesh, 1970). Lesh defines the practice of zazen as "allowing one's conscious

attention to open inward to one's mental process (1970, p. 44). The purpose of this study by

Terry Lesh titled, "Zen Meditation and the Development of Empathy in Counselors," was to

highlight the counselors' lack of demonstrative sensitivity to clients' feelings and experiences

(Lesh, 1970). Lesh identifies many definitions of empathy from previous literature and states

that, although it is shown to be important in counseling, the meaning still appears to be up for

debate. By looking in depth at multicultural processes similarly relating to definitions of

empathy, Lesh is able to piece together similarities between *zazen* and empathy (1970).

Another example of empathy in multiculturalism is discussed in psychology counseling

through examining the assumptions that are widely believed by the general population, such as

women being more empathetic than men (Constantine, 2000). Empathy has been described as a

personality trait in some literature specifically through psychology and that it may be something

a person is born with (Constantine, 2000). Constantine also states that empathy has been defined

in the literature to be situational and varies contextually. She states the importance counselors

have to understand clients ethnic and racial groups and presents the term, "cultural-empathy," as a way to describe being empathetic across cultures. Essentially cultural-empathy describes the way someone can learn to understand experiences of clients cross-culturally (Constantine, 2000; Ridley & Lingle, 1996).

Freedberg (2007) provides a feminist and humanistic approach examining empathy by stating that some emotional traits and processes are more accepted in females than in males. The article describes some of these emotional traits as "compassion, sensitivity, emotionality, feeling, subjectivity," and states that social norms create this idea that males having these traits is linked to potentially negatively influence a man's masculinity (Freedberg, 2007, p. 254). The feminist approach to empathy identifies that oftentimes female experiences of emotions are devalued and, according to Freedberg, "marginalized in a patriarchy" (2007, p. 257). On that notion, Freedberg reiterates the importance of connection and looks at the relational-cultural model to define how gender experiences are related to and intersect with socioeconomic status, race, age, ethnicity, sexual orientation etc. (2007).

Therefore, empathetic communication and the experiencing of empathy is affected by the understanding of someone's worldview and cultural perspective or framework (Freedberg, 2007). This literature implies that culture and social constructs play a role in how empathy is experienced. This is significant to the research population of police officers because of how important communication is as part of their role. Due to police officers regularly interfacing with community members who come from many cultural backgrounds, this literature may highlight the potential for varying responses from participants of this study.

Although researchers' knowledge of culture is that it is not only formed from race or

gender identification, those factors are distinctive. If the cited research by Freedberg about

multicultural empathy is accurately applied, then the participant's racial and gender identification

as part of their cultural framework, may play a role in their empathetic communication and thus

their perceived experiences of empathy (2007).

Art Therapy and Empathy

One current definition of empathy in the field of psychology is, "a cognitive and

emotional understanding of another's experience, resulting in an emotional response that is

congruent with a view that others are worthy of compassion and respect and have intrinsic

worth" (Barnett and Mann, 2013; Cuff et al, 2016, p. 146). While Barnett et al. (2013), describes

empathy as an emotional response through understanding another's experience, Peloquin (2010)

deepens the definition of empathy within the field of art therapy by adding utilization of viewing

artwork as a form of experiencing empathy. Peloquin describes how art can aid in developing

awareness, responses, and connections when engaging in an art making process. Peloquin's

(1996) study found the following:

    The assumption that art may develop empathy is grounded in the kinship of actions

    coming to both practices: response, emotion, and connection. Artists and art

    philosophers' observations of human practices have uncovered three rules of art that may

    dispose one toward empathy: reliance on bodily senses, use of metaphor, and occupation

    by virtual worlds (p. 655).

When clients make art, the process and content of the artwork can activate an emotional response

and create a tangible visualization of their experiences. The art can then provide a joining place

for the therapist to connect and build a relationship and experience empathy with the client. The

artwork can also provide a therapist with a way to understand and share feelings of the client.

Kapitan (2010) promotes the idea that Art Therapy provides experiences that match

developmental needs, provides pleasurable and rewarding experiences, increases healthy brain

activity and creates a security that is necessary for brain development. Kapitan states,

> Art Therapy is founded on an empathetic relationship that extends both interpersonally
>
> and through interactions with artworks; thus, we assume that it had a biological impact,
>
> given the dynamic, reciprocal relationship between the brain and the facilitating
>
> environment (Kapitan, 2010, p. 159).

A neurocognitive model of human empathy describes a two part technique called the

bottom-up and top-down technique, in which different processes are both automatic and

controlled. The bottom-up technique states that empathy is a direct matching between perception

and action which, in other words, is how the person's emotional states, desires and beliefs are

evoked in response to what they see; their action is what that person decides to do with that

current state of mind. The top-down technique describes empathy as intentional and cognitively

driven. This technique drives emotion, desire or belief to be felt by the creative process of

making art or viewing it. The art is meant to be emotionally processed within the amygdala when

triggered by certain images to produce an output of a certain reaction (Decety & Lamm, 2006).

Law Enforcement Trainings and Empathy

When looking specifically at the population of law enforcement, it is important to

examine law enforcement officers' general trainings as it pertains to the focus of researching

empathy. Police officers often respond to calls and interact with citizens who are struggling

emotionally or are in crisis. In many of these cases, citizens in crisis have mental illness and

police are called to respond for a variety of reasons but might not be fully aware of the citizen or

contact's current state (Parent, 1996; Kennedy et al., 1998; Pca, 2003; Best et al., 2004).

     After the deinstitutionalization of psychiatric patients from hospitals in America, there

was an increase in the amount of mentally ill people who began interfacing with police officers

(Ellis, 2014). Police officers oftentimes have to determine on a case-by-case basis what the

appropriate action is to be taken when faced with situations where mentally ill persons may be in

crisis (Patch and Arrigo, 1999). According to one article written by Horace Ellis, many people

suffering from chronic mental illness struggle to find stability and integration within society

(2014). Many may become homeless or struggle with substance abuse issues. These issues have

created more instances where the mentally ill and law enforcement are coming into contact

(Ellis, 2014). Due to the overwhelming need for more training in how to work with this

population, some law enforcement agencies across the U.S. have implemented a training

program called "Crisis Intervention Team Training Program"(Ellis, 2014). According to the

National Alliance for Mental Health, as of today, over 2,700 communities across the U.S. have

implemented this training (Crisis Intervention Team (CIT) Programs, 2019).

     Ellis highlighted that in a county in Florida called Miami-Dade, over 57% of law

enforcement personnel were trained in the de-escalation techniques through CIT training.

Following this, Ellis states the following statistic from the Eleventh Judicial Circuit of Mental

Health Project:

During 2011 there were 10,000 mental health-related emergency calls throughout

Miami-Dade County but only 500 arrests made compared to more than 4,000 in previous

years. Likewise, a total of 21 people with SMI (serious mental illness) have been killed

by police from 1999 to the present, a striking decrease from the average of 25 per year

prior to the initiation of the CIT training. These are evidence that support the value and

effectiveness of a successful CIT program (2014, p. 14).

Certain behaviors have been found to be more resourceful and helpful in de-escalation if

someone was in crisis due to their mental illness. Therefore, crisis interventions are part of law

enforcement officers' roles and responsibilities. Looking at ways in which agencies and officers

are trained about mental health and in areas such as crisis communication, community relations,

rapport building etc., we can gain more of an understanding of some of the trainings offered and

highlight areas of opportunity to address further.

Trainings that include crisis intervention and the skills utilizing empathy towards

mentally ill individuals can demonstrate constructive impact for both the community and law

enforcement agents. It can even be expanded further to postulate that mentally ill individuals

who come into contact with police officers are not the only people who may be in crisis. CIT

training has shed light on ways for law enforcement officers and agencies who interface with

citizens in concrete ways on how to address crisis when deemed appropriate.

Another study utilized a focus group and survey with police officers in Atlanta, Georgia

who had completed CIT training. Hanafi, Bahora, Demir and Compton (2008) examined the

effectiveness of the CIT training and opened up discussion to identify themes and meaningful

revelations for the officers (2008). The CIT program was initially developed in 1988 in response

to a shooting incident involving a person who was mentally ill (Hanafi et al., 2008). The

Memphis Police Department and the National Alliance on Mental Health came together to

collaborate on a program which would improve communications between police officers and the

citizens who were mentally ill (Hanafi et al., 2008).

This study was conducted later in 2008 and had 25 participants from the Atlanta Police

Department. The authors identified that the CIT training in Georgia had expanded from only

being offered in Atlanta to being offered across the entire state (Hanafi et al., 2008), but that their

sample population was from Atlanta specifically. The focus groups were conducted by

psychologists and they encouraged group interaction, as part of the process to elicit the

"exploration of issues important to them, in their own vocabulary, in order to generate their own

questions and priorities" (Hanafi et al., 2008, p. 428). This type of focus created authentic themes

and allowed the researchers to look at "how and why people think a certain way" (Hanafi et al.,

2008, p. 428).

The most common response pertaining to how CIT would be useful to the police officers'

jobs was that it provided them with increased knowledge and awareness of mental illness (Hanafi

et al., 2008). Their findings were broken down into more specific ways in which this was

represented. Those findings were "signs and symptoms of mental illness, a greater capacity to

recognize and respond, reduction of stigma and stereotyping, greater empathy for individuals

with mental illness and their families, more patience with consumers and fewer arrests and more

redirection toward treatment for consumers" (2008, p. 430). Officers described poor stigmas

surrounding those who were mentally ill and identified how the training changed their perception

and approach with individuals who are mentally ill and their families (Hanafi et al., 2008). The

officers involved in this study reported that because of the reduction of stigma through this

training, they were able to increase their empathy for those consumers with mental illness

(Hanafi et al., 2008).

Another component that was addressed was the practical application of the CIT skills.

Hanafi et al., found that officers who completed the training were more effective and efficient in

mental health crisis (2008). By utilizing de-escalation CIT techniques, the officers reported

having "better overall interactions with people in crisis by (1) putting them at ease, (2) reducing

the unpredictability of the crisis and (3) reducing the risk of injury for the consumer and the

officer" (Hanafi et al., 2008, p. 429). The findings also illuminate the challenges that families of

mentally ill face when they are in contact with police and show that if police are empathetic and

aware of some of these challenges, they may have more successful interactions with families and

communities (2008).

One study focused on law enforcement and community relations through implementing a

program called "Playback Theater" (Smigelsky, Neimeyer, Murphy, D. Brown, V Brown,

Berryhill & Knowlton, 2016). Their hopes were to strengthen community relations between

police officers, the community and ex-offenders (Smigelsky, Neimeyer, Murphy, D. Brown, V

Brown, Berryhill & Knowlton, 2016). Playback Theatre is a collaborative community

engagement in which participants use communication, storytelling, music, movement and

metaphor (Smigelsky et al., 2016). Particularly, this type of theater requires an audience member,

or in this case a research participant, to tell a story. Then, professional actors and musicians

re-create the story through theater (Smigelsky et al., 2016). This study began with all participants

learning about principles of nonviolent communications and how to engage in conversations

about difficult topics such as "conflict, loss and mistrust" (Smigelsky et al., 2016 p. 536). The

second phase of the the study involved the participants learning the different forms of Playback

Theatre. The final stage incorporated all of what they had learned by showcasing two community

performances in hopes of creating a platform for future engagement with the community

(Smigelsky et al., 2016). This approach provides the opportunity for audiences and community

member to share their stories and experiences, including painful and hopeful scenarios which

highlight the humanity that may be shared between the community members, ex-offenders and

police officers.

The training aspect of this method was through theatre based activities which created

body awareness, and awareness to things such as voice and communication (Smigelsky et al.

2016). Specific types of communication were noted by the authors which included ways of

showing attunement and sharing empathy through awareness of their own internal and external

experiences (Smigelsky et al., 2016). The types of communication were clearly identified by

Smigelsky et al. which are, "receptive communication (receiving another actor's offering and

embodying or reflecting it accurately) and expressive communication (extending one's own

offering with personal integrity while also making it possible for others to understand)" (2016, p.

536).

This study conducted by Smigelsky et al. (2016) was unique in that it partnered with

other agencies to not only train the officer, but also address them within the community system

through collaboration with ex-offenders who were part of the program, Lifeline to Success. This

program provides ex-offenders ways to provide community service in order to lessen the

negative perceptions that people in the community have about people with criminal records

(Smigelsky et al., 2016). In total there were ten participants that completed the full study. Five were police officers from the Memphis Police Department, and five were ex-offenders from the LTS program. There was an even number of men and women between the ages of 20-59. Nine participants identified as African American and one as Caucasian.

Throughout the process the participants also engaged in a "four-part process of experience, reflection, learning and application" (Smigelsky et al., 2016, p. 536). They reflected on feelings, needs and things they learned about themselves as well as ways they were taking care of themselves and how they could utilize this knowledge in their daily lives (Smigelsky et al., 2016). Following the completion of the two performances, the participants responded to a feasibility and acceptability evaluation in which they identified any "individual changes, changes in attitude and/or systemic changes" (Smigelsky et al., 2016, p. 534). Although the term empathy is not explicitly stated in these trainings similar skills are mentioned throughout. Some of these skills included communication, understanding another's perspective, and more awareness which fostered greater empathy.

Research Approach

This study utilized a qualitative research approach including an artmaking response to the question of how empathy is experienced within law enforcement. Participants were asked to respond to the question through creating an art piece as well as written response. Kapitan's (2011) study found the following:

> Art is a transformational act of critical consciousness. Not only is art the making of things; it also awakens new ways of thinking and learning that things can change. On the macro level of community practice, art therapy looks outward as well as inward, engaging a people's collective dream life, their hopes and images, their histories and current realities, and their discovery of new ways to go forward (p. 64).

Like Kapitan, much of the research is on providing evidence for the effectiveness of using art within the mental health field, and the benefits in gathering information through the tools of art. "Art-based practices have attracted increasing interest in mental health settings as they offer a person-centered and recovery-oriented approach that embraces emotional, social, and spiritual needs alongside the clinical" (Lith, 2013, p. 1310). Due to the broader scope of information we will gather through this method, we aim to capture a range of experiences and anticipate an emergence of themes, similarities and differences within the data.

Methods

Definition of Terms

Boundary - something that indicates or fixes a limit or extent (Webster's English Dictionary, n.d.)

Empathy - 1) an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one's perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one's own (Cuff et al., p.150).

2) (1) the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner *also* : the capacity for this (2): the imaginative projection of a subjective state into an object so that the object appears to be infused with it (Webster's English Dictionary, n.d.).

Sympathy - an affinity, association, or relationship between persons or things wherein whatever affects one similarly affects the other (Webster's English Dictionary, n.d.).

Compassion - sympathetic consciousness of others' distress together with a desire to alleviate it (Webster's English Dictionary, n.d.).

Communication - a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior (Webster's English Dictionary, n.d.).

Law enforcement - the department of people who enforce laws, investigate crimes, and make arrests : the police (Webster's English Dictionary, n.d.).

Training (noun): the action of teaching a person or animal a particular skill or type of behavior (Webster's English Dictionary, n.d.).

Art Therapy - Art Therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship (American Art Therapy Association).

Design of Study

This study is a qualitative art-based exploration of the experience of empathy among retired law enforcement officers residing in San Diego, CA. This study included a questionnaire designed to capture demographic information on the participants (see Appendix B). Following the questionnaire, the participants were provided art materials and asked to create an art piece as well as a written response on how empathy is experienced in law enforcement. This approach may also underscore any differences and/or similarities among officers of different ranks, divisions and length of employment etc.

Sampling

Participants were recruited through the snowball effect via a contact who is a former law enforcement officer in San Diego. A research flyer was distributed with information about the study. Interested participants contacted the researchers to sign up for the study. In order to qualify to participate in the study, individuals needed to be retired law enforcement officers residing in San Diego County.

Figure 1 and Figure 2 describe the participants start dates as law enforcement officers and the divisions that they worked in when they were active within the San Diego Police Department. These qualifications determined that they were eligible for our study.
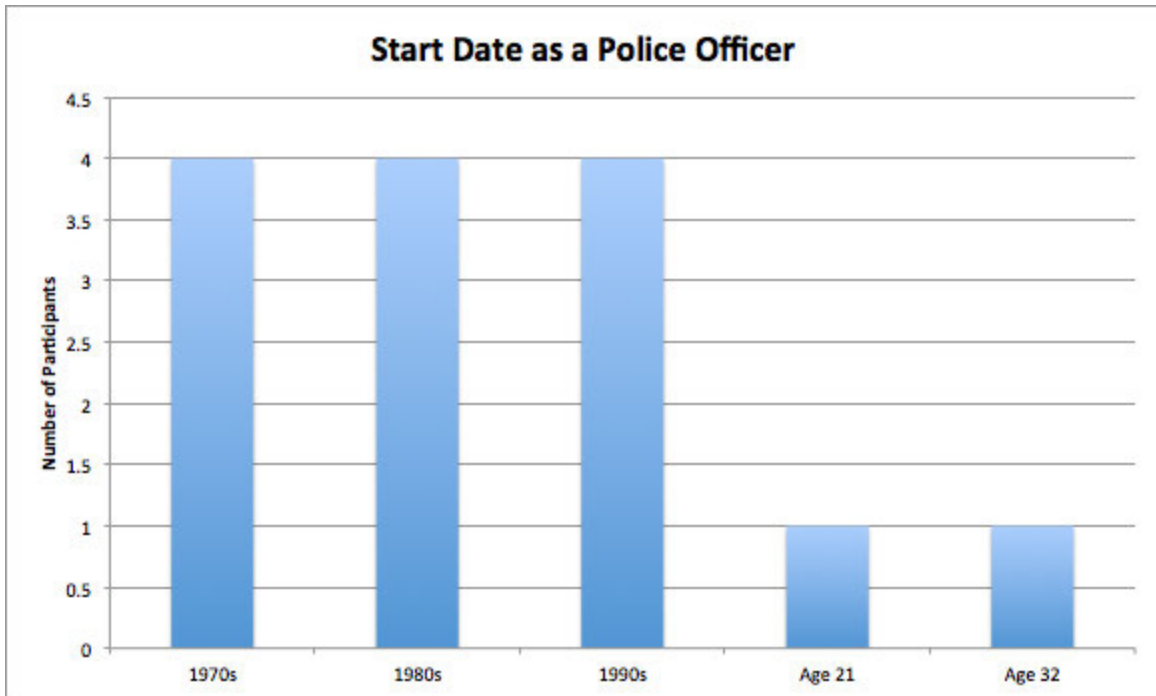

Figure 1: Demographic survey question regarding start date. This figure describes the years and ages of the sample within our study when the participants joined the San Diego Police Department
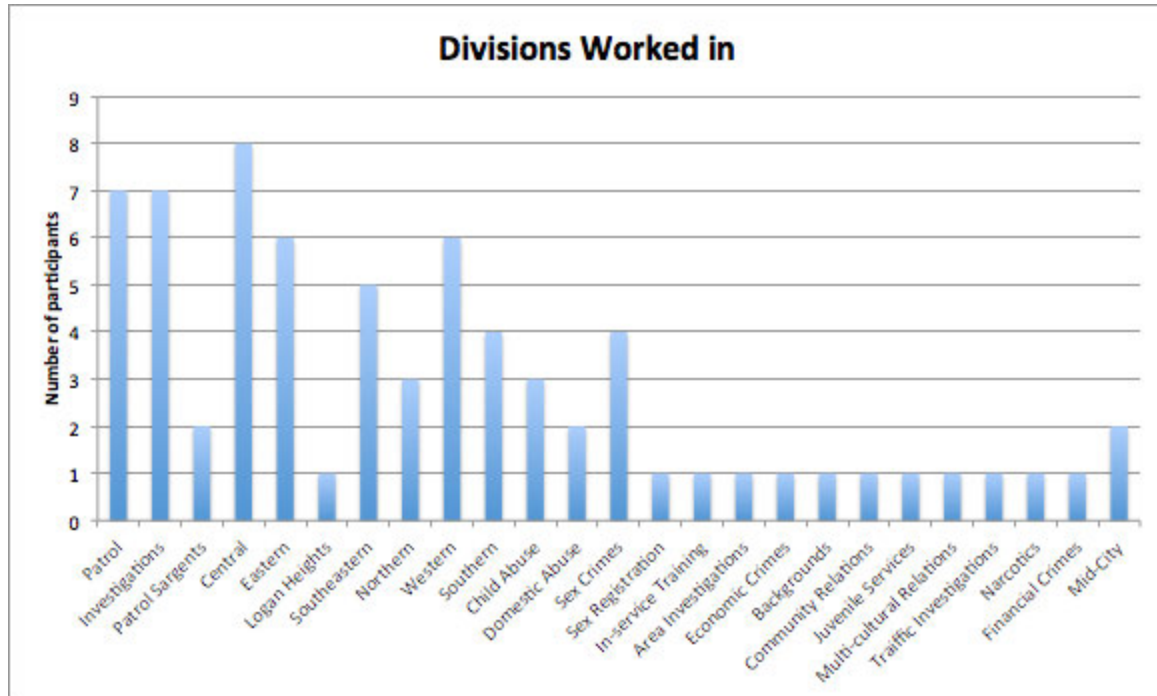
Figure 2: Demographic survey question about divisions worked in. This figure describes the different divisions in which our participants had worked in during their time as active law enforcement officers.

Researchers coordinated with each participant to confirm a time and date in regards to when to transport the research materials to a place of their choosing, most often their homes or an office. The materials provided included: 1) consent form, 2) Human Subjects Bill of Rights form, 3) demographic survey, 4) instructions for art directive protocol and 5) art materials basket (see Appendices B, C, and D). Included in the art materials basket were: 12 pastels, 12 colored pencils, 12 regular sized markers and three sheets of 8 ½"x 11" white paper. The consent forms affirmed that participants had not been coerced, forced, threatened, or promised compensation for participation in the study.

It is relevant to note that the research sample of retired police officers had little variance in racial/ethnic or gender identification (see Appendix B). The participant sample included thirteen participants who identified as white/caucasian and one who identified as hispanic. There were no participants who identified as anything other than those two designations. Through the demographic survey, it was founded that there was more variance in gender, with n=5 identifying as male and n=9 as female; however, no other gender options other than male or female were selected.

Gathering of Data

Researchers began the study by meeting the participants to distribute materials for the study at a location of the participants choosing in San Diego. Once participants were introduced to each form and item in the packet, the participants were left to complete the packet. Participants were given up to 48 hours to complete the study and contacted researchers to pick up their packets and materials upon completion.

After obtaining consent for participation in the study, participants were asked to complete a brief questionnaire which includes a few questions about demographics including, their age, ethnicity, division or divisions the retiree worked within law enforcement and the number of years of employment. As part of the survey there were two general questions related to empathy within law enforcement.

Participants were then asked to participate in an art making activity where they would be asked to create art in response to one question. The prompt that the participants responded to was, "Create an image that describes how empathy is experienced within law enforcement." Each of the participants were provided a randomly assigned numbered packet

to maintain confidentiality. The materials which were provided included colored pencils, oil

pastels, markers in a variety of colors and 8.5"x11" white cardstock paper and a pen. Data

was collected from the completed questionnaire, the artwork and written responses.

Analysis of Data

Each voluntary participant was assigned a random number to ensure confidentiality and

anonymity. Each survey was administered in person when researchers met with participants to

deliver the study packet. Art responses and written responses were also examined as part of the

analysis. The artwork was examined for elements of line quality, the space that is used, the range

of colors, and the shape formed to create the specific image of the artwork. The written responses

were collected, transcribed and analyzed. The artwork was collected and compared by

researchers separately and on multiple occasions to deepen their collection of coding and data

retrieval. Researchers first analyzed separately and then brought data together to look deeper into

common thematic material present in their findings. During this process, the artwork was stored

in a locked space to maintain confidentiality.

Results

Demographics

The survey, artwork and written responses that were completed were produced by a total of fourteen participants. The participants identified as either male (*n=5*) or female (*n=9*), and all were retired police officers from the San Diego Police Department. According to the demographic survey, the majority of participants (*n=12*) indicated they had worked for 20+ years in law enforcement. Almost all of the participants (*n=13*) responses from the demographic survey indicated they were in the category of "51-61+" years of age. Only one participant responded that they are anything other than that category and responded they are between the ages of "46-50." Only two of the participants indicated they were employed in law enforcement for 10-20 years. Of the fourteen participants, thirteen reported their ethnicity was caucasian and one reported being Hispanic.

Figure 2 highlights the information of divisions or areas participants indicated working in. All of the retired police officers identified working in many different divisions or areas including: patrol, in-service training, area investigations, economic crimes, community relations, backgrounds, sex crimes, child abuse, juvenile services, multi-cultural relations, child abuse, training, traffic, traffic investigations, domestic violence and narcotics. The regions where officers stated they worked were, Western, Eastern, Southern, Central, Mid-city, South Eastern and Southern.

There were two questions about empathy which were posed on the demographic survey questionnaire. One question asked whether empathy was described during training to becoming a law enforcement officer. The responses, which are shown in *Figure 3*, indicate that n=7

participants responded empathy was described during training while *n*=7 stated it was not

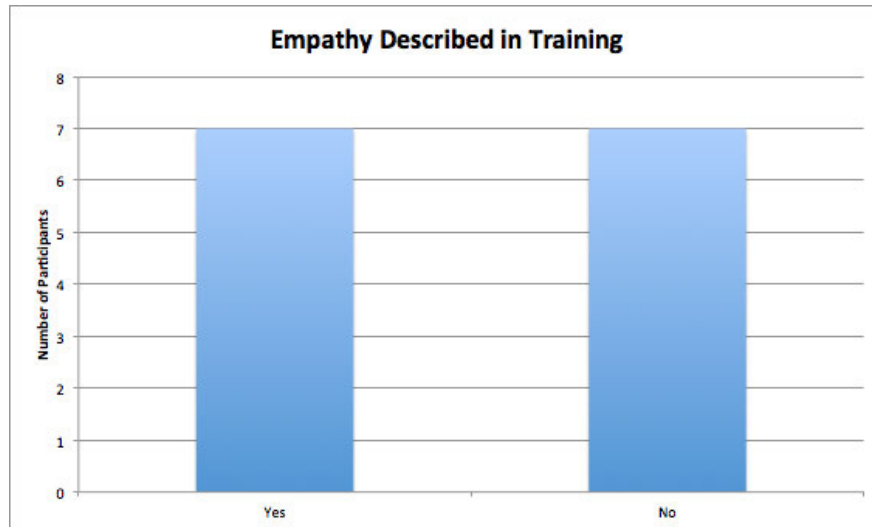described during training.

Empathy Described in Training

Figure 3: Question from the demographic survey. This bar graph shows how participants reported whether empathy was described during training to become a police officer.

The second question posed to participants regarding empathy asked if, "empathy was described

at any point during your career in law enforcement." *Figure 4* highlights the variance in

responses where *n*=11 recalled that empathy was described at some point, while *n*=3 recalled that
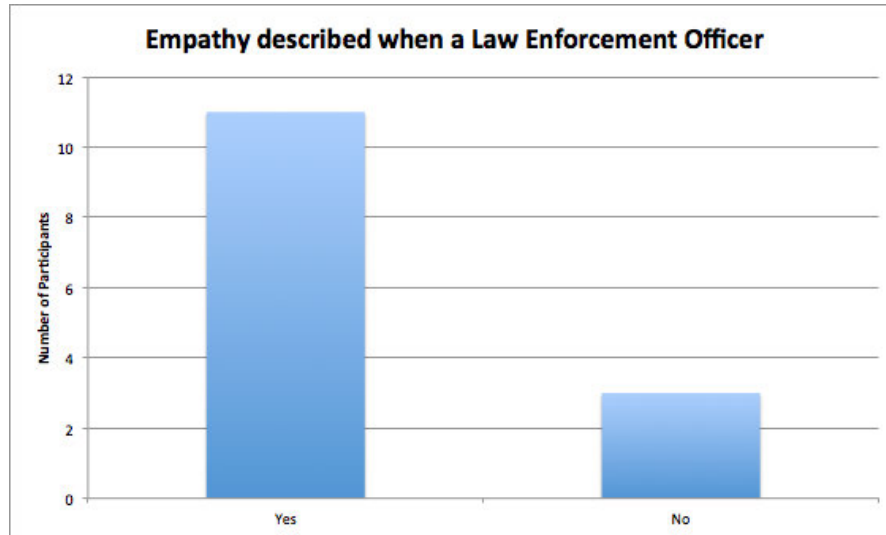
it was not, during their career.

Figure 4: Empathy described when in law enforcement. This figure shows responses to the demographic survey question asking whether empathy was described at any point during participants' career in law enforcement.

Presentation of the artwork

Upon completion of the study, researchers received art pieces and written responses from all fourteen participants. The written responses ranged from one paragraph to two pages in length. Twelve participants used colored pencils, one used markers and one used pastels. Participants generally chose to use only one medium from the provided packet for their art response. Some of the pieces contained multiple scenes within the drawing. Within the drawings, there were depictions of traumatic situations the participants experienced while in law enforcement. Some of the drawings utilized recognizable symbols such as a Christmas tree, a tombstone, a casket or a badge of an officer who had been killed while on duty.

Analysis of Data

The researchers chose to use process coding and thematic analysis to analyze data collected from the retired law enforcement officers (N=14) from the San Diego Police Department. The researchers began by transcribing the written responses. When researchers analyzed data individually, they utilized an iterative process in order to first identify significant coding of elements presented in the data.

Following this process, both researchers individually reviewed the participants responses and artwork. This review method allowed the researchers to identify similarities and differences within individual analysis, before coming back together to discuss similar themes gathered by each researcher. Thematic analysis was used to extract common themes across all of the artwork and the written responses that were produced by the participants. "Like coding, thematic analysis or the search for themes in the data is a strategic choice as part of the research design that includes the primary questions, goals, conceptual framework, and literature review… theming the data is perhaps more applicable to interview and participant generated documents and artifacts, rather than researcher-generated field notes" (Saldana, 2013, p. 177).

Thematic Art Elements

The researchers' used general observations of art elements to analyze what thematic elements were present in the participants artwork. Thematic elements were present in multiple pieces such as color, space used, logic of the image, realism, developmental level, details of objects and environment, line quality, and people within the art.
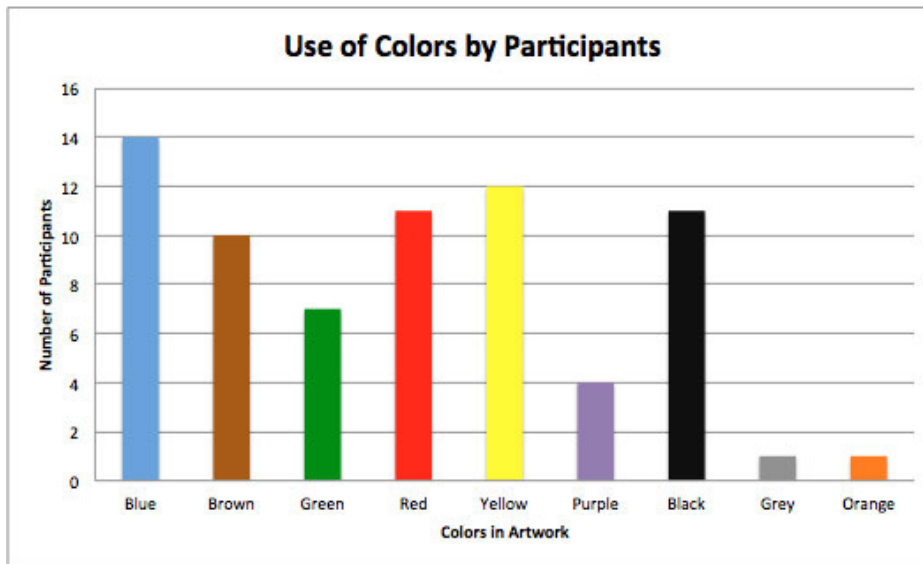
Figure 5: Use of colors by participants. This figure represents the use of colors in art pieces created by participants.

Color. The participants were given colored pencils, markers, and oil pastels in a variety of colors. The data reflected certain materials and colors that were used across all the artwork produced by the participants. The majority of participants (*n*=10) used only colored pencils to produce their artwork. *Figure 5* shows a depiction of the prominence of colors each participant used in their art responses. One participant used colored pencils and a pen, two participants used markers and one participant used oil pastels. The color blue was apparent in all fourteen participants artwork, and was used most commonly to resemble the color of an officer's uniform.

The color yellow was also often used in participant artwork to signify the badge of their uniforms, representing their roles as law enforcement officers. The color red was used to signify blood at a crime scene or a fire which was blazing at a house. Black was used to outline many of the figures and identifiable objects. The color brown was used by nine participants to signify either skin color, hair color or environmental structures around them that were present at the

scene of the crime. The least used colors were green, purple and grey as they were mostly used

for adding detail, definition or shading to the figures or backgrounds of the artwork.

> **Detail and realism.** Detail and realism were divided into four categories to describe the

level in which each participant used their own style. Within the participants' artwork, there were

recognizable images that related to themes such as communication, witnessing a traumatic

incidents, interactions, intersection of roles, and understanding feelings. The first category,

highlighted the use of stick figures to represent people who were often interacting with

something or someone. There were five law enforcement participants who chose to depict a

person in a stick figure drawing.

> The next category was observing the use of diagrams within the drawings from the

participants. Only three participants depicted their understanding of empathy through drawing a

diagram. One participant (Participant 3) chose to draw a diagram of a car accident that involved

the mother dying. The death affected the officer due to the surviving child that was in the back of

the car. Another participant (Participant 8) drew a diagram about how one's empathy can be

tested by having the duty to follow the law and command of a higher officer but also wanting to

help the community members and other citizens in any way they can. This participant represents

the theme of boundaries in limiting themselves to the role of the job even if they feel compelled

to do more. Lastly, Participant 6 drew a diagram that presented words that an officer embodies

through their daily routine. Three participants included a bird's-eye view in their artwork

(Participants 2, 8, and 13).

> Out of the fourteen participants, twelve of those participants added multiple details, in

terms of figures, layers or color or multiple elements in their artwork. This was evident in all but

two of the participants' responses due to depicting minimal elements, or less clearly illustrated content such as stick figures without any background or context within the drawings alone. Of the twelve participants who used more complex details in their drawings, it was more clear to researchers what the general tone of the artwork was, what the symbols were referring to (such as death or helping another), and/or that the use of color was to signify a certain logo, uniform or object.

It was clear that a certain line quality was used most within the artwork made by the participants. Most of the participants presented their artwork with clean, straight lines that were used for outlines of figures and shapes. The lines were mostly made in black to emphasize the figure. The other four participants used sketchy lines to present their artwork. Most of the participants whose artwork resembled a sketch, used materials other than colored pencils. Some of the participants who used colored pencils, but still had a sketchy signature, mostly used it for style and aesthetic.

People in Drawing	One Person	Two People	Three People	Four People	Nine People	Ten People	Eleven People	Twenty-Three People
Number of Participants	3	2	2	3	1	1	1	1

Figure 6: Representation of people in art Responses. This shows the number of people drawn within participant's art responses

Representation of people. All fourteen of the participants who participated in the research displayed representation of people in their artwork. *Figure 6* shows the number of people illustrated in participant artworks. Artwork that contained community scrutiny or victims

involved had more than one person displayed in the artwork. The artwork which displayed a

broader theme primarily contained one person within the artwork.

Themes

Throughout the researchers' process of transcribing responses and reviewing artwork,

several themes began to emerge. Researchers documented these themes separately and on

multiple occasions, and then looked at the data together to determine what themes were

consistently recognized. The themes contextualized from the written responses and artwork were

found to be the following: *interactions, intersection of roles, communication, witnessing*

traumatic incidents and *understanding feelings*.

Theme 1: Interactions. The data revealed, from the artwork and written responses, a relational

or interactional component to how empathy is experienced within law enforcement. *Figure 7*

shows the initial coding process researchers used in identifying which responses emphasized the

theme of interactions. All fourteen participants included a human figure in their artwork. Nine of

the participants included figures which appeared to be police officers interacting with others in

various situations. Some of the interactional elements included: arms outreaching towards

patrons, figures facing each other, figures appearing to mirror emotive facial expressions, figures

appearing close in proximity, etc. This suggests that empathy is expressed in direct contact and

within face-to-face interactions with community members on the job.

Categorization of Themes

Themes	Reference Column	Initial Coding	Quotes
Interactions	P.1 P.2 P.3 P.4 P.5 P.8 P.9 P.10 P.11 P.13 P.14	P. 1 "situation", "any given day", P. 2 "frequent calls" P. 3 "scene", "victim 'gone." P. 4 "environment of social media", "everyone having cameras", P. 5 "reaching out", "contact with another person", "meaningful and productive conversation" P.8 "day to day contact", "public", "community you serve", "one-on-one", "routine", "positive contacts", "negative contacts" P.9 "giving death notices" P.10 "talked to her many times" P.11 "in the field", "many homeless" P.13 "scene", "type of call is common" P.14 "worked in patrol", "many people", "brought me to their home", "three young children"	"A policeman walks a little girl across the street (**P.1**)." "I have always felt empathy is a part of reaching out and making contact with another person (**P.5**)." "I encounter many different people who are struggling for many different reasons. This drawing depicts a family I encountered in the barrio of San Diego, Logan Heights (**P.14**)." **"**positive contacts build empathy on the grassroots level, negative contacts get blown out of proportion and overshadow the grassroots progress (**P.8**).**"** **"**Empathy experience begins with the day-to-day contact with the public and the community you serve (**P.8**)"

Figure 7: Initial coding chart for theme of interactions. This figure depicts the initial coding of the theme of interactions including supporting quotes from selected participants
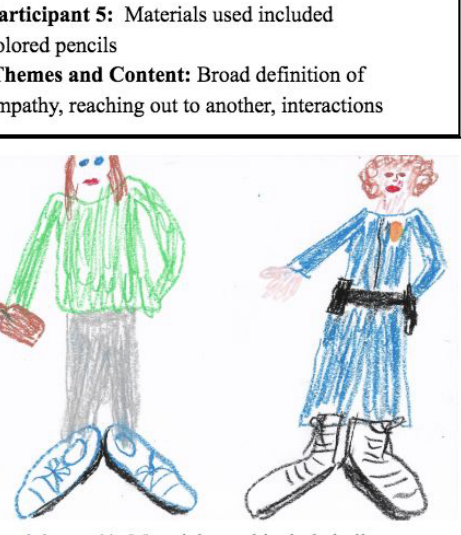
Theme of Interactions

Participant 14: Materials used included colored pencils
Themes and Content: Recognizing a need, roles, resources, gift giving, interactions

Participant 5: Materials used included colored pencils
Themes and Content: Broad definition of empathy, reaching out to another, interactions

Domestic Violence Call

SDPD- To Serve and Protect
Sign in on PD Vehicle
Police   Mom   Child

Participant 2: Materials included colored pencils
Themes and Content: Domestic violence, interactions, emotions, empathy, Family System, Law Enforcement providing safety

Participant 11: Materials used included oil pastels
Themes and Content: interactions, substance abuse, reaching out, putting oneself in another person's shoes

Figure 8: Theme of interactions. This figure depicts four examples of artwork which highlighted the theme of police officers interacting with others.

Relational interaction between community members. Some responses implied empathy as relational interactions between the community and officers. For example, Participant 11 drew two figures who appeared to have large shoes, and described this piece as a police officer and a

homeless person struggling with alcohol abuse.   She wrote that the shoes reflected the concept,

"I've been in your shoes." Participant 11 added that they, "need to be somewhat of an actress -

put yourself in THEIR shoes in order for them to accept your help." This participant expressed

that an officer may experience empathy when dealing with patrons of the community through

this interactional component. Other interactions included: being present and communicating with

victims of crimes, providing help or support through gift giving when a family was in need, or

being present and offering support for those who had experienced a tragic death. Participant 8

describes how empathy is experienced from officer to citizen. He states;

> Empathy in law enforcement is mostly experienced one-on-one, officer and citizen, in the
>
> form of contacts are often 'routine' to the officer but unusual and stressful for the citizen.
>
> Positive contacts build empathy on a grassroots level; negative contacts get blown out of
>
> proportion (by media and community 'leaders') and overshadow the grassroots progress
>
> (Participant 8).

This shows the perceptions that empathy is experienced on a one-to-one level and can grow out

of positive "contacts" or interactions between citizens and officers.

   Interactions Between Officers. There were also responses which described empathy as

interactions between officers who were partners or worked at the same agency. One participant

offered support and called for "peer support" when recognizing their partner was affected by

witnessing a tragic death involving a child (Participant 13). In contrast, one participant

recognized how officers were supportive in interacting and coming together when an officer was

killed in duty, but pointed out the lack of interaction and support for the living officers who work

every day and witness countless traumatic incidents (Participant 12). *Figure 8* shows examples

of artwork with the theme of *interactions*.

Witnessing Traumatic Incidents

| Witnessing Traumatic Incidents | P.1
P.3
P.7
P.10
P.12
P.13 | **P.1** Child hit by car, policeman "shooting a bank robber."

P.3 "murder," "SIDS baby," child who drowned, house burning down

P.7 witnessed "horrific deaths,"

P.10 "jumped and was yelling for help", "died"

P.12 "officer death", "trauma", "violence"

P.13 "accident" , "crash" , "killed the female (mom) and the infant" , "death of a child", "peer support" | "Possible situations that could occur on any given day … A child has been hit by a car. In the center, A policeman walks a little girl across the street and a policeman shoots a bank robber" (**P.1**).

"My drawing depicts me when I started my career. Saw a couple of horrific deaths. People think we get over them with no issues. They have no idea what we personally go through (**P.7**)"

"In spite of many difficult, traumatic, often terrible experiences no support or empathy awaits him/her...the everyday officer who spends a career exposed to unimaginable trauma, stress, and violence is ignored (**P.12**)."'

"My drawing depicts me when I started my career. Saw a couple of horrific deaths. People think we just get over them with no issues. They have no idea what we personally go through. I empathize with all victims of all crimes as it could be me (**P.7**)." |

Figure 9: Initial coding chart for theme of witnessing traumatic incidents. This figure depicts the initial coding of the theme of interactions including supporting quotes from selected participants

Theme of Witnessing Traumatic Incidents

Participant 3: Materials used included colored pencils
Themes and content: Death, Witnessing Traumatic Incident, Feelings, Roles, Empathy

Participant 10: Materials used included colored pencils
Themes and content: Witnessing traumatic incident, interacting with citizens and their families, sharing understanding of emotional difficulties leading to suicide attempts from familial experience with similar issues.

Participant 13: Materials used included colored pencils
Themes and content: Car accident, death, children, parents, sadness, roles, peer support

Participant 1: Materials included colored pencils
Themes: death, transition from work to home, civic duties, opinions from public, shooting a bank robber, car accident
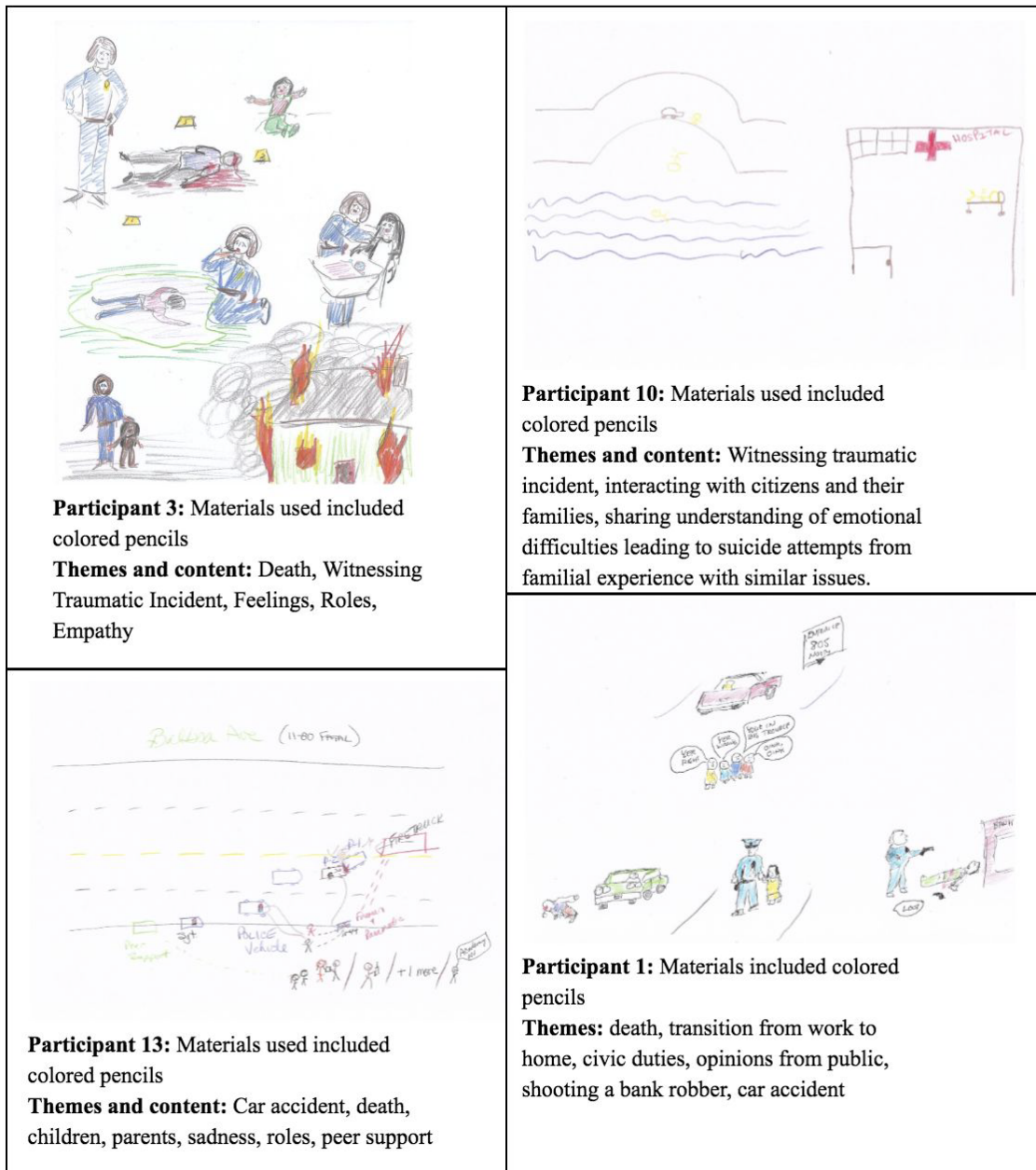
Figure 10: Theme of witnessing traumatic incidents. This figure shows four art responses which highlight the theme of witnessing traumatic incidents.

Theme 2: Witnessing traumatic incidents. In response to the research question, six of the

participants chose to recreate specific emotionally charged or violent situations they had

witnessed or responded to while working in law enforcement (Participant's, 1, 3, 7, 10, 12 & 13).

Figure 9 shows the coding process researchers utilized in recognizing this theme and recording

data which pertained to witnessing traumatic incidents. All six of the art responses in this theme

included images of death or a traumatic situation. All of the six participants who showed death in

their artwork also wrote about it in their responses. Two participants drew images of the death of

fellow officers. Three images portrayed children who had died. One depicted a young woman

who had died by suicide. Participant 13 showed a parent dying in a car accident. Participant 1

depicted an officer shooting and killing a bank robber. *Figure 10* provides a sample of art

responses depicting the theme of witnessing traumatic incidents. These themes of death and loss

evident in the participant responses suggest that empathy is experienced and expressed during

the officers' witnessing of traumatic events.

Intersection of Roles

| Intersection of Roles | P.1 P.3 P.5 P.8 P.10 P.11 P.12 p.13 P.14 | P.1 Leave work to drive home, "policeman", "deal efficiently with situation" , "Contain" , "ignore comments of the ever present public"

 P.3 "mother", "if this were my family", "Could be my child", relating, understanding, "realizing" , "I knew what it would feel like"

 P.4 "mandated", "employer's policies and procedures" , Barriers to empathy, liability of empathizing, "same feelings and emotions as everyone else however, mandated" , "liability factor", examples of when empathy was experienced: "young mother who committed DV on her verbally abusive and immature father", "a destitute father shoplifting to feed his family."

 P.6 "special skills", "performs job on daily basis"

 P.10 "having dealt with family issues of suicide myself"
 P.11 "actress" , "can I help you get help?",I've been in your shoes"

 P.12 "great spectacle", "empathy within law enforcement almost non-existent", no empathy between officers, no empathy from public

 P.13 "tries to remember what was taught in the academy about how to deal with death", "life goes on and he did his job" ,understanding, "knows partner is married and has two young kids" "calls on his radio for peer support"

 P.14 "help them", "did not want them to have a horrible Christmas. "did what we could to help them", gift giving | "In every situation the policeman must contain his own emotion in order to deal efficiently with the situation at hand (P.1)."

 "Difficult to sympathize (empathize) with victims who do nothing to help themselves get out of these situations (P.2)."

 "I remembered thinking this could be my child (P.3)."

 "We are..mandated to follow the guidelines of our employer's policies and procedures ....empathized on some level but with today's environment of social media and everyone having a camera the liability is too high (P.4)."

 "Doesn't matter which side of the law or situation the person in on (P.5)."

 "Empathy within law enforcement is not taught but, is mostly learned 'on-the-job' and varies greatly based on the individual (P.8)."

 "The officer tries to remember what he was taught in the academy about how to deal with death (P.13)."

 "It made me realize people have many hidden deep down reasons for the things they do in their lives. Sometimes they just want someone to listen to them (p.10)."

 "I continued to try and reach out with other people with the same issues during my career and would like to believe that I did make a small difference (p.10).

 "Having dealt with family issues of suicide myself, I thought by talking to her I could help her. Her pain and torment were too deep. Broke my heart to hear she had jumped again and died (p.10)."

 "The baby would be ok but would no longer have a mother. The male officer gives his female partner a tissue and moral support because he is single (no kids) and knows his partner is married with two kids (p.13)."

 "In my opinion empathy is one of the key skills one (police officer) needs. You need to understand the needs of others along with sharing the feelings of another (P.6). |

Figure 11: Initial coding for the theme of intersection of roles. This figure shows the researchers' coding process and includes supporting quotes from participants.

Theme 3: Intersection of roles. When reviewing the data, researchers recognized a theme of roles and how they intersect from the artwork and written responses. This process was recorded and can be viewed in *Figure 11*. This was represented primarily as a role as a law enforcement officer and at times in conjunction with roles outside their position as law enforcement officers. Some of the external commitments officers described as intersecting while working in law enforcement included roles as parents (*n=2*), family members(*n=1*), or their own personal identity (*n=2*).

Intersection of Roles:
Roles as a Parent

Participant 13: Materials used included colored pencils
Themes and Content: Car Accident, Death, Children, Parents, sadness, peer support, roles

Participant 3: Materials used included colored pencils
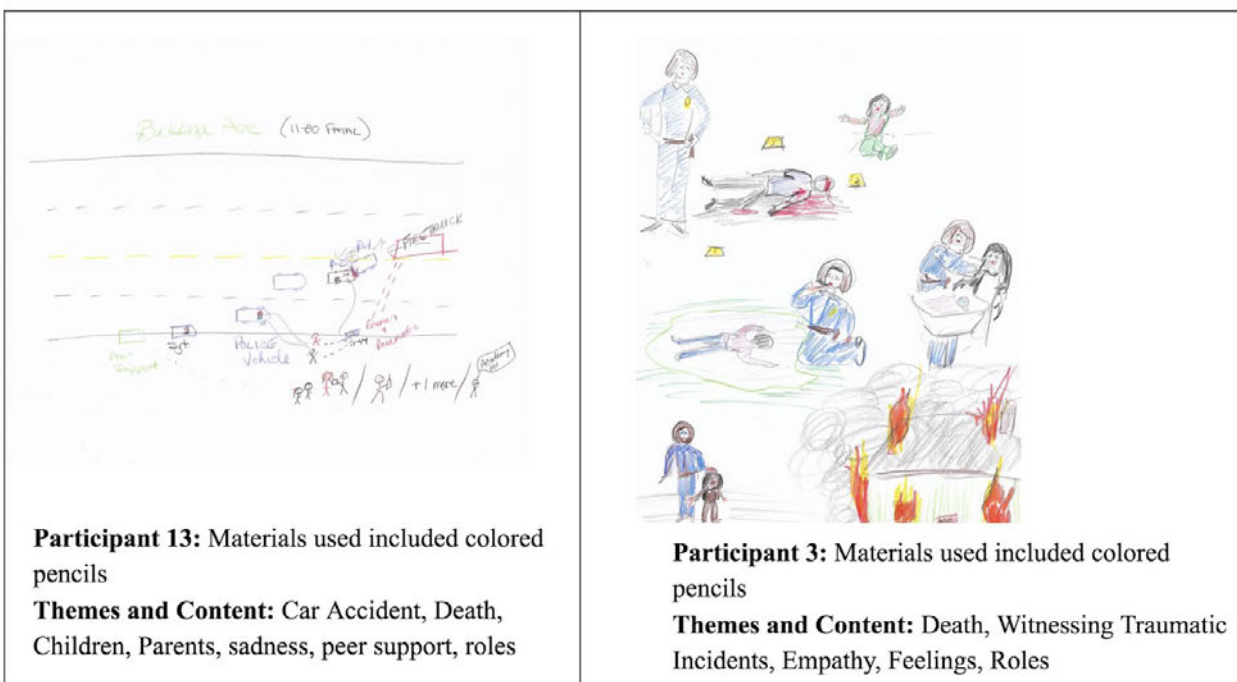**Themes and Content:** Death, Witnessing Traumatic Incidents, Empathy, Feelings, Roles

*Figure 12:*Theme of intersection of roles; roles as a parent. This figure depicts two images which highlight the theme of roles as a parent.

  Role as a parent. Two officers described the role of parenthood and how it intersected with their experience of empathy while working in law enforcement. This is illustrated in two images in *Figure 12*. One participant (Participant 3) described herself as experiencing empathy

for another mother whose child had died of S.I.D.S. and recalled, "I remembered thinking this could be my child" (Participant.3). Another participant described recognizing his law enforcement partner being emotionally affected by a crime scene that they had responded to involving the death of a mother leaving an infant without a mother (Participant 13). He states, "The baby would be ok but would no longer have a mother. The male officer gives his female partner a tissue and moral support because he is single (no kids) and knows his partner is married with two kids" (Participant 13).

Intersection of Roles:
Roles as a Family Member

Participant 10: Materials used included colored pencils
Themes and Content: Witnessing traumatic incident, interacting with citizens and their families, sharing understanding of emotional difficulties leading to suicide attempts from familial experience with similar issues.
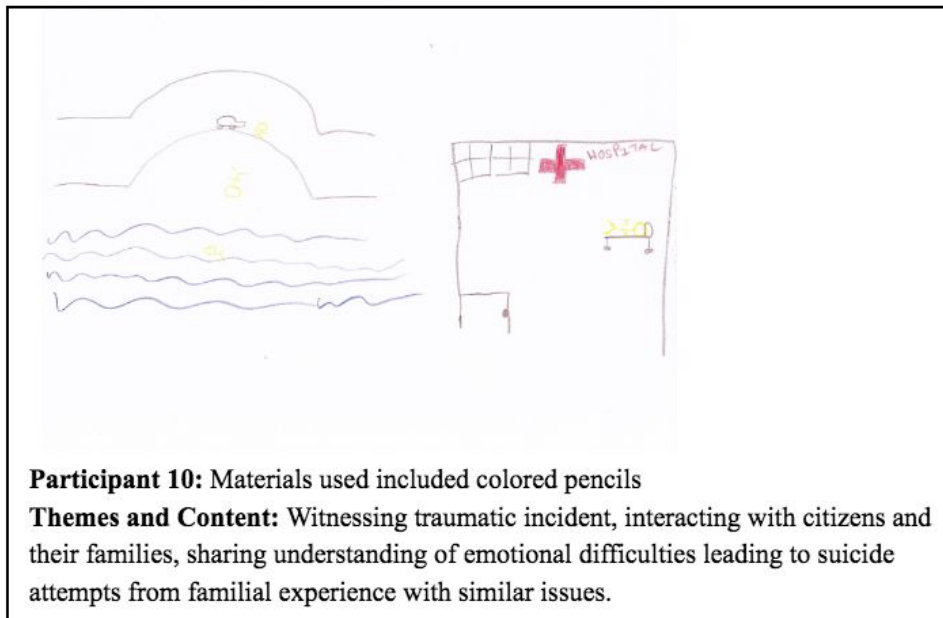
Figure 13: Theme of intersection of roles; roles as a family member. This figure depicts one image which highlight the theme of roles as a family member.

Role as a family member. One officer described her experience of empathy through a case she had responded to involving a young woman who had attempted suicide (Participant 10). *Figure 13* shows Participant 10's artwork involving a case she recalled which tied into the theme

of intersecting roles as a family member. This participant continued to meet with this young

woman and her family over the course of her treatment in the hospital while she recovered. One

year after this attempt, this young woman returned to the same bridge and jumped again ending

her life. Participant 10 stated she thought about this case often and, "having dealt with family

issues of suicide myself, I thought by talking to her I could help her. Her pain and torment were

too deep. Broke my heart to hear she had jumped again and died" (participant 10).

  Role within self identity.   Two officers described how their own identities and values

informed their experiences of empathy, and at times going above and beyond as law enforcement

officers. For example, participant 14 used her own interpretation and value associated with the

Christmas holiday to empathize with a family in need. Through empathizing with a family

lacking resources, this officer extended past her job expectations to initiate gift giving.

Participant 1 wrote about his experience with leaving his shift at night and driving home. He

states, "At the top, the policeman drives at night after his shift and thinks on all that has

happened and sorts out his feelings….to leave my work area and drive to my home. I often felt

like a lid of pressure cooker was lifted off of me" (Participant.1).

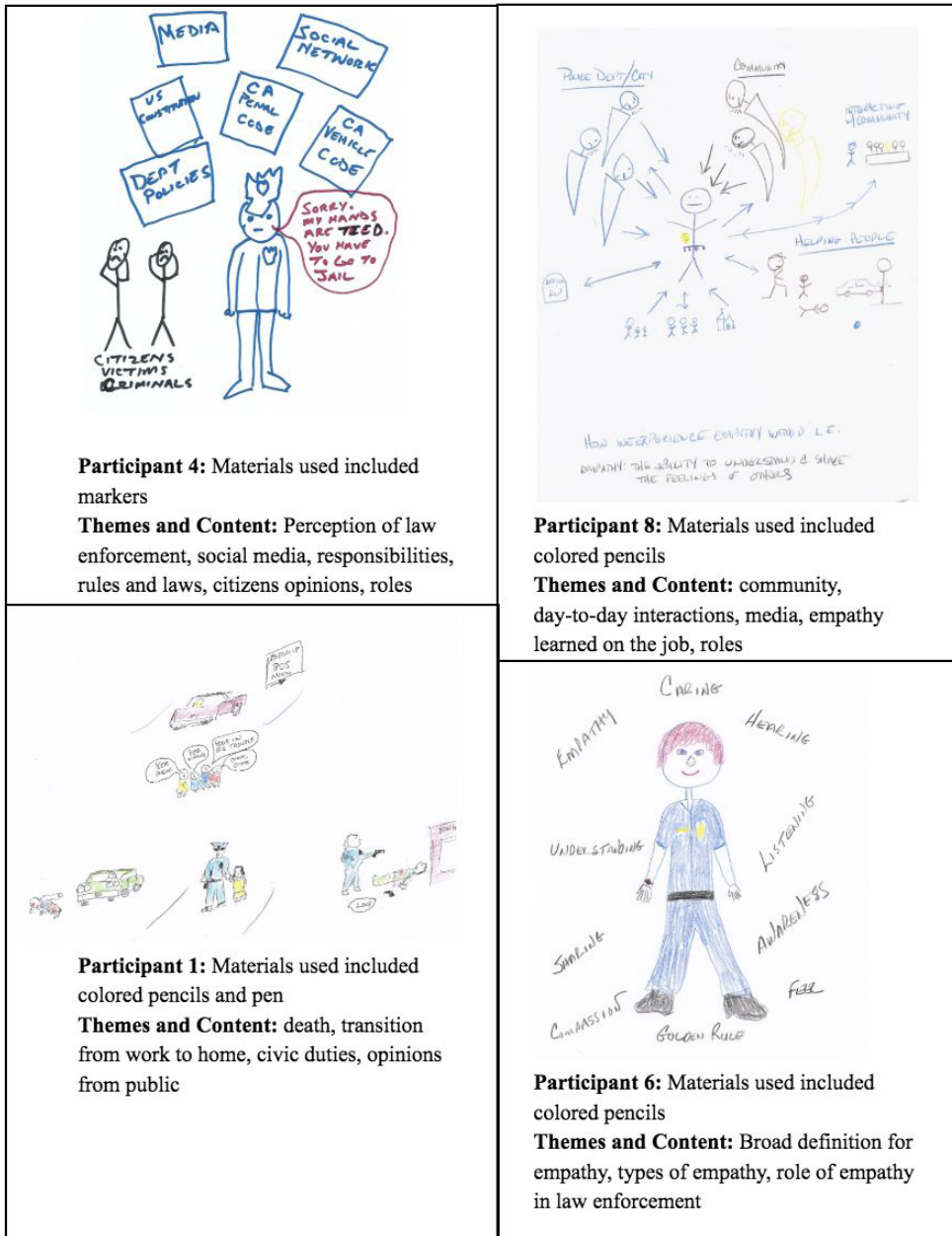**Intersection of Roles:**
Roles Within Law Enforcement

Participant 4: Materials used included markers
Themes and Content: Perception of law enforcement, social media, responsibilities, rules and laws, citizens opinions, roles

Participant 8: Materials used included colored pencils
Themes and Content: community, day-to-day interactions, media, empathy learned on the job, roles

Participant 1: Materials used included colored pencils and pen
Themes and Content: death, transition from work to home, civic duties, opinions from public

Participant 6: Materials used included colored pencils
Themes and Content: Broad definition for empathy, types of empathy, role of empathy in law enforcement

Figure 14: Theme of intersection of roles; role within law enforcement. This figure depicts four images which highlight the theme of role within law enforcement.

  Role within law enforcement. Within the theme of intersecting roles, some officers

described their responsibilities and roles as law enforcement agents within their communities and

how that impacted their experiences of empathy. *Figure 14* shows four examples of participants

who illustrated their role within law enforcement. Participant 4 described how a police officer's

role is to follow mandated policies that can create boundaries around displaying empathy in

certain situations. This was explained through boundaries created by supervising officers, the

possibility for media, and community feedback. One participant explained, "we are mandated to

follow the guidelines of our employer's policies and procedures" (Participant 4). This officer

stressed the importance of being in compliance with the rules of law, although he gave two

examples of times he felt empathy but chose not to act on it. For example, he states,

> There have been instances in my career when I empathized on some level; a young
>
> mother who committed domestic violence on her verbally abusive and immature
>
> husband, or a destitute father shoplifting to feed his family. But with today's environment
>
> of social media, and everyone having a camera not to mention body cameras on the
>
> officers the liability factor is too high (Participant 4).

Theme 4: Understanding feelings. Another theme which was present throughout some of the

participant responses was understanding feelings. *Figure 15* shows how researchers coded the

initial data to deduce the theme of understanding feelings. In some responses, a clear line of

when and how to show empathy became evident and appeared to be in order to prevent emotions

or empathy from interfering. Participant 1 discusses limiting their emotional reaction in order to

carry out their duty as a police officer efficiently. Participant 1 states, "in every situation, the

policeman must contain his own emotion in order to deal efficiently with the situation at hand."

Although Participant 1 talks about how empathy sometimes interferes with performing one's job

efficiently, participant 8 believes empathy can be learned on the job. Participant 8 states

"Empathy within law enforcement is not taught but, is mostly learned 'on-the-job' and varies

greatly based on the individual." Participant 8 also describes how their role in working as a

police officer within the community can be impacted by broader issues such as, "politics,

community complaints,department policy and reactions, and the news media" (Participant 8).

According to this participant, this in turn adds to the overall experience of the officer (Participant

8). Participant 8 states, "It becomes difficult to understand the feelings of another, especially

one-to-one, with the circus of issues above each officer."

| Understanding Feelings | P.1. P.2 P.3 P.4 P.5 P.6 P.7 P.8 P. 9 P.10 P.13 | P. 1 "contain", "emotion", "sorts out his feelings", P.2 "too emotionally involved", "wears you down", "Sympathize (empathize)" P.3 "sadness", "cried", "visceral", "I felt towards the young mother", "knew what it would feel like" , "how much sadness one death can cause" P.4 "same feelings", "emotions" P.5 "empathy and <u>not</u> sympathy" P.6 (words from artwork:) understand the needs of others", "sharing the feelings of others",(words written on artwork) "understanding" , "sharing" , "caring" , "awareness" , "compasion", "compassion" , "feel", "caring" P.7 "get over them with no issues", "what we personally go through", it could be me,. "it could be me" , "personally go through" P.8 "feelings", "share feelings", "difficult to understand the feelings of another" P.9 "feelings", "hardest things to do", "personal baggage", "understanding feelings" , "carrying experiences in a personal baggage." P.10 "deep down reasons", "pain and torment", "scared and lonely" P.13 "moral support", "hard time dealing with aftermath", "sees fireman and paramedics are sad and doesn't want to remember this day every time he has to drive by this location" | "being non-emotional and detached is the only way to do your job (P.2)." "of course police officers are human beings with the same feelings and emotions as everyone else (P.4)." "In every situation the policeman must contain his own emotion in order to deal efficiently with the situation at hand" (P.1) "Giving a death notice was always the hardest thing to do because it was a fairly and too frequent thing to do without carrying experiences in a personal baggage (p.9)" "I empathize with all victims of all crimes as it could be me (P.7)." "She kept holding his clothes, clothes he would never wear again. I cried when I left the scene. The baby was beautiful and the mother a good mother (p.3)." |

Figure 15: Initial coding for theme of understanding feelings. This figure depicts initial coding
including supporting quotes from participants.

Theme of Understanding Feelings

Participant 7: Materials used included markers
Themes and Content: Death of an officer, trauma, sadness

Participant 2: Materials included colored pencils
Themes and Content: Domestic violence, interactions, emotions, role, Family System, Law Enforcement providing safety

Participant 9: Materials used included colored pencils
Themes and Content: Death, death notification, relating to another, sadness, feelings, empathy

Participant 3: Materials used included colored pencils
Themes and Content: Death, Witnessing Traumatic Incidents, Empathy, Feelings, Roles

Figure 16: Theme of understanding feelings. This figure depicts four images of artwork highlighting the theme of understanding feelings.

Sadness. In observing the art, the most frequent emotion shown through body language and facial expression appeared to be sadness, sorrow or grief (*n*=7). The symbols of sadness

were identified as either a frown, evidence of tears, hands covering faces, or hands on shoulders as if they were consoling someone for their grief. *Figure 16* features four participant responses which illustrates the theme of understanding feelings. One participant described her sadness that she felt from witnessing the death of a child with S.I.D.S and seeing a mother's feeling of grief and helplessness during that experience (Participant 3). Participant 3 states, "she kept holding his clothes, clothes he would never wear again. I cried when I left the scene. The baby was beautiful and the mother a good mother." Participant 3 is a mother herself and so her visceral emotions that she was feeling in that moment had a big impact on her due to understanding the feelings she would have due to her role as a mother.

Another participant focused on death in their art by explaining the emotions and feelings of sadness when an officer has to deliver a death notification to a family (Participant 9). Participant 9 stated, "Giving a death notice was always the hardest thing to do because it was a fairly and too frequent thing to do without carrying experiences in a personal baggage." Due to the constant reminder of death, the officer explained how hard it is to not feel the toll each death may take on their emotional well-being. In the artwork drawn by Participant 7 there was evidence of sadness and grief as evidenced by an officer kneeling beside a tombstone with his hands appearing to cover his face. This depiction evoked the feelings of sadness within the researchers as they witnessed this participants expression of grief. Participant 7 described empathizing with, "all victims of all crimes." He then underlyingly related this to how some officers are unable to deal with the emotional toll the work they do can carry and, "find a way out," which perhaps highlights how the stressors officers experience regularly can lead to negative coping methods or even suicide (Participant 7).

Containment. Some participants describe ways of containing emotions (Participant 1), or detaching from emotions (Participant 2), as a way to perform their job. Participant 1 described, "In every situation, the policeman must contain his own emotion in order to deal efficiently with the situation at hand." Participant 9 echoed this sentiment through stating how difficult and common it was to give death notifications to citizens. He stated he believed it was important to empathize with people who have lost someone to death by letting them know they are not alone without carrying the emotions of that experience in, "personal baggage." Participant 2 describes how frequent domestic violence calls are and how difficult it can be to empathize when victims, "do nothing to help themselves out of situations." He adds, "if officers get too emotionally involved in any of the calls we go to, it really wears you down. Being non-emotional and detached is the only way to do your job" (Participant 2).

Communication

| Communication | P.3
P.5
P.6
P.8
P.10
P.12
p.14 | P.5 "Conversation", "making contact with another person" , "reach out"

P.6 words from artwork: "listening" , "hearing"

P.8 "build empathy"

P.9 "express", "help them understand they are not alone"

P.10 "visited", "listen to them", "talked with her many times", "I think of that young lady often" , "sometimes they just want someone to listen to them" , "reach out"

P.11 "can I help you get the help that you need?"

P.12 "support", "empathy", "ignored"

P.14 "encountered many people who were struggling" | "My drawing depicts how i feel as a law enforcement officer. You have to reach out to where the person is to have a meaningful and productive conversation (**P.5**)."

"For example, you respond to a call for services and one the first things you need to do as a police officer is to listen to them. If you don't listen, you don't really care (**P.6**)."

"Tells himself not to macho and to talk about what he did, what he saw and what he can do to help himself and his coworkers (**P.13**)." |

Figure 17: Initial coding for theme of communication. This figure depicts the initial coding for the theme of communication with supporting quotes from participants' responses.

Theme of Communication

Figure 18: Theme of communication. This figure depicts four images representing the theme of communication.

Theme 5: Communication. Another theme that emerged from participant responses included

the importance of listening to how contacts or citizens communicated their experiences. The

theme of communication was evident in researchers initial coding process which can be viewed

in *Figure 17*. Following this figure is *Figure 18* which focuses on four of the participants art

responses that exhibit the theme of communication. The artwork and responses reflected the

participants' emphasis on allowing contacts to talk to them about their experiences. In return,

officers would communicate back to them that they were not alone, thus conveying the message

of empathy. For example, participant 5 wrote, "My drawing depicts how I feel as a law

enforcement officer. You have to reach out to where the person is to have a meaningful and

productive conversation."

   There were several examples where respondents highlighted communication as a

component in how an officer may experience empathy (*n*=7). Participant 9 described using

empathy for victims as a way to help them feel as if they were not alone in their experience.

Participant 10 recounted a case in which they responded to someone's failed suicide attempt. The

person had jumped from a bridge and broken every bone in their body. This participant described

in detail how they went to visit this person in the hospital until they healed. Unfortunately, this

person returned to the bridge and jumped again which ended their life by suicide. Participant 10

described how this, "broke my heart when I heard she jumped again. I continued to try and reach

out to others with similar issues during my career and would like to think that I made a small

difference."

   Another example of this type of response is in one of the art pieces and responses that

shows a police officer in the center of the image with words around the officer that read,

"awareness, understanding, empathy, caring, sharing, compassion, feel and golden rule"

(Participant 6). In the written response, Participant 6 states, "empathy is one of the key skills you

need...one of the first things you need to do is listen to them." Another participant discussed the

idea of empathy being a way to have meaningful or productive conversations with others

(Participant 5).

Another theme that came up in the art was relationships between officers and their

communication, or lack of communication, with each other about the trauma they experience

while working. One officer wrote, "The officer who spends his career exposed to unimaginable

trauma, stress and violence is ignored. Empathy within law enforcement is almost non-existent.

It does happen, but very rarely… plenty of officers have empathy for the public but rarely for

each other" (Participant 12). Another response stated how he attempts to break down this barrier

to communicating about these events by saying to himself, "not to be macho and to talk about

what he did, what he saw and what he can do to help his coworker" (Participant 13).

Meanings

Through this process, researchers sought to discover ways in which empathy was experienced within law enforcement. Through the qualitative design, researchers were able to collect more nuanced data from the direct perspectives and responses of retired law enforcement officers in San Diego. After reviewing the analysis of the data collected, meaningful patterns of how empathy is experienced within law enforcement emerged in the presence of recurring themes. This occurred through formal art elements and through written responses to the question posed during the survey process.

Along with the formal art elements, thematic material was present in the written responses. The themes support showing patterns of how empathy may be experienced within law enforcement. Through the data, researchers have found identifiable elements relating to the themes of: interactions, witnessing traumatic incidence, roles, feelings, boundaries and barriers to empathy, communication and understanding.

Formal Art Elements

The artwork provided rich examples of how participants view the experiences of empathy within law enforcement. For example, in some of the artworks, there were scenes created where tragedies, such as death, occurred. In the artwork, researchers could see the reciprocity of emotions from community contacts to the faces of the law enforcement officers. With the detail, realism, color matching, line quality, space, and logic, each element speaks of the narrative of empathy experienced by law enforcement officers. Due to the bold and clear line quality that was present in the artwork, it is possible that our research question brought up some triggering and very memorable moments in their time as active police officers and that the

participants wanted to be as accurate as they could in depicting the implicit memory. Color

matching and realism of the people and the objects in the drawing also relate to the possibility of

matching their memory to the drawing that each participant had sought out to create.

Interactions

Many of the responses described interactional elements which law enforcement officers

encountered during their careers. These interactions involved the following: officers and

partnering officers, community members and officers, the media and officers, and patrons and

officers. The patrons included people who may have committed crimes or who had been victims

of crimes, accidents or tragic events. The patrons also included individuals such as children,

parents, families, etc. By identifying patterns through the interactions that law enforcement

officers engage in on a regular basis, it may highlight how empathy is experienced primarily

through face to face contact with those individuals and families law enforcement officers serve in

their communities.

There were different ways the theme of interacting was represented in the artwork. These

included the proximity of figures to one another and body language, such as outreaching arms or

mirroring emotions. A study written by C. Daniel Batson, Jim Fultz and Patricia Schoenrade

titled, "Distress and Empathy: Two Qualitatively Distinct Vicarious Emotions With Different

Motivational Consequences" (1987)*,* describes empathy as "accurately and dispassionately

understanding another person's point of view on his or her situation" (1987, p. 20). This may

show the subtle ways in which people who are feeling empathy react through shared experiences.

Other interactions included being present with victims of crimes, by providing help or

support through gift giving when a family was in need, or being present and offering support for

those who had experienced a tragic death (*n=6*). This may show how being present and

interacting with individuals law enforcement officers experience empathy more competently or

frequently.

Witnessing Traumatic Incidence

Law enforcement officers are often times first responders to dangerous, violent or

traumatic situations. It is understandable how death or loss may be an easily recounted

experience and show up in many of the responses. In the artwork and responses, a variety of

traumatic deaths were recounted. The specific deaths recalled were in regards to a young college

aged woman who committed suicide, a car accident killing a parent and child, a bank robber

being shot and killed by a police officer, a baby dying of S.I.D.S., an officer killed in duty, and a

child drowning. In every example given, the officers who responded recounted feelings of

empathy for those who were grieving. In participant 3's examples of witnessing traumatic

incidents, she draws herself in the artwork with tears streaming down her face or emotions

appearing as shock or worry.

Some of the literature about empathy describes a cognitive and emotional process which

occurs when one experiences empathy. One of the most recent definition's cited in this article

was from 2013 and states that empathy is, "a cognitive and emotional understanding of another's

experience, resulting in an emotional response that is congruent with a view that others are

worthy of compassion and respect and have intrinsic worth" (Barnett & Mann 2013; Cuff et al.,

2016, p. 164).

The artwork and responses show how common witnessing death, or responding to

someone who has experienced death, is for law enforcement officers. It may also show how

common it is for people to know family members or friends who have died. This may show how

a cognitive and emotional understanding of death may lead someone to experiencing empathy

more freely. This is supported by the literature which describes empathy as, "an ability to

understand another person's perspective plus a visceral or emotional reaction" (Smith 1795;

Marshall, Hudson, Jones, Fernandez 19905, Cuff et al., 2016 p. 146). This may also make it

easier to empathize with others who have suffered loss from death or tragedy and, therefore view

those individuals as, "worthy of compassion and respect," like the Cuff et al., article suggests. By

making the connection of how common death is and how it can lead to feelings of grief and loss,

this pattern may highlight how law enforcement officers possibly experience empathy when

witnessing such scenarios. It also shows the cognitive and emotional process officers may go

through when responding to such events.

Intersection of Roles

This theme was derived due to several influences the participants mentioned as having

influenced their reactions to scenarios they responded to. Law enforcement officers are human

beings, and their process of generating emotions in response to what they witness is a natural

human experience. Within this theme, the researchers discovered that participants talked about

their intersection of roles being driven by their external commitments. This included the role of

being a parent, being reminded by an action that a family member may also experience such as

mental illness, or values/cultural lens that they uphold outside of their position as a law

enforcement officer.

In the study written by C. Daniel Batson, Jim Fultz and Patricia Schoenrade titled,

"Distress and Empathy: Two Qualitatively Distinct Vicarious Emotions with Different

Motivational Consequence"'s (1987), the authors clarify two types of emotions related to empathy. This included, "congruent vicarious emotional responses to perceiving another in need," which is essentially feelings of distress and empathy, and defining empathy as, "accurately and dispassionately understanding another person's point of view on his or her situation"(C. Daniel Batson, Jim Fultz & Patricia Schoenrade, 1987 p. 20). The participants explain how their emotional responses were activated by the situation and the people involved when responding to calls which created an empathetic experience.

Understanding Feelings

Within the theme of understanding feelings, the researchers were able to identify two sub-categories by looking at the art completed by the fourteen participants.

Sadness. Sadness was present either in the faces of people drawn in the art, or shown through the body language of people drawn within the art. Symbols and images that were drawn by the participants evoked the feeling of sadness within the researchers as they looked at some of the images that were produced. Cuff et al., described empathy as "a cognitive and emotional understanding of another's experience, resulting in an emotional response that is congruent with a view that others are worthy of compassion and respect and have intrinsic worth" (Barnett and Mann 2013; Cuff et al., 2016, p. 146). Through the participants responses they expressed feeling empathy for those who had experienced, a tragedy such as a house fire, those who were victims of a crimes, or those who had experienced a death. This exhibits how law enforcement officers may view people who are going through circumstances such as these are, "worthy of compassion and respect and have intrinsic worth" (Cuff et al., 2016, p. 146), and therefore experience empathy for them.

Containment. Another notable category observed in this theme was the idea of containment or containing feelings. The participants which presented containment as factors in their responses described containment as a detachment from their emotions in order to perform their job without their emotions or empathy interfering. The participants also mentioned that if officers become too emotionally involved and do not detach their emotions from their daily responsibilities, then officers get "worn down" (Participant 2). The most current and applicable definition of empathy by Cuff et al., is;

Empathy is an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one's perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one's own (Cuff et al., 2016, p. 150).

This highlights the distinguishing of oneself and other meaning that when one experiences empathy they are differentiating between their own emotions vs. the other's. What the data analysis from this study suggests is due to the emotionally activating content which law enforcement officers are faced with regularly, it could make it challenging to separate their own emotions from others if they engage in an empathetic process consistently. Participants attempted to contain their emotional output in order to protect themselves from emotional harm and return to their job the next day.

Understanding. The concept of understanding appears numerous times throughout the written responses and artworks (*n=8)*. Some examples of these are where participants described

understanding what others may be experiencing or relating to others. There were images in which officers were consoling a family member, relating to one who had lost someone, or trying to put themselves in "someone else's shoes" in order to understand. There were two officers (Participants 3, 7) who placed themselves in the crime scene and recounted how during those times they would, think of what it would be like if it had been them. These participant's encounters with certain people, places, and situations all activated responses from within themselves in relation to either a personal experience, a similar role they played in the community, or an emotion they could imagine feelings.

Communication

In observing the artwork the concept of communication was presented multiple times within the data. It was evident there were the following two subcategories of communication: police officers providing communication to patrons or the community, and police officers providing or withholding communication to each other.

Communication in the community. Out of the fourteen participants, seven of them recounted a time in which they highlighted their use of communication as a component in their experience with empathy. Police officers listed that they used active listening, reaching out, empathized with their experience, and validated, supported or normalized their experience by communicating that they were not alone. These communication tools were used by participants in addressing citizens' mental health, safety, and overall well being. The literature, specifically about CIT trainings for law enforcement officers, and empathy supports this as it describes how "receptive communication (receiving another actor's offering and embodying or reflecting it accurately) and expressive communication (extending one's own offering with personal integrity

while also making it possible for others to understand" are important for officers to engage in to

communicate effectively with patrons (Smigelsky et al., 2016, p. 536).

 Participant 9 described his responsibility to give death notices as a common and an emotionally

involved experience. He drew an image of an officer comforting someone who he had given a

death notification to. He stated he had also experienced a death in his family and may understand

what the other person may be feeling.

      This is supported in the literature about the use of empathy for law enforcement officers,

specifically, about handling emotionally charged experiences or responses by civilians. One

article describes how empathy is used when giving death notices and states, "empathy is needed

to react in an appropriate way to the emotional aggression and to not respond in a violent way

and escalate the situation" (Hart & Debernardo, 2004, p. 34). This may show how empathy can

be used when a situation is presented that may create an emotionally activating experience for

the civilian. It may also highlight how, by using empathy, the officer can create a more neutral

and understanding environment to reduce or minimize possible negative or aggressive reactive

responses by the civilian.

      Communication with other police officers. Within the researchers observations, it was

noted that a few participants presented their perception of a lack of empathic communication

between officers. Specifically this was described as officers lack of vocalizing empathy for each

other, or support through difficult or emotionally taxing daily experiences, except for when there

was a death of a colleague. An example is evident in one participant who brought up his attempts

to connect to fellow officers, not be "macho," and to talk about his experiences (Participant 13).

Conclusion

The researchers' primary question was, "how is empathy experienced within law enforcement?" Because of the broad understanding of the term "empathy" and the many ways it is described in the literature and field, researchers asked participants about their experiences without providing a specific definition beforehand. Researchers also conducted a qualitative study to gather insight into how participants would describe their experiences with empathy during their careers.

Some participants described specific examples of cases, while others described more of a broad understanding of how law enforcement officers may experience empathy. It may be that the language used to pose the research question prompted respondents to recall memories where they personally felt empathy. It may also be that participants recalled more general ways in which empathy was experienced, therefore, responding in a succinct way to encompass a broader scope.

Due to the difference in language participants used to describe their experience within law enforcement, it was found that empathy is defined in varying ways. For example participants' language about empathy included phrases such as; "sharing feelings of another," "a skill," "something learned on the job," or "reaching out to another." By having a diversity of definitions for empathy, participants shared their perspectives of their responsibilities. Some of these notable responsibilities included how they understand and respond to people or situations an officer encounters, and how they interact within their community.

Researchers' findings suggest that empathy is demonstrated in law enforcement while working in the field on a personal level and is also evident in interactions and communications

with other officers. Further exploration of the different experiences of empathy from multiple

divisions, departments or agencies across various communities is recommended to deepen an

understanding or highlight variance.

Limitations

There were several limitations of this study including time constraints, availability of

participants, access to current police officers, and diversity. Given the time constraints imparted

on the researchers to complete the study within the timeframe of the masters program, it was

difficult to obtain a large enough sample to ensure generalizability of findings. Given the

constraints of this study, researchers were only able to reach out to and gain participation from

retired law enforcement officers which limited the sample. Another limitation was the lack of

research on the population in the field of art therapy. Due to this, there was a limited foundation

of research data and information in the field to build upon and compare current findings to.

Diversity

The participant sample included a total of fourteen participants. Thirteen participants

identified as caucasian and one participant identified as Hispanic. No one identified as anything

other than caucasian or Hispanic. Of the fourteen participants, five identified as male and nine

identified as female. None of the officers identified as anything other than male or female. All of

the officers were retired from law enforcement and all but one participant reported being in the

category of, "51-61+" years of age. One participant reported being "46-50" years of age.

Future Research

Due to the limited time researchers had to create, analyze and discuss the research topic,

some of the original plans for research had to be pared down. The researchers' original intention

was to open the study up to allow more opportunities for currently employed police officers as

well as retired officers from San Diego. In the future it would be beneficial to include current

officers as well as retirees in order to attain a broader scope of data. It is also suggested to

include law enforcement participants from other agencies outside of the San Diego area to look

for varying responses. It is suggested to look further into both retirees' and current officers'

perspectives on how empathy is experienced within law enforcement. In essence, researchers

conducted a qualitative pilot study to encourage future researchers to build upon the data which

was collected and to broaden the scope of the sample pool to include more participants from the

law enforcement population.

This study provided an understanding of how empathy is experienced in a sample

population of law enforcement officers. It also highlighted the significance of art based research

which can provide qualitative reflections of unique accounts. Through this study the art therapy

field gains insight into personal experiences of police officers and their use of empathy.

References

American Art Therapy Association. (n.d.). Retrieved from https://arttherapy.org/

Amick-McMullen, A., Kilpatrick, D., Veronen, L., & Smith, S. (1989). Family

survivors of Homicide victims: Theoretical perspectives and an exploratory study.

Journal of Traumatic Stress, 2, 21–35.

Atiba Goff, P., & Barsamian Kahn, K. (2012). Racial bias in policing: Why we know less than

we should. Social Issues and Policy Review, 6(1), 177-210.

https://electra.lmu.edu:2070/10.1111/j.1751-2409.2011.01039.x

Aragona, M., Kotzalidis, G. D., & Puzella, A. (2013). The many faces of

empathy, between Phenomenology and neuroscience. Archives of Psychiatry and

Psychotherapy, 15(4), 5- 12. https://electra.lmu.edu:2070/10.12740/APP/19179

Batson, C. D., Fultz, J. and Schoenrade, P. A. (1987), Distress and Empathy: Two

Qualitatively Distinct Vicarious Emotions with Different Motivational Consequences.

Journal of Personality, 55: 19-39. doi:10.1111/j.1467-6494.1987.tb00426.x

Best, D., Havis, s., Strathdee, G., Keaney, F., Manning, V., and Strang, J., (2004).

Drug deaths in police custody: is dual diagnosis significant factor? J. Clin, Forensic Med,

11, 173-182.

Breslau, N., Davis, G. C., Andreski, P., & Peterson, E. (1991). Traumatic events and

posttraumatic stress disorder in an urban population of young adults. Archives of General

Psychiatry, 48, 216–222.

Brink, J., Livingston,J., Desmarais, S., Greaves,C., Maxwell,V., Michalak, E., et al., (2011). A

Study of How People with Mental Illness Perceive and Interact with the Police. Cal-

gary: Mental Health Commission of Canada

Broome, R. E. (2011). An empathetic psychological perspective of police deadly

force training. Journal of Phenomenological Psychology, 42(2), 137-156.

https://electra.lmu.edu:2070/10.1163/156916211X599735

Brown, R., and Hewstone, M. (2205). An integrative theory of intergroup contact. Adv. Exp.

Soc. Psychol. 37, 255-343.

Campbell, R. (2006). Rape survivors' experiences with the legal and medical

Systems Do rape victim advocates make a difference? Violence Against Women, 12,

30-45.

Cbs8.com. (2019, March 15). San Diego Police Department officer not liable in drug overdose

death. Retrieved from

https://www.cbs8.com/article/news/san-diego-police-department-officer-not-liable-in-dru

g-overdose-death/509-5bbda535-fd19-42a8-8868-9a09271a6a35

Corbin, J., & Strauss, A. (2008). Basics of qualitative research: Techniques and

procedures for developing grounded theory (3rd ed.). Thousands Oaks, CA: Sage.

Crisis Intervention Team (CIT) Programs. (2019). Retrieved April 04, 2019, from

https://www.nami.org/Law-Enforcement-and-Mental-Health/What-Is-CIT

Registered 501(c)(3). EIN: 43-1201653

Cuff, B. M., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: a review of the concept.

    Emotion Review, 8(2), 144-153.

David, G. C., Rawls, A. W. & Trainum, J. (2018). Playing the interrogation

    game: Rapport, coercion, and confessions in police interrogations. Symbolic Interaction,

    41(1), 3-24. https://electra.lmu.edu:2070/10.1002/symb.317

 Davies, M. H. (1983). Measuring individual differences in empathy: Evidence

    for a multidimensional approach. Journal of Personality and Social Psychology, 44(1),

    113–126.

Dictionary by Merriam-Webster: America's most-trusted online dictionary. (n.d.). Retrieved

    April 24, 2019, from https://www.merriam-webster.com/

Dupont, R., & Cochran, S. (2000). Police response to mental health emergencies—Barriers to

    change. Journal of the American Academy of Psychiatry and the Law, 28, 338–344

Freedberg, S. (2007). Re-examining Empathy: A Relational--Feminist Point of View. Social

    Work, 52(3), 251-259. doi:10.1093/sw/52.3.251

Garcia, E., Garcia, F., & Lila, M. (2011). Police attitudes toward policing partner

    violence against women: Do they correspond to different psychosocial profiles? Journal

    of Interpersonal Violence, 26(1), 189-207.

    https://electra.lmu.edu:2070/10.1177/0886260510362892

George L. Kelling (1983). "Reforming the Reforms: The Boston Police Department,"

    Occasional Paper, Joint Center For Urban Studies of M.I.T. and Harvard, Cambridge.

Goode, D. B. (2018). LAW ENFORCEMENT POLICIES AND THE REASONABLE USE

OF FORCE. *Willamette Law Review., 54*(2), 371-425. 55. Retrieved April 22, 2019, from

https://eds.b.ebscohost.com/eds/detail/detail?vid=12&sid=56204ea3-807b-4300-abf7-cb8

ae9b8026c@pdc-v-sessmgr01&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ

==#db=a9h&AN=130996631

Hanafi, S., Bahora, M., Demir, B. N., & Compton, M. T. (2008). Incorporating Crisis

Intervention Team (CIT) Knowledge and Skills into the Daily Work of Police Officers: A

Focus Group Study. *Community Mental Health Journal, 44*(6), 427-432.

doi:10.1007/s10597-008-9145-8

Hart, C.W., Jr., & DeBernardo, C. R. (2004). Death notification: Considerations

for law enforcement personnel. International Journal of Emergency Mental Health, 6(1),

33-37. Retrieved from http:electra.lmu.edu:2048/login?

=url=https://search.ebscohost.com/login/aspx?direct=true&db=psyh&A

=2004-14117-005&login.asp&site=ehost-live&scope=site

Hartwig M, Granhag PA, Vrij A. Police interrogation from a social psychology

perspective. Policing & Society. 2005;15(4):379-399.

doi:10.1080/10439460500309956.

Holmberg, U., & Christianson, S. (2002). Murderers' and sexual offenders

experiences of police interviews and their inclination to admit or deny crimes.

Behavioral Sciences & the Law, 20, 31–45.

Kapitan, L., Litell, M., & Torres, A. (2011). Creative art therapy in a community's participatory

research and social transformation. Art Therapy: Journal of the American Art Therapy

Association, 28(2), 64-73

Kastner, J. (2019, January 23). Unaffordable housing has SD police officers commuting 120

miles daily. Retrieved from

https://www.10news.com/news/making-it-in-san-diego/making-it-in-san-diego-sd-police-

officers-cant-afford-housing-commuting-from-riverside-county

Kelly, J., & Nichols, M. (2019, April 26). We found 85,000 cops who've been investigated for

misconduct. Now you can read their records. Retrieved from

https://www.usatoday.com/in-depth/news/investigations/2019/04/24/usa-today-revealing-mis

conduct-records-police-cops/3223984002/

Kennedy, D. B., Homant, R. J., and Hupp, R. T. (1998). *Suicide by Cop. FBI Law Enforcement*

Bulletin. Washington, DC: Federal Bureau of Investigation.

Lamb, H. R., Weinberger, I. E., and Gross, B. H., (2004). Mentally Ill Persons in the criminal

justice system: some perspectives. Psychiatr, 0. 75, 107-126.

Leach, A,-M., & La Fon, D. (2007). Police interviewing and Interrogation: A self-report survey

of police practices and beliefs. Law and Human Behavior, 31(4), 381-400.

https://electra.lmu.edu:2070/10.1007/s10979-006-9073-5

Lesh, T. V. (2017). Zen Meditation and the Development of Empathy in Counselors 1 , 2.

*Meditation,*152-187. doi:10.4324/9780203785843-23

Lila, M., Garcia, E., & Garcia, F. (2013). Ambivalent sexism, empathy and law enforcement attitudes towards partner violence against women among male police officers. Psychology, Crime & Law, 19(10), 907-919. https://electra.lmu.edu:2070/10.1080/1068316X.2012.719619

Lumb, R. C., & Breazeale, R. (2003). Police Officer Attitudes and Community Policing Implementation: Developing Strategies for Durable Organizational Change. Policing & Society, 13(1), 91-106. https: electra.lmu.edu:2070/10.1080/10439460290032340

Marshall, W. L., Hudson, S. M., Jones, R., & Fernandez, Y. M. (1995). Empathy in sex offenders. Clinical Psychology Review, 15(2), 99–113. https://electra.lmu.edu:2070/10.1016/0272-7358(95)00002-7

Miller, L. (2008). Death notification for families of homicide victims: Healing dimensions of a complex process. Omega: Journal of Death and Dying, 57(4), 367–380. https://electra.lmu.edu:2070/10.2190/OM.57.4.c

Moore, M. H., & Kelling, G. L. (1983). "To Serve and Protect": Learning from Police History. The Public Interest, 70(Winter), 49-65.

Munetz,M.R.,Fitzgerald,A.,and Woody,M.(2006).Police use of the taser with people with mental illness in crisis. Psychiatr.Serv. 57, 883.

Obert, J. (2017). A Fragmented Force: The Evolution of Federal Law Enforcement in the United States, 1870–1900. Journal of Policy History, 29(4), 640-675. doi:10.1017/s0898030617000306

Oppel, R. A. (2019, April 09). A Police Officer Shot a Woman in Pajamas. Here's Why It May

Be Hard to Convict Him. Retrieved from

https://www.nytimes.com/2019/04/09/us/politics/minneapolis-police-shooting-mohamed-noor.

html

Oxburgh, G., & Ost, J. (2011). The use and efficacy of empathy in police

interviews with suspects of sexual offences. Journal of Investigative Psychology and

Offender Profiling, 8(2), 178-188, https://electra.lmu.edu:2070/10.1002/jip.143

Parent, R. B.(1996). Aspects of Police use of Deadly Force in British Columbia:

The Phenomenon of Victim Precipitated Homicide. Burnaby: Masters thesis, Simon

Fraser University.

Patch, P. C., and Arrigo, B. A. (1999). Police officer and attitudes and use of

discretion in situations involving the mentally ill. The need to narrow the focus. Int. J.

Law Psychiatry 22, 23-35

Patterson, D. (2011). The linkage between secondary victimization by law

enforcement and rape case outcomes. Journal of Interpersonal Violence, 26(2), 328-347.

https://electra.lmu.edu:2070/10.1177/0886260510362889

Pca. (2003). Review of shootings by police in England and Wales from 1998 to 2001. London:

Police Complaints Authority.

Peloquin, S. M. (1996). Art: An occupation with promise for developing empathy.

American Journal of Occupational Therapy, 50(8), 655–661.

https://electra.lmu.edu:2070/10.5014/ajot.50.8.655

Police officers investigated for social media breaches. (2014, August 19). Retrieved April 25,

2019, from https://www.bbc.com/news/uk-28844500

Press, A. (2019, April 25). In rare sentencing, ex-Florida officer gets 25 years for killing

musician. Retrieved from

https://www.theguardian.com/us-news/2019/apr/25/florida-cop-sentenced-shooting-josep

h-marx-nouman-raja

Ramchand, R., Saunders, J., Osilla, K. C., Ebener, P., Kotzias, V., Thornton, E., Cahill, M.

(2018). Suicide Prevention in U.S. Law Enforcement Agencies: A National Survey of

Current Practices. Journal of Police and Criminal Psychology, 34(1), 55-66.

doi:10.1007/s11896-018-9269-x

Rando, T. A. (1993). Treatment of complicated mourning. Champaign, IL: Research Press.

Schlesinger, T. (2018). Decriminalizing Racialized Youth through Juvenile Diversion. *The

Future of Children, 28*(1), 59-81. doi:10.1353/foc.2018.0003

Silverstone, P. H., Krameddine, Y. I., DeMarco, D., & Hassel, R. (2013). A

novel approach to training police officers to interact with individuals who may have a

psychiatric disorder. Journal of the American Academy of Psychiatry and the Law,

41(3), 344-355. Retrieved from

http://electra.lmu.edu:2048/login?url=https://search.ebsochost.com/login.aspx?direct=tru

e&db=psyh&AN=2013-33723-003&login.asp&site=ehost-live&scope=si

 Simon, D. (1991). Homicide: A Year on the Killing Streets. New York: Ivy

Books.

Sizing Up San Diego's Police Force. (2013, May 20). Retrieved from

https://www.voiceofsandiego.org/topics/news/sizing-up-san-diegos-police-force/

Skolnick, J. H. (2008). Enduring issues of police culture and demographics.

Policing & Society, 18 (1), 35-45.

https://electra.lmu.edu:2070/10.1080/10439460701718542

Smigelsky M. A., Neimeyer R. A., Murphy V., Brown D., Brown V., Berryhill A., Knowlton J.

(2016). Performing the PEace: Using Playback Theater in Strengthening of

Police-Community Relations

Stewart, A. E., Lord, J. H., & Mercer, D. L. (2001). Death notification education: A needs

assessment study. Journal of Traumatic Stress, 14(1), 221–227.

https://electra.lmu.edu:2070/10.1023/A:1007808220228

Trageser, C. (2019, March 1). Judge Rules San Diego Police Misconduct Records Should Be

Released. Retrieved from

https://www.kpbs.org/news/2019/mar/01/judge-rules-san-diego-police-misconduct-record

s-sh/

Van Lith, T., Schofield, M. J., & Fenner, P. (2013). Identifying the evidence-base for

art-based practices and their potential benefit for mental health recovery: A critical

review. *Disability and Rehabilitation: An International, Multidisciplinary*

Journal,35(16), 1309–1323.

https://electra.lmu.edu:2070/10.3109/09638288.2012.732188

Vriji, A., Mann, S., Kristen, S., & Fisher, R. P. (2007). Cues to deception and

ability to detect lies as a function of police interview styles. Law and Human Behavior,

31(5), 499-518.

https://electra.lmu.edu:2070/10. 1007/s10979-006-9066-4

Watson, A. C., Angell, B., Morabito, M.s S., and Robinson, N. (2008a). Defying negative

expectations: dimensions of fair and respectful treatment by police officers as perceived

by people with mental illness. Adm, Policy Ment. Health 35, 449-457.

Wichita, A. P. (2019, March 29). California man sentenced for hoax calls that led to fatal police

shooting. Retrieved from

https://www.theguardian.com/us-news/2019/mar/29/california-swatting-bogus-calls-sente

ncing-fatal-police-shooting

Williamson, T. M. (1993). From interrogation to investigative interviewing:

Strategic trends in police questioning. Journal of Community & Applied Social

Psychology, 3(2), 89–99. https://electra.lmu.edu:2070/10.1002/casp.245003020

Wispé, L. (1986). The distinction between sympathy and empathy: To call forth a concept, a

word is needed. *Journal of Personality and Social Psychology, 50*(2), 314-321.

doi:10.1037//0022-3514.50.2.314

Wurie, C. (2018, September 05). Fixing a 'tarnished relationship' between police and

communities. Retrieved April 25, 2019, from

https://www.virginiamercury.com/2018/09/05/fixing-a-tarnished-relationship-between-po

lice-and-communities/

Yu, H. H. (2018). Work-Life Balance: An Exploratory Analysis of Family-Friendly Policies for

Reducing Turnover Intentions Among Women in U.S. Federal Law Enforcement.

International Journal of Public Administration, 42(4), 345-357.

doi:10.1080/01900692.2018.1463541

Appendix A

Dear Ms. Timmons and Ms. Williams,

Thank you for submitting your IRB application for your protocol titled *How Empathy is Experienced Within Law Enforcement*. All documents have been received and reviewed, and I am pleased to inform you that your study has been approved.

The effective date of your approval is **January 31, 2019.** If there are any changes to your protocol, you are required to submit an addendum application.

For any further communication regarding your approved study, please reference your **new IRB protocol number**: **LMU IRB 2019 SP 16.**

Best wishes for a successful research project.

Sincerely,

Julie Paterson

Julie Paterson I Senior Compliance Coordinator I Loyola Marymount University I 1 LMU Drive I University Hall #1718 I Los Angeles, CA 90045 I (310) 258-5465

Appendix B

Loyola Marymount University
Informed Consent Form

TITLE: How Empathy is Experienced Within Law Enforcement: An art exploration

INVESTIGATOR: BriAnne Timmons and Isabella Williams, Marital and Family Therapy, College of Communications and Fine Arts, Loyola Marymount University, and Phone numbers; BriAnne: 310-465-5121 and Isabella: 310-343-2178

ADVISOR: (if applicable) Dr. Einat Metzl and Dr. Joyce Green, Marital and Family Therapy, College of Communications and Fine Arts /Loyola Marymount University and phone number(s); Dr. Metzl:
Dr. Green: 213-880-8482

PURPOSE: You are being asked to participate in a research project that seeks to investigate how empathy is experienced within law enforcement. The purpose is to collect data on the population of law enforcement that will add to the literature in the field of art therapy. You will be asked to complete a brief survey. After this you will be asked to create an art piece based on one question prompt. Lastly you will be asked to write up to a one page response which describes your artwork. Your artwork and responses will be collected. The artwork will be photographed. Your responses will also be stored and may be quoted or documented in the researchers final thesis paper.

RISKS: Risks associated with this study include:
  I understand that the study described above may involve the following risks and/or discomforts:
  The questions you will be answering involve some personal demographic information which may leave you feeling uncomfortable to answer. Your artwork will be photographed and your description for your artwork will also be documented through writing for the purpose of collecting data for this study. All of which may leave you feeling uncomfortable. Although the risks are minimal there is a risk that you may discuss amongst others if you know others that volunteered to contribute to the study. This study may be published in an academic journal and may contain some of the participants answers and demographic information as part of the data collection.
    The researchers have thought about the steps to take to avoid or minimize risks by maintaining confidentiality by not including any personal or identifiable information such as name or address.

BENEFITS: The benefits to the individual subject are to be able to participate in a study about empathy within law enforcement from their own unique perspective. The benefit to the community is that the study may open up the dialogue between two fields on a topic that may resonate with the community in many ways.The benefit of this study concerning scientific knowledge is to add qualitative data about a population that is under researched in the field of art therapy.

INCENTIVES: Participation in the project will require no monetary cost to you. You will receive no gifts/incentives for this study.

CONFIDENTIALITY: You will not be identifiable by name or any other means as each participant will be assigned a number during the data collection process to their name to keep their identity anonymous. The artwork, and follow up responses will have coinciding numbers with the specific person who made the art in order to collect and analyze the data. Once you finish your artwork and follow up questions the researchers will collect the materials, the artwork and your follow up questions, either in the form of a written response or an audio recording. All artwork will be stored in a locked box during the retrieval and analyzation process. The data results will then be digitally stored on an external drive on the researchers' personal computer with password protection. Any paperwork, handwritten notes or surveys will be scanned and immediately shredded. Your written responses may be quoted in the final research thesis. Your artwork will be photographed and the photographs may be included in the final research thesis.

The demographic questions ask about some personal information such as gender, ethnicity, rank, division, etc. but tyour identifying information will remain anonymous and will not be listed. The only people who will have access are the researchers and their mentors. You will all be from the San Diego area and be retired from the San Diego Police Department. We will stress confidentiality and maintain confidentiality on the researchers end in terms of data collection.

RIGHT TO WITHDRAW: Your participation in this study is *voluntary*. You may withdraw your consent to participate at any time without penalty. Your withdrawal will not influence any other services to which you may be otherwise entitled, your class standing or relationship with Loyola Marymount University.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon request. The data will be collected between February

2019 until May of 2019. After this time you may request the results by emailing or calling:
BriAnne brianney343@gmail.com , 310-465-5121
Isabella Isabellaelenawilliams@gmail.com , 310-343-2178

VOLUNTARY CONSENT: I have read the above statements and understand what is being asked of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason, without penalty. If the study design or use of the information is changed I will be informed and my consent re-obtained. On these terms, I certify that I am willing to participate in this research project.

I understand that if I have any further questions, comments or concerns about the study or the informed consent process, I may contact Dr. David Moffet, Chair, Institutional Review Board, Loyola Marymount University, 1 LMU Drive, Los Angeles, CA 90045-2659 or by email at David.Moffet@lmu.edu.

Participant's Signature   Date

CONSENT TO USE IDENTIFYING INFORMATION:

All information that could identify you will be removed before we review your responses. Your may be published in professional journals or presented at academic conferences, but any such presentations will be of general findings. We will take measures to protect your confidentiality, including that your name will never be included in any documents to protect your identity.

I give my permission for my artwork and responses to be used in any presentations, publications, or other public dissemination of the research findings of this study.

Participant's Signature   Date

Appendix C

Demographic Survey

1.   How many years did you work in Law Enforcement? (please check one)

__0-2 __3-5 __5-10 __10-20 __20+

2.   What division or divisions did you work in?

_____

3.   What is your age? (please check)

___18-20 ___20-25 ___26-35 ___35-45 ___46-50 ___51-60+

4.   How do you classify your gender?

__Male __Female __Transgender Male __Transgender Female __Intersex ___non-binary

Other or not listed please fill in:_____

5.   How do you classify your ethnicity?

_____

6.   When did you become a police officer?

_____

7.   Was the concept of empathy described during your training to become a law

enforcement officer? (please check one)

____ Yes ___No

8.   Was the concept of empathy described to you during any part of career in law

Enforcement?

_____

Appendix D

Question for art response:

Art Directive: Create an image that shows how empathy is experienced within law enforcement?

Next: Create a written response that is up to one page which describes your art response.

Appendix E

LMU|LA
Loyola Marymount
University

Are you interested in participating in a research study about law enforcement and empathy?

___

Please read further for details including how to sign up below:

BriAnne Timmons and Isabella Williams are graduate students studying Marital and Family Therapy from Loyola Marymount University. They intend to add to the literature in the growing field of art therapy by researching law enforcement through San Diego's retirees from the San Diego Police Department.

The research specifically looks at how empathy is experienced within law enforcement.

Participation is completely voluntary and anonymous.

The participants will answer a short demographic survey followed by an art response and a one page description about the art. Materials from the study will be dropped off at the participants' homes at a time that is convenient for them on February 22nd and will be picked up by February 24th at 6PM.

Please feel free to email, text or call BriAnne and/or Isabella with any further questions, concerns or to sign up. Participation is voluntary, confidential and anonymous.

To contact **BriAnne**:
brianney343@gmail.com
310.465.5121

To contact **Isabella**:
isabellaelenawilliams@gmail.com
310.343.2178

Appendix F
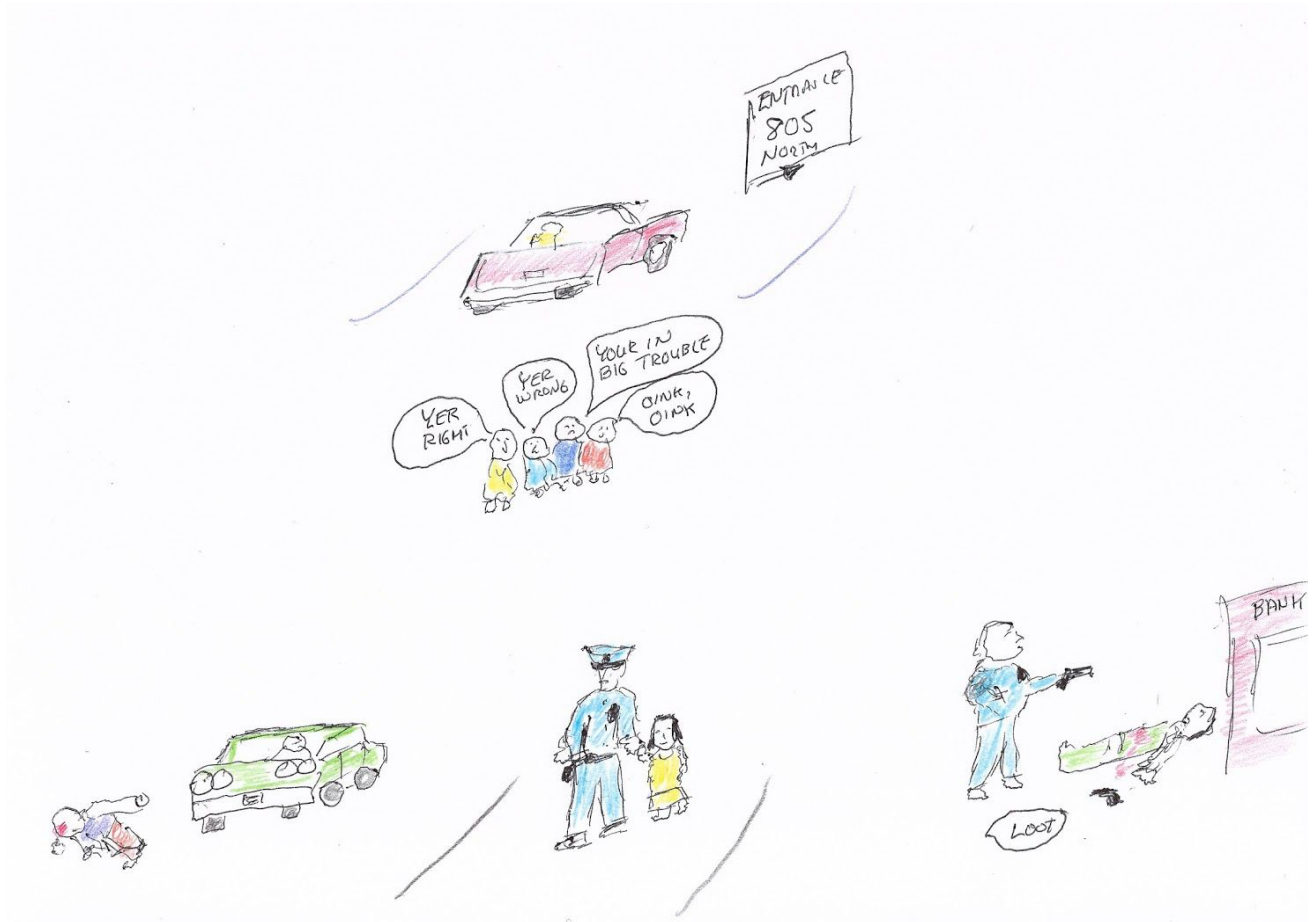
Participant 1: Materials used included colored pencils and pen
Themes and Content: death, transition from work to home, civic duties, opinions from public

Appendix G

Participant 2: Materials included colored pencils
Themes and Content: Domestic violence, interactions, emotions, role, Family System, Law Enforcement providing safety

Appendix H

Participant 3: Materials used included colored pencils
Themes and Content: Death, Witnessing Traumatic Incidents, Empathy, Feelings, Roles

Appendix I

Participant 4: Materials used included markers
Themes and Content: Perception of law enforcement, media, rules and laws to be followed.

Appendix J
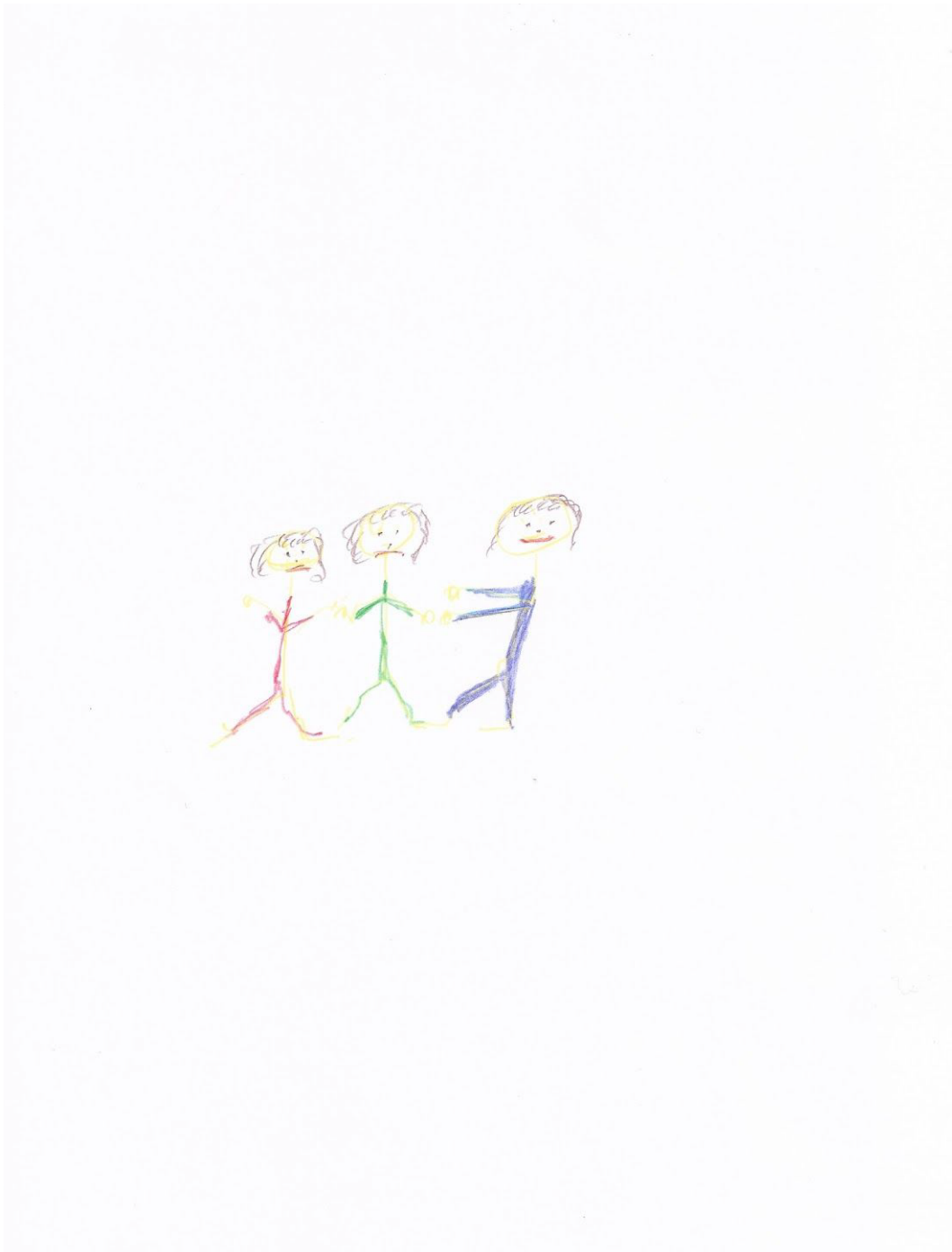
Participant 5: Materials used included colored pencils
Themes and Content: Broad definition of empathy, reaching out to another

Appendix K

Participant 6: Materials used included colored pencils
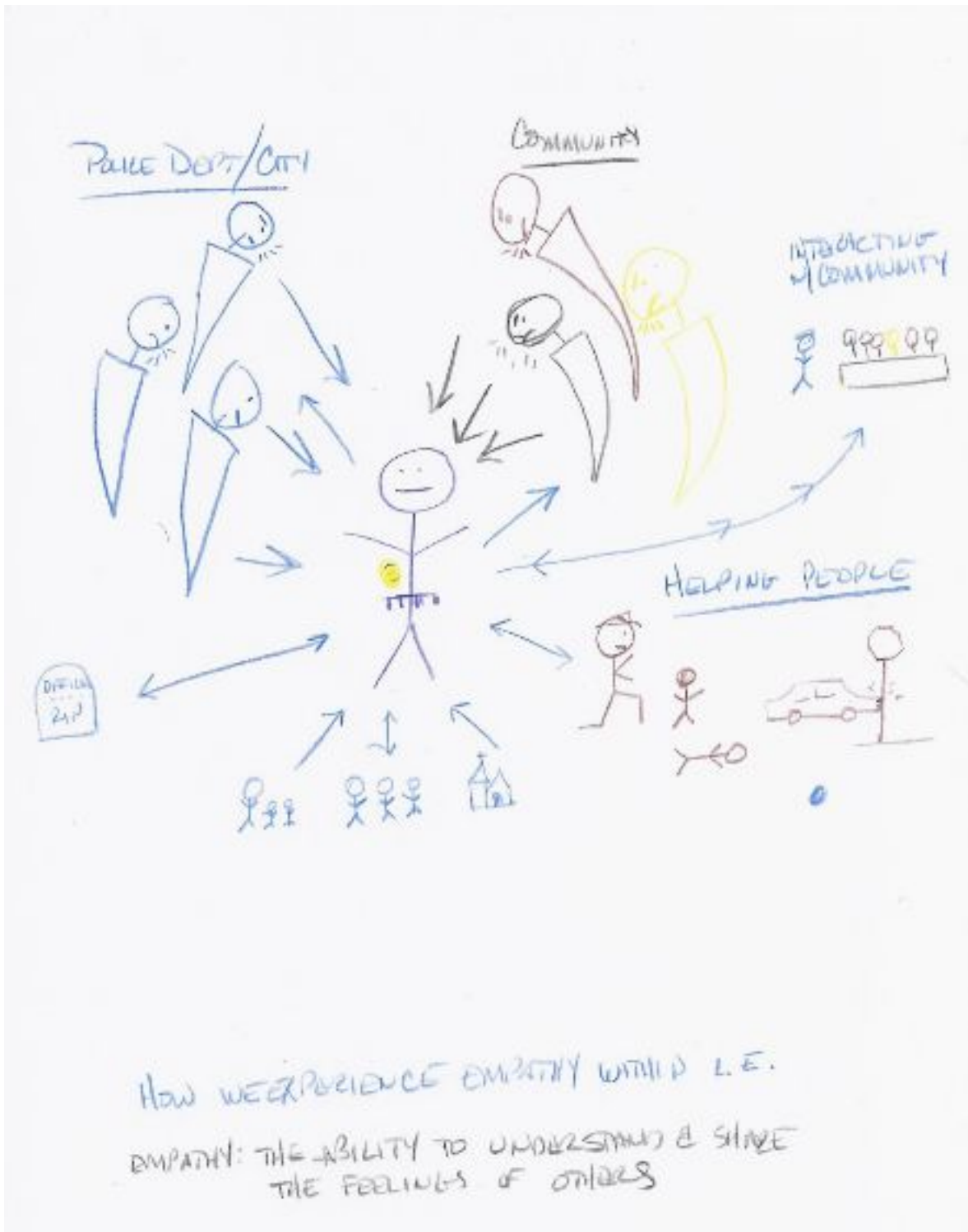**Themes and Content:** Broad definition for empathy, types of empathy, role of empathy in law enforcement.

Appendix L

Participant 7: Materials used included markers
Themes and Content: Death of an officer, trauma, sadness

Appendix M

Participant 8: Materials used included colored pencils
Themes and Content: community, day-to-day interactions, media, empathy learned on the job, roles
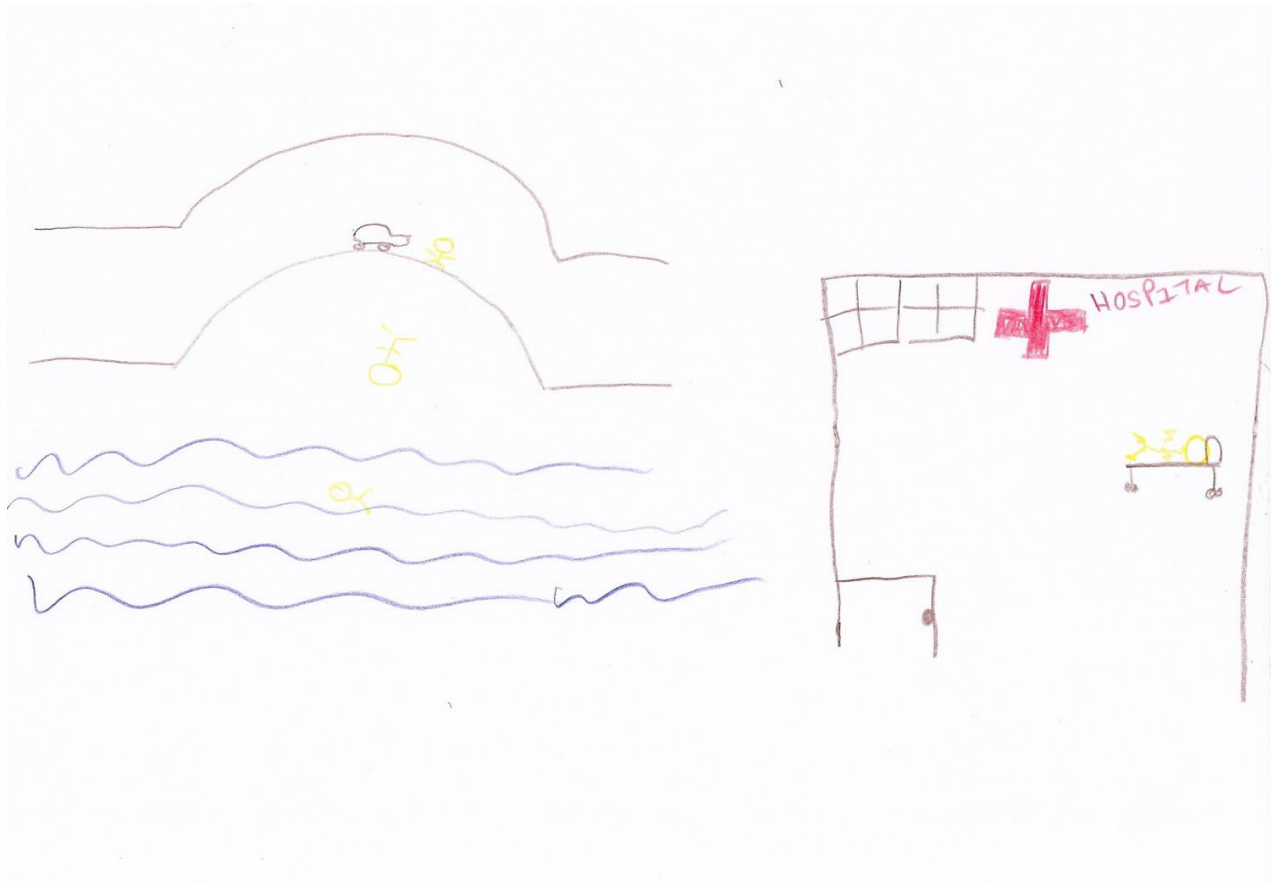
Appendix N

Participant 9: Materials used included colored pencils
Themes and Content: Death, death notification, relating to another, sadness, feelings, empathy, containment

Appendix O

Participant 10: Materials used included colored pencils
Themes and Content: Witnessing traumatic incident, interacting with citizens and their families, sharing understanding of emotional difficulties leading to suicide attempts from familial experience with similar issues.

Appendix P

Participant 11: Materials used included oil pastels
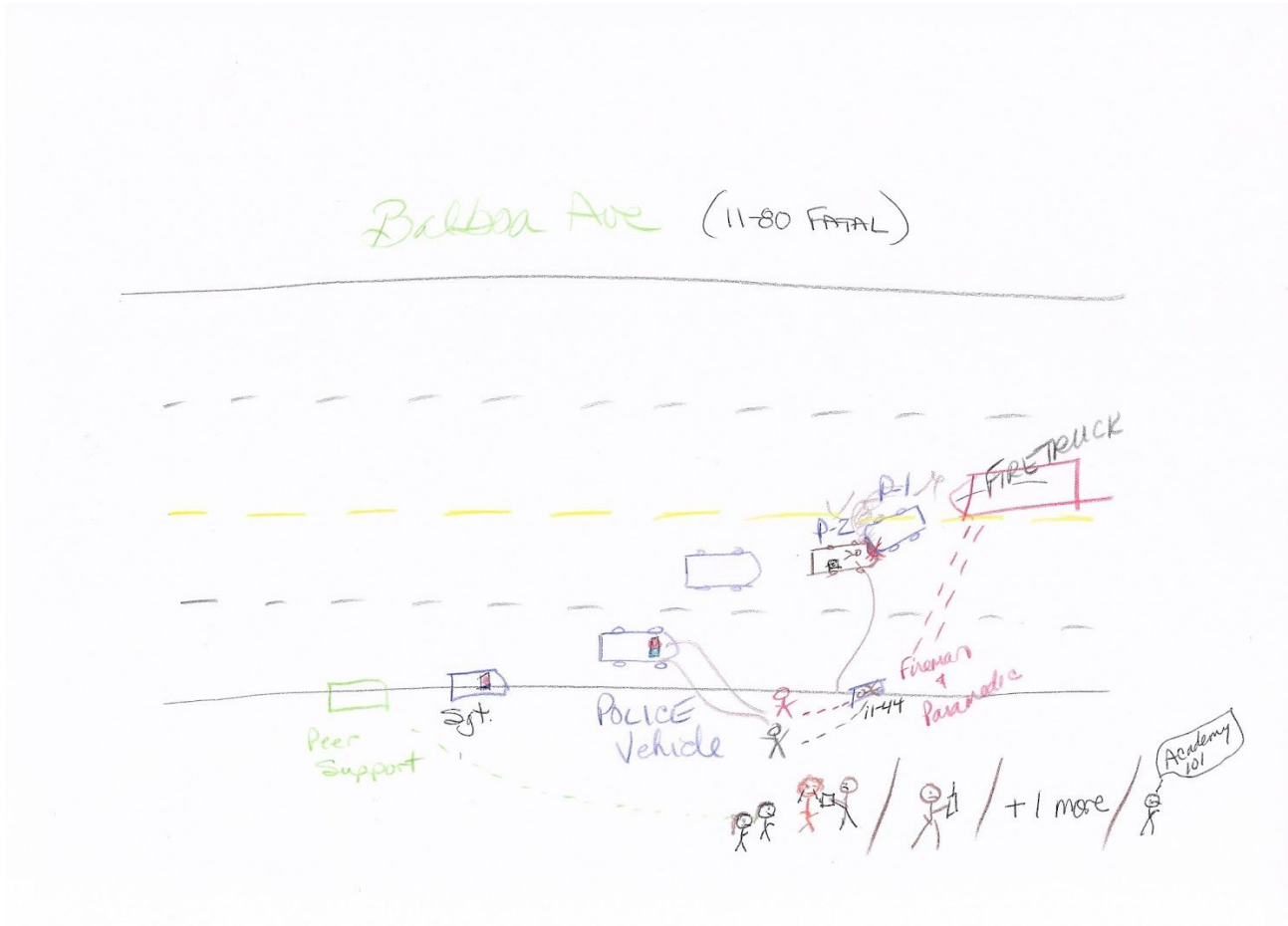**Themes and Content:** interactions, substance abuse, reaching out, putting oneself in another person's shoes

Appendix Q

Participant 12: Materials used included colored pencils
Themes and Content: Death of an officer, trauma, respect, no support from fellow officers while alive

Appendix R

Participant 13: Materials used included colored pencils
Themes and Content: Car Accident, Death, Children, Parents, sadness, peer support, roles

Appendix S

Participant 14: Materials used included colored pencils
Themes and Content: Giving back, roles, duties, Christmas, resources