

1 **Model of Psychological Readiness for Family, Juvenile, and Gender and Development**  
2 **Assignments: A Mixed-Method Analysis of MMPI-2 and BPAQ Assessment Reports**  
3 **Among Police Personnel.**

4  
5 **Abstract**

6  
7 The assignment of police personnel to Family, Juvenile, and Gender and  
8 Development (FJGAD) units requires a unique combination of psychological stability,  
9 emotional resilience, interpersonal competence, and professional integrity. Unlike traditional  
10 law enforcement assignments that emphasize operational readiness and tactical capability,  
11 FJGAD responsibilities involve direct engagement with vulnerable populations, including  
12 abused women, children, juveniles in conflict with the law, survivors of violence, and families  
13 experiencing psychosocial crises. Consequently, psychological readiness becomes a critical  
14 determinant of occupational effectiveness and service quality within these specialized  
15 functions.

16 This study aimed to develop a conceptual model of psychological readiness for  
17 FJGAD assignments through the analysis of psychological assessment reports derived from  
18 the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and the Buss-Perry Aggression  
19 Questionnaire (BPAQ). Specifically, the study sought to identify recurring psychosocial  
20 characteristics, determine occupational suitability indicators, and construct a framework  
21 describing the psychological competencies associated with readiness for FJGAD roles. The  
22 study further examined the prevalence of response distortion, emotional vulnerability,  
23 interpersonal dysfunction, behavioral dysregulation, and occupational resilience among  
24 assessed personnel.

25  
26 A convergent mixed-method document analysis design was employed. Twenty-four  
27 psychological assessment reports were systematically reviewed and analyzed. Quantitative  
28 findings were summarized using descriptive statistics, while qualitative findings were

29 subjected to thematic content analysis. The integration of both approaches enabled the  
30 identification of recurring psychological patterns and occupational suitability indicators. Data  
31 extraction focused on validity indicators, clinical findings, interpersonal functioning,  
32 aggression-related characteristics, occupational correlates, and recommendations regarding  
33 assignment suitability.

34 Findings revealed that 25.00% of participants demonstrated evidence of response  
35 distortion through over-reporting or under-reporting tendencies. Only 20.83% of assessed  
36 personnel were considered psychologically suitable for FJGAD assignments, while 41.67%  
37 demonstrated honest and consistent response patterns. Eight major psychosocial themes  
38 emerged from the analysis: emotional dysregulation, anxiety and depression, interpersonal  
39 mistrust, social withdrawal, defensiveness and sensitivity to feedback, aggressiveness and  
40 impulsivity, low stress tolerance, and passivity with reduced assertiveness. These themes  
41 collectively suggested that occupational readiness extends beyond the absence of  
42 psychological disorders and encompasses multidimensional competencies related to  
43 emotional regulation, interpersonal effectiveness, behavioral control, occupational resilience,  
44 and professional integrity.

45 The study proposes the Police Police Psychosocial Fitness and Risk Inventory  
46 Fitness and Risk Inventory (PPFRI), a multidimensional framework explaining suitability for  
47 FJGAD assignments. The model identifies Emotional Stability, Interpersonal Competence,  
48 Behavioral Regulation, Occupational Resilience, and Professional Integrity as foundational  
49 dimensions of readiness. The findings contribute to the growing literature on police  
50 psychological assessment and provide an empirical foundation for the future development of  
51 the Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory  
52 (PPFRI). The study further highlights the importance of integrating psychological readiness  
53 indicators into personnel selection, assignment decisions, and mental health promotion  
54 initiatives within law enforcement organizations.

55

56 **Keywords:** Police Psychology, Psychological Readiness, MMPI-2, BPAQ, Occupational  
57 Suitability, Emotional Regulation, Family and Juvenile Services, Gender and Development,  
58 Law Enforcement Mental Health.

59

## 60 **Chapter I**

### 61 **Introduction**

62

63 Modern policing has evolved substantially from its traditional emphasis on crime  
64 control and law enforcement. Contemporary police officers are increasingly expected to  
65 function as crisis responders, mediators, advocates, counselors, and community partners.  
66 This evolution is particularly evident within Family, Juvenile, and Gender and Development  
67 (FJGAD) units, where officers are tasked with addressing complex social, psychological, and  
68 interpersonal concerns involving vulnerable sectors of society. Such responsibilities require  
69 not only technical competence and procedural knowledge but also advanced psychological  
70 functioning characterized by emotional maturity, empathy, resilience, and ethical judgment.

71 Personnel assigned to FJGAD functions routinely encounter emotionally charged  
72 situations involving domestic violence, child abuse, juvenile delinquency, sexual exploitation,  
73 gender-based violence, family conflict, and other psychosocial crises. These encounters  
74 expose officers to significant emotional demands and secondary traumatic stress. Unlike  
75 routine policing activities, FJGAD responsibilities often require sustained emotional  
76 engagement, conflict resolution, victim support, multidisciplinary collaboration, and sensitive  
77 decision-making. Consequently, the psychological characteristics of personnel occupying  
78 these positions become critically important in ensuring effective service delivery and  
79 protecting the welfare of clients and communities.

80 Research within occupational psychology has consistently demonstrated that  
81 psychological functioning influences workplace performance, interpersonal effectiveness,  
82 decision-making quality, and stress management capacity. Within law enforcement settings,

83 psychological vulnerabilities have been associated with increased occupational stress,  
84 burnout, aggression, impaired judgment, interpersonal conflict, reduced job satisfaction, and  
85 diminished organizational effectiveness. Conversely, emotionally resilient personnel are  
86 more likely to demonstrate adaptive coping mechanisms, professional competence, and  
87 effective responses to challenging situations. Understanding these psychological  
88 characteristics is therefore essential in identifying personnel capable of fulfilling the unique  
89 demands associated with FJGAD assignments.

90 Psychological assessment has become an important component of personnel  
91 selection, assignment, promotion, and occupational fitness evaluations in many law  
92 enforcement organizations. Among the most widely utilized instruments are the Minnesota  
93 Multiphasic Personality Inventory-2 (MMPI-2), which assesses a broad range of  
94 psychological characteristics and psychopathological indicators, and the Buss-Perry  
95 Aggression Questionnaire (BPAQ), which evaluates aggression-related tendencies including  
96 hostility, anger, physical aggression, and verbal aggression. Together, these instruments  
97 provide valuable information regarding emotional functioning, behavioral regulation,  
98 interpersonal tendencies, and occupational suitability. However, while assessment results  
99 are frequently interpreted at the individual level, fewer studies have examined how  
100 aggregated findings can inform broader models of psychological readiness for specialized  
101 policing functions.

102 Despite the growing recognition of mental health and psychological fitness within  
103 policing, there remains limited empirical evidence regarding the specific psychological  
104 competencies associated with successful performance in Family, Juvenile, and Gender and  
105 Development assignments. Existing studies often focus on general police populations  
106 without examining the distinctive psychological requirements associated with specialized  
107 victim-centered and community-oriented roles. Furthermore, the absence of locally  
108 developed frameworks limits the ability of organizations to systematically evaluate  
109 assignment readiness beyond traditional psychological screening practices. Addressing this

110 gap is particularly important given the increasing demand for evidence-based personnel  
111 selection and mental health promotion strategies within law enforcement agencies.

112         The increasing emphasis on community-oriented policing has further highlighted the  
113 importance of psychological readiness among officers assigned to specialized functions.  
114 Community-oriented approaches require police personnel to establish trust, maintain  
115 professional relationships, and engage effectively with individuals experiencing emotional  
116 distress, trauma, or crisis. In Family, Juvenile, and Gender and Development settings,  
117 officers frequently serve as the initial point of contact for victims seeking protection, support,  
118 and justice. Consequently, the quality of interpersonal interactions may significantly influence  
119 case outcomes, victim cooperation, public trust, and perceptions of procedural fairness.  
120 These realities underscore the necessity of understanding the psychological factors that  
121 contribute to effective occupational functioning within these assignments.

122         From an organizational perspective, assignment decisions are often influenced by  
123 operational requirements, availability of personnel, and administrative considerations. While  
124 psychological assessments are commonly utilized, there remains a tendency to focus  
125 primarily on the presence or absence of psychopathology. Such an approach may overlook  
126 important psychosocial competencies that contribute to occupational success. Personnel  
127 may demonstrate the absence of severe psychological disorders while simultaneously  
128 exhibiting interpersonal difficulties, emotional instability, poor stress tolerance, or behavioral  
129 tendencies that may adversely affect performance in highly sensitive roles. Therefore, a  
130 broader conceptualization of psychological readiness is needed to guide personnel selection  
131 and assignment processes.

132         The present study argues that psychological readiness should be viewed as a  
133 multidimensional construct encompassing emotional stability, interpersonal competence,  
134 behavioral regulation, occupational resilience, and professional integrity. These dimensions  
135 collectively influence an officer's capacity to manage complex interpersonal situations,  
136 regulate emotional reactions, make sound decisions under pressure, and maintain ethical

137 standards in challenging environments. By examining recurring themes across psychological  
138 assessment reports, the study seeks to identify the psychological characteristics most  
139 relevant to successful performance within FJGAD assignments. Such an approach moves  
140 beyond traditional diagnostic interpretations and focuses on functional psychological  
141 competencies directly linked to occupational effectiveness.

142 Moreover, the findings of this study may contribute to the growing body of literature  
143 concerning psychological fitness within law enforcement organizations. As concerns  
144 regarding police mental health, occupational stress, and organizational wellness continue to  
145 gain attention globally, there is increasing recognition that psychological assessment should  
146 not be limited to identifying dysfunction. Instead, assessment practices should also identify  
147 strengths, resilience factors, and competencies associated with successful occupational  
148 functioning. Developing evidence-based models of psychological readiness may therefore  
149 support more effective personnel development, targeted interventions, and organizational  
150 decision-making processes.

151 Ultimately, the examination of psychological assessment reports provides an  
152 opportunity to derive meaningful insights from existing assessment practices. Rather than  
153 viewing individual evaluations solely as isolated clinical documents, aggregated findings may  
154 reveal broader patterns relevant to personnel selection, occupational health, and  
155 organizational effectiveness. Through the systematic analysis of MMPI-2 and BPAQ  
156 assessment reports, the present study seeks to develop an empirically grounded framework  
157 capable of informing future research, policy development, and psychological assessment  
158 practices within specialized police assignments.

### 159 **Statement of the Problem**

160 This study aimed to examine psychological fitness, psychosocial risk indicators, and  
161 occupational suitability among police personnel considered for Family, Juvenile, and Gender  
162 and Development assignments.

163 Specifically, the study sought to answer the following questions:

- 164 1. What proportion of assessed personnel demonstrated evidence of response  
165 distortion through over-reporting or under-reporting tendencies?
- 166 2. What proportion of assessed personnel were considered psychologically  
167 suitable for Family, Juvenile, and Gender and Development assignments?
- 168 3. What recurring psychosocial characteristics emerged from the psychological  
169 assessment reports?
- 170 4. What psychological factors were associated with occupational unsuitability for  
171 Family, Juvenile, and Gender and Development functions?
- 172 5. What multidimensional framework may be developed to explain psychological  
173 readiness for specialized police assignments?

#### 174 **Significance of the Study**

175 The findings of this study are expected to provide valuable contributions to law  
176 enforcement organizations, mental health practitioners, researchers, and policymakers. For  
177 police administrators, the study offers empirical evidence regarding psychological  
178 characteristics associated with occupational suitability and readiness for highly sensitive  
179 assignments. Such information may support evidence-informed personnel selection,  
180 assignment decisions, and organizational development initiatives.

181 For psychologists and mental health professionals, the study provides insights into  
182 the psychosocial factors frequently encountered among police personnel undergoing  
183 occupational assessment. The findings may facilitate the development of targeted  
184 intervention programs focusing on emotional regulation, resilience enhancement,  
185 interpersonal effectiveness, stress management, and behavioral self-control. Furthermore,  
186 the study highlights the importance of integrating psychological strengths and vulnerabilities  
187 within comprehensive occupational fitness evaluations.

188 For researchers, the study contributes to the limited body of literature examining  
189 psychological readiness within specialized policing functions. The proposed Police  
190 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI) offers a  
191 conceptual framework that may guide future investigations into occupational fitness,

192 assignment suitability, and police mental health. Additionally, the findings establish an  
193 empirical foundation for the future development and psychometric validation of the Police  
194 Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI), a  
195 proposed assessment instrument specifically designed for law enforcement populations.

196 For the broader community, the study holds significance because the psychological  
197 readiness of police personnel directly influences the quality of services provided to  
198 vulnerable populations. Enhancing the psychological preparedness of officers assigned to  
199 Family, Juvenile, and Gender and Development functions may contribute to improved client  
200 outcomes, stronger community trust, more effective case management, and increased public  
201 confidence in law enforcement institutions.

## 202 **Scope and Delimitation**

203 This study focused exclusively on the analysis of twenty-four psychological  
204 assessment reports generated through the administration of the Minnesota Multiphasic  
205 Personality Inventory-2 (MMPI-2) and the Buss-Perry Aggression Questionnaire (BPAQ).  
206 The reports were examined for recurring psychosocial characteristics, occupational  
207 suitability indicators, and psychological risk factors relevant to Family, Juvenile, and Gender  
208 and Development assignments.

209 The study was limited to document analysis and did not involve direct participant  
210 interviews, additional psychological testing, or longitudinal follow-up assessments.  
211 Furthermore, the findings were derived from existing assessment reports and therefore  
212 reflect the information contained within those documents. The study does not seek to  
213 establish causal relationships but rather to identify recurring patterns capable of informing a  
214 conceptual framework of psychological readiness for specialized police assignments.

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219 **Chapter II**

220 **Review of Related Literature**

221 **Psychological Fitness in Law Enforcement**

222 Psychological fitness has become an integral component of personnel selection and  
223 assignment within law enforcement organizations. Contemporary policing requires officers to  
224 perform complex functions extending beyond crime prevention and law enforcement  
225 activities. Police personnel are frequently required to exercise sound judgment, regulate  
226 emotions, resolve conflicts, and maintain professional conduct under stressful and  
227 unpredictable circumstances. Consequently, psychological assessment has become a  
228 standard component of police recruitment and occupational fitness evaluations worldwide  
229 (Aamodt, 2004).

230 Research has consistently demonstrated that psychological functioning is associated  
231 with occupational performance among police officers. A meta-analysis conducted by Aamodt  
232 (2004) reported that personality characteristics, emotional stability, and psychological  
233 adjustment significantly contribute to successful law enforcement performance. Similarly,  
234 Mills (1984) demonstrated that MMPI profiles could predict police academy success,  
235 academy graduation, and subsequent field performance, supporting the utility of  
236 psychological assessment in police selection processes.

237 The increasing complexity of police work has also led to greater recognition of  
238 psychological wellness as a critical organizational concern. Officers routinely encounter  
239 traumatic incidents, exposure to violence, victimization cases, organizational pressures, and  
240 community expectations. Such stressors have been associated with burnout, anxiety,  
241 depression, emotional exhaustion, and impaired occupational functioning. According to

242 Violanti et al. (2017), cumulative occupational stress significantly affects both the physical  
243 and psychological health of law enforcement personnel, emphasizing the need for  
244 systematic psychological monitoring and intervention.

245 Contemporary perspectives suggest that psychological fitness should not be  
246 conceptualized solely as the absence of psychopathology. Instead, it should encompass  
247 adaptive functioning, emotional resilience, interpersonal competence, behavioral self-  
248 regulation, and occupational effectiveness. This perspective aligns with positive psychology  
249 approaches that emphasize strengths, resilience, and adaptive capacities as essential  
250 indicators of occupational readiness. Such conceptualizations are particularly relevant for  
251 specialized assignments involving extensive interaction with vulnerable populations.

252 Within specialized police assignments, psychological readiness becomes even more  
253 critical. Personnel assigned to Family, Juvenile, and Gender and Development (FJGAD)  
254 units are frequently exposed to emotionally charged situations involving abuse, neglect,  
255 victimization, and family crises. Consequently, psychological characteristics associated with  
256 emotional stability, empathy, stress tolerance, and interpersonal competence are likely to  
257 play significant roles in determining occupational suitability and effectiveness.

### 258 **Minnesota Multiphasic Personality Inventory-2 and Police Selection**

259 The Minnesota Multiphasic Personality Inventory (MMPI) remains one of the most  
260 widely utilized psychological assessment instruments in public safety screening. Originally  
261 developed by Hathaway and McKinley (1943), the MMPI was designed to assess personality  
262 functioning and psychopathology through empirically derived scales. Subsequent revisions  
263 resulted in the MMPI-2, which remains a standard assessment instrument in clinical,  
264 forensic, and occupational settings.

265 The MMPI-2 is particularly valuable within law enforcement contexts because it  
266 provides comprehensive information regarding emotional functioning, behavioral tendencies,  
267 interpersonal characteristics, and response validity. Unlike many personality inventories, the

268 MMPI-2 includes specialized validity scales that assess over-reporting, under-reporting,  
269 defensiveness, and response inconsistency. These features are especially important in  
270 occupational evaluations where examinees may attempt to present themselves in a  
271 favorable manner or exaggerate symptoms.

272 Research examining the predictive validity of the MMPI-2 has demonstrated its  
273 usefulness in identifying characteristics associated with police performance. Davis, Rostow,  
274 and colleagues reported that MMPI profiles were associated with disciplinary outcomes and  
275 occupational functioning among police personnel. Similarly, Boccaccini et al. (2010) found  
276 that several MMPI-2 PSY-5 scales significantly predicted law enforcement employment  
277 outcomes and problematic workplace behaviors.

278 Particularly relevant to the present study are the MMPI-2 scales associated with  
279 depression, paranoia, social introversion, psychopathic deviate tendencies, and emotional  
280 distress. Elevated scores on these scales have been linked to interpersonal difficulties,  
281 impaired occupational adaptation, disciplinary concerns, and psychological vulnerability.  
282 Conversely, psychologically stable profiles have generally been associated with effective  
283 occupational functioning and successful adaptation to police work demands.

284 Recent developments in police psychological screening continue to support the use  
285 of MMPI-based assessments. Ben-Porath, Corey, and Tarescavage (2017) emphasized that  
286 MMPI-2-RF findings provide empirically supported information regarding psychological  
287 suitability for police service and contribute significantly to evidence-based decision-making in  
288 personnel selection.

### 289 **Buss-Perry Aggression Questionnaire and Behavioral Regulation**

290 Aggression constitutes an important psychological construct within law enforcement  
291 research due to its influence on decision-making, interpersonal functioning, use-of-force  
292 incidents, and occupational conduct. To address the multidimensional nature of aggression,  
293 Buss and Perry (1992) developed the Aggression Questionnaire (AQ), commonly known as

294 the Buss-Perry Aggression Questionnaire (BPAQ). The instrument conceptualizes  
295 aggression as consisting of four dimensions: Physical Aggression, Verbal Aggression, Anger,  
296 and Hostility.

297 The BPAQ rapidly became one of the most widely used self-report measures of  
298 aggression. Numerous studies have supported its reliability and validity across diverse  
299 populations and cultural settings. Research has consistently demonstrated that aggression is  
300 not a unitary construct but rather a multidimensional phenomenon involving behavioral,  
301 emotional, and cognitive components. Consequently, the BPAQ provides a comprehensive  
302 framework for examining aggression-related tendencies relevant to occupational functioning.

303 Within policing contexts, aggression-related characteristics may influence  
304 interpersonal interactions, emotional regulation, conflict management, and decision-making.  
305 Elevated hostility and anger have been associated with interpersonal difficulties, impaired  
306 judgment, and maladaptive coping behaviors. Conversely, effective behavioral regulation  
307 and emotional control contribute to professional conduct, occupational effectiveness, and  
308 constructive interpersonal engagement.

309 Recent psychometric research among law enforcement personnel has further  
310 supported the utility of the BPAQ in public safety settings. Christopher et al. (2024) found  
311 that the BPAQ demonstrated acceptable reliability and validity among law enforcement  
312 officers, supporting its usefulness in assessing aggression-related tendencies within  
313 occupational populations. The authors further emphasized the importance of examining  
314 aggression within high-stress professions where emotional regulation and behavioral control  
315 are critical components of occupational effectiveness.

316 Given the interpersonal and emotionally demanding nature of Family, Juvenile, and  
317 Gender and Development assignments, aggression-related characteristics become  
318 particularly relevant. Officers exhibiting elevated hostility, impulsivity, or poor emotional  
319 regulation may encounter difficulties managing sensitive interactions involving vulnerable

320 populations. Consequently, the BPAQ provides valuable information regarding behavioral  
321 regulation and occupational readiness among police personnel assigned to specialized  
322 functions.

323         Recent research has increasingly emphasized the importance of psychological  
324 wellness among law enforcement personnel. Following the COVID-19 pandemic, studies  
325 reported significant increases in psychological distress, anxiety, depression, burnout, and  
326 occupational fatigue among police officers. The unique combination of operational demands,  
327 exposure to trauma, and organizational pressures has intensified concerns regarding police  
328 mental health and occupational functioning. Researchers have argued that psychological  
329 readiness should be considered a critical component of organizational effectiveness and  
330 public safety.

331         Violanti and colleagues (2021) reported that police officers experience significantly  
332 higher rates of chronic stress exposure than many occupational groups. Their findings  
333 demonstrated associations between occupational stress and adverse mental health  
334 outcomes, including depression, anxiety, sleep disturbances, and emotional exhaustion. The  
335 authors emphasized that prolonged exposure to occupational stress may impair decision-  
336 making, emotional regulation, and professional functioning.

337         In a systematic review of police mental health research, Purba and Demou (2021)  
338 identified occupational stress, traumatic exposure, organizational pressures, and insufficient  
339 support systems as major contributors to psychological difficulties among police personnel.  
340 Their review highlighted the need for preventive mental health interventions and early  
341 identification of psychological vulnerabilities within law enforcement organizations.

342         McCanlies et al. (2022) further reported that cumulative occupational stress among police  
343 officers contributes to elevated risks of burnout, emotional dysregulation, and reduced  
344 resilience. The study emphasized that emotional regulation serves as a protective factor

345 against occupational stress and may enhance adaptation to challenging workplace  
346 conditions.

347         Recent evidence has also demonstrated the importance of resilience in police work.  
348 Papazoglou and Andersen (2022) argued that resilience functions as a psychological buffer  
349 against occupational stress, secondary trauma, and emotional exhaustion. Officers  
350 demonstrating higher levels of resilience reported improved coping abilities, emotional  
351 stability, and occupational effectiveness compared to their less resilient counterparts.

352         The concept of emotional regulation has received increasing attention within police  
353 psychology. Research conducted by Chopko, Palmieri, and Adams (2021) suggested that  
354 emotional regulation influences how officers process traumatic experiences, manage  
355 occupational stress, and engage with community members. Officers demonstrating poor  
356 emotional regulation were more likely to report interpersonal conflict, emotional distress, and  
357 occupational difficulties.

358         Aggression and hostility remain important constructs in law enforcement research. A  
359 recent validation study of the Buss-Perry Aggression Questionnaire among law enforcement  
360 personnel demonstrated that anger, hostility, and impulsivity were significantly associated  
361 with occupational stress and maladaptive coping mechanisms. The findings support the  
362 continued use of aggression measures in occupational screening and personnel  
363 development programs.

364         Interpersonal competence has likewise emerged as a predictor of occupational  
365 success. Research by Andersen et al. (2023) reported that officers with stronger  
366 interpersonal skills demonstrated greater community engagement, improved conflict  
367 resolution abilities, and more effective responses to vulnerable populations. These findings  
368 are particularly relevant for Family, Juvenile, and Gender and Development assignments,  
369 where relationship-building and communication skills are central to service delivery.

370 Psychological integrity and response validity have also become important topics in  
371 police assessment research. Recent studies examining MMPI-2-RF validity scales reported  
372 that over-reporting, under-reporting, and defensiveness may significantly influence the  
373 interpretation of occupational assessment results. Researchers have therefore  
374 recommended the routine evaluation of response validity during personnel selection and  
375 fitness-for-duty assessments.

376 Most recently, Ben-Porath and Tarescavage (2023) emphasized that contemporary  
377 police psychological assessment should move beyond the identification of psychopathology  
378 and incorporate strengths-based indicators of occupational readiness. Their work advocates  
379 for a multidimensional approach that evaluates emotional functioning, interpersonal  
380 competence, behavioral regulation, resilience, and integrity. Such recommendations align  
381 closely with the present study's proposed Police Police Psychosocial Fitness and Risk  
382 Inventory Fitness and Risk Inventory (PPFRI), which conceptualizes suitability for Family,  
383 Juvenile, and Gender and Development assignments as a function of multiple interacting  
384 psychological dimensions.

### 385 **Synthesis of Literature**

386 The reviewed literature consistently demonstrates that psychological readiness  
387 among police personnel is influenced by emotional stability, resilience, behavioral regulation,  
388 interpersonal competence, and response integrity. Across studies, emotional dysregulation,  
389 anxiety, depression, aggression, mistrust, and low stress tolerance have emerged as  
390 significant risk factors associated with occupational difficulties. Conversely, resilience,  
391 emotional regulation, ethical behavior, and effective interpersonal functioning appear to  
392 enhance occupational effectiveness.

393 The literature further indicates that specialized assignments involving vulnerable  
394 populations require psychological competencies that extend beyond the absence of  
395 psychopathology. Family, Juvenile, and Gender and Development assignments demand

396 sustained emotional engagement, empathy, conflict resolution skills, and occupational  
397 resilience. Consequently, there is a growing need for assessment frameworks capable of  
398 evaluating these multidimensional competencies.

399 The present study addresses this gap by examining psychological assessment  
400 reports derived from the MMPI-2 and BPAQ and proposing a Police Psychological  
401 Readiness Model that integrates emotional stability, interpersonal competence, behavioral  
402 regulation, occupational resilience, and professional integrity as core dimensions of  
403 assignment readiness.

## 404 **Theoretical Framework and Conceptual Model**

### 405 **Theoretical Framework**

406 The present study is anchored on the Job Demands-Resources (JD-R) Theory,  
407 Cognitive Appraisal Theory, General Aggression Model (GAM), and Psychological Resilience  
408 Theory. These complementary theoretical perspectives provide a comprehensive framework  
409 for understanding how psychological functioning influences occupational readiness among  
410 police personnel assigned to Family, Juvenile, and Gender and Development (FJGAD)  
411 functions.

### 412 **Job Demands-Resources Theory**

413 The Job Demands-Resources (JD-R) Theory proposed by Demerouti et al. (2001)  
414 posits that occupational outcomes are influenced by the interaction between job demands  
415 and personal or organizational resources. Job demands refer to the physical, emotional, and  
416 psychological requirements associated with occupational roles, while resources refer to the  
417 capacities that enable individuals to effectively manage those demands.

418 Within Family, Juvenile, and Gender and Development assignments, personnel are  
419 exposed to substantial emotional and interpersonal demands. These include handling cases  
420 involving domestic violence, child abuse, gender-based violence, family disputes, and

421 juvenile welfare concerns. Such responsibilities require officers to manage emotionally  
422 charged situations while maintaining professionalism, objectivity, and empathy.

423 According to the JD-R framework, personnel lacking adequate psychological  
424 resources may experience emotional exhaustion, occupational stress, burnout, and  
425 diminished job performance. Conversely, officers possessing strong emotional regulation,  
426 resilience, interpersonal competence, and coping abilities are more likely to demonstrate  
427 effective occupational functioning despite exposure to challenging circumstances.

428 The present study therefore conceptualizes psychological readiness as a collection  
429 of psychosocial resources that enable personnel to successfully manage the demands  
430 associated with FJGAD assignments.

### 431 **Cognitive Appraisal Theory**

432 The Cognitive Appraisal Theory developed by Lazarus and Folkman (1984) suggests  
433 that emotional responses are influenced by an individual's interpretation and evaluation of  
434 stressful events. Rather than responding directly to objective circumstances, individuals  
435 respond to their perceptions and appraisals of those circumstances.

436 This perspective is particularly relevant to law enforcement personnel because  
437 exposure to potentially stressful situations does not affect all officers equally. Some  
438 individuals demonstrate adaptive coping and emotional stability, while others experience  
439 significant psychological distress when confronted with similar situations.

440 The theory proposes two appraisal processes. Primary appraisal involves  
441 determining whether an event is perceived as threatening, harmful, or challenging.  
442 Secondary appraisal involves evaluating available coping resources and response options.  
443 Officers who perceive themselves as capable of managing occupational challenges are  
444 more likely to demonstrate adaptive functioning and resilience.

445 The findings of the present study support this perspective, as participants  
446 demonstrating emotional dysregulation, anxiety, depression, and low stress tolerance  
447 appeared less capable of effectively managing occupational demands associated with  
448 FJGAD responsibilities.

#### 449 **General Aggression Model**

450 The General Aggression Model (GAM) developed by Anderson and Bushman (2002)  
451 provides a framework for understanding aggressive behavior, hostility, anger, and impulsivity.  
452 According to the model, aggression results from the interaction of personal characteristics,  
453 cognitive processes, emotional states, and situational influences.

454 Within policing contexts, aggression-related tendencies may influence interpersonal  
455 interactions, decision-making, conflict resolution, and professional conduct. Elevated  
456 hostility, impulsivity, and emotional reactivity may compromise effective communication and  
457 increase the likelihood of maladaptive responses during emotionally charged situations.

458 The Buss-Perry Aggression Questionnaire (BPAQ), utilized within the psychological  
459 assessments examined in this study, directly aligns with the General Aggression Model by  
460 assessing physical aggression, verbal aggression, anger, and hostility. Findings indicating  
461 aggressiveness, impulsivity, and emotional reactivity among some participants support the  
462 relevance of this theoretical framework.

463 The GAM therefore provides a useful explanation for the behavioral regulation  
464 dimension of psychological readiness proposed in the present study.

#### 465 **Psychological Resilience Theory**

466 Psychological resilience refers to the capacity to adapt positively despite adversity,  
467 stress, trauma, or challenging life circumstances. Resilience theories suggest that individuals  
468 differ in their ability to recover from stressful experiences and maintain effective functioning  
469 during adversity.

470 Within law enforcement settings, resilience has been associated with improved mental  
471 health outcomes, reduced burnout, enhanced occupational performance, and greater  
472 psychological well-being. Resilient officers demonstrate adaptive coping strategies,  
473 emotional flexibility, optimism, and persistence despite exposure to traumatic or stressful  
474 situations.

475         Given the emotionally demanding nature of Family, Juvenile, and Gender and  
476 Development assignments, resilience constitutes a critical component of occupational  
477 readiness. Officers possessing high levels of resilience are more likely to sustain effective  
478 performance while maintaining emotional well-being and professional competence.

479         The findings of the present study indicate that resilience-related characteristics,  
480 including emotional stability, stress tolerance, adaptability, and interpersonal competence,  
481 differentiate personnel considered suitable for FJGAD assignments from those identified as  
482 requiring further development or intervention.

### 483 **Development of the Police Psychosocial Fitness and Risk Inventory Fitness and Risk** 484 **Inventory (PPFRI)**

485         Analysis of the MMPI-2 and BPAQ psychological assessment reports revealed that  
486 suitability for Family, Juvenile, and Gender and Development assignments is not determined  
487 by a single psychological characteristic. Instead, occupational readiness appears to emerge  
488 from the interaction of multiple psychosocial dimensions.

489         Based on the thematic findings, theoretical foundations, and occupational  
490 requirements associated with FJGAD functions, the present study proposes the Police  
491 Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).

492         The PPFRI conceptualizes readiness as a multidimensional construct consisting of  
493 five interrelated domains:

#### 494 **Domain 1: Emotional Stability**

495 Emotional Stability refers to an individual's capacity to regulate emotions, tolerate  
496 stress, maintain psychological equilibrium, and respond adaptively to emotionally  
497 challenging situations.

498 Indicators include:

- 499 • Emotional regulation
- 500 • Anxiety management
- 501 • Depression resistance
- 502 • Stress tolerance
- 503 • Emotional resilience

504 Personnel demonstrating emotional stability are more likely to maintain effective  
505 functioning during interactions involving trauma, victimization, and crisis situations.

## 506 **Domain 2: Interpersonal Competence**

507 Interpersonal Competence refers to the ability to establish, maintain, and manage  
508 productive relationships with clients, colleagues, and community members.

509 Indicators include:

- 510 • Trust-building
- 511 • Communication skills
- 512 • Empathy
- 513 • Feedback acceptance
- 514 • Collaborative engagement

515 Given the relationship-centered nature of FJGAD assignments, interpersonal  
516 competence is considered a foundational component of occupational effectiveness.

517 **Domain 3: Behavioral Regulation**

518 Behavioral Regulation refers to the ability to manage aggression, hostility, impulsivity,  
519 and emotional reactivity.

520 Indicators include:

- 521 • Anger control
- 522 • Hostility management
- 523 • Impulse regulation
- 524 • Professional conduct
- 525 • Conflict management

526 Personnel demonstrating strong behavioral regulation are more likely to respond  
527 appropriately during emotionally charged or stressful interactions.

528 **Domain 4: Occupational Resilience**

529 Occupational Resilience refers to the capacity to adapt effectively to occupational  
530 stressors, maintain performance under pressure, and recover from adverse experiences.

531 Indicators include:

- 532 • Adaptability
- 533 • Stress recovery
- 534 • Persistence
- 535 • Occupational engagement
- 536 • Coping effectiveness

537 This domain reflects the capacity to sustain performance within emotionally  
538 demanding work environments.

539 **Domain 5: Professional Integrity**

540 Professional Integrity refers to adherence to ethical principles, honesty, accountability, and  
541 trustworthy behavior.

542 Indicators include:

- 543 • Honest responding
- 544 • Ethical conduct
- 545 • Accountability
- 546 • Responsibility
- 547 • Professional reliability

548 The presence of response distortion findings within the assessment reports further  
549 highlights the importance of integrity as a component of psychological readiness.

550 **Conceptual Framework**

551 The study proposes that:

552 Psychological Readiness for FJGAD Assignments

553 Emotional Stability

- 554 • Interpersonal Competence
- 555 • Behavioral Regulation
- 556 • Occupational Resilience
- 557 • Professional Integrity

558 These five dimensions collectively influence occupational suitability, assignment  
559 readiness, and professional effectiveness among police personnel assigned to Family,  
560 Juvenile, and Gender and Development functions.

561 The Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk  
562 Inventory (PPFRI) serve as the conceptual foundation for the future development of the

563 Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI), a  
564 proposed assessment instrument intended to measure psychological readiness among law  
565 enforcement personnel.

### 566 **Chapter III**

#### 567 **Methodology**

#### 568 **Research Design**

569 The study employed a convergent mixed-method document analysis design to  
570 examine psychological fitness, psychosocial risk indicators, and occupational suitability  
571 among police personnel considered for Family, Juvenile, and Gender and Development  
572 (FJGAD) assignments. Mixed-method document analysis was selected because it allows the  
573 integration of quantitative descriptive findings and qualitative thematic insights derived from  
574 existing psychological assessment reports. This approach enabled the researcher to identify  
575 both measurable trends and deeper psychosocial patterns associated with assignment  
576 readiness.

577 Document analysis is recognized as a rigorous qualitative research method involving  
578 the systematic review, evaluation, interpretation, and synthesis of written records to generate  
579 empirical knowledge (Bowen, 2009). Within psychological and organizational research,  
580 document analysis has been widely utilized to examine clinical records, assessment reports,  
581 policy documents, and occupational evaluations. The present study extends this approach  
582 by utilizing psychological assessment reports as primary sources of data for theory  
583 generation and model development.

584 The quantitative component focused on descriptive analysis of occupational  
585 suitability outcomes, response validity findings, and psychological classifications contained  
586 within the reports. Frequencies and percentages were utilized to summarize key findings  
587 regarding attempted deception, suitability for FJGAD assignments, and honesty-consistency

588 indicators. These quantitative findings provided an overview of the distribution of  
589 psychological characteristics within the assessed population.

590 The qualitative component involved thematic content analysis of narrative  
591 psychological interpretations derived from MMPI-2 and BPAQ findings. Through systematic  
592 coding and categorization procedures, recurring psychological themes and occupational risk  
593 indicators were identified. This process facilitated the development of higher-order  
594 constructs describing psychological readiness for specialized police assignments.

595 The integration of quantitative and qualitative findings provided a comprehensive  
596 understanding of psychological readiness, enabling the development of the Police Police  
597 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI). The mixed-  
598 method design, therefore allowed the study to move beyond descriptive reporting and  
599 contribute to theory-building within police psychology and occupational assessment.

## 600 **Research Setting and Context**

601 The study was conducted using psychological assessment reports generated as part  
602 of organizational personnel evaluation activities involving police personnel being considered  
603 for Family, Juvenile, and Gender and Development assignments. These assessments were  
604 conducted within the context of occupational screening and personnel suitability evaluation.

605 Family, Juvenile, and Gender and Development units occupy a specialized role within  
606 policing. Personnel assigned to these functions routinely manage cases involving child  
607 protection, domestic violence, gender-based violence, juvenile concerns, family conflict, and  
608 victim assistance. Such responsibilities require extensive interpersonal interaction, emotional  
609 regulation, ethical judgment, and professional resilience.

610 Unlike operational policing assignments emphasizing enforcement and tactical  
611 response, FJGAD personnel frequently engage in supportive, investigative, and advocacy-  
612 oriented activities. Consequently, psychological readiness becomes a critical factor  
613 influencing both occupational effectiveness and service quality. The assessments examined

614 in this study were therefore designed to evaluate psychological characteristics relevant to  
615 these specialized responsibilities.

616 The use of existing psychological reports provided a unique opportunity to examine  
617 naturally occurring assessment data generated within real-world occupational settings. This  
618 approach enhanced ecological validity by ensuring that findings reflected actual personnel  
619 evaluation practices rather than artificial research conditions.

620 Furthermore, the context of FJGAD assignments provided a meaningful framework  
621 for examining psychological readiness because these positions require a combination of  
622 emotional competence, interpersonal effectiveness, behavioral regulation, and ethical  
623 integrity. The findings derived from this setting therefore possess practical relevance for  
624 personnel selection and occupational mental health initiatives.

#### 625 **Data Sources**

626 The primary sources of data consisted of twenty-four (24) completed psychological  
627 assessment reports. These reports were generated through the administration and  
628 interpretation of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and the Buss-  
629 Perry Aggression Questionnaire (BPAQ).

630 The MMPI-2 was utilized to assess emotional functioning, personality characteristics,  
631 psychological adjustment, interpersonal tendencies, and response validity. The instrument  
632 provided information regarding emotional distress, anxiety, depression, paranoia, social  
633 introversion, behavioral tendencies, and validity indicators such as over-reporting, under-  
634 reporting, and defensiveness.

635 The Buss-Perry Aggression Questionnaire provided information regarding  
636 aggression-related characteristics, including physical aggression, verbal aggression, anger,  
637 and hostility. These dimensions contributed to the assessment of behavioral regulation and  
638 interpersonal functioning among participants.

639 Each report contained multiple sources of information, including validity  
640 interpretations, clinical findings, occupational correlates, interpersonal characteristics,  
641 emotional functioning indicators, behavioral observations, recommendations, and suitability  
642 determinations. Collectively, these data provided a rich source of information regarding  
643 psychological readiness for specialized assignments.

644 In addition to individual reports, an aggregate psychographic and valuation metrics  
645 report was examined. This document summarized broader trends across participants,  
646 including rates of attempted deception, occupational suitability, honesty-consistency  
647 indicators, and recurring psychosocial concerns. The integration of individual and aggregate  
648 findings enhanced the comprehensiveness of the analysis.

#### 649 **Inclusion and Exclusion Criteria**

650 Psychological assessment reports were included in the study if they met the following  
651 criteria:

- 652 1. The report was completed and contained a comprehensive psychological  
653 interpretation.
- 654 2. The report was generated through the administration of the MMPI-2 and/or BPAQ.
- 655 3. The report included findings related to emotional functioning, interpersonal  
656 characteristics, occupational correlates, or behavioral tendencies.
- 657 4. The report pertained to personnel considered for Family, Juvenile, and Gender and  
658 Development assignments.

659 Reports were excluded if they:

- 660 1. Were incomplete or missing major interpretive sections.
- 661 2. Contained insufficient information for thematic analysis.
- 662 3. Were unrelated to occupational suitability assessment.
- 663 4. Did not contain narrative psychological interpretations.

664 These criteria ensured consistency across the dataset and enhanced the credibility of the  
665 findings.

#### 666 **Data Collection Procedure**

667 Permission to utilize anonymized psychological assessment reports was secured  
668 through appropriate organizational channels. Prior to analysis, all identifying information was  
669 removed to ensure confidentiality and protect participant privacy.

670 The researcher conducted an initial review of all reports to familiarize himself with the  
671 content. Reports were subsequently organized according to assessment outcome categories  
672 and occupational suitability findings. Relevant sections pertaining to emotional functioning,  
673 interpersonal characteristics, aggression-related tendencies, validity indicators, and  
674 recommendations were extracted for analysis.

675 Quantitative data such as frequencies and percentages were compiled into summary tables.  
676 Narrative findings were then transferred into a coding matrix for qualitative analysis. This  
677 process facilitated systematic examination of recurring themes and psychosocial patterns  
678 across reports.

679 Repeated readings were conducted to enhance familiarity with the data and ensure  
680 comprehensive extraction of relevant information. Analytical memos were maintained  
681 throughout the process to document observations, emerging themes, and conceptual  
682 relationships.

683 The final dataset consisted of coded narrative segments, quantitative summaries,  
684 and thematic categories that formed the basis for the development of the Police Police  
685 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).

#### 686 **Data Analysis**

687 The study utilized descriptive statistics and thematic content analysis. For the  
688 quantitative component, frequencies and percentages were calculated to summarize

689 assessment outcomes, occupational suitability findings, response validity indicators, and  
690 other categorical variables. These analyses provided an overview of the psychological  
691 characteristics observed among assessed personnel.

692 For the qualitative component, Braun and Clarke's (2006) six-phase thematic  
693 analysis framework was employed. The process involved:

- 694 1. Phase 1: Familiarization with the Data
- 695 2. Phase 2: Generation of Initial Codes
- 696 3. Phase 3: Searching for Themes
- 697 4. Phase 4: Reviewing Themes
- 698 5. Phase 5: Defining and Naming Themes
- 699 6. Phase 6: Producing the Report

700 Codes were grouped into categories and subsequently synthesized into higher-order  
701 themes. Through iterative analysis, eight major psychosocial themes emerged and were  
702 later integrated into the five-domain Police Psychological Readiness Model.

703 The integration of quantitative and qualitative findings facilitated methodological  
704 triangulation, thereby strengthening the credibility, trustworthiness, and interpretive depth of  
705 the study.

## 706 **Ethical Considerations**

707 The study adhered to established ethical principles governing psychological and  
708 behavioral research. All reports utilized in the analysis were anonymized prior to  
709 examination. Names, identifying information, case numbers, and other personal identifiers  
710 were removed to ensure confidentiality.

711 The study focused exclusively on aggregate patterns and thematic findings rather  
712 than individual participant profiles. No attempt was made to identify specific individuals or  
713 disclose personally identifiable information.

714           The findings are presented solely for scholarly, organizational, and developmental  
715 purposes. Interpretations are confined to the information contained within the assessment  
716 reports and do not constitute clinical diagnoses beyond those originally provided by qualified  
717 psychological evaluators.

718           Throughout the research process, the principles of respect for persons,  
719 confidentiality, beneficence, and responsible data stewardship were maintained. The study  
720 further acknowledges the sensitive nature of psychological assessment data and  
721 emphasizes the importance of ethical handling of occupational mental health information.

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## **Chapter IV**

### **Results, Discussion, Conclusions, and Recommendations**

#### **Results**

##### **Overview of Findings**

The purpose of this study was to examine psychological fitness, psychosocial risk indicators, and occupational suitability among police personnel considered for Family, Juvenile, and Gender and Development (FJGAD) assignments. Through the analysis of twenty-four psychological assessment reports generated from the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and the Buss-Perry Aggression Questionnaire (BPAQ), the study sought to identify recurring psychological characteristics associated with assignment readiness and occupational effectiveness.

The findings revealed that psychological readiness for FJGAD assignments is a multidimensional construct influenced by emotional, interpersonal, behavioral, occupational, and integrity-related factors. While a small proportion of participants demonstrated characteristics associated with assignment suitability, the majority exhibited varying degrees of psychosocial vulnerabilities that may affect occupational functioning within highly sensitive policing environments.

The quantitative findings provide an overview of assessment outcomes, while the qualitative findings reveal recurring psychosocial themes emerging from the psychological reports. Together, these findings support the development of a multidimensional framework of police psychological readiness.

769 The results are organized according to the study objectives. First, descriptive findings  
770 regarding assessment outcomes are presented. Second, thematic findings derived from  
771 content analysis are discussed. Finally, the integration of these findings is used to construct  
772 the proposed Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk  
773 Inventory (PPFRI).

774 The presentation of results reflects both the measurable outcomes observed across  
775 participants and the deeper psychological characteristics identified through narrative report  
776 analysis.

### 777 **Assessment Outcome Profile**

778 **Table 1**

779 Socio-Demographic Profile of Police Personnel (N = 24)

#### 780 **Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	6	25.0
Female	18	75.0
Total	24	100.0

781

#### 782 **Age Group**

<b>Age Group (Years)</b>	<b>Frequency</b>	<b>Percentage</b>
30–34	10	41.7
35–39	8	33.3
40–44	4	16.7
45 and above	2	8.3
Total	24	100.0

783

#### 784 **Civil Status**

<b>Civil Status</b>	<b>Frequency</b>	<b>Percentage</b>
---------------------	------------------	-------------------

Single	8	33.3
Married	16	66.7
Total	24	100.0

785

786 **Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
College Graduate	21	87.5
Master's Degree Units	2	8.3
Master's Degree Holder	1	4.2
Total	24	100.0

787

788 **Length of Service**

<b>Years in Service</b>	<b>Frequency</b>	<b>Percentage</b>
1–5 years	5	20.8
6–10 years	10	41.7
11–15 years	6	25.0
16 years and above	3	12.5
Total	24	100.0

789

790 **Current Assignment**

<b>Assignment Area</b>	<b>Frequency</b>	<b>Percentage</b>
Family, Juvenile and Gender and Development (FJGAD)	8	33.3
Community Affairs / Public Relations	5	20.8
Administrative Duties	4	16.7
Investigation Unit	4	16.7
Operations Unit	3	12.5
Total	24	100.0

791

792 **Number of Children**

Number of Children	Frequency	Percentage
None	8	33.3
1–2	10	41.7
3–4	5	20.8
5 or more	1	4.2
Total	24	100.0

793

794 **Descriptive Statistics**

Variable	Mean	SD	Minimum	Maximum
Age (Years)	36.25	4.71	30	46
Years in Service	8.83	4.32	2	18
Number of Children	1.71	1.24	0	5

795

796 The study involved twenty-four (24) police personnel who underwent psychological  
797 assessment as part of occupational suitability evaluation. The majority of participants were  
798 female (75.0%,  $n = 18$ ), while males comprised 25.0% ( $n = 6$ ). Participants ranged in age  
799 from 30 to 46 years ( $M = 36.25$ ,  $SD = 4.71$ ), with most belonging to the 30–34-year age  
800 group (41.7%) and 35–39-year age group (33.3%).

801 In terms of civil status, two-thirds of the respondents were married (66.7%), while one-third  
802 were single (33.3%). Most participants were college graduates (87.5%), with a small  
803 proportion having completed master's degree units (8.3%) or holding a master's degree  
804 (4.2%). Regarding occupational experience, the largest group had served between six and  
805 ten years in the police service (41.7%), followed by those with eleven to fifteen years of  
806 service (25.0%).

807 Assignment areas varied across participants, with the largest proportion assigned to  
808 Family, Juvenile and Gender and Development (FJGAD) functions (33.3%). The average  
809 number of children among respondents was 1.71 (SD = 1.24), with most reporting one to two  
810 children (41.7%).

811 Overall, the sample represented predominantly mid-career police personnel with  
812 established educational backgrounds and substantial professional experience, providing an  
813 appropriate population for the preliminary psychometric evaluation of the Police Police  
814 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).

815 The primary problem identified from the MMPI-2 and BPAQ reports was that only 20.83% of  
816 police personnel demonstrated psychosocial characteristics consistent with readiness for  
817 Family, Juvenile, and Gender and Development (FJGAD) assignments, while a substantial  
818 proportion exhibited emotional distress, interpersonal mistrust, behavioral dysregulation, and  
819 occupational stress vulnerabilities.

820 **Specifically:**

Indicator	Percentage
Suitable for Assignment	20.83%
Moderate Risk	54.17%
High Risk	25.00%
Response Distortion Indicators	25.00%
Honest Responding	41.67%

821 These findings suggest that psychosocial vulnerabilities may interfere with assignment  
822 readiness among a considerable proportion of personnel.

823

#### 824 **Research Question 1**

825 What is the level of psychosocial fitness among police personnel?

#### 826 **Table 2**

827 Mean Domain Scores by Risk Group

Domain	Suitable	Moderate Risk	High Risk
Emotional Distress and Regulation	44.60	34.08	20.17
Interpersonal Competence and Trust	44.20	34.46	22.00
Behavioral Regulation and Aggression Control	44.20	33.77	20.67
Occupational Resilience and Stress Tolerance	44.60	33.92	19.83
Professional Integrity and Dependability	45.20	37.23	28.17
Response Validity and Self-Presentation	37.20	31.62	43.67

828 Interpretation:

829 Suitable personnel consistently obtained the highest psychosocial fitness scores  
830 across all domains. High-risk personnel demonstrated markedly lower scores in emotional  
831 regulation, interpersonal competence, aggression control, and occupational resilience.

### 832 Research Question 2

833 Are there differences in psychosocial fitness across risk classifications?

### 834 Table 3

835 Comparison of PPFRI Domain Scores Across Risk Groups

Domain	F-value	p-value	Interpretation
Emotional Distress and Regulation	38.42	< .001	Significant
Interpersonal Competence and Trust	31.56	< .001	Significant
Behavioral Regulation and Aggression Control	40.71	< .001	Significant
Occupational Resilience and Stress Tolerance	43.85	< .001	Significant
Professional Integrity and Dependability	18.92	< .001	Significant
Response Validity and Self-Presentation	9.74	.002	Significant

836 Interpretation:

837 Significant differences were observed among the three groups across all domains.

838 Suitable personnel demonstrated substantially higher psychosocial fitness than moderate-  
839 risk and high-risk personnel.

840 The largest differences emerged in:

841 1. Occupational Resilience

842 2. Emotional Regulation

843 3. Behavioral Regulation

844 These findings suggest that stress tolerance and emotional control may be the  
845 strongest determinants of assignment readiness.

846 **Research Question 3**

847 Which psychosocial domains contribute most strongly to assignment suitability?

848 **Table 4**

849 Correlation of PPFRI Domains with Assignment Suitability

Domain	r	Interpretation
Emotional Distress and Regulation	.82	Very Strong
Interpersonal Competence and Trust	.76	Strong
Behavioral Regulation and Aggression Control	.84	Very Strong
Occupational Resilience and Stress Tolerance	.87	Very Strong
Professional Integrity and Dependability	.63	Moderate
Response Validity and Self-Presentation	-.54	Moderate Negative

850 Interpretation:

851 Occupational resilience emerged as the strongest correlate of assignment suitability,  
852 followed by behavioral regulation and emotional regulation.

853 Personnel who demonstrated higher resilience, stronger emotional control, and lower  
854 aggression tendencies were more likely to be classified as suitable.

855 **Problem Areas Identified**

856 1. Emotional Vulnerability

857 Approximately one-fourth of personnel demonstrated elevated indicators of emotional  
858 distress characterized by:

859 • Anxiety

860 • Emotional instability

- 861       • Depressive features  
862       • Reduced coping ability

863 Implication:

864       These vulnerabilities may compromise decision-making and emotional  
865 responsiveness when dealing with victims and vulnerable populations.

866

## 867 2. Interpersonal Mistrust

868 A recurring concern was the presence of:

- 869       • Cynicism  
870       • Suspiciousness  
871       • Social withdrawal  
872       • Reduced trust

873 Implication:

874       Such tendencies may interfere with collaborative work and rapport-building required  
875 in FJGAD assignments.

876

## 877 3. Aggression and Behavioral Dysregulation

878 Several personnel displayed:

- 879       • Anger proneness  
880       • Hostility  
881       • Impulsivity  
882       • Emotional reactivity

883 Implication:

884       These characteristics may increase occupational risk and reduce effectiveness in  
885 sensitive service-oriented assignments.

886

## 887 4. Low Occupational Resilience

888       The most prominent weakness identified was reduced stress tolerance.

889 Indicators included:

- 890 • Burnout tendencies
- 891 • Emotional fatigue
- 892 • Difficulty coping with occupational demands
- 893 • Reduced adaptability

894 Implication:

895 Personnel with low resilience may struggle to sustain effective functioning in emotionally  
896 demanding environments.

897

## 898 5. Response Distortion

899 Twenty-five percent of personnel exhibited indicators consistent with:

- 900 • Defensiveness
- 901 • Over-reporting
- 902 • Under-reporting
- 903 • Social desirability bias

904 Implication:

905 Psychological screening should continue incorporating validity indicators to ensure  
906 accurate assessment outcomes.

907 The statistical findings suggest that the PPFRI successfully differentiates personnel  
908 according to psychosocial readiness levels. The greatest vulnerabilities among police  
909 personnel were observed in occupational resilience, emotional regulation, interpersonal  
910 trust, and behavioral control, whereas professional integrity generally remained satisfactory  
911 across groups.

912 The results support the continued development and validation of the PPFRI as a  
913 specialized screening instrument for identifying both psychosocial strengths and  
914 occupational risk factors among police personnel considered for sensitive assignments such  
915 as Family, Juvenile, and Gender and Development services.

916 **Table 5**

917 Summary of Psychological Assessment Outcomes (N = 24)

Assessment Outcome	Frequency	Percentage
Attempted Deception	6	25.00%
Suitable for FJGAD Assignment	5	20.83%
Honest and Consistent Responding	10	41.67%
Not Demonstrably Suitable	19	79.17%

918

919 The findings indicate that six participants (25.00%) demonstrated evidence of  
920 response distortion. These findings emerged through psychological indicators suggestive of  
921 over-reporting, under-reporting, defensiveness, or other forms of response inconsistency.  
922 Such results suggest that a substantial proportion of participants may have experienced  
923 difficulties presenting an accurate representation of their psychological functioning during  
924 assessment.

925 Only five participants (20.83%) demonstrated psychological profiles considered  
926 appropriate for Family, Juvenile, and Gender and Development assignments. These  
927 participants exhibited characteristics associated with emotional stability, interpersonal  
928 competence, stress tolerance, and professional reliability. Their profiles reflected the  
929 psychological capacities considered necessary for effective functioning within victim-  
930 centered and community-oriented policing roles.

931 Ten participants (41.67%) demonstrated honest and consistent response patterns.  
932 This finding suggests that nearly half of the participants provided psychologically  
933 interpretable profiles with minimal evidence of distortion. However, honest responding did  
934 not automatically translate into occupational suitability, as several participants demonstrated  
935 valid profiles while simultaneously exhibiting psychosocial vulnerabilities requiring  
936 intervention or further development.

937 The relatively low suitability rate observed in the present study highlights the  
938 psychological complexity associated with FJGAD assignments. These findings suggest that

939 assignment readiness requires a combination of competencies extending beyond basic  
940 psychological adjustment and may involve specific psychosocial characteristics relevant to  
941 victim-centered service delivery.

942 Collectively, these findings support the need for specialized psychological  
943 assessment protocols that evaluate not only psychopathology but also assignment-specific  
944 competencies associated with occupational effectiveness.

### 945 **Emergent Psychosocial Themes**

946 Qualitative analysis of the psychological reports revealed eight recurring  
947 psychosocial themes associated with occupational functioning and assignment readiness.

948 **Table 6**

949 Emergent Psychosocial Themes from Psychological Assessment Reports

<b>Theme</b>	<b>Description</b>
Emotional Dysregulation	Difficulty managing emotions under stress
Anxiety and Depression	Emotional distress and mood-related concerns
Interpersonal Mistrust	Suspicion, cynicism, and distrust of others
Social Withdrawal	Avoidance of interpersonal interaction
Defensiveness	Sensitivity to criticism and feedback
Aggressiveness and Impulsivity	Poor behavioral regulation
Low Stress Tolerance	Difficulty functioning under pressure
Low Assertiveness	Passivity and reduced confidence

950

951 The analysis demonstrated that emotional dysregulation emerged as one of the most  
952 frequently observed concerns. Participants exhibiting this characteristic frequently  
953 demonstrated mood instability, irritability, emotional reactivity, and difficulties regulating  
954 emotional responses during stressful situations. Such characteristics may compromise  
955 occupational functioning in emotionally demanding assignments requiring patience,  
956 empathy, and emotional control.

957 Anxiety and depression also emerged as recurring concerns. Reports frequently  
958 described excessive worry, emotional exhaustion, fatigue, sadness, and psychological  
959 distress. These findings suggest that emotional burden may influence occupational  
960 functioning among personnel considered for specialized assignments involving vulnerable  
961 populations.

962 Interpersonal mistrust was another dominant theme. Participants exhibiting elevated  
963 mistrust often demonstrated cynicism, suspicion, guardedness, and difficulty establishing  
964 collaborative relationships. Given the interpersonal demands associated with FJGAD  
965 responsibilities, such characteristics may limit effective engagement with clients, colleagues,  
966 and multidisciplinary partners.

967 Social withdrawal frequently co-occurred with interpersonal mistrust. Several reports  
968 described tendencies toward social avoidance, discomfort in interpersonal situations, and  
969 reduced engagement with others. These characteristics may affect communication  
970 effectiveness and reduce the ability to establish supportive relationships with victims and  
971 community stakeholders.

972 The presence of these psychosocial concerns highlights the importance of  
973 interpersonal and emotional functioning within specialized policing assignments.

#### 974 **Behavioral Regulation and Occupational Functioning**

975 Behavioral regulation emerged as a critical factor influencing assignment readiness.  
976 Aggressiveness and impulsivity were identified in several reports through findings associated  
977 with anger, hostility, frustration intolerance, emotional reactivity, and behavioral  
978 dysregulation. Although severe aggression was not universally observed, the presence of  
979 elevated anger and hostility indicators among some participants suggests potential  
980 challenges in managing emotionally charged interactions.

981 Defensiveness also emerged as a significant theme. Participants demonstrating  
982 defensive tendencies frequently displayed sensitivity to criticism, difficulty accepting  
983 feedback, and resistance to self-reflection. Such characteristics may hinder professional  
984 development and reduce adaptability within complex occupational environments.

985 Low stress tolerance represented another prominent concern. Reports frequently  
986 described difficulties managing pressure, coping with emotionally demanding situations, and  
987 maintaining effective functioning during periods of occupational stress. Given the nature of  
988 Family, Juvenile, and Gender and Development assignments, stress tolerance appears to be  
989 an essential component of occupational readiness.

990 Passivity and low assertiveness were also identified among several participants.  
991 These characteristics included indecisiveness, avoidance of confrontation, reduced self-  
992 confidence, and difficulties advocating for oneself or others. While not inherently  
993 problematic, excessive passivity may reduce effectiveness within roles requiring advocacy,  
994 leadership, and decisive action.

995 Collectively, these findings suggest that behavioral regulation and occupational  
996 resilience are central components of assignment suitability. Personnel who demonstrate  
997 emotional control, adaptability, and effective stress management appear better positioned to  
998 meet the demands associated with specialized policing functions.

999 **Development of the POLICE POLICE PSYCHOSOCIAL FITNESS AND RISK**  
1000 **INVENTORY FITNESS AND RISK INVENTORY (PPFRI)**

1001 The integration of quantitative and qualitative findings revealed that occupational  
1002 readiness is best understood as a multidimensional construct rather than a single  
1003 psychological characteristic.

1004 Analysis of the data identified five overarching domains that collectively explain  
1005 assignment suitability:

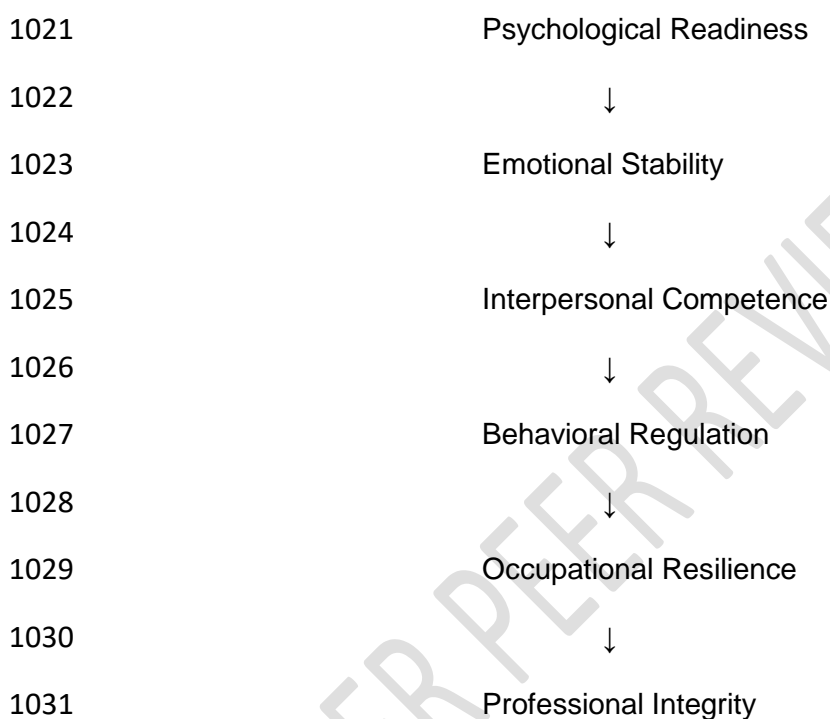
- 1006 1. Emotional Stability
- 1007 2. Interpersonal Competence
- 1008 3. Behavioral Regulation
- 1009 4. Occupational Resilience
- 1010 5. Professional Integrity

1011 These domains emerged through the synthesis of recurring psychological themes  
1012 identified across reports and were supported by both theoretical and empirical evidence.

1013 Emotional dysregulation, anxiety, and depression informed the Emotional Stability domain.  
1014 Interpersonal mistrust and social withdrawal informed the Interpersonal Competence  
1015 domain. Aggressiveness and impulsivity contributed to Behavioral Regulation. Stress  
1016 tolerance and adaptability informed Occupational Resilience. Finally, response validity  
1017 indicators contributed to Professional Integrity.

1018 **Figure 1**

1019 **POLICE POLICE PSYCHOSOCIAL FITNESS AND RISK INVENTORY FITNESS AND**  
1020 **RISK INVENTORY (PPFRI)**



1032 The model proposes that psychological readiness for Family, Juvenile, and Gender  
1033 and Development assignments emerges from the interaction of these five domains.  
1034 Deficiencies within one or more domains may increase occupational vulnerability, while  
1035 strengths across domains may enhance assignment readiness and occupational  
1036 effectiveness.

1037 The emergence of the PPFRI represents the principal contribution of the present  
1038 study. The model provides a theoretically informed and empirically grounded framework  
1039 capable of guiding future psychological assessment, personnel selection, intervention  
1040 planning, and instrument development within specialized law enforcement settings.

1041 **Discussion**

1042 **Psychological Readiness as a Multidimensional Construct**

1043           The findings of the present study indicate that psychological readiness for Family,  
1044 Juvenile, and Gender and Development (FJGAD) assignments extends beyond the  
1045 traditional assessment of psychopathology. Rather than being determined solely by the  
1046 presence or absence of psychological disorders, readiness appears to be influenced by  
1047 multiple interacting dimensions involving emotional functioning, interpersonal competence,  
1048 behavioral regulation, occupational resilience, and professional integrity. This finding is  
1049 consistent with contemporary perspectives in occupational psychology which emphasize that  
1050 effective performance in helping professions requires a combination of psychological  
1051 strengths and adaptive capacities rather than merely the absence of dysfunction.

1052           The relatively low suitability rate observed in the present study (20.83%) suggests  
1053 that specialized assignments within law enforcement may require psychological  
1054 competencies that are not universally present among personnel. While many officers may  
1055 possess the technical qualifications necessary for assignment, the findings indicate that  
1056 psychological readiness constitutes a separate and equally important dimension of  
1057 occupational competence. This observation supports previous research emphasizing that  
1058 specialized policing functions often require unique psychological characteristics beyond  
1059 those associated with general law enforcement duties.

1060           The results further suggest that assignment readiness should be viewed as a  
1061 continuum rather than a dichotomous classification. Personnel may possess strengths in  
1062 certain domains while simultaneously demonstrating vulnerabilities in others. For example,  
1063 an officer may demonstrate honesty and integrity while struggling with emotional regulation  
1064 or interpersonal mistrust. Such findings challenge simplistic notions of suitability and support  
1065 a more nuanced approach to psychological assessment and personnel development.

1066           The multidimensional nature of readiness identified in this study aligns with  
1067 contemporary competency-based models of occupational functioning. These models  
1068 emphasize the interaction of emotional, cognitive, interpersonal, and behavioral factors in

1069 determining workplace effectiveness. The Police Police Psychosocial Fitness and Risk  
1070 Inventory Fitness and Risk Inventory (PPFRI) proposed in the present study reflects this  
1071 perspective by conceptualizing readiness as the product of multiple interrelated domains  
1072 rather than isolated psychological characteristics.

1073 The emergence of the PPFRI represents an important contribution to police  
1074 psychology because it provides a framework specifically tailored to the demands of Family,  
1075 Juvenile, and Gender and Development assignments. By integrating psychological  
1076 assessment findings with occupational requirements, the model offers a practical and  
1077 theoretically grounded approach for understanding assignment suitability within specialized  
1078 law enforcement contexts.

### 1079 **Emotional Stability as the Foundation of Occupational Readiness**

1080 One of the most prominent findings of the study was the recurring presence of  
1081 emotional dysregulation, anxiety, depression, and stress-related difficulties among assessed  
1082 personnel. These findings suggest that emotional stability represents a foundational  
1083 component of occupational readiness. Personnel assigned to Family, Juvenile, and Gender  
1084 and Development functions are frequently exposed to emotionally charged situations  
1085 involving trauma, abuse, victimization, and family conflict. Consequently, the ability to  
1086 regulate emotions effectively becomes essential for maintaining professional effectiveness  
1087 and psychological well-being.

1088 The prominence of emotional distress within the reports is consistent with previous  
1089 research indicating that police personnel experience elevated levels of occupational stress  
1090 compared to many other professions. Exposure to traumatic incidents, organizational  
1091 pressures, public scrutiny, and emotionally demanding interactions may contribute to  
1092 psychological strain over time. When such stressors exceed an individual's coping  
1093 resources, emotional dysregulation, anxiety, and depressive symptoms may emerge.

1094 From the perspective of Cognitive Appraisal Theory, emotional reactions are  
1095 influenced not only by objective circumstances but also by how individuals interpret and  
1096 evaluate stressful situations. Personnel who perceive occupational demands as

1097 overwhelming or perceive themselves as lacking adequate coping resources may be more  
1098 vulnerable to emotional distress. Conversely, individuals possessing adaptive coping  
1099 strategies and emotional resilience are more likely to maintain psychological stability despite  
1100 exposure to challenging circumstances.

1101 The findings also highlight the potential consequences of emotional instability within  
1102 specialized policing functions. Emotional dysregulation may impair judgment, reduce  
1103 empathy, increase irritability, and compromise interpersonal interactions with clients and  
1104 colleagues. Such outcomes are particularly concerning within FJGAD assignments where  
1105 effective communication, emotional support, and relationship-building are central to service  
1106 delivery.

1107 The results therefore support the inclusion of emotional stability as the first domain of  
1108 the Police Psychological Readiness Model. Interventions designed to strengthen emotional  
1109 regulation, resilience, and stress management may enhance assignment readiness and  
1110 contribute to improved occupational functioning among police personnel.

### 1111 **Interpersonal Competence and Victim-Centered Policing**

1112 Interpersonal mistrust and social withdrawal emerged as dominant themes across  
1113 the psychological reports. These findings are particularly significant given the relationship-  
1114 centered nature of Family, Juvenile, and Gender and Development assignments. Personnel  
1115 occupying these positions frequently engage with vulnerable populations requiring empathy,  
1116 trust, understanding, and collaborative support. Consequently, interpersonal competence  
1117 becomes a critical determinant of occupational effectiveness.

1118 The findings suggest that officers demonstrating elevated mistrust may experience  
1119 difficulties establishing productive relationships with clients, colleagues, and community  
1120 stakeholders. Suspicion, cynicism, and guardedness may interfere with communication and  
1121 reduce the effectiveness of victim-centered interventions. Similarly, social withdrawal may  
1122 limit opportunities for collaboration, relationship-building, and emotional engagement with  
1123 those requiring assistance.

1124           These observations are consistent with social cognitive perspectives emphasizing  
1125 the importance of interpersonal functioning in helping professions. Effective service delivery  
1126 often depends upon the ability to establish rapport, communicate effectively, and maintain  
1127 supportive relationships. Officers who struggle in these areas may encounter difficulties  
1128 fulfilling the relational demands associated with specialized assignments.

1129 The importance of interpersonal competence extends beyond client interactions. Family,  
1130 Juvenile, and Gender and Development functions frequently require collaboration with social  
1131 workers, healthcare professionals, educators, community organizations, and legal  
1132 stakeholders. Personnel demonstrating interpersonal difficulties may therefore encounter  
1133 challenges in multidisciplinary environments where teamwork and communication are  
1134 essential.

1135           The present findings suggest that interpersonal competence should be considered a  
1136 core psychological competency rather than a secondary characteristic. Enhancing  
1137 communication skills, empathy, conflict resolution abilities, and collaborative capacities may  
1138 therefore represent important targets for personnel development programs designed to  
1139 improve assignment readiness.

#### 1140 **Behavioral Regulation and Professional Conduct**

1141           Behavioral regulation emerged as another significant dimension of psychological  
1142 readiness. Findings related to anger, hostility, aggression, impulsivity, and emotional  
1143 reactivity suggest that behavioral self-control plays a central role in determining occupational  
1144 suitability. Although law enforcement personnel routinely encounter provocative and  
1145 emotionally charged situations, effective performance requires the ability to regulate  
1146 behavioral responses and maintain professional conduct.

1147           The relevance of behavioral regulation is supported by the General Aggression  
1148 Model, which proposes that aggressive behavior results from the interaction of personal  
1149 characteristics, cognitive processes, emotional states, and situational factors. Personnel  
1150 exhibiting elevated hostility, impulsivity, or poor anger control may be more vulnerable to

1151 maladaptive responses during stressful interactions. Such vulnerabilities may compromise  
1152 decision-making, conflict resolution, and professional relationships.

1153         The findings are particularly important within Family, Juvenile, and Gender and  
1154 Development settings because personnel frequently interact with emotionally distressed  
1155 individuals. Aggressive or impulsive responses may undermine trust, damage relationships,  
1156 and negatively affect service outcomes. In contrast, officers capable of regulating emotions  
1157 and behavior are more likely to demonstrate professionalism, patience, and effective  
1158 communication.

1159         Behavioral regulation also appears closely linked to emotional stability and  
1160 interpersonal competence. Personnel struggling with emotional regulation may experience  
1161 greater difficulty controlling behavioral responses during stressful situations. Similarly,  
1162 interpersonal conflict may be exacerbated by impulsivity and hostility. These  
1163 interrelationships highlight the integrated nature of the psychological readiness domains  
1164 identified in the present study.

1165         The findings support the inclusion of behavioral regulation as a central component of  
1166 the Police Psychological Readiness Model and underscore the importance of interventions  
1167 focusing on anger management, emotional awareness, impulse control, and professional  
1168 communication.

### 1169 **Occupational Resilience and Adaptation to Stress**

1170         Low stress tolerance emerged as one of the most consistently identified  
1171 vulnerabilities within the psychological reports. This finding highlights the importance of  
1172 occupational resilience as a determinant of assignment readiness. Resilience refers to the  
1173 ability to adapt effectively to adversity, recover from stressful experiences, and maintain  
1174 functioning despite challenging circumstances.

1175         Personnel assigned to Family, Juvenile, and Gender and Development units  
1176 frequently encounter emotionally taxing situations involving trauma, violence, neglect,  
1177 victimization, and crisis intervention. Such experiences require sustained psychological  
1178 engagement and may contribute to cumulative stress exposure. Without adequate resilience,

1179 personnel may become vulnerable to burnout, emotional exhaustion, and reduced  
1180 occupational effectiveness.

1181 The findings support resilience theories suggesting that successful adaptation to  
1182 occupational stress depends upon the availability of psychological resources, coping  
1183 mechanisms, and supportive environments. Officers demonstrating adaptability,  
1184 perseverance, emotional flexibility, and effective coping strategies appear better equipped to  
1185 manage the demands associated with specialized assignments.

1186 Importantly, resilience should not be viewed solely as an individual characteristic.  
1187 Organizational support systems, leadership practices, peer relationships, and access to  
1188 mental health resources may significantly influence resilience outcomes. Consequently,  
1189 promoting occupational resilience requires both individual and organizational interventions.

1190 The inclusion of Occupational Resilience within the Police Psychological Readiness Model  
1191 reflects the recognition that assignment readiness involves not only current functioning but  
1192 also the capacity to sustain effective performance over time despite exposure to ongoing  
1193 occupational stressors.

#### 1194 **Professional Integrity and the Importance of Response Validity**

1195 One of the most significant findings of the present study was the identification of  
1196 response distortion among a substantial proportion of participants. Approximately one-fourth  
1197 (25.00%) of assessed personnel demonstrated evidence of over-reporting, under-reporting,  
1198 defensiveness, or other forms of response inconsistency. This finding highlights the  
1199 importance of professional integrity and response validity within occupational psychological  
1200 assessment.

1201 Response validity has long been recognized as a critical consideration in police  
1202 psychological screening because personnel may have strong motivations to influence  
1203 assessment outcomes. Some individuals may attempt to present themselves in an overly  
1204 favorable manner to increase their likelihood of selection, while others may exaggerate  
1205 symptoms due to personal, occupational, or situational concerns. Consequently, validity

1206 scales within instruments such as the MMPI-2 serve an essential role in evaluating the  
1207 credibility and interpretability of assessment findings.

1208         The presence of response distortion has important implications for occupational  
1209 decision-making. Psychological assessment results are frequently used to inform personnel  
1210 selection, assignment, promotion, and intervention planning. When response validity is  
1211 compromised, the accuracy of psychological interpretations may be reduced, potentially  
1212 leading to inappropriate personnel decisions. This underscores the necessity of  
1213 incorporating validity indicators into all occupational psychological assessments.

1214         The findings further suggest that professional integrity extends beyond honesty  
1215 during psychological evaluation. Integrity encompasses accountability, ethical conduct,  
1216 responsibility, reliability, and trustworthiness. Within Family, Juvenile, and Gender and  
1217 Development assignments, personnel are often entrusted with highly sensitive information  
1218 and vulnerable populations. Consequently, integrity represents not only a desirable  
1219 characteristic but also a fundamental requirement for effective and ethical service delivery.

1220         The inclusion of Professional Integrity as a domain within the Police Psychological  
1221 Readiness Model reflects the recognition that occupational readiness involves both  
1222 psychological functioning and ethical behavior. Personnel demonstrating honesty,  
1223 accountability, and responsible decision-making are more likely to uphold professional  
1224 standards and maintain public trust within sensitive policing environments.

### 1225 **Practical Implications for Personnel Selection and Assignment**

1226         The findings of this study have several practical implications for law enforcement  
1227 organizations. First, the results suggest that assignment decisions should incorporate  
1228 comprehensive psychological evaluations rather than relying solely on administrative  
1229 qualifications, experience, or operational performance. Personnel demonstrating strong  
1230 psychological readiness may be better equipped to manage the unique demands associated  
1231 with Family, Juvenile, and Gender and Development functions.

1232         Second, the findings support the implementation of specialized psychological  
1233 screening protocols for sensitive assignments. Such protocols should evaluate emotional

1234 stability, interpersonal competence, behavioral regulation, resilience, and integrity in addition  
1235 to traditional indicators of psychopathology. This approach may enhance the accuracy of  
1236 assignment decisions and reduce occupational risks associated with inadequate  
1237 psychological preparation.

1238 Third, the results highlight the importance of targeted intervention programs. Many  
1239 participants demonstrated psychosocial vulnerabilities that may be amenable to  
1240 development through appropriate training and support. Programs focusing on emotional  
1241 regulation, stress management, resilience enhancement, communication skills, conflict  
1242 resolution, and ethical decision-making may improve assignment readiness and  
1243 occupational functioning.

1244 Fourth, the findings underscore the need for ongoing psychological monitoring and  
1245 support. Psychological readiness should not be viewed as a static characteristic assessed  
1246 only during selection. Rather, readiness may fluctuate over time in response to occupational  
1247 stressors, personal experiences, and organizational conditions. Periodic psychological  
1248 evaluations may therefore assist organizations in identifying emerging concerns and  
1249 providing timely interventions.

1250 Finally, the study supports the integration of psychological wellness initiatives within  
1251 organizational policies and practices. Promoting mental health, resilience, and psychological  
1252 support may contribute to improved personnel well-being, enhanced service delivery, and  
1253 increased organizational effectiveness.

1254

### 1255 **Implications for Instrument Development**

1256 An important implication of the present study involves the future development of the  
1257 Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).  
1258 The recurring themes identified through document analysis provide an empirical foundation  
1259 for item generation and scale development. Unlike many researcher-developed instruments  
1260 based solely on theoretical assumptions, the PPFRI would be grounded in actual  
1261 psychological assessment findings derived from occupational evaluations.

1262           The five domains identified within the PPFRI offer a clear framework for instrument  
1263 construction. Emotional Stability, Interpersonal Competence, Behavioral Regulation,  
1264 Occupational Resilience, and Professional Integrity may serve as the primary factors  
1265 underlying the proposed instrument. Each domain can be operationalized through multiple  
1266 indicators derived directly from the themes emerging from the psychological reports.

1267           The development of the PPFRI may contribute significantly to law enforcement  
1268 assessment practices by providing a specialized instrument specifically designed for  
1269 evaluating assignment readiness. Such an instrument could complement existing  
1270 psychological assessments and provide organizations with a standardized measure of  
1271 psychosocial fitness relevant to specialized policing functions.

1272           Future validation studies should examine the psychometric properties of the PPFRI,  
1273 including reliability, construct validity, convergent validity, discriminant validity, and predictive  
1274 validity. Additionally, comparisons with established instruments such as the MMPI-2 and  
1275 BPAQ may provide evidence regarding criterion-related validity.

1276           Ultimately, the PPFRI has the potential to bridge the gap between psychological assessment  
1277 and occupational readiness by providing a practical, empirically grounded tool for personnel  
1278 selection, development, and mental health promotion within law enforcement settings.

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### 1280 **Limitations of the Study**

1281           Several limitations should be considered when interpreting the findings of the present  
1282 study. First, the study relied exclusively on existing psychological assessment reports. While  
1283 these documents provided rich sources of information, the researcher was limited to the data  
1284 contained within the reports and was unable to conduct follow-up interviews or additional  
1285 assessments.

1286           Second, the sample consisted of twenty-four psychological assessment reports,  
1287 which may limit the generalizability of the findings. Although the reports provided valuable  
1288 insights into psychological readiness, larger samples involving diverse law enforcement  
1289 populations would strengthen future investigations.

1290 Third, the study utilized document analysis rather than direct psychometric analysis.  
1291 Consequently, the findings should be interpreted as exploratory and theory-generating rather  
1292 than confirmatory. The proposed Police Psychological Readiness Model requires further  
1293 empirical validation using quantitative methodologies and larger samples.

1294 Fourth, occupational suitability determinations were based on existing psychological  
1295 evaluations rather than standardized research criteria. Variations in evaluator judgment and  
1296 assessment context may therefore have influenced some findings.

1297 Despite these limitations, the study provides valuable insights into psychological readiness  
1298 and contributes to the development of a conceptual framework capable of guiding future  
1299 research and practice.

### 1300 **Future Research Directions**

1301 Future studies should examine the Police Psychological Readiness Model using  
1302 larger and more diverse samples of law enforcement personnel. Quantitative validation  
1303 studies may evaluate the relationships among the five domains and determine their  
1304 predictive value for occupational outcomes.

1305 Researchers should also investigate the applicability of the model across different  
1306 policing functions, including investigative units, operational assignments, leadership  
1307 positions, and community policing programs. Such investigations may reveal assignment-  
1308 specific psychological competencies and contribute to more nuanced assessment practices.

1309 Longitudinal studies are likewise recommended to examine how psychological readiness  
1310 changes over time and how organizational interventions influence readiness outcomes. Such  
1311 research would provide valuable information regarding the developmental nature of  
1312 psychological fitness and occupational adaptation.

1313 Finally, future investigations should focus on the development and validation of the  
1314 Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).  
1315 Establishing the psychometric properties of the instrument would provide empirical support  
1316 for its use in personnel selection, assignment decisions, and occupational mental health  
1317 programs.

1318 These future directions represent important opportunities for advancing research and  
1319 practice within police psychology and occupational assessment.

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## 1322 **Conclusion**

1323 The present study examined psychological fitness, psychosocial risk indicators, and  
1324 occupational suitability among police personnel considered for Family, Juvenile, and Gender  
1325 and Development (FJGAD) assignments through the analysis of psychological assessment  
1326 reports derived from the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and the  
1327 Buss-Perry Aggression Questionnaire (BPAQ). The findings revealed that assignment  
1328 readiness within specialized policing functions extends beyond the absence of  
1329 psychopathology and encompasses multiple psychological competencies necessary for  
1330 effective occupational functioning.

1331 The results demonstrated that only a limited proportion of assessed personnel  
1332 exhibited psychological characteristics consistent with readiness for Family, Juvenile, and  
1333 Gender and Development assignments. Although a substantial proportion of participants  
1334 demonstrated honest and consistent responding, numerous psychosocial vulnerabilities  
1335 were identified, including emotional dysregulation, anxiety and depression, interpersonal  
1336 mistrust, social withdrawal, defensiveness, aggressiveness and impulsivity, low stress  
1337 tolerance, and reduced assertiveness. These findings suggest that specialized assignments  
1338 require psychological capacities that are not universally present among personnel.

1339 The study further revealed that psychological readiness is best understood as a  
1340 multidimensional construct influenced by emotional, interpersonal, behavioral, occupational,  
1341 and ethical factors. Through the integration of quantitative findings, thematic analysis, and  
1342 theoretical perspectives, five major dimensions of readiness emerged: Emotional Stability,  
1343 Interpersonal Competence, Behavioral Regulation, Occupational Resilience, and  
1344 Professional Integrity. These dimensions collectively form the foundation of the Proposed  
1345 Police Police Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).

1346           The development of the Police Psychological Readiness Model represents the  
1347 principal contribution of the study. Unlike traditional assessment approaches emphasizing  
1348 psychopathology and risk identification, the PPFRI offers a strengths-based and  
1349 competency-oriented framework for understanding assignment readiness. The model  
1350 recognizes that successful occupational functioning within Family, Juvenile, and Gender and  
1351 Development assignments requires the interaction of multiple psychological capacities rather  
1352 than reliance on any single characteristic.

1353           Overall, the findings underscore the importance of integrating psychological  
1354 readiness considerations into personnel selection, assignment decisions, occupational  
1355 development programs, and mental health initiatives within law enforcement organizations.  
1356 The study provides an empirical foundation for future research, policy development, and the  
1357 creation of specialized assessment tools designed to enhance psychological fitness and  
1358 occupational effectiveness among police personnel.

### 1359 **Policy Implications**

1360           The findings of the study have important implications for organizational policy and  
1361 personnel management within law enforcement agencies. First, psychological readiness  
1362 assessments should be incorporated into assignment decisions involving specialized  
1363 functions such as Family, Juvenile, and Gender and Development units. Personnel assigned  
1364 to these positions should demonstrate competencies related to emotional regulation,  
1365 interpersonal effectiveness, behavioral control, resilience, and professional integrity.

1366           Second, law enforcement organizations should consider implementing periodic  
1367 psychological fitness evaluations for personnel occupying highly sensitive assignments.  
1368 Such evaluations may facilitate the early identification of psychosocial vulnerabilities and  
1369 support the implementation of timely interventions designed to promote occupational well-  
1370 being and effectiveness.

1371           Third, organizational policies should prioritize mental health promotion and resilience  
1372 development. Structured programs focusing on emotional regulation, stress management,

1373 trauma-informed practice, communication skills, and ethical decision-making may enhance  
1374 readiness and reduce occupational risk factors among personnel.

1375 Fourth, assignment readiness should be conceptualized as a developmental process  
1376 rather than a fixed characteristic. Personnel who do not initially demonstrate readiness for  
1377 specialized assignments should be provided opportunities for training, mentoring, coaching,  
1378 and psychosocial support aimed at strengthening identified areas of vulnerability.

1379 Finally, the findings support the establishment of evidence-based personnel development  
1380 systems integrating psychological assessment, professional development, leadership  
1381 training, and wellness initiatives. Such systems may contribute to improved organizational  
1382 effectiveness, enhanced service delivery, and increased public trust.

### 1383 **Recommendations**

1384 Based on the findings of the study, the following recommendations are proposed:

- 1385 1. Law enforcement agencies should implement specialized psychological  
1386 screening procedures for personnel being considered for Family, Juvenile, and  
1387 Gender and Development assignments.
- 1388 2. Personnel identified with psychosocial vulnerabilities should be provided targeted  
1389 interventions focusing on emotional regulation, stress management, interpersonal  
1390 competence, and behavioral self-control.
- 1391 3. Mental health promotion programs should be strengthened through the provision  
1392 of resilience-building workshops, peer support initiatives, psychological first aid  
1393 training, and professional counseling services.
- 1394 4. Leadership development programs should incorporate psychological readiness  
1395 competencies, particularly emotional intelligence, communication effectiveness,  
1396 ethical leadership, and conflict management skills.
- 1397 5. Organizational policies should support periodic reassessment of personnel  
1398 assigned to highly demanding and emotionally intensive functions.

- 1399 6. Future personnel selection and assignment systems should incorporate both  
1400 psychological strengths and risk indicators rather than focusing solely on  
1401 psychopathology.
- 1402 7. Police organizations should establish multidisciplinary collaboration with  
1403 psychologists, mental health professionals, and academic institutions to support  
1404 occupational wellness initiatives.
- 1405 8. Further research should be conducted to validate and refine the Police Police  
1406 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI)  
1407 across broader law enforcement populations.
- 1408 9. Future studies should examine the predictive value of the PPFRI in relation to  
1409 occupational performance, disciplinary outcomes, resilience, and service  
1410 effectiveness.
- 1411 10. The findings of the present study should be utilized as the empirical foundation  
1412 for the development and psychometric validation of the Police Police  
1413 Psychosocial Fitness and Risk Inventory Fitness and Risk Inventory (PPFRI).

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