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Exploring Individual Factors Contributing to Trauma-Informed Attitudes in Law Enforcement Personnel

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Abstract

Over the past 20 years, public trust in law enforcement has declined, with a sharp decrease following the 2020 murder of George Floyd. In response, agencies have increasingly turned to trauma-informed care (TIC) to rebuild community relationships. Individual officer characteristics may influence the adoption of trauma-informed practices, particularly emotional intelligence and intellectual humility. This study surveyed 127 police officers from a Southwestern U.S. state to examine relationships between emotional intelligence, intellectual humility, and trauma-informed attitudes. Analyses showed intellectual humility and emotional intelligence were significantly and positively related to trauma-informed attitudes. Implications for officer wellbeing, training, and development are discussed.

Introduction

Trauma-Informed Care (TIC) can be viewed as both an intervention and an organizational approach or framework that emphasizes understanding how trauma impacts a person's behavior (Center for Substance Abuse Treatment, 2014). A trauma-informed system aims to recognize trauma symptoms, its prevalence, and to be able to respond to clients and others serviced by the system from a trauma-informed perspective (SAMHSA, 2012). In recent years TIC implementation has gained traction in various fields such as education (Martin et al., 2017), healthcare (Brown et al., 2022), and the criminal justice system (Knight et al., 2021). One profession that remains in the beginning stages of integrating and implementing TIC is policing. Trust in law enforcement has falter over the past 20 years (Brenan, 2024), creating a rift in which officers and community members largely cannot agree about what is needed to make the community safer (Morin et al., 2017). Public perception of police as unjust has created a demonstrative pattern where communities' distrust for law enforcement shapes their interactions, and law enforcement respond in a defensive manner, thus continuing the cycle (Jefferson & Grodzinski, 2015). To better understand how TIC fits into policing, it is imperative for research to explore possible factors that contribute to a police officer's ability to behave or think in a trauma-informed manner. The current study aims to address this gap in the literature, with a primary focus on examining individual characteristics that influence trauma-informed attitudes (TIAs).

The Current State of Trauma-Informed Policing

A trauma-informed criminal justice system (TICJS) has two overarching goals: to avoid re-traumatization, and to support the recovery efforts of those involved with the system – including victims, perpetrators, and criminal justice professionals (i.e., police officers or corrections officers; SAMHSA, 2023). A key aspect of a TICJS is the emphasis placed on staff knowledge, awareness, and understanding of the impacts of trauma, and the importance of interacting with all people as if they have a traumatic history (Noether, 2021). Integration of trauma-informed practices within the criminal justice system has been found in courtrooms (Mckinsey et al., 2024; Powell et al., 2012), juvenile and correctional facilities (Griffin et al., 2012; Levenson & Willis, 2019) and parole and probational procedures (Beer et al., 2020; Messina et al., 2013). However, policing has been rather slow in its integration and assimilation of TIC into its standard community response (Goodall, 2022), possibly because trauma-informed practices may appear as contradictory to standard law enforcement practices and policies (Cogan et al., 2025; Petrillo, 2021; Hodas, 2006). Considering that, for many marginalized populations, societal institutions like law enforcement continue to be a source of historical and systemic trauma (Bryant-Davis

et al., 2017; Oppenheim et al., 2024), applying a trauma-informed lens to police work may aid in restoring community relationships.

Potential Contributors to Trauma-Informed Attitudes Among Law Enforcement

Emotional Intelligence

Emotional Intelligence (EI) refers to one's ability in perceiving, integrating, understanding, and managing emotions and integrating the information to determine how to best interact with the social world (Salovey & Mayer, 1990). EI models can be divided into one of two categories based on the conceptual framework: *ability EI* views emotional intelligence as cognitive abilities that can be exercised or practiced (Walker et al., 2022) and is primarily measured through performance tests. Alternatively, *trait EI* is viewed as personality trait, thought to reflect a person's beliefs about their own EI capabilities, and is best measured through self-report (Walker et al., 2022). While both ability EI and trait EI have their own methodological advantages, measuring trait EI does not present the same difficulties related to the operationalization of the construct as does ability EI (Matthew et al., 2007; Petrides, 2011; Robinson & Clore, 2002). Because trait EI centers on a person's own beliefs about their emotional intelligence, it better exhibits the subjective nature of how people perceive their emotions.

Emotional Intelligence and Trauma-Informed Attitudes. Currently, there is a scarcity in research that directly explores the influence of EI on an individual's capacity for TIAs. However, there is some scholarship addressing the role of EI in interacting with people who have a trauma history. Brewer-Smyth (2022) noted EI as an important factor for promoting healing, healthy relationships, and de-escalation (key aspects of a trauma-informed approach) when working with trauma survivors. Other research has shown that among individuals working in helping professions, EI was negatively associated with secondary traumatic stress and burnout, both of which could indirectly hinder implementation efforts by negatively impacting job performance (Amer, 2022; Penix; 2019) and job satisfaction (Bride & Kintzle, 2011; Vîrgă et al., 2020). Despite this gap in research focusing on the relationship between EI and TIAs—and even more so in the policing context—it is not without merit to expect that an officer's level of trait EI could affect their capacity for trauma-informed attitudes.

Intellectual Humility

Given the contradiction inherent between TIC and traditional law enforcement practices, one could argue that an officer's ability to subscribe to TIAs may be dependent upon their openness to differing perspectives, experiences of others, and their willingness to reconsider their preconceptions about the people they encounter on the job. A construct of interest that could help unpack this ability is Intellectual Humility (IH). A distinct subdomain of general humility (Davis et al., 2016, IH has been broadly defined as the "degree to which people recognize that their beliefs might be wrong." Individuals high in IH are aware that their beliefs may be untrue and hold the mental flexibility to revise their views at any given time (Leary et al., 2017). More specifically, IH involves awareness of one's own knowledge and being receptive to new information, while being able to express one's ideas and beliefs and absorb contrary information in a regulated fashion (McElroy et al., 2014). Samuelson and colleagues (2015) conceptualize IH as being comprised of two dimensions: a social dimension, in which an individual claims their "proper status as knowledgeable without overclaiming what one knows in relation to others (or underclaiming

through diffidence or intimidation)"; and an epistemic or "truth-tracking" dimension, in which an individual's beliefs are in accordance with evidence, but they do not claim to know more/less than what the evidence presents. IH is often viewed as a balancing act between intellectual diffidence (underestimating one's beliefs & knowledge) and intellectual arrogance (overestimating one's beliefs & knowledge; Porter et al., 2022; Whitcomb et al., 2017). From a trauma-informed policing lens, IH could be a key factor, as officers must be knowledgeable of the impact of trauma and its symptoms, while avoiding the assumption that they know when someone has been (re)traumatized or what each individual requires.

Intellectual Humility and Trauma-Informed Attitudes. While IH has not been directly examined in the context of trauma-informed attitudes and TIC, research suggests it could be important in breaking down barriers such as stigma and promoting an open-minded and collaborative approach to relationships. For instance, prior research indicates that higher IH is linked with both lower stigma toward individuals with PTSD, and greater willingness to interact with them (Schmitt & Huynh, 2023). Krumrei-Mancuso and colleagues (2020) noted positive correlations between IH and facets of knowledge acquisition, such as reflective thinking, curiosity, and open-minded thinking. Other studies have found similar findings, with persons high in IH reporting being more open to learning about opposing views during hypothetical disagreements and more frequently seeking out opposing political views (Porter & Schumann, 2018). Conceivably, an officer who scores high in IH may be more apt to learn about or utilize new practices they may not agree with in efforts to better understand the people they serve.

Moreover, because enhancing community collaboration is essential to a trauma-informed policing approach (Champine et al., 2022; Matlin et al., 2019), IH could play a critical role in understanding and promoting TIAs and supporting law enforcement efforts in collaborating with communities to restore trust (SAMHSA, 2023). Research documents IH as playing a role in supporting interdisciplinary collaborative efforts (Peña & Koch, 2021; Snow, 2022), suggesting that IH may serve as a key component in the implementation of a trauma-informed approach that prioritizes community needs. This may be especially critical, as trauma-informed implementation efforts should actively engage and involve the communities in which they serve (Matlin et al., 2019) Exploring IH as a possible contributor to TIAs could provide important insight, with regard given to the TIC principles of collaboration and mutuality (SAMHSA, 2023) as a means of restorative and community-oriented policing.

Intellectual Humility and Emotional Intelligence. The relationship between IH and EI does not appear to have been thoroughly examined. Some research suggests a connection between the two, for example, Hodges and colleagues (2020) found that religious leaders higher in IH also scored higher on measures of EI (Porter et al., 2022). More broadly, humility has been positively associated with improved emotional & social competencies amongst management students, with the relationship being mediated by judgment (Hendijani & Sahrabi, 2019). Taken together with Krumrei-Mancuso and colleagues' (2020) findings that IH predicted less social vigilantism, which is characterized by judgment, it's reasonable to suggest that IH and EI constructs could be related. Presumably, acknowledging the fallibility of one's beliefs and opinions should allow for more regulated emotional competencies, especially those relevant to the development of trauma-informed attitudes (such as empathy; Millstein, 2022). The current research aims to tackle the question of how these constructs may contribute to trauma-informed attitudes.

The Current Study

The current study aims to explore how the constructs of emotional intelligence and intellectual humility relate to trauma-informed attitudes among law enforcement personnel. The author hypothesizes that (1) Emotional Intelligence and Intellectual Humility will be positively associated with one another; (2) Emotional Intelligence and Intellectual Humility will be positively associated with trauma-informed attitudes; and (3) Emotional Intelligence and Intellectual Humility will serve as positive predictors of trauma-informed attitudes.

Method

Procedures

Recruitment sites were identified through a series of cold emails sent out to various police agencies in the region. Ultimately, three municipal police agencies in a large urban metroplex in the southwestern United States agreed to serve as a as recruitment sites for the study. Additionally, a statewide municipal police organization within a large southwestern state in the US was also added as a recruitment site due to professional connections held by the researcher, for a total of four recruitment sites. The researcher met with the head of each policing agency (e.g., chief of police), as well as leadership in the policing organization about the aims of the study. Individuals who were made aware of the study through one of the sites and chose to participate were also encouraged to ask other officers to participate, and to share the study information to their law enforcement comrades who were not a part of the initial recruiting sites.

The survey was constructed using the online survey platform, Qualtrics, and was distributed by personnel with little or no seniority (e.g., personnel officer, lieutenant) in each of the three agencies. This was done to mitigate the potential for coercion given the hierarchical nature of law enforcement. Concerning survey distribution within the statewide organization, the information with the link was sent to membership via the organization's distribution list. Prospective participants were briefly informed of the goals of the study, the risks, and other relevant information, and were instructed to click a link leading to the Qualtrics survey if they were interested in participating. Upon accessing the link, prospective participants were again informed of the study aims, risks, expected completion time, and other details regarding their participation. They were then prompted to indicate whether they "agree to participate" or "do not agree to participate." Those who did not wish to participate were immediately transported to the end of the survey. Those who chose to continue were reminded that their responses were anonymous, their involvement was completely voluntary, and they were free to exit the survey at any time. The survey took approximately 15–20 minutes to complete, assuming participants read through each measure carefully and did not skip items. Upon completion of the study, participants were prompted to provide their demographic information and thanked for their involvement in the study. There was no compensation offered in exchange for participation. All data collection and research protocols were approved by the university institutional review board.

Participants

The present study had a sample of 127 sworn law enforcement officers from three police agencies and one statewide policing organization from a single southwestern U.S. state. Participants who indicated themselves as being primarily English speaking, sworn law enforcement officers who worked for municipal, county, or state law enforcement agencies were included in the study. Those who were employed by federal agencies (e.g., CIA, FBI), as well as those who graduated from the police academy within 3 months of the study were excluded from the

study. Local law enforcement with more than 3 months experience as a police officer were expected to have a more thorough understanding of the responsibilities of a police officer, and have more community interactions than federal law enforcement or those who have recently graduated from the academy, possibly allowing them to see the necessity for trauma-informed practices in their work.

Of the initial sample, one case was removed because consent was not obtained, and 18 were removed because of missing data. The final analytic sample included *n* = 108. Participants reported a mean age of *M* = 43.32 (*SD* = 10.26 years of age) and were primarily male (77.8%; see Table 1 for demographics). Participants reported a mean of *M* = 17.83 (*SD* = 8.64) years working as a police officer.

Measures

Demographic Information

Participants were asked to report demographic information regarding their race (1 = Native American/Alaskan Indian; 2 = Asian; 3 = Black/African American; 4 = Hispanic or Latine; 5 = Native Hawaiian/Pacific Islander; 6 = White; 7 = Multiracial; 8 = Prefer to self-describe), sex (1 = female, 2 = male, 3 = other), age, and education level (1 = some high school or less; 2 = high

Table 1

Demographics for law enforcement sample (N = 108)

	n	**%**
Sex		
Female	11	10.2%
Male	84	77.7%
Prefer to self-describe	3	2.8%
Did not report	10	9.3%
Race		
Native American/Alaska Native	1	.9%
Asian	0	0%
Black/African American	7	6.5%
Hispanic/Latino	5	4.6%
Native Hawaiian/Pacific Islander	0	0%
White	73	67.6%
Multiracial	10	9.3%
Prefer to self-describe	2	1.8%
Did not report	10	9.3%
Agency		
Municipal	104	96.3%
County	3	2.8%
State	1	.9%
Rank		
Patrol officer	55	51%
Corporal	4	3.7%
Sergeant	17	15.7%
Lieutenant	13	12%
Captain	1	.9%
Major	0	0%
Deputy Chief	5	4.6%
Asst. Chief or equivalent	2	1.9%
Chief /Sheriff or equivalent	2	1.9%

	n	%
Other	9	8.3%
Education		
Some high school or less	0	0%
High school diploma or equivalent	3	2.8%
Some college, no degree	26	24.1%
Associate's or technical degree	14	13%
Bachelor's degree	40	37%
Graduate or professional degree	14	13%
Prefer not to say	2	1.9%
Did not report	9	8.3%

school diploma or equivalent; 3 = some college, no degree; 4 = associate's or technical degree; 5 = bachelor's degree; 6 = graduate or professional degree, 7 = prefer not to say). Participants were able to indicate what racial identities they identified with if they selected multiracial. Respondents were also asked to report information regarding their role as a police officer including rank (1 = patrol officer; 2 = corporal; 3 = sergeant; 4 = lieutenant; 5 = captain; 6 = major; 7 = deputy chief or equivalent; 8 = assistant chief or equivalent; 9 = chief/sheriff or equivalent; 10 = other); years on the force; and type of agency they work for (1 = municipal [city/town]; 2 = county; 3 = state; 4 = other).

Trauma-Informed Attitudes

The 10-item Attitudes Related to Trauma-Informed Care Human Services version (ARTIC-10-HS; Baker et al., 2016) is the short form of the ARTIC-35-HS and ARTIC-45-HS scales. The ARTIC is designed to assist organizations in the beginning stages of implementing TIC by assessing staff attitudes toward the use of TIC practices. Participants were asked to indicate on a bipolar 7-point Likert scale which statement best represents their personal beliefs during the past two months at their job. Example items include "Clients could act better if they wanted to" vs "Clients are doing the best they can with the skills they have" and "I feel able to do my best each day to help my clients" vs "I'm just not up to helping my clients anymore." The scale contains five reverse coded items (2, 4, 6, 8, & 9) and produces an overall total score by averaging the items, with higher scored indicating more positive attitudes related to TIC. The ARTIC-10 has demonstrated good internal consistency reliability as calculated using Cronbach's alpha (α = .82), as well as good test-retest reliability, with a Pearson's product moment correlation of .82 at ≈ 120 days, .73 at 121–150 days, and .65 at 151–180 days (Baker et al., 2016). The scale has been validated amongst health care, education, and human services samples. The current sample, involving law enforcement, displayed adequate internal reliability (α = .72).

Emotional Intelligence

The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) is a 30-item questionnaire used to examine trait Emotional Intelligence (Cooper & Petrides, 2010). The TEIQue-SF is derived from the from the original TEIQue (Petrides & Furnham, 2001; Petrides, 2009) but covers all 15 subdomains of the global trait

Emotional Intelligence domain, with the short form version utilizing two items per subdomain. Items are rated on a 7-point Likert scale (1 = Completely Disagree, 7 = Completely Agree). The short form instrument is comprised of 4 subscales (Wellbeing, Self-Control, Emotionality, and Sociability) and provides a global trait Emotional Intelligence score by calculating the sum of item scores and dividing it by the total number of items. Sample items include “I can deal effectively with people,” I usually find it difficult to regulate my emotions,” and “I’m usually able to influence the way other people feel.” High internal reliability has been reported for male (a = .89) and female (a = .88) samples (Cooper & Petrides, 2010). The questionnaire has also exhibited good convergent validity, being positively correlated with self-compassion (r = .55).

Intellectual Humility

The General Intellectual Humility Scale (GIHS) instrument is a six-item scale designed to assess the extent to which people acknowledge the fallibility of their beliefs (Leary et al., 2017). The scale is measured on a 5-point Likert scale, with 1 = “Not at all like me” and 5 = “Very much like me” and yields a composite score with higher scores associated with low dogmatism, epistemic curiosity, tolerance for ambiguity, and trait openness (Leary et al., 2017). Sample items include “I question my own opinions, positions, and viewpoints because they could be wrong” and “I accept that my beliefs and attitudes may be wrong.” The GIHS has demonstrated high internal reliability (= .82 – .89), as well moderate to high corrected item-total correlations for all items (*r*s = .46 – .73; Bowes et al., 2022; Leary et al., 2017). For the current sample, the GIHS demonstrated high reliability (a = .83).

Analytic Plan

To the author’s knowledge, there is no current literature exploring the relationship between trauma-informed attitudes, EI and IH specifically in a police context, making this an exploratory line of research. Bivariate correlations using Pearson’s Product Moment Correlation Coefficient were conducted to assess relationships between trauma-informed attitudes, IH, and the subdomains of EI (Wellbeing, Self-Control, Emotionality, and Sociability).

Correlational analyses were followed by a forward stepwise regression model to assess each variable’s contribution to the variation in trauma-informed attitudes, with the specified stopping criterion of a p-value greater than .05 (Pallant, 2020; Smith, 2018). The independent variables of interest included the Wellbeing, Self-Control, Emotionality, and Sociability EI subdomains and IH, while trauma-informed attitudes served as the dependent variable. Age, years on the force, and sex, were explored as potential covariates.

Results

Analyses were conducted to further understanding of the relationships between Emotional Intelligence, Intellectual Humility, and trauma-informed attitudes. Descriptive statistics were run on key variables (see Table 2). Bivariate correlational analyses did not provide support for a relationship between Intellectual Humility and any of the subdomains of Emotional Intelligence as anticipated in hypothesis 1 (see Table 3). However, analyses did reveal support for hypotheses 2, as all subdomains of Emotional Intelligence, save for Sociability (r = .13, p = .18), were positively associated with TIAs (see Table 3). Similarly, Intellectual Humility was positively associated with TIAs (r = .37, $p \leq .001$). Age and time on the force were also positively correlated with several of the subdomains of Emotional Intelligence, but not Intellectual Humility.

Table 2
Descriptive statistics

Variable	***n***	***M***	***SD***
Wellbeing	108	5.62	.92
Self-Control	108	5.18	.73
Emotionality	108	5.40	.85
Sociability	108	5.40	.85
Intellectual Humility	101	22.01	4.28
TIAs	99	4.89	.79

[a]TIAs = Trauma-Informed Attitudes.

Table 3
Bivariate Correlations

Variable	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1. Wellbeing	1							
2. Self-Control	.61**	1						
3. Emotionality	.59**	.41**	1					
4. Sociability	.49**	.39**	.52**	1				
5. IH	− .01	.16	.05	− .02	1			
6. TIAs	.34**	.26**	.33**	.13	.36**	1		
7. Age	.30**	.16	.34**	.31**	− .17	.14	1	
8. Years	.36**	.23*	.32**	.21*	− .16	.09	.81**	1
*p < .05, **p < .001								

[a]IH = Intellectual Humility, TIAs = Trauma-Informed Attitudes.

Regarding hypothesis 3, the stepwise regression model provided surprising findings, as only the Wellbeing subdomain of Emotional Intelligence (b = .34, SE = .07, $t(93) = 4.77$, $p \leq .001$, R^2 = .17) and Intellectual Humility (b = .07, SE = .07, $t(93) = 4.46$, $p \leq .001$, R^2 = .1) were included in the final model as positive predictors of trauma-informed attitudes. The final model appeared to be good fit, with Wellbeing and Intellectual Humility accounting for approximately 31% of the variance in TIAs. All other variables (i.e., the remaining 3 subdomains of Emotional Intelligence, Age, and time as a police officer) were excluded from the model (see Table 4).

Table 4

Stepwise regression models of Wellbeing and Intellectual Humility regressed on ARTIC scores

Model	*b*	*SE*	*β*	*t*	*p*	R^2	Δ in R^2	*F* Change
Model 1								
Wellbeing	.34	.08	.42	4.40	≤ .001	.17	.17	19.36**
Model 2								
Wellbeing	.34	.07	.41	4.77	≤ .001	.31	.15	19.87**
IH	.07	.02	.39	4.46	≤ .001			
***p* < .001								
[a]IH = Intellectual Humility								

Discussion

The presented findings provide insight into the role of Emotional Intelligence (EI) and Intellectual Humility (IH) in promoting trauma-informed attitudes (TIAs) amongst police officers. These findings confirmed expectations regarding a positive relationship between trait EI and TIAs, as well as IH and TIAs. Years on the force and age were also positively associated with TIAs, suggesting that the older an officer was, and the longer they had served as a sworn law enforcement officer, the more likely they were to subscribe to trauma-informed attitudes. Moreover, analyses indicate that IH and the Wellbeing subdomain of EI may be more relevant to the cultivation of trauma-informed attitudes amongst law enforcement than other subdomains of trait EI.

Surprisingly, analyses did not reflect a relationship between EI and IH as initially hypothesized. While individuals high in EI have also been found to score higher on measures of IH (Porter et al., 2022), it's possible that in some populations, these two constructs are much more distinct than expected. While aspects of IH may be connected to strengths in trait EI (e.g., regulating one's intellectual arrogance; McElroy et al., 2014), it may be more theoretically plausible that the two constructs are both separate and unrelated. Alternatively, these results could reflect the measurement type used in the present study, or the sample itself – as only 101 of the 108 participants completed the GIHS in its entirety. Given its brevity, the GIHS (Leary et al., 2017) may not have captured important nuances related to IH, such as the social and epistemic dimensions of the construct (Samuelson, 2014). Future research should look to utilize other measures such as the Comprehensive Intellectual Humility Scale (CIHS; Krumrei-Mancuso and Rouse, 2016) to determine whether these results would be replicated.

Hypothesis 3

was partially supported, as IH and the Wellbeing subdomain of EI were positive predictors of TIAs. Interestingly, Sociability, Self-Control, and Emotionality were not retained as significant predictors in the model. This finding suggests the necessity for addressing officers' professional quality of life as a means of supporting trauma-informed implementation efforts and ensuring officer integrity. Literature on policing and workplace stress indicates that officers experiencing operational stress (stress related to the perceived amount of control over an event that occurred on a job, such as a fatal officer-involved shooting; McCreary & Thompson, 2006) or organizational stress (stress related to workplace factors, such as gender-based discrimination or workplace

culture; Acquadro, 2022; Otto & Gatens, 2022) are more likely to behave inappropriately on the job (e.g., making bogus traffic stops or using more force than necessary; Arter, 2007). Decreased officer wellbeing has been linked to poorer police performance and lower job satisfaction (Shane, 2010). Thus, the relationship between TIAs and officer EI (and specifically officer wellbeing) may be reciprocal, in that officers with greater EI and a more positive professional life may be more likely to endorse trauma-informed attitudes, and that more trauma-informed attitudes also improve officer EI and wellbeing. Further research is needed using longitudinal samples to better tease apart these relationships. Cultivating trauma-informed attitudes could also drive a shift in workplace culture to promote trust and transparency between fellow officers in the form of peer support (SAMHSA, 2023). A workplace that emphasizes health, wellbeing, and felt-safety internally – as opposed to hypermasculinity and "mental toughness" (Burns and Buchanan, 2020) - may create an environment in which officers may be more willing to talk about their mental health if they know they are supported by their colleagues (Millard, 2020). Future research would benefit from specifically exploring how factors of officers' professional lives – such as burnout and secondary traumatic stress – may be related to trauma-informed attitudes, and the success or failure of their TIC implementation.

Limitations

Of course, this study is not without limitations. Because the study utilizes cross-sectional data, deductions about the relationships among the constructs of interest can only be interpreted as correlational, rather than predictive. Future research should explore change over time in these relationships by collecting longitudinal data (e.g., following cadets at the beginning and end of police academy training, 6 months after graduating, & a year after graduating). Longitudinal studies could prove beneficial in understanding how academy training and organizational culture fosters TIAs and promotes (or detracts from) officers' levels of Intellectual Humility and Emotional Intelligence. Implementation research would also benefit from exploring change in TIAs during a department's implementation efforts to explore possible change over time in workplace culture.

Additionally, there were several limitations related to the sample itself. The first being the possibility of a social desirability bias. Given the nature of policing, the method of sampling, and the use of self-report measures it's possible that some respondents were not completely honest in their responses so that they would not place their employer in a negative light, or because they did not want to be truthful with researchers who are "outside the badge," and would not understand the experiences of law enforcement. Moreover, officers at participating research sites may have felt that they had to complete the survey. This was somewhat accounted for by stressing the voluntary nature of the study, as well as having other department personnel send out the survey as opposed to having the police chief (or president as in the case of the statewide policing organization) distribute the survey. However, this remains an important consideration for interpretation of results. Finally, because the sample was comprised of participants that were primarily male, white, and were all employed as sworn police officers within the same state, the generalizability of these findings is limited. Care should be taken when interpretating results with regard to non-white or non-male officers, as well as law enforcement agencies from other states that may differ in terms of political climate and perspective on policing.

Conclusion

In short, the current study provides a novel line of research for understanding what factors may be relevant in the cultivation of trauma-informed attitudes in law enforcement. These findings suggest that Emotional Intelligence

and Intellectual Humility may be essential factors in recruiting and training officers who are equipped for utilizing a trauma-informed approach, as well as supporting officer health and wellbeing so that they are able to maintain a community-oriented perspective. This may be particularly salient as agencies consider what characteristics to prioritize in their recruits, and how to cultivate an organizational culture in which TIC will thrive. The necessity of this research continues to be evident, as TIC could serve as an avenue for supporting officer mental health and wellbeing, restoring trust and safety in the community, and reconciling the relationship between the public and the public servants.

Declarations

Ethical Approval

All methodological procedures listed in the conducting of this research and the writing of this manuscript were approved by the Texas Christian University institutional review board (IRB).

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Availability of Data & Materials

The data supporting the presented findings in this manuscript are available from the corresponding author upon reasonable request.

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