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Supervisor/Human Relations Training, Executive  
Summary Report**

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EXECUTIVE SUMMARY REPORT

ROOKIE STRESS PROGRAM  
LINE LEVEL SUPERVISOR/  
HUMAN RELATIONS TRAINING

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Submitted By: City of Miami Police Department

and

Law Enforcement Psychological and Counseling Associates, Inc.

## INTRODUCTION

Law Enforcement Psychological and Counseling Associates, Inc. in conjunction with the Miami Police Department developed and implemented a stress training program for newly hired police officers and their significant others. The objective of this project was to provide proactive, preventive interventions that target the stress and emotional strains that are often experienced by rookie officers and their families. In addition, a supplemental training program was also conducted which provided intensive line level supervisor skills training to all Sergeants and FTOs in the Miami Police Department. The emphasis of the supervisory training was interpersonal skill building and human relations management to enhance the supervisors ability to recognize and deal with subordinates' stress. Both programs were supported and funded by the National Institute of Justice (NIJ) through grants received as part of the Law Enforcement Family Demonstration and Training Program. The projects were conducted during the tenures of Chiefs Donald Warshaw and William O'Brien who both monitored and supported the programs.

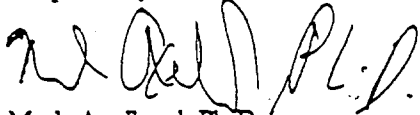
The impetus for the above programs was the expected great increase in newly hired officers during the proposed grant period (1997 - 1999). Although the addition of officers was a needed and positive event, nonetheless rapid addition of manpower in a relative short period of time places significant strain on selection, training, and in particular, line supervisor functions of the department. A lack of supervisory attention and inadequate services to meet the needs of new officers often results in a greater number of these officers experiencing significant amounts of future work and personal related problems. It should be noted that the Miami Police Department already had in place a sophisticated and well established Officers Assistance Program. However, it was theorized that additional programs and services needed to be created to better meet the special demands and needs of those directly affected by the mass hiring. Namely, the rookie officers themselves, their significant others and field level supervisors who were responsible for integrating these new officers into the department.

The emphasis of the NIJ demonstration project was to develop, demonstrate and assess innovative stress reduction programs for law enforcement personnel and their families. In this regard, projects were to be seen as pilot programs which could be evaluated and modified through ongoing process evaluation. The ultimate outcome was to then have these innovative programs institutionalized and serve as models for other law enforcement agencies who had interest in stress reduction programs. The Miami Police Department project certainly fit the above description and was most ambitious in its scope and design. Ostensibly, in a brief period of time the department and specifically its consultants had to design, implement and evaluate training programs which were of great magnitude, detail and complexity. As discussed in the following report, the logistical and practical efforts to achieve our goals were greater than imagined and took constant effort and flexibility for all those involved. It is not an easy task for an essentially undermanned urban police department to coordinate and schedule counseling and training sessions for literally hundreds of critical line personnel. Throughout this process, the psychological consultants and police liaison departmental staff frequently met and discussed means to create a smooth and effective running program. We are most proud that all program services were practical, aimed at and for the direct benefit of critical personnel who were assigned predominantly to patrol functions. It also speaks well of the Miami Police Department that they took on this large endeavor and allowed extensive survey work to be carried out with program participants. Hopefully, what we learned from this

feedback will be of ongoing value to all concerned. Despite usual startup problems, the programs certainly proved more needed and impactful than was ever hypothesized.

Lastly, I would personally like to thank Chief Donald Warshaw, Chief William O'Brien and their staff for their support and assistance. Of course, I speak for the entire police department in thanking NIJ and specifically the demonstration project staff for their constant assistance and the opportunity they provided us.

Respectfully submitted,



Mark Axelberd, Ph.D.  
Principal Investigator

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## PRIMARY GOALS OF NIJ ROOKIE PROGRAM MIAMI POLICE DEPARTMENT

1. INTRODUCE OFFICERS AND THEIR SPOUSE/SIGNIFICANT OTHER TO THE LOCATION AND PHYSICAL ENVIRONMENT OF THE PSYCHOLOGICAL PROVIDERS OFFICE AND PROCEDURES FOR UTILIZING OFFICER ASSISTANCE PROGRAM SERVICES DURING THE OFFICERS' CAREER.
2. INFORM OFFICERS AND THEIR SPOUSE/SIGNIFICANT OTHER AS TO THE NATURE AND TYPE OF SERVICES THAT ARE AVAILABLE AS PART OF THE OFFICER ASSISTANCE PROGRAM (e.g. MARITAL COUNSELING, CHILD REARING CLASSES, COUNSELING FOR ALCOHOL RELATED PROBLEMS, INDIVIDUAL COUNSELING, etc).
3. THE OFFICER AND THEIR SPOUSE/SIGNIFICANT OTHER WILL LEARN ABOUT CONFIDENTIALITY AND UNDERSTAND THAT THEY WILL BE THE CLIENT OF RECORD FOR SERVICES OFFICERED THROUGH THE OFFICER ASSISTANCE PROGRAM. THEY WILL BE INSTRUCTED AS TO ANY LIMITATIONS ON CONFIDENTIALITY AND BE INFORMED THAT THE DEPARTMENT WILL HAVE NO ACCESS TO ANY RECORDS THAT MAY BE CREATED DURING COUNSELING.

PRIMARY GOALS OF NIJ ROOKIE PROGRAM  
MIAMI POLICE DEPARTMENT

(Continued)

4. DURING THE REQUIRED SESSIONS, THE OFFICER AND THEIR SIGNIFICANT OTHER WILL BE INSTRUCTED ON BASIC STRESS MANAGEMENT TECHNIQUES AND LIFESTYLE HABITS THAT ARE CONDUCTIVE TO MINIMIZING PSYCHOLOGICAL STRESS (e.g. PROGRESSIVE RELAXATION TRAINING, BIOFEEDBACK EQUIPMENT AND VARIOUS MATERIALS ON HOW TO UTILIZE THESE PROCEDURES).
  
5. THE OFFICER AND THEIR SIGNICANT OTHER WILL BE MADE COGNIZANT OF THE VARIOUS UNIQUE STRSSORS THAT POLICE OFFICERS AND THEIR FAMILIES ARE EXPOSED TO. EFFECTS OF SHIFT-WORK, DANGERS OF THE JOB ARE BUT TWO TOPICS THAT WILL BE DISCUSSED. THE EFFECTS OF STRESS ON AN OFFICER OVER TIME AND ITS IMPACT ON THEIR BEHAVIOR WITHIN THE FAMILY IS EMPHASIZED.

# SUMMARY OF CONTENT OF SESSIONS IN ROOKIE PROGRAM

## SESSION ONE

Although the first session is somewhat structured and didactic, a significant amount of time is also allocated to working through any particular issues or stressors the officer or significant other feels is important.

- Focus primarily on procedures for utilizing therapeutic services, demystifying and discussing any misconceptions regarding counseling services
- Discuss any stressors and pitfalls associated with police work and exploring any past and current difficulties faced by the rookie officer
- Discuss with officer's significant other, if present, input about their experiences with officer's job, lifestyle changes, or arising issues
- Review officer's pre-employment psychological with officer and highlight areas of strengths and weaknesses
- Provide and review educational materials on stress management

# SUMMARY OF CONTENT OF SESSIONS IN ROOKIE PROGRAM

(Continued)

## SESSION TWO

- Emphasize stress management techniques and lifestyle habits that are conducive to minimizing psychological stress
- Provide an opportunity to discuss their progress and adjustment to law enforcement
- Discuss specific expectation they have or that they must meet to successfully continue their training
- Address any specific stressors that have arisen since session one as well as how they have handled stressful situations they have encountered during their patrol duties
- When appropriate, the counselor and officer may discuss more advantageous ways of dealing with the difficult situations presented
- Again, additional pitfalls are covered, focusing primarily on relationship issues and the effects of police work on their home life
- Issues of police misconduct and corruption are also discussed
- Provided educational materials related to relationship issues, the building of communication skills, and stress management



# SUMMARY OF CONTENT OF SESSIONS IN ROOKIE PROGRAM

(Continued)

## SESSION THREE

As opposed to the first session, this final session is more open ended and directed by the needs of the officers. Verbal feedback regarding their experiences in the counseling program is encouraged as well.

Focus on providing follow-up on individual issues presented by the officer in addition to reiterating important concepts previously presented

Discuss pitfall they have so far witnessed or experienced as well as reiterate possible personal and professional pitfalls, including alcoholism, anger control, excessive reliance on off-duty income, extra-marital relationships and so forth

Obtain accurate and valid feedback regarding the rookie counseling program and career experience by providing officers with a confidential feedback questionnaire

Provide officers with self-assessment questionnaires targeting anger, family interaction patterns and alcohol abuse potential

## PARTICIPATION IN ROOKIE PROGRAM

• ROOKIES PARTICIPATING IN PROGRAM 191

• NUMBER OF INDIVIDUAL SESSIONS 402

• ROOKIES PARTICIPATING BUT NOT COMPLETING THREE SESSIONS 151

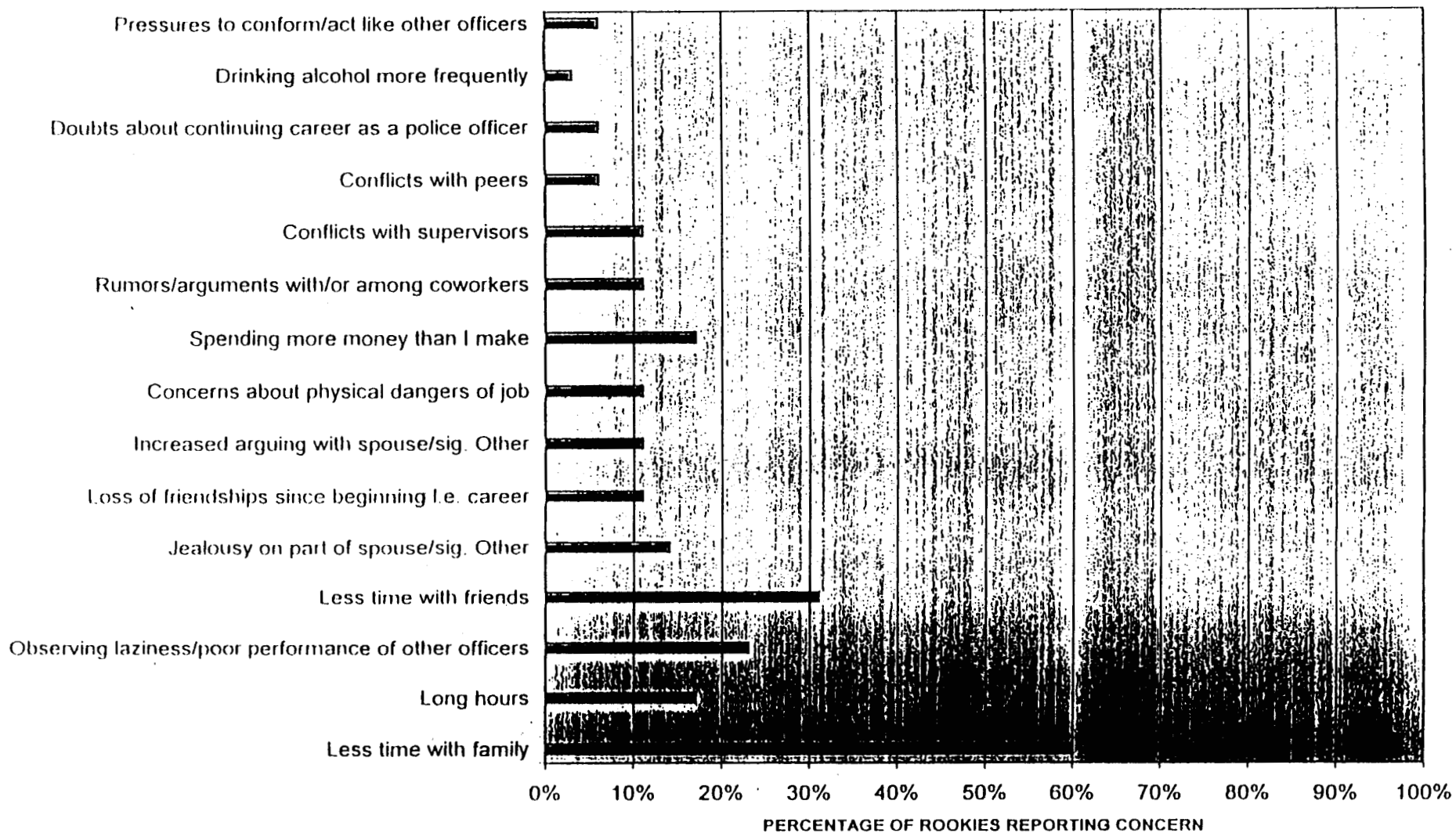
• ROOKIES COMPLETING ALL 3 SESSIONS 40

• ROOKIES' SPOUSE/SIGNIFICANT OTHER ATTENDING AT LEAST 1 SESSION 34

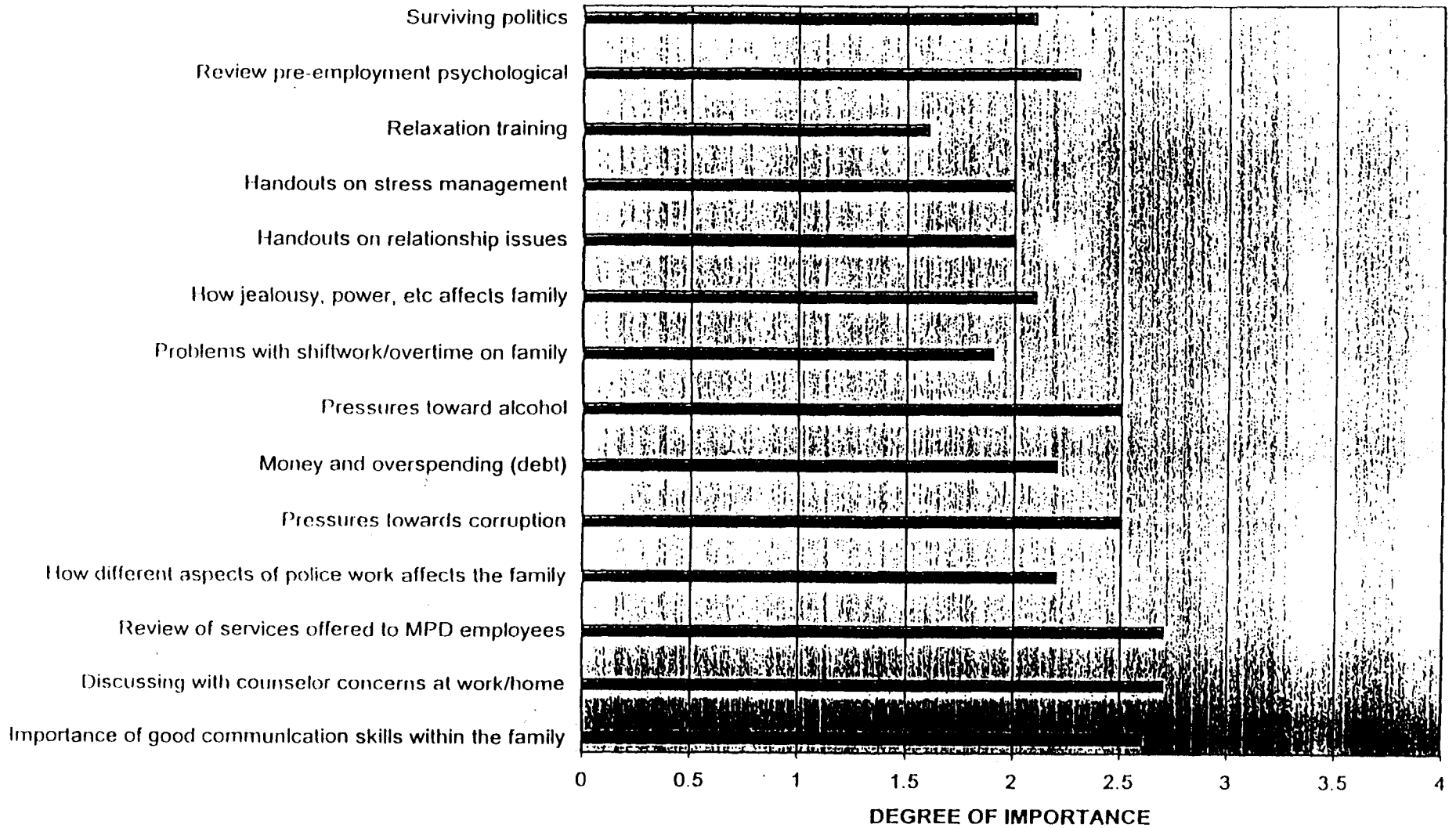
• ESTIMATED NUMBER OF ROOKIES NOT PARTICIPATING IN PROGRAM 16

• IN ADDITION TO INDIVIDUAL SESSIONS, EACH GRADUATING ROOKIE CLASS WAS ADDRESSED BY A PROGRAM STAFF MEMBER DURING A TWO (2) HOUR MINI-WORKSHOP ON FAMILY ISSUES AND POLICE WORK

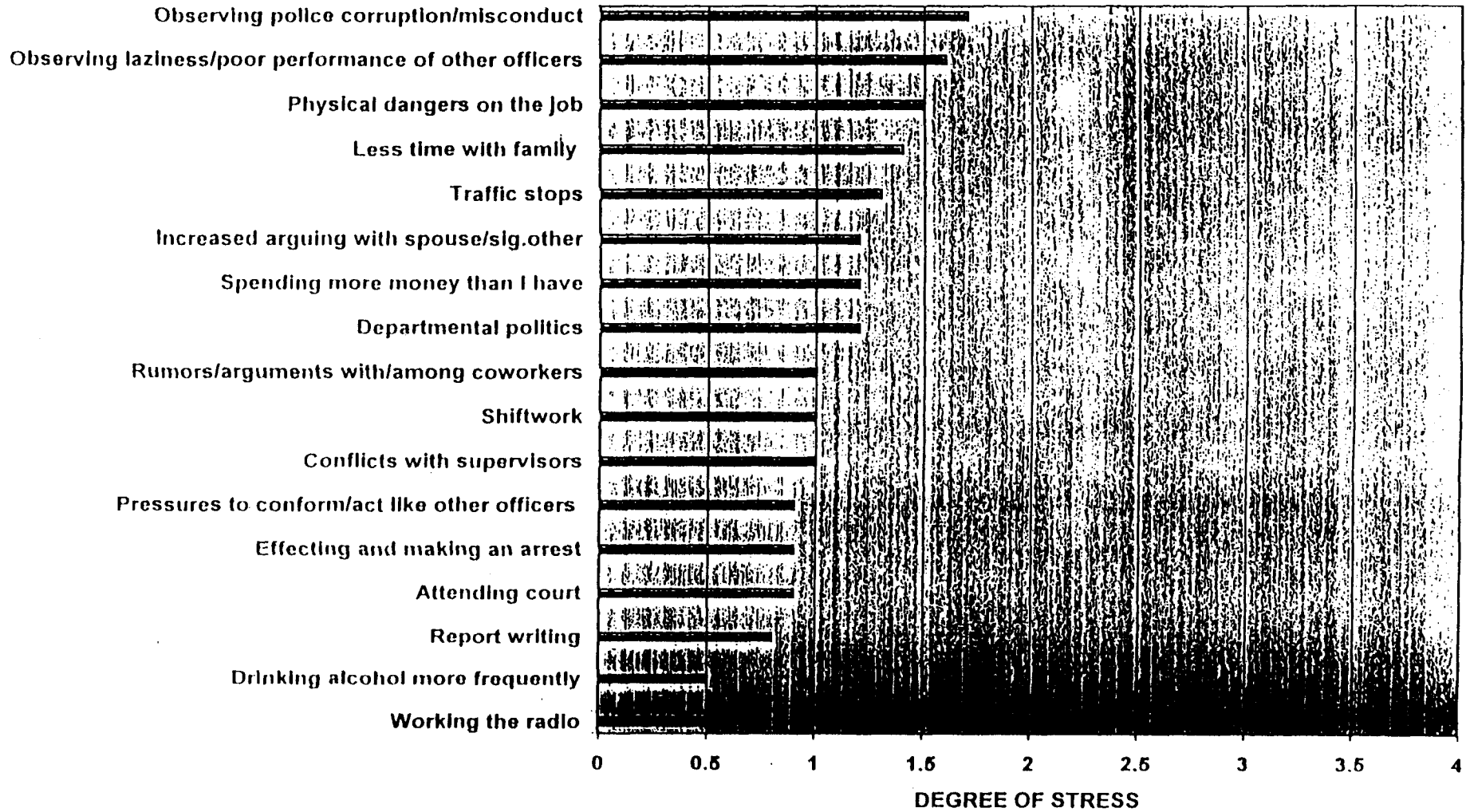
## AREAS OF CONCERN FOR ROOKIES (ASSESSED DURING ACADEMY)



## IMPORTANT TOPICS IN PROGRAM AS RATED BY ROOKIE OFFICERS



**STRESSFUL ASPECTS IN POLICE WORK FOR ROOKIE OFFICERS  
(SURVEY TAKEN TOWARD END OF FTO TRAINING)**



## PARTICIPANT SATISFACTION SURVEY WITH ROOKIE PROGRAM

1. IN GENERAL, WAS THIS PROGRAM A POSITIVE EXPERIENCE FOR YOU?

Strongly Agree	89 %
Somewhat Agree	11 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

2. DO YOU FEEL YOU HAVE GAINED USEFUL KNOWLEDGE ABOUT HOW STRESSORS IN POLICE WORK MAY AFFECT YOU AND YOUR FAMILY?

Strongly Agree	70 %
Somewhat Agree	30 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

3. DID ATTENDING THIS PROGRAM FAMILIARIZE YOU WITH THE OFFICER ASSISTANCE PROGRAM AND COUNSELING SERVICES AVAILABLE TO YOU AND YOUR FAMILY AS A MIAMI POLICE DEPARTMENT EMPLOYEE?

Strongly Agree	89 %
Somewhat Agree	11 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

4. AS A RESULT OF ATTENDING THIS PROGRAM, DO YOU FEEL MORE COMFORTABLE SEEKING OUT COUNSELING SERVICES THAN IF YOU HAD NEVER ATTENDED?

Strongly Agree	82 %
Somewhat Agree	18 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

# PARTICIPANT SATISFACTION SURVEY WITH ROOKIE PROGRAM

(Continued)

5. WERE THE TOPICS AND GENERAL INFORMATION PRESENTED TO YOU RELEVANT AND IMPORTANT TO YOU?

Strongly Agree	83 %
Somewhat Agree	17 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

6. AT THE INITIATION OF THE PROGRAM, WERE YOU INFORMED ABOUT CONFIDENTIALITY AND THAT ALL INFORMATION DISCUSSED IN THESE SESSIONS WOULD REMAN PRIVATE?

Strongly Agree	97 %
Somewhat Agree	3 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

7. WAS THE COUNSELOR ASSIGNED TO YOU KNOWLEGEABLE AND HELPFUL TO YOU REGARDING THE VARIOUS ISSUES DISCUSSED IN YOUR SESSIONS?

Strongly Agree	92 %
Somewhat Agree	8 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

8. DO YOU FEEL YOU ESTABLISHED A POSITIVE COMFORT-LEVEL WITH YOUR COUNSELOR AND WOULD THINK OF THEM AS SOMEONE TO CALL FOR ASSISTANCE IF NEEDED IN THE FUTURE?

Strongly Agree	86 %
Somewhat Agree	14 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

# PARTICIPANT SATISFACTION SURVEY WITH ROOKIE PROGRAM

(Continued)

9. DESPITE THIS PROGRAM BEING A REQUIREMENT, DID YOUR OPINION OF THE PROGRAM CHANGE FOR THE BETTER ONCE YOU SPOKE WITH YOUR COUNSELOR AND ATTENDED YOUR SESSIONS?

Strongly Agree	67 %
Somewhat Agree	33 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

10. DID YOUR SUPERVISORS AND FIELD TRAINING OFFICERS HAVE A POSITIVE ATTITUD TOWARDS THIS PROGRAM?

Strongly Agree	14 %
Somewhat Agree	54 %
Somewhat Disagree	26 %
Strongly Disagree	6 %

11. IN YOUR OPINION, DID YOUR MIAMI POLICE DEPARTMENT SUPERVISORS AND FIELD TRAINING OFFICERS HAVE ACCURATE KNOWLEDDEGE AND INFORMATION ABOUT THIS PROGRAM?

Strongly Agree	8 %
Somewhat Agree	50 %
Somewhat Disagree	36 %
Strongly Disagree	6 %

12. UP TO THIS POINT IN YOUR CAREER, DO YOU FEEL THE TRAINING AND MANNER OF SUPERVISOR YOU HAVE RECEIVED FROM THE MIAMI POLICE DEPARTMENT WAS ADEQUATE AND PROFESSIONAL?

Strongly Agree	50 %
Somewhat Agree	44 %
Somewhat Disagree	6 %
Strongly Disagree	0 %



# PARTICIPANT SATISFACTION SURVEY WITH ROOKIE PROGRAM

(Continued).

13. WHICH OF THE FOLLOWING DO YOU FEEL BEST DESCRIBES THE POLICE ACADEMY TRAINING?

Very Disciplined	29 %
Disciplined	63 %
Somewhat Disciplined	8 %
Strongly Disagree	0 %

14. IN GENERAL, ARE YOU HAPPY THAT YOU BECAME A MIAMI POLICE DEPARTMENT OFFICER AND DO YOU FEEL SATISFIED WITH YOUR JOB?

Strongly Agree	94 %
Somewhat Agree	6 %
Somewhat Disagree	0 %
Strongly Disagree	0 %

15. DID YOU READ OR REVIEW THE HANDOUTS PROVIDED IN SESSIONS ONE AND TWO?

Strongly Agree	34 %
Somewhat Agree	56 %
Somewhat Disagree	3 %
Strongly Disagree	7 %

16. IF YOU HAVE A SPOUSE OR SIGNIFICANT OTHER, DID YOU MAKE A SINCERE EFFORT TO BRING HIM OR SHE TO THE SESSIONS?

Strongly Agree	40 %
Somewhat Agree	33 %
Somewhat Disagree	10 %
Strongly Disagree	17 %

PARTICIPANT SATISFACTION SURVEY  
WITH ROOKIE PROGRAM  
(Continued)

17. IF YOUR SPOUSE OR SIGNIFICANT OTHER DID NOT ATTEND, WAS THIS DUE TO ...

Not informed by the Department or counselor to bring him/her	4 %
Conflict in scheduling	61 %
Spouse/significant other not interested	13 %
Never informed spouse/ significant other	22 %

## OBSTACLES TO PARTICIPATION IN ROOKIE PROGRAM

Due to union concerns, the sessions for rookies were made voluntary instead of mandatory as originally proposed. Although the police union was briefed about the program before it began, nonetheless, confusion remained about the goals and intent of the program. Follow-up meetings resolved union concerns but damage had already been done to the level of participation by rookies. As a result, there were no consequences for rookie officers who did not participate in the program.

Limited endorsement and initiative taken by Field Training Officers (FTOs) to encourage rookies to schedule and keep appointments. Meetings were held with supervisory personnel within the FTO program yet their support failed to *trickle down* to the FTOs. Higher compliance was eventually obtained after facilitating training sessions with FTOs directly to address this and other issues. It was disappointing that even in cases where select rookies were known to be experiencing difficulties during the academy and FTO training, they were not always referred by their FTOs for participation in the program.

Once rookies were assigned to patrol duties and dispersed to various substations, it became extremely difficult to contact individual rookies in a timely manner for scheduling purposes. Contrary to expectations of program staff, rookie officers failed to show initiative to schedule their appointments. Despite showing strong satisfaction with the sessions, it was still necessary for counselors to take it upon themselves to contact rookies to remind them of their appointments. Perhaps this is understandable, given that rookie officers are often focused on more critical job activities rather than attending counseling sessions.

## OBSTACLES TO PARTICIPATION IN ROOKIE PROGRAM

(Continued)

Significant limitations on scheduling were imposed by departmental requirements that officers only attend sessions during their duty hours. Additionally, it was required that appointments be scheduled at the beginning hour of their shift. This created hardship in scheduling for program staff due to the high number of officers working early morning and midnight shifts. This also severely limited participation of significant others, many of whom had jobs of their own. Again, there was some concern by department supervisors that the union would demand overtime for rookie officers who attended their session during off duty hours.

## COMMENTS REGARDING OBSTACLES TO PARTICIPATION IN ROOKIE PROGRAM

Despite great initial efforts on the part of departmental staff and program provider, methods and strategies to assure rookie (and significant other) participation proved most arduous. For large urban police agencies, it may be unrealistic to attempt three (3) sessions scheduled over the course of a year. In fact, when the program was modified to require the first session during academy training and the second session immediately after graduation from the academy, participation became virtually 100%. Having all the rookies in one-location and integrating sessions directly into their training schedule seemed to be the most effective means of mitigating the above problems.

In summation, we would recommend reducing the program to two (2) sessions, one during midpoint academy training and the other following graduation from the academy. Strong encouragement and attempts to meet with each rookie during their FTO training should be made. This session, however, likely will have to occur at the initiative of the program staff. Certainly this is a significant modification of the program that ideally aimed at following officers during their entire first year in law enforcement.

## SUMMARY DISCUSSION REGARDING ROOKIE OFFICERS

- ALMOST ALL ROOKIES INDICATED THAT THEY WERE HAPPY TO HAVE CHOSEN LAW ENFORCEMENT CAREERS AND MIAMI POLICE DEPARTMENT IN PARTICULAR
- THE VAST MAJORITY OF ROOKIES EXPRESSED GREAT SATISFACTION WITH THEIR PARTICIPATION IN THE ROOKIE PROGRAM.

- CONCERNS ABOUT OPERATIONAL (i.e., PERFORMANCE ISSUES) WERE NOT HIGHLIGHTED AS PARTICULARLY STRESSFUL BY ROOKIES. THEY WERE *NOT* GREATLY CONCERNED ABOUT SKILL ACQUISITION ISSUES.
- ROOKIES INDICATED THAT SUPERVISION WAS ADEQUATE AND PROFESSIONAL (UNIFORMITY AND CONSISTENCY IN EXPECTATIONS, WERE NOT REPORTED YET THIS WAS NOT, IN AND OF ITSELF, WAS NOT A SIGNIFICANT STRESSOR.)
- ROOKIES REPORTED THAT, IN GENERAL, F.T.O.S ADEQUATELY WORKED WITH THEM IN SKILL ACQUISITION REGARDLESS OF TRAINING STYLE. HOWEVER, SEVERAL F.T.O.S DID NOT DEMONSTRATE INTERPERSONAL SKILLS, INITIATIVE, AND MOTIVATION NECESSARY TO PROVIDE MEANINGFUL FEEDBACK AND TRAINING BEYOND THE VERY BASICS.

## SUMMARY DISCUSSION REGARDING ROOKIE OFFICERS

(Continued)

- DISRUPTION OF PERSONAL/FAMILY LIFE OCCURS AT ENTRY LEVEL.
- ROOKIES REPORT ACTUAL STRESSFUL EFFECTS ON PERSONAL LIFE DURING THE FIRST 6 MONTHS OF LAW ENFORCEMENT CAREER.

- ROOKIES DEMONSTRATE CONCERN, BOTH IN THE ACADEMY AND DURING FIRST YEAR OF TRAINING ABOUT POLICE MALFEACANCE AND CONDUCT OF POLICE OFFICERS.

- ROOKIES WERE CONSISTENTLY ABLE TO IDENTIFY STRENGTHS AND WEAKNESSES OF FELLOW ROOKIES DURING ACADEMY AND F.T.O. TRAINING.
- ROOKIES EXPRESSED THAT LITTLE WAS DONE DURING TRAINING AND SUPERVISION TO CORRECT THE BEHAVIOR OF FELLOW ROOKIES WHO WERE DISPLAYING WEAKNESSES AND/OR TO WEED THEM OUT.

**SUMMARY DISCUSSION REGARDING  
ROOKIE OFFICERS  
(Continued)**

- **\*\*\*PSYCHOLOGICAL PRE-SCREENING EVALUATIONS WERE FOUND TO BE EXTREMELY ACCURATE ON ALMOST EVERY ROOKIE\*\*\***
- **THE PSYCHOLOGICALS WERE EXTREMELY PREDICTIVE OF THE STRENGTHS AND WEAKNESSES OF ACADEMY CLASSES AS A WHOLE AND OF INDIVIDUAL ROOKIES IN PARTICULAR.**



GOALS FOR THE PROVISION OF SUPERVISORY  
SKILLS TRAINING PROGRAM FOR SERGEANT AND  
FIELD TRAINING OFFICERS (F.T.O.)

1. THOROUGHLY ACQUAINT ALL SUPERVISORS WITH  
EXISTING PSYCHOLOGICAL AND STRESS SERVICES AND  
EFFECTIVE METHODS OF REFERRAL.
2. ENHANCE THE INTERPERSONAL SKILL LEVEL OF  
PARTICIPATING SERGEANTS AND FIELD TRAINING  
OFFICERS.
3. SENSITIZE AND CREATE DISCUSSION AROUND THE  
ISSUES OF SUPERVISING ETHNICALLY DIVERSE GROUPS.
4. LEARNING TO OBSERVE AND IDENTIFY EARLY  
SYMPTOMS WHICH INDICATE OFFICERS WITH HIGH  
STRESS LEVELS AND/OR SIGNIFICANT PERSONAL  
PROBLEMS.
5. ASSESSMENT OF INDIVIDUAL SUPERVISOR PERSONALITY  
TYPE AND IMPACT ON SUPERVISORY STYLES.

GOALS FOR PROVISION OF SUPERVISORY SKILLS  
TRAINING PROGRAM FOR SERGEANT AND FIELD  
TRAINING OFFICERS (F.T.O.)

(Continued)

6. VALUES CLARIFICATION (e.g. IMPARTING AND MODELING ETHICAL BEHAVIOR AND DEPARTMENTAL STANDARDS OF BEHAVIOR TO SUBORDINATES).
7. RESOLUTION OF SPECIFIC PROBLEMS AND SITUATIONS INDIVIDUAL SUPERVISORS MAY BE CURRENTLY EXPERIENCING (LIKELY ACHIEVED DURING INDIVIDUAL FOLLOW-UP SESSION).
8. PROVIDING PARTICIPANTS WITH A PRIVATE AND CONFIDENTIAL ATMOSPHERE TO DISCUSS THEIR UNIQUE FEELINGS AND POSSIBLE FEARS ABOUT BECOMING A SUPERVISOR (LIKELY ACHIEVED DURING INDIVIDUAL FOLLOW-UP SESSION).

**PROGRAM SYLLABUS FOR  
ONE DAY GROUP TRAINING OF  
LINE LEVEL SUPERVISORS**

(Conducted at the Department's Training Unit)

8:30 - 10:00 a.m.

- A. - Introduction and welcome to participants
- B. - Overview of the "mentoring program" and its importance to the organization
- C. - Defining the critical role line supervisors play in monitoring the personal well-being of their subordinates
- D. - Overview and description of the Officer Assistance Program and method of referral
- E. - Hand out materials distributed on the above topics

10:00 - 12:00 noon

- A. - Discussion about personality style/interpersonal skills and their impact on supervisory style and effectiveness
- B. - Administration of the California Psychological Inventory which categorizes personality types and approach to problem-solving
- C. - Practical exercise and role playing contrasting effective and dysfunctional communication

12:00 - 1:00 p.m. - Lunch Break

- A. - Discussion of supervising an ethnically diverse work force
- B. - Cultural pre-dispositions and how they impact supervisor/communication techniques (Anglo, Afro-American, Hispanic, Haitian)
- C. - Discussion of how different cultural groups respond to counseling/psychological services
- D. - Specific techniques/considerations when providing supervisory counseling to officers from different cultural backgrounds

3:00 - 5:00 p.m.

- A. - Modeling positive values and problem-solving techniques for subordinates
- B. - General discussion around issues of police corruption and maleficence and supervisory responsibilities
- C. - Discussion of particular issues related to female supervisors in a predominantly male environment
- D. - Specific problem-solving strategies for various types of personnel problems

**Individual Follow-up Session:**

(Conducted at the Officer Assistance Program Office)

- A. - Provide tour of Office Assistance Program facility and introduction of program staff
- B. - Supervisor will meet privately with an individual counselor to review program services and process of referral
- C. - Counselor will interpret and discuss with the individual supervisor the results of his/her California Psychological Inventory profile. General discussion of the individual supervisor's perceived strengths and weaknesses
- D. - Discussion about any particular current problem or difficult situations supervisor is experiencing. Answer any remaining questions the supervisor may have

**PARTICIPATION IN SERGEANT (SGT.)  
AND FIELD TRAINING OFFICERS (F.T.O.)  
PROGRAM**

• **NUMBER OF 8-HOUR TRAINING WORKSHOPS** 7

• **NUMBER OF 2-HOUR WORKSHOPS FOR SGTS.  
(RECENTLY PROMOTED)** 1

• **NUMBER OF SGTS. AND F.T.O.S SCHEDULED  
FOR TRAINING WORKSHOPS** 181

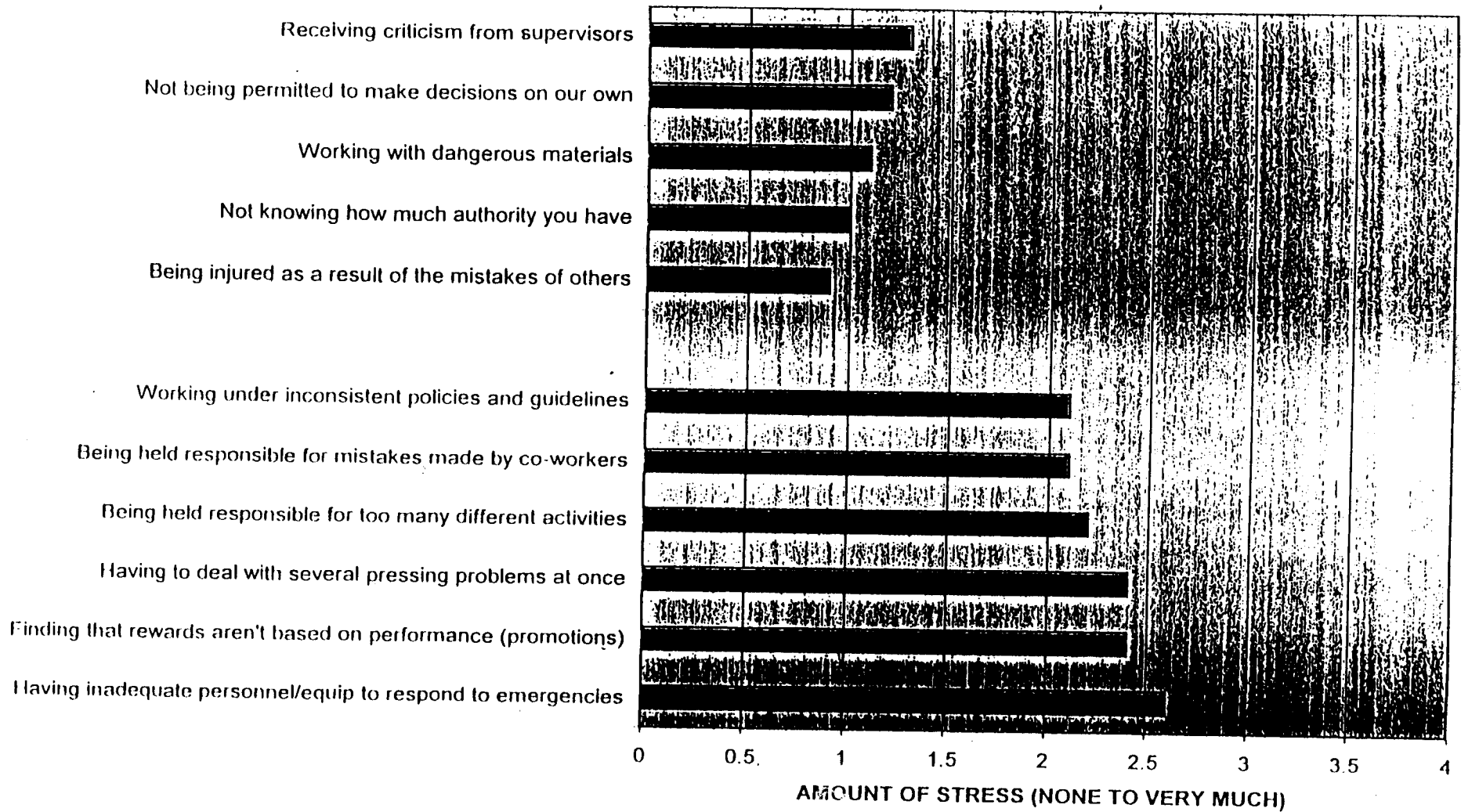
• **NUMBER OF SGTS. ATTENDING WORKSHOPS** 133

• **NUMBER OF F.T.O.S ATTENDING WORKSHOPS** 32

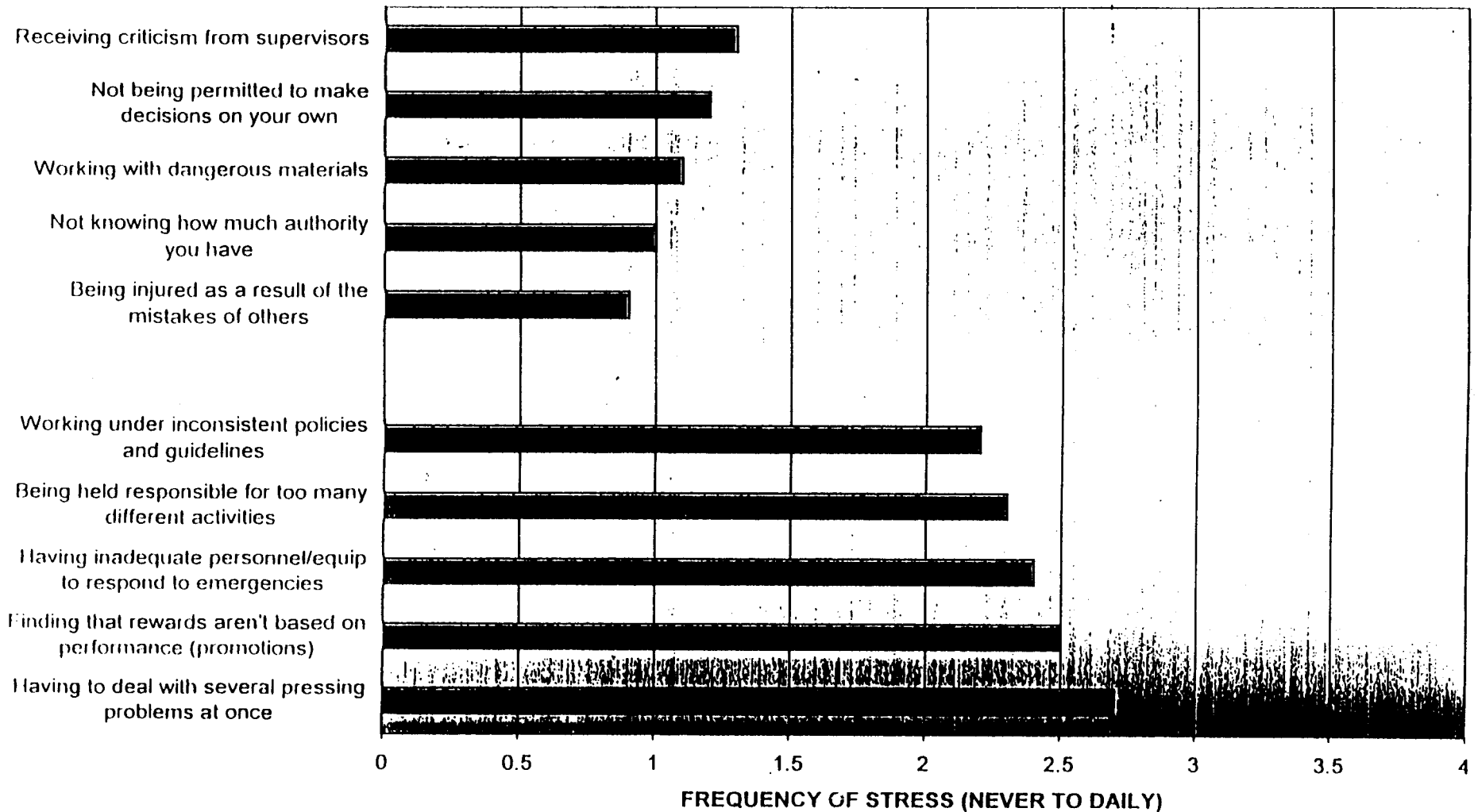
• **NUMBER OF SGTS. RECENTLY PROMOTED  
WHO ATTENDED TRAINING WORKSHOPS** 10

• **NUMBER OF SGTS. AND F.T.O.S ATTENDING  
INDIVIDUAL FOLLOW-UP SESSIONS** 87

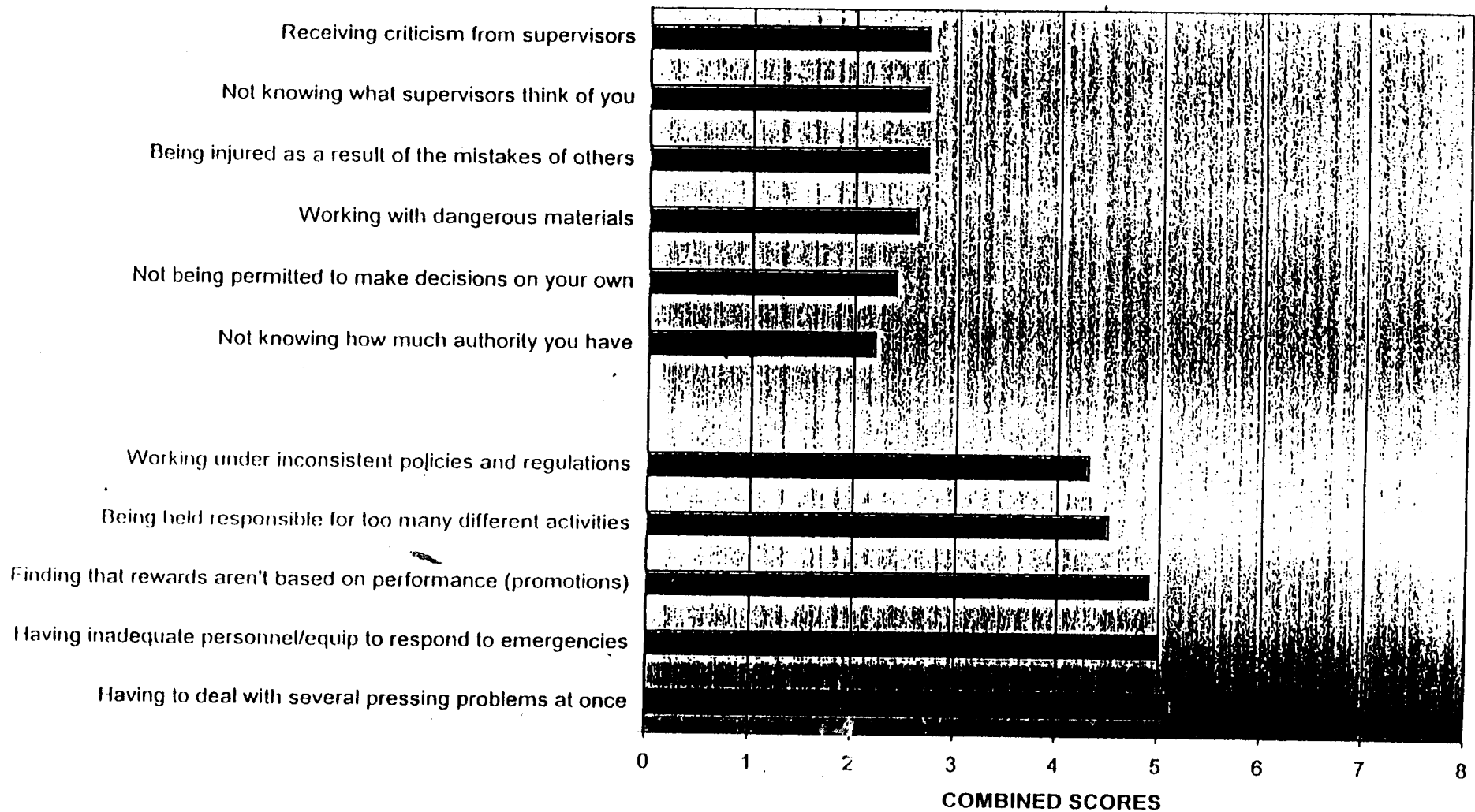
## POLICE FACTORS RESULTING IN LEAST AND GREATEST AMOUNT OF STRESS AMONG SGTs AND FTOS



## POLICE FACTORS RESULTING IN LEAST AND GREATEST FREQUENCY OF STRESS AMONG SGTS AND FTOS



## POLICE FACTORS RESULTING IN GREATEST AND LEAST AMOUNT OF STRESS AND FREQUENCY OF STRESS IN SGTS AND FTOS





# ATTITUDES OF SERGEANTS TOWARDS SUPERIORS

1. IN GENERAL, I FEEL THAT MOST OF MY SUPERIORS ARE WELL QUALIFIED AND HAVE THE NECESSARY EXPERIENCE FOR THEIR POSITIONS.

Strongly Agree	7 %
Agree	68 %
Somewhat Agree	25 %
Disagree	0 %
Strongly Disagree	0 %

2. IN GENERAL, I FEEL MY SUPERIORS SEEK MY FEEDBACK AND LISTEN TO WHAT I HAVE TO SAY.

Strongly Agree	14 %
Agree	29 %
Somewhat Agree	39 %
Disagree	18 %
Strongly Disagree	0 %

3. IN GENERAL, I FEEL LIKE MY SUPERIORS PROVIDE THE NECESSARY SUPERVISORY SUPPORT TO CARRY OUT MY DUTIES EFFECTIVELY.

Strongly Agree	7 %
Agree	40 %
Somewhat Agree	29 %
Disagree	21 %
Strongly Disagree	3 %

**ATTITUDES OF SERGEANTS  
TOWARDS SUPERIORS  
(Continued)**

4. I FEEL THAT, IN GENERAL, MY SUPERVISORS ARE AVAILABLE TO DISCUSS PROFESSIONAL CONCERNS OR PROBLEMS WHEN THEY ARISE.

Strongly Agree	11 %
Agree	46 %
Somewhat Agree	39 %
Disagree	4 %
Strongly Disagree	0 %

5. I FEEL THAT, IN GENERAL, MY SUPERIORS CONCUR WITH (OR SUPPORT) MY DISCIPLINARY RECOMMENDATIONS.

Strongly Agree	7 %
Agree	68 %
Somewhat Agree	25 %
Disagree	0 %
Strongly Disagree	0 %

6. I FEEL THAT MY SUPERIORS WORRY TOO MUCH ABOUT LIABILITY INSTEAD OF SHOWING CONCERN FOR THE RANK AND FILE.

Strongly Agree	14 %
Agree	25 %
Somewhat Agree	36 %
Disagree	25 %
Strongly Disagree	0 %

7. I FEEL THAT FAVORITISM PLAYS TOO LARGE A ROLE WHEN MY SUPERIORS REVIEW DISCIPLINARY MATTERS.

Strongly Agree	7 %
Agree	26 %
Somewhat Agree	30 %
Disagree	37 %
Strongly Disagree	0 %

## ATTITUDES OF SERGEANTS TOWARDS SUBORDINATES

1. I FEEL COMFORTABLE APPROACHING OFFICERS WHEN PROVIDING FEEDBACK AND EVALUATING THEIR PERFORMANCE.

Strongly Agree	31 %
Agree	55 %
Somewhat Agree	14 %
Disagree	0 %
Strongly Disagree	0 %

2. IN GENERAL, I FEEL I HAVE A CLOSE AND COMFORTABLE WORKING RELATIONSHIP WITH THOSE UNDER MY SUPERVISION.

Strongly Agree	43 %
Agree	57 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

3. IN GENERAL, I FEEL MY SUBORDINATES RESPECT MY POSITION AND ARE COMPLIANT (COOPERATIVE) WITH MY DIRECTIVES AND SUGGESTIONS.

Strongly Agree	39 %
Agree	61 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

4. I FEEL THAT, IN GENERAL, THE QUALITY AND COMPETENCY OF NEW POLICE OFFICERS IS ADEQUATE TO DO THE JOB.

Strongly Agree	0 %
Agree	25 %
Somewhat Agree	29 %
Disagree	31 %
Strongly Disagree	14 %

**ATTITUDES OF SERGEANTS  
TOWARDS SUBORDINATES  
(Continued)**

5. IN GENERAL, I VIEW THE HUMAN RELATIONS ASPECT OF MY JOB AS MORE DIFFICULT THAN MY TECHNICAL DUTIES (WRITING REPORTS, ETC).

Strongly Agree	11 %
Agree	18 %
Somewhat Agree	14 %
Disagree	52 %
Strongly Disagree	3 %

6. TO BE A SUCCESSFUL SERGEANT I BELIEVE THE QUALITY OF RELATIONSHIPS WITH MY SUBORDINATES IS MORE CRITICAL THAN ENFORCING REGULATIONS IN A RIGID MANNER.

Strongly Agree	22 %
Agree	48 %
Somewhat Agree	22 %
Disagree	8 %
Strongly Disagree	0 %

7. I FEEL THAT DISCIPLINARY ACTION, OFTEN FOR PETTY MATTERS, IS EMPHASIZED OVER DEALING WITH THE SUBORDINATE ON A HUMAN RELATIONS LEVEL.

Strongly Agree	14 %
Agree	25 %
Somewhat Agree	43 %
Disagree	18 %
Strongly Disagree	0 %

# ATTITUDES OF SERGEANTS TOWARDS SELF AND OTHER SERGEANTS (PEERS)

1. IN GENERAL, I FEEL SERGEANTS HAVE A GOOD ATTITUDE  
TOWARDS THEIR JOB AND WORK HARD TO ACHIEVE GOALS.

Strongly Agree	3 %
Agree	33 %
Somewhat Agree	52 %
Disagree	12 %
Strongly Disagree	0 %

2. IN GENERAL, I FEEL I WORK HARD TO CARRY OUT  
DEPARTMENTAL POLICIES AND PHILOSOPHY.

Strongly Agree	27 %
Agree	42 %
Somewhat Agree	30 %
Disagree	0 %
Strongly Disagree	0 %

3. I FEEL THAT OPPORTUNITIES FOR PROMOTION TO THE RANK OF  
SERGEANT ARE CARRIED OUT IN A FAIR AND EQUITABLE  
MANNER.

Strongly Agree	4 %
Agree	3 %
Somewhat Agree	18 %
Disagree	48 %
Strongly Disagree	26 %

**ATTITUDES OF SERGEANTS TOWARDS  
SELF AND OTHER SERGEANTS (PEERS)  
(Continued)**

4. I FEEL THAT MOST OF THE SERGEANTS IN THE DEPARTMENT ARE COMPETENT AND WELL QUALIFIED FOR THE POSITION.

Strongly Agree	0 %
Agree	19 %
Somewhat Agree	30 %
Disagree	33 %
Strongly Disagree	18 %

5. I FEEL THAT, IN GENERAL, I RECEIVED ADEQUATE PREPARATION AND TRAINING WHEN PROMOTED TO SERGEANT.

Strongly Agree	4 %
Agree	38 %
Somewhat Agree	23 %
Disagree	30 %
Strongly Disagree	4 %

6. GENERALLY, I FEEL THAT MOST SERGEANTS STILL EMPHASIZE CAMARADERIE (OR BEING "ONE OF THE BOYS") AND PROTECT THEIR SUBORDINATES FROM NECESSARY/WARRANTED DISCIPLINARY ACTIONS TOO MUCH.

Strongly Agree	7 %
Agree	39 %
Somewhat Agree	50 %
Disagree	4 %
Strongly Disagree	0 %

# ATTITUDES OF SERGEANTS REGARDING MANPOWER AND RESOURCES

1. I FEEL THAT THERE IS AN ADEQUATE NUMBER OF FIELD LEVEL SERGEANTS IN THE DEPARTMENT.

Strongly Agree	4 %
Agree	17 %
Somewhat Agree	21 %
Disagree	53 %
Strongly Disagree	4 %

2. I FEEL THAT THERE ARE AN ADEQUATE NUMBER OF PATROL OFFICERS TO ACHIEVE THE GOALS OF THE DEPARTMENT.

Strongly Agree	0 %
Agree	4 %
Somewhat Agree	11 %
Disagree	50 %
Strongly Disagree	35 %

3. I FEEL THAT THE EQUIPMENT (VEHICLES, ETC.) AND RESOURCES ALLOCATED TO PATROL UNITS ARE ADEQUATE TO EFFECTIVELY CARRY OUT ASSIGNED DUTIES.

Strongly Agree	4 %
Agree	11 %
Somewhat Agree	29 %
Disagree	39 %
Strongly Disagree	17 %

# ATTITUDES OF SERGEANTS REGARDING COUNSELING

1. I FEEL IT IS IMPORTANT FOR SERGEANTS TO BE ON THE LOOKOUT AND AWARE WHEN OFFICERS ARE LIKELY HAVING PERSONAL PROBLEMS.

Strongly Agree	43 %
Agree	53 %
Somewhat Agree	4 %
Disagree	0 %
Strongly Disagree	0 %

2. IN GENERAL, I BELIEVE MY SUBORDINATES FEEL COMFORTABLE TALKING TO ME ABOUT JOB RELATED OR PERSONAL PROBLEMS.

Strongly Agree	45 %
Agree	48 %
Somewhat Agree	7 %
Disagree	0 %
Strongly Disagree	0 %

3. I FEEL IT IS AN IMPORTANT PART OF A SERGEANT'S JOB TO BE AVAILABLE AND A SOUNDING BOARD FOR THEIR SUBORDINATES' INDIVIDUAL PROBLEMS.

Strongly Agree	39 %
Agree	46 %
Somewhat Agree	14 %
Disagree	0 %
Strongly Disagree	0 %



# ATTITUDES OF SERGEANTS REGARDING COUNSELING (Continued)

4. IN GENERAL, I FEEL IT IS AN IMPORTANT PART OF A SERGEANT'S JOB TO SUGGEST AND MAKE REFERRALS OF SUBORDINATES IN NEED TO THE O.A.P. (OFFICER ASSISTANCE PROGRAM) FOR COUNSELING.

Strongly Agree	30 %
Agree	40 %
Somewhat Agree	22 %
Disagree	0 %
Strongly Disagree	0 %

5. I BELIEVE THAT MY SUPERIORS GENERALLY HAVE ADEQUATE KNOWLEDGE OF THE OFFICER ASSISTANCE PROGRAM AND HOW IT WORKS.

Strongly Agree	0 %
Agree	28 %
Somewhat Agree	36 %
Disagree	36 %
Strongly Disagree	0 %

# PARTICIPANT SATISFACTION IN SERGEANT (SGT.) AND FIELD TRAINING OFFICER (F.T.O.) PROGRAMS

1. IN GENERAL, WAS THIS PROGRAM A POSITIVE EXPERIENCE FOR YOU?

Strongly Agree	93 %
Agree	7 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

2. DID ATTENDING THIS PROGRAM FAMILIARIZE YOU WITH THE OFFICER ASSISTANCE PROGRAM AND COUNSELING SERVICES AVAILABLE TO YOU AND YOUR FAMILY AS A MIAMI POLICE DEPARTMENT EMPLOYEE?

Strongly Agree	87 %
Agree	13 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

3. AS A RESULT OF ATTENDING THIS PROGRAM DO YOU FEEL MORE COMFORTABLE SEEKING OUT COUNSELING SERVICES THAN IF YOU HAD NEVER ATTENDED?

Strongly Agree	76 %
Agree	24 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

**PARTICIPANT SATISFACTION IN  
SERGEANT (SGT.) AND FIELD TRAINING  
OFFICER (F.T.O.) PROGRAMS  
(Continued)**

4. DID THE PROGRAM INCREASE YOUR LIKELIHOOD OF REFERRING A SUBORDINATE IF NEEDED?

Strongly Agree	87 %
Agree	13 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

5. DID YOU FIND THE INDIVIDUAL FOLLOW-UP SESSION WITH COUNSELOR WORTHWHILE AND AN IMPORTANT ASPECT OF THE TRAINING PROGRAM?

Strongly Agree	98 %
Agree	2 %
Somewhat Agree	0 %
Disagree	0 %
Strongly Disagree	0 %

## SUMMARY DISCUSSION REGARDING SERGEANTS AND FIELD TRAINING OFFICERS

- IN GENERAL, SERGEANTS BELIEVE THAT TO BE SUCCESSFUL AT THEIR JOBS, THE QUALITY OF THEIR RELATIONSHIPS WITH SUBORDINATES IS MORE ESSENTIAL THAN RIGID ENFORCEMENT OF RULES.
- IN GENERAL, SERGEANTS REPORTED POSITIVE ATTITUDES AND RELATIONSHIPS WITH SUBORDINATES BUT BELIEVE THAT THE QUALITY OF NEW TRAINEES IS ONLY marginally ADEQUATE TO DO THE JOB OF POLICE OFFICERS.

- A VAST MAJORITY OF SERGEANTS BELIEVE PROMOTIONAL OPPORTUNITIES FOR THE RANK OF SGT. ARE NOT FAIR OR EQUITABLE.

- A MAJORITY OF SERGEANTS BELIEVE OVER HALF OF THEIR PEERS ARE NOT WELL QUALIFIED FOR THE POSITION.

## SUMMARY DISCUSSION REGARDING SERGEANTS AND FIELD TRAINING OFFICERS

(Continued)

- A SIGNIFICANT NUMBER OF SERGEANTS BELIEVE THEY DID NOT RECEIVE ADEQUATE PREPARATION AND TRAINING WHEN PROMOTED.

- IN GENERAL, SERGEANTS REPORTED THAT THEIR SUPERIORS WERE WELL QUALIFIED FOR THEIR POSITIONS.

- MOST SERGEANTS REPORTED THAT THEIR SUPERIORS ARE AVAILABLE TO THEM WHEN THEY ARE IN NEED AND GENERALLY SUPPORT THEIR DECISIONS.

- MOST SERGEANTS INDICATED SIGNIFICANT CONCERNS REGARDING THE LACK OF MANPOWER, EQUIPMENT, AND RESOURCES AVAILABLE.

## SUMMARY DISCUSSION REGARDING SERGEANTS AND FIELD TRAINING OFFICERS

(Continued)

- AS WITH THE ROOKIE PROGRAM, RUMORS AND LACK OF COMMUNICATION WITH UNION REPRESENTATION DECREASED PARTICIPATION (PARTICULARLY WILLINGNESS TO TAKE ASSESSMENT AND ATTEND INDIVIDUAL FOLLOW-UP SESSION).

- 100% OF SERGEANTS AND F.T.O.S WHO PARTICIPATED IN THE TRAINING PROGRAM FOUND IT A WORTHWHILE AND POSITIVE EXPERIENCE.
- \*\*\*THE PERSONALITY INSTRUMENT WAS EXTREMELY PREDICTIVE OF THE STRENGTHS AND WEAKNESSES IN MANAGEMENT STYLES OF SERGEANTS AND FIELD TRAINING OFFICERS\*\*\*
- AS A GROUP, THE SERGEANTS AND FIELD TRAINING OFFICERS REPORTED HIGH SATISFACTION WITH THE INDIVIDUAL FOLLOW-UP SESSIONS. THEY REPORTED AN INCREASED LIKELIHOOD OF UTILIZING THE SERVICES THEMSELVES IF NEEDED IN THE FUTURE AND IN REFERRING SUBORDINATES OR COLLEAGUES WHO MAY SEEM TO NEED SERVICES THROUGH THE OFFICER ASSISTANCE PROGRAM.

## RECOMMENDATION FOR FUTURE PROJECTS

- MINIMIZE LOGISTICAL ISSUES BY REDUCING NUMBER OF REQUIRED SESSIONS WITH ROOKIES FROM 3 TO 2.
- ADDRESS THE STRESS REPORTED BY ROOKIES AT ENTRY LEVEL BY BEGINNING THEIR SESSIONS DURING THE ACADEMY TRAINING AND CONCLUDING DURING THE FIELD TRAINING PROGRAM.
- PARTICIPATION BY ROOKIES' SPOUSE/SIGNIFICANT OTHER DID NOT MEET EXPECTATIONS. STRATEGIES TO INCREASE ATTENDANCE NEED TO BE ADDRESSED. PERHAPS SCHEDULING A SPECIAL FAMILY NIGHT DURING THE ACADEMY SOLELY TO INTRODUCE THE ROOKIE PROGRAM AND OFFICER ASSISTANCE PROGRAM STAFF WOULD INCREASE PARTICIPATION.
- INCREASE COMPLIANCE WITH INDIVIDUAL FOLLOW-UP SESSIONS WITH SUPERVISORY PERSONNEL BY LIMITING NUMBER OF PARTICIPANTS PER TRAINING WORKSHOP TO 15-20 SGTS. AND FTOS (35 TYPICALLY ATTENDED).
- MINIMIZE NEGATIVE EFFECTS OF RUMORS BY INCREASING AND MAINTAINING FREQUENT CONTACT WITH DEPARTMENT EMPLOYEES AND ADDRESSING THEIR CONCERNS (TRAININGS, WRITTEN MATERIALS, etc).
- MINIMIZE CONCERNS FROM UNION REPRESENTATIVES BY MAINTAINING FREQUENT AND OPEN DISCUSSIONS WITH THEM REGARDING OBJECTIVES OF TRAINING PROGRAMS AND OBTAINING THEIR SUPPORT.

## RECOMMENDATION FOR FUTURE PROJECTS

- CONDUCT FUTURE LONGITUDINAL RESEARCH TO STUDY THE CHANGES IN STRESS OF ROOKIES DURING VARIOUS STAGES IN THEIR CAREER (ACADEMY, FIELD TRAINING PROGRAM, 3-YEAR PERIOD, 7-YEAR PERIOD, AND 15-YEAR PERIOD).
- DEVELOP AND CONDUCT RESEARCH TO EXAMINE WHETHER STRESS REPORTED EARLY IN LAW ENFORCEMENT CAREER PRECEEDS ENTRY INTO POLICEWORK, IS ACCERBATED BY POLICE DUTIES, OR IS THE RESULT OF LAW ENFORCEMENT RELATED FACTORS INCLUDING SHIFT WORK, ORGANIZATIONAL STRESSORS, JOB RISK.



## ROOKIE SURVEY

Many of the rookies we have met with have identified specific areas of concern that have affected them personally or professionally. Please review the list below and indicate any of the issues or concerns that are relevant to you in terms of having a significant impact on your life since beginning your career in law enforcement.

- \_\_\_\_\_ Long hours
- \_\_\_\_\_ Conflicts with peers
- \_\_\_\_\_ Conflicts with supervisors
- \_\_\_\_\_ Rumors/arguments with/or among coworkers
- \_\_\_\_\_ Doubts about continuing my career as a police officer
- \_\_\_\_\_ Spending more money than I make
- \_\_\_\_\_ Observing laziness or poor performance of other police officers
- \_\_\_\_\_ Increased arguing with spouse/significant other
- \_\_\_\_\_ Less time with family
- \_\_\_\_\_ Jealousy on the part of my spouse/significant other
- \_\_\_\_\_ Less time with friends
- \_\_\_\_\_ Loss of friendships since beginning career as a police officer
- \_\_\_\_\_ Drinking alcohol more frequently
- \_\_\_\_\_ Concerns about the physical dangers of the job
- \_\_\_\_\_ Pressures to conform and act like other police officers (like fraternity)

## FEEDBACK QUESTIONNAIRE

Directions: Please complete the following questions as honestly as possible. All information provided is confidential and your name does not need to be written on any of the forms provided to you. Thank you for your time.

1. In general, was this program a positive experience for you?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

2. Do you feel you have gained useful knowledge about how stressors in Police work may affect you and your family?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

3. Did attending this program familiarize you with the Officer Assistance Program and counseling services available to you and your family as a Miami Police Department employee?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

4. As a result of attending this program, do you feel more comfortable seeking out counseling services than if you had never attended?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

5. Were the topics and general information presented to you relevant and important to you?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

6. At the initiation of the program, were you informed about confidentiality and that all information discussed in these sessions would remain private?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

7. Was the counselor assigned to you knowledgeable and helpful to you, regarding the various issues discussed in your sessions?

1) Strongly agree    2) Somewhat agree    3) Somewhat disagree    4) Disagree

8. Do you feel you established a positive comfort level with your counselor and would think of them as someone to call for assistance if needed in the future?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

9. Despite this program being a requirement, did your opinion of the program change for the better once you spoke with your counselor and attended your sessions?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

10. Did your supervisors and Field Training Officers have a positive attitude towards this program?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

11. In your opinion, did your Miami Police Department supervisors and Field Training Officers have accurate knowledge and information about this program?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

12. Up to this point in your career, do you feel the training and manner of supervision you have received from the Miami Police Department was adequate and professional?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

13. Which of the following do you feel best describes the police academy training?

1) Very disciplined 2) Disciplined 3) somewhat undisciplined 4) Undisciplined

14. In general, are you happy that you became a Miami Police Department Officer and do you feel satisfied with your job?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

15. Have you attended all 3 sessions? \_\_\_\_\_  
If no, please indicate which sessions attended: \_\_\_\_\_

16. Did you read or review the handouts provided in sessions one and two?

1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

17. If you have a spouse or significant other, did you make a sincere effort to bring he or she to the sessions?

- 1) Strongly agree 2) Somewhat agree 3) Somewhat disagree 4) Disagree

18. If your spouse/significant other did not attend, was this due to

- A) Not informed by the Department or your counselor to bring him or her.  
B) Conflict in scheduling  
C) Spouse/significant other not interested.  
D) Never informed spouse/significant other.  
E) Other: \_\_\_\_\_

At this point in your career, on a scale of 1 to 4, how would you rate the following aspects of police work often viewed as difficult and/or stressful?

1=Very stressful 2= Moderately stressful 3=Mildly stressful 4= Not stressful

- A. Traffic stops: \_\_\_\_\_  
B. Report writing \_\_\_\_\_  
C. Attending court \_\_\_\_\_  
D. Conflicts with supervisors \_\_\_\_\_  
E. Departmental Politics \_\_\_\_\_  
F. Shiftwork \_\_\_\_\_  
G. Working the radio \_\_\_\_\_  
H. Effecting and making an arrest \_\_\_\_\_  
I. Rumors/arguments with or among coworkers \_\_\_\_\_  
J. Observing police corruption or excessive use of force \_\_\_\_\_  
K. Spending more money than I make \_\_\_\_\_  
L. Observing laziness or poor performance of other police officers \_\_\_\_\_  
M. Increased arguing with spouse/sig other \_\_\_\_\_  
N. Less time with family \_\_\_\_\_  
O. Drinking alcohol more frequently \_\_\_\_\_  
P. Physical dangers on the job \_\_\_\_\_  
Q. Pressures to conform and act like other police officers (like a Fraternity) \_\_\_\_\_

Based on your experiences so far in police work, how would you rate the following topics in terms of their importance to the Rookie counseling program you have completed.

1) Very Important 2) Somewhat Important 3) Somewhat Unimportant 4) Unimportant

- A. Pressures towards Corruption \_\_\_\_\_
- B. Pressures towards alcohol \_\_\_\_\_
- C. Problems with shiftwork and overtime on the family \_\_\_\_\_
- D. Importance of good communication skills within the family \_\_\_\_\_
- E. Money and overspending; debt \_\_\_\_\_
- F. How different aspects of police work affects the family \_\_\_\_\_
- G. How power, jealousy, possessiveness, etc. can affect family \_\_\_\_\_
- H. Relaxation training, ie. Tape \_\_\_\_\_
- I. Handouts on stress and stress management \_\_\_\_\_
- J. Handouts on relationship conflicts and communication skills \_\_\_\_\_
- K. Reviewing of Pre-Employment Psychological \_\_\_\_\_
- L. Review of services offered here for MPD employees \_\_\_\_\_
- M. Discussing with counselor any concerns experienced at work or home \_\_\_\_\_
- N. Relationships within the department and surviving "politics" \_\_\_\_\_

Any Additional  
Comments \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Thank you for your time.

PLEASE DO NOT PUT YOUR NAME OR ANY PERSONAL IDENTIFYING DATA ON THIS FORM

We are trying to collect information in order to better understand the needs and opinions of sergeants on the department. The gathered information will be analyzed in group form and no individual will be identified. It is hoped that the results of this survey can eventually be presented to command staff for their review and knowledge. Please read each statement and answer by circling the appropriate response. Thank you for your cooperation.

## WSI

Stress, for the purpose of this inventory, is defined as feelings or emotional strain, pressure, discomfort, uneasiness, and/or tension.

**INSTRUCTIONS:** You are to evaluate your current job for the amount and frequency of stress experienced. For each item, use the following scale to indicate the amount of stress that is experienced or would be if it were to occur:

0. None
1. A little
2. Moderate amount
3. Much
4. Very much

Then, use the following scale to indicate how often it occurs, stressful or not:

0. Never
1. Rarely (annually)
2. Sometimes (at least monthly)
3. Often (at least weekly)
4. Daily

Be sure to circle an answer for amount and frequency for each item.

WSI

	AMOUNT OF STRESS:					FREQUENCY:				
	NONE	LITTLE	MODERATE	MUCH	VERY MUCH	NEVER	RARELY	SOMETIMES	OFTEN	DAILY
1. Not knowing what superiors expect of you.	0	1	2	3	4	0	1	2	3	4
2. Having to respond on an "emergency basis".	0	1	2	3	4	0	1	2	3	4
3. Disagreeing with superiors.	0	1	2	3	4	0	1	2	3	4
4. Not knowing how much authority you have.	0	1	2	3	4	0	1	2	3	4
5. Being injured as a result of the mistakes of others.	0	1	2	3	4	0	1	2	3	4
6. Having to deal with injury or death as part of your job.	0	1	2	3	4	0	1	2	3	4
7. Having to make decisions that will dramatically affect other peoples' lives.	0	1	2	3	4	0	1	2	3	4
8. Finding that rewards' are not based on performance (e.g., promotions, raises)	0	1	2	3	4	0	1	2	3	4
9. Having to deal with several pressing problems at once.	0	1	2	3	4	0	1	2	3	4
10. Working in a "high crime area".	0	1	2	3	4	0	1	2	3	4
11. Not knowing what supervisors think of you.	0	1	2	3	4	0	1	2	3	4

WSI

	AMOUNT OF STRESS:					FREQUENCY:				
	NONE	LITTLE	MODERATE	MUCH	VERY MUCH	NEVER	RARELY	SOMETIMES	OFTEN	DAILY
12. Not having the opportunity to participate in decision-making.	0	1	2	3	4	0	1	2	3	4
13. Having conflicting job responsibilities.	0	1	2	3	4	0	1	2	3	4
14. Working without adequate safety standards.	0	1	2	3	4	0	1	2	3	4
15. Having inadequate personnel or equipment to respond in an emergency situation.	0	1	2	3	4	0	1	2	3	4
16. Feeling there is no clear chain of command.	0	1	2	3	4	0	1	2	3	4
17. Having periods of inactivity separated by Periods of emergency response.	0	1	2	3	4	0	1	2	3	4
18. Having to physically restrain others.	0	1	2	3	4	0	1	2	3	4
19. Potential for being injured on the job.	0	1	2	3	4	0	1	2	3	4
20. Being held responsible for too many different activities.	0	1	2	3	4	0	1	2	3	4
21. Knowing that your error may harm another person.	0	1	2	3	4	0	1	2	3	4
22. Failing to receive recognition of achievement by superiors.	0	1	2	3	4	0	1	2	3	4



WSI

	AMOUNT OF STRESS:					FREQUENCY:				
	NONE	LITTLE	MODERATE	MUCH	VERY MUCH	NEVER	RARELY	SOMETIMES	OFTEN	DAILY
23. Having to do things on the job that are against your better judgement.	0	1	2	3	4	0	1	2	3	4
24. Never knowing when a potentially dangerous event might occur.	0	1	2	3	4	0	1	2	3	4
25. Feeling that your work ability is under rated.	0	1	2	3	4	0	1	2	3	4
26. Not being permitted to make decisions on your own.	0	1	2	3	4	0	1	2	3	4
27. Working for long periods of time without rest.	0	1	2	3	4	0	1	2	3	4
28. Performing duties that are potentially dangerous to others.	0	1	2	3	4	0	1	2	3	4
29. Receiving criticism from supervisors.	0	1	2	3	4	0	1	2	3	4
30. Receiving conflicting requests.	0	1	2	3	4	0	1	2	3	4
31. Finding a lack of assistance or support from supervisors.	0	1	2	3	4	0	1	2	3	4
32. Working in excess of eight hours per day.	0	1	2	3	4	0	1	2	3	4

WSI

	AMOUNT OF STRESS					FREQUENCY:				
	NONE	LITTLE	MODERATE	MUCH	VERY MUCH	NEVER	RARELY	SOMETIMES	OFTEN	DAILY
33. Working with dangerous materials.	0	1	2	3	4	0	1	2	3	4
34. Having ideas considerably different from those of your superiors.	0	1	2	3	4	0	1	2	3	4
35. Doing another person's job in addition to yours.	0	1	2	3	4	0	1	2	3	4
36. Having to maintain prolonged vigilance to protect the safety of others.	0	1	2	3	4	0	1	2	3	4
37. Potential for being the victim of a crime while on the job.	0	1	2	3	4	0	1	2	3	4
38. Being held responsible for mistakes made by co-workers.	0	1	2	3	4	0	1	2	3	4
39. Working while fatigued or tired.	0	1	2	3	4	0	1	2	3	4
40. Working under inconsistent policies and guidelines.	0	1	2	3	4	0	1	2	3	4
	OS _____ JR									

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We are trying to collect information in order to better understand the needs and opinions of sergeants on the department. The gathered information will be analyzed in group form and no individual will be identified. It is hoped that the results of this survey can eventually be presented to command staff for their review and knowledge. Please read each statement and answer by circling the appropriate response. Thank you for your cooperation.

In general, I feel my superiors seek my feedback and listen to what I have to say.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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1. I feel it is important for sergeants to be on the lookout and aware when officers are likely having personal problems.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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2. I feel comfortable approaching officers when providing feedback and evaluating their performance.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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3. In general, I feel I have a close and comfortable working relationship with those under my supervision.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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4. In general, I feel my subordinates respect my position and are compliant (cooperative) with my directives and suggestions.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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5. In general, I believe my subordinates feel comfortable talking to me about job related or personal problems.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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6. I feel it is an important part of a sergeant's job to be available and a sounding board for their subordinates' individual problems.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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7. In general, I feel it is an important part of a sergeant's job to suggest and make referrals of subordinates in need to the O.A.P. (Officer Assistance Program) for counseling.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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8. In general, I feel sergeants have a good attitude towards their job and work hard to achieve goals.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

9. In general, I feel I work hard to carry out departmental policies and philosophy.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

10. In general, I view the human relations aspect of my job as more difficult than my technical duties (writing reports, etc.).

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

11. To be a successful sergeant I believe the quality of my relationships with my subordinates is more critical than enforcing regulations in a rigid manner.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

12. I feel that opportunities for promotion to the rank of sergeant are carried out in a fair and equitable manner.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

13. I feel that most of the sergeants in the department are competent and well qualified for the position.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

14. I feel that, in general, I received adequate preparation and training when promoted to sergeant.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
----------------	-------	----------------	----------	-------------------

15. I feel that there is an adequate number of field level sergeants in the department.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

16. I feel that there are an adequate number of patrol officers to achieve the goals of the department.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

17. I feel that the equipment (vehicles, etc.) and resources allocated to patrol units are adequate to effectively carry out assigned duties.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

18. I feel that, in general, the quality and competency of new police officers is adequate to do the job.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

19. In general, I feel like my superiors provide the necessary supervisory support to carry out my duties effectively.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

20. I feel that, in general, my supervisors are available to discuss professional concerns or problems when they arise.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

21. I feel that my superiors worry too much about liability instead of showing concern for the rank and file.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

22. I feel that disciplinary action, often for petty matters, is emphasized over dealing with the subordinate on a human relations level.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

23. In general, I feel that most of my superiors are well qualified and have the necessary experience for their positions.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

24. I feel that favoritism plays too large a role when my superiors review disciplinary matters.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

25. I feel that, in general, my superiors concur with (or support) my disciplinary recommendations.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

26. I believe that my superiors generally have adequate knowledge of the Officer Assistance Program and how it works.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

27. Generally, I feel that most sergeants still emphasize camaraderie (or being "one of the boys") and protect their subordinates from necessary/warranted disciplinary actions too much.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
-------------------	-------	-------------------	----------	----------------------

## FEEDBACK QUESTIONNAIRE

1. In general, was this program a positive experience for you?  
1) Strongly agree 2)Somewhat agree 3)Somewhat disagree 4)Disagree
  
2. Did attending this program familiarize you with the Officer Assistance Program and counseling services available to you and your family as a Miami Police Department employee?  
1) Strongly agree 2)Somewhat agree 3)Somewhat disagree 4)Disagree
  
3. As a result of attending this program, do you feel more comfortable seeking out counseling services than if you had never attended?  
1) Strongly agree 2)Somewhat agree 3)Somewhat disagree 4)Disagree
  
4. Did the program increase your likelihood of referring a subordinate if needed?  
1) Strongly agree 2)Somewhat agree 3)Somewhat disagree 4)Disagree
  
5. Did you find the individual follow-up session with the counselor worthwhile and an important aspect of the training program?  
1) Strongly agree 2)Somewhat agree 3)Somewhat disagree 4)Disagree

Police Department will have access to OAP files or records. The only involuntary waiver of confidentiality will occur in the extreme instance where a client has shown evidence of clear and imminent danger to him/herself or others. Under Florida law, incidents of child abuse must also be reported to the State Human Resources Department.

## NO FEE FOR SERVICE

As indicated, all sworn and non-sworn members of the department, their immediate family or significant other will be eligible for a total of six (6) free visits annually. These visits will be billed in a confidential manner to the Miami Police Department. At no time will an employee's (or family members') name appear on bills sent to the Miami Police Department.

## QUESTIONS?

In the event of any questions regarding specific services offered, please feel free to contact the OAP office at (305) 442-8800. Remember, no personal problem or question should be considered unimportant or silly.



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# OFFICER ASSISTANCE PROGRAM

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MIAMI POLICE  
DEPARTMENT

William O'Brien  
Chief of Police



## WELCOME TO THE OFFICER ASSISTANCE PROGRAM

As an employee of the Miami Police Department serving and protecting the Miami community, you and your family members may face many challenges and stressful situations. These challenges, at times, may result in personal difficulties, conflict in relationships or possibly job dissatisfaction and performance issues. As a benefit of your employment, the Miami Police Department offers an Officer Assistance Program (OAP) specifically designed to meet and address the needs of sworn and non-sworn members, their spouse or significant other and immediate family members. Law Enforcement Psychological and Counseling Associates provide a comprehensive range of mental health services available to you and your loved ones as part of the OAP. This firm has particular expertise with law enforcement and has successfully provided services to law enforcement clients for a number of years. Indeed, numerous members of the Miami Police Department have utilized their services. Its diverse staff is specially trained to address mental health and wellness issues in a private and confidential setting. We hope that you will take advantage of these services in an effort to promote and achieve a more fulfilling personal, family and career life.

## APPOINTMENTS

Sworn and non-sworn members, their spouse or significant other and dependents will be eligible for a total of six (6) free visits (annually) per family or individual or combination of both. Under special circumstances and need, additional free sessions may be offered. Appointments with an OAP professional may be scheduled by contacting the OAP secretary at (305) 442-8800 between 9:00 a.m. and 4:30 p.m. This contact may be made directly by the employee and notification to or permission

from a supervisor is not necessary. If an emergency situation exists, please inform the secretary and an appointment will be scheduled as soon as feasible. In the event of an emergency during OAP non-business hours, you may call the regular OAP phone number and a message will be taken and an appropriate staff member will be contacted.

## SERVICES

The OAP offers a full range of short-term mental health services available in a centrally located Miami-Dade County location. This office is private and not part of any City of Miami facility. Services are conducted at: Law Enforcement Psychological and Counseling Associates, Inc. 250 Catalonia Avenue, Suite 604, Coral Gables, Florida. The following are services offered through the OAP.

### GENERAL INDIVIDUAL COUNSELING SERVICES

This service provides intervention and short-term counseling and treatment for those who may be experiencing mental health concerns from a wide range of sources. This may include depression, anxiety, or job dissatisfaction, or other such problems associated with stressful life events.

### MARRIAGE/FAMILY COUNSELING SERVICES

This family-oriented service provides consultation, counseling, and intervention to those members experiencing marital/couple/significant other disharmony, parent-child relationship problems, divorce issues, sexual difficulties, and/or family violence.

## ADDICTIONS ASSESSMENT AND REFERRAL SERVICES

This service provides evaluation, consultation, treatment and referral for individuals with alcohol or other substance use problems. If referral to a specialized facility for such services is necessary, then the OAP will coordinate such services and the employee will be given an opportunity to complete such treatment per departmental policy.

## CHILD/ADOLESCENT COUNSELING SERVICES

Providing comprehensive evaluation and treatment of youths ages 2 to 18 years, this service offers individual, family, and group interventions, parent counseling, school consultation, psychological testing and medication evaluation.

## STRESS MANAGEMENT SERVICES

This specialized service offers assessment and treatment of stress-related disorders, including panic attacks, generalized anxiety, headaches, musculoskeletal pain, TMJ syndrome, gastrointestinal symptoms, and "stiffness" associated with chronic disease. Treatment techniques include progressive muscle relaxation, cognitive therapy, assertiveness and interpersonal skills training, and lifestyle modification.

## PSYCHIATRIC CONSULTATION

This service provides psychiatric evaluation and pharmacologic intervention as necessary in conjunction with other OAP services.

## CONFIDENTIALITY

The OAP will guarantee strict standards of privacy, privilege and confidentiality according to State and Federal guidelines. Neither the City of Miami nor the Miami

# Law Enforcement Psychological and Counseling Associates, Inc.

## MEMORANDUM

Date : October 17, 1997  
To : Major Gwendolyn Boyd  
Major Franklin Christmas  
Major Noel Rojas  
From : Mark Axelberd, Ph.D. *MA*  
Subject : Stress Counseling

Recently, Miami Police Department received a grant through the Justice Department to initiate specialized counseling for rookie officers and their family members. The program is designed to facilitate a positive adjustment during an individual's initial year of employment. The sessions are a benefit to the officers and his/her family and are considered confidential. No reports to the department will be generated. Participation is required and please encourage the officer to bring his/her spouse or significant other. There will be three (3) sessions held over the officer's first year of employment.

Attached are the names of the officers who are now eligible to attend the program. If any of these individuals are under your command I would appreciate your providing them the attached program description and have them immediately contact our office to set up an appointment.

Thank you for your cooperation.

MA:vr

Attachments

ROOKIE PROGRAM

This is to confirm that Officer \_\_\_\_\_ has  
attended session number \_\_\_\_\_ on \_\_\_\_\_ (Date).

The officer was instructed to hand deliver this copy of attendance to  
Captain Martinez' office following their session.

\_\_\_\_\_  
Counselor's Signature

TYPICAL SYMPTOMATOLOGY OF  
POST TRAUMATIC STRESS DISORDER

COGNITIVE

---

poor concentration  
poor attention span  
difficulty making decisions

memory problems  
difficulties with calculations  
slowed problem solving

EMOTIONAL

---

loss of emotional control  
depression  
guilt

grief  
anxiety/fear  
feeling lost/overwhelmed

PHYSICAL

---

muscle tremors  
gastro-intestinal distress  
headaches

chest pain  
difficulty breathing  
elevated blood pressure

BEHAVIORAL

---

excessive silence  
unusual behaviors  
withdrawal from contact

sleep disturbance (nightmares)  
changes in eating habits  
changes in work habits

## STRESS MANAGEMENT

### SELF-OBSERVABLE SIGNS OF STRESS<sup>1</sup>

- \_\_\_\_\_ 1. General irritability, hyperexcitation, or depression
- \_\_\_\_\_ 2. Pounding of the heart, an indicator of high blood pressure.
- \_\_\_\_\_ 3. Dryness of the throat and mouth.
- \_\_\_\_\_ 4. Impulsive behavior, emotional instability.
- \_\_\_\_\_ 5. The overpowering urge to cry or run and hide.
- \_\_\_\_\_ 6. Inability to concentrate, flight of thoughts and general disorientation.
- \_\_\_\_\_ 7. Feelings of unreality, weakness, or dizziness.
- \_\_\_\_\_ 8. Predilection to become fatigued, and loss of "joie de vivre."
- \_\_\_\_\_ 9. "Floating anxiety," that is to say, we are afraid although we do not know exactly what we are afraid of.
- \_\_\_\_\_ 10. Emotional tension and alertness, feeling of being "keyed up."
- \_\_\_\_\_ 11. Trembling, nervous tics.
- \_\_\_\_\_ 12. Tendency to be easily startled by small sounds, etc.
- \_\_\_\_\_ 13. High-pitched nervous laughter.
- \_\_\_\_\_ 14. Stuttering and other speech difficulties.
- \_\_\_\_\_ 15. Bruxism, or grinding of the teeth.
- \_\_\_\_\_ 16. Insomnia.
- \_\_\_\_\_ 17. Hypermotility. This is technically called "hyperkinesia," an increased tendency to move about without any reason, an inability to just take a physically relaxed attitude, sitting quietly in a chair or lying on a sofa.
- \_\_\_\_\_ 18. Sweating.
- \_\_\_\_\_ 19. The frequent need to urinate.

## STRESS COPING STATEMENTS

Below you will find suggested stress coping statements for each of these steps. Some of them may work for you, but the best ones will probably be those you write yourself.

### I. PREPARING FOR THE SITUATION

What is it exactly I have to do?  
I can work out a plan to handle it.  
I have succeeded with this before.  
It is easier once you get started.  
Just think rationally; no negative self statements.  
Tomorrow I'll be through it.  
Time for a few breaths of relaxation. Feel comfortable, relaxed and at ease.

### II. CONFRONTING THE STRESSFUL SITUATION

Take it step by step, don't rush.  
I can do this, I'm doing it now.  
I can only do my best.  
Don't think about fear; first think about what I have to do. Stay relevant.  
If I get tense, I'll take a breather and relax.  
I can get help if I need it.

### III. COPING WITH FEELINGS AT CRITICAL MOMENTS

Keep my mind on right now, on the task at hand.  
There is an end to it.  
Time to take a deep breath.  
Describe what is around me. That way I won't think about worrying.  
Don't try to eliminate fear totally, keep it manageable  
I can always call \_\_\_\_\_.  
It's not the worst thing that can happen.

### IV. REINFORCING SELF-STATEMENTS

It worked, I did it!  
I am able to relax away anxiety.  
It wasn't as bad as I expected.  
It's getting better each time I use the procedures.  
I can be pleased with the progress I am making.  
I handled it pretty well.

NOTE: If you have not experienced any of Dr. Holmés' events, list three Events in your life that presently cause stress.

EVENT	VALUE
1. _____	_____
2. _____	_____
3. _____	_____

Now think a little more about what Events bother you the most. What stress provoking events occur in your daily life that really bug you? Write them on these lines.

PERSONAL EVENTS

4. _____	_____
5. _____	_____

Take the Event on line 1. When you think about this Event and when it occurred, which of the following sensations did you feel (Place a number 1 in front of each symptom).

_____ PALPITATING HEART	_____ DRY THROAT
_____ RAPID BREATHING	_____ LOW ENERGY LEVEL
_____ SUDDEN CHILL	_____ NECK PAIN
_____ TENSION HEADACHE	_____ LOW BACKACHE
_____ NERVOUS STOMACH	_____ TICS (nervous twitch)
_____ COLD SWEATY HANDS	_____ CONSTIPATION
_____ LACK OF CONCENTRATION	_____ INSOMNIA
_____ IMPATIENCE	_____ WITHDRAWAL
_____ FATIGUE	_____ AGGRESSIVENESS
_____ DEPRESSION	_____ OVERACTIVITY
_____ OVEREATING	_____ IRRITABILITY
_____ _____	_____ DIARRHEA
_____ _____	_____ _____

Look at your Event on line 2 and again glance at the list of symptoms. Place a 2 in front of any symptoms you have with your line 2 Event. Repeat this with your Events on lines 3, 4 and 5. When you have worked your way through the Events you listed, you will have each Event associated with the symptoms that result from it.

# TECHNIQUES TO COUNTER ANXIETY

## Pressure Cooker Situations

1. Breathing methods
2. Autogenic
3. Thought stopping
4. Rational self questioning
5. Paradoxical imagining
6. Self-assertion
7. Self-nurturing

## Everyday Routines

1. Breathing methods
2. Autogenic relaxation
3. Progressive muscular relaxation
4. Meditation
5. Prayer
6. Sports, exercise
7. Healthy eating



1. Recognize your strengths and weaknesses and set your goals accordingly.
2. Decide what you value, what you believe in, what you realistically would like your life to be like. Take inventory of your library of stored scripts and bring them up-to-date, in line with the psychological space you are in now, so they will serve you where you are headed.
3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you and not helped when they could have. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative self-remembrances after you have sifted out any constructive value they may provide. The bad past lives on in your memory only as long as you let it be a tenant. Prepare an eviction notice immediately. Give the room to memories of your past successes, however minor.
4. Guilt and shame have limited personal value in shaping your behavior toward positive goals. Don't allow yourself to indulge in them.
5. Look for the causes of your behavior in physical, social, economic, and political aspects of your current situation and not in personality defects in you.
6. Remind yourself that there are alternative views to every event. Reality is never more than shared agreements among people to call it the same way rather than as each one separately sees it. This enables you to be more tolerant in your interpretation of others' intentions and more generous in dismissing what might appear to be rejections or put-downs of you.
7. Never say bad things about yourself; especially, never attribute to yourself irreversible negative traits, like "stupid," "ugly," "uncreative," "a failure," "incorrigible."

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<sup>1</sup> Reprinted from *Shyness: What It Is, What To Do About It* by Philip G. Zimbardo, copyright 1977, by permission of Addison-Wesley Publishing Co., Reading, Mass.

8. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.
9. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a bigger letdown later on may be avoided.
10. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out, or pass them by. Life is too short to waste time on downers.
11. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone. In this way, you can get in touch with yourself.
12. Practice being a social animal. Enjoy feeling the energy that other people transmit, the unique qualities and range of variability of our brothers and sisters. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to sharing.
13. Stop being so overprotective about your ego; it is tougher and more resilient than you imagine. It bruises but never breaks. Better it should get hurt occasionally from an emotional commitment that didn't work out as planned, than get numbed from the emotional insulation of playing it too cool.
14. Develop long-range goals in life, with highly specific short-range subgoals. Develop realistic means to achieve these subgoals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear. You don't have to worry about being unduly modest if no one else hears you boasting.
15. You are not an object to which bad things just happen, a passive non-entity hoping, like a garden slug, to avoid being stepped on. You are the culmination of millions of years of evolution of our species, of your parents' dreams, of God's image. You are a unique individual who, as an active actor in life's drama, can make things happen. You can change the direction of your entire life any time you choose to do so. With confidence in yourself, obstacles turn into challenges and challenges into accomplishments. Low self-esteem then recedes, because, instead of always preparing for and worrying about how you will live your life, you forget yourself as you become absorbed in the living of it.

By LEE ANN BROUSSARD  
Knight-Ridder News Service

Many people use physical activity to help release stress. What do you do when life's pressures start to affect your health? What are some other alternatives to help manage stress?

Scientists are discovering the many health benefits associated with the practice of anti-stress techniques such as meditation. Meditation has emerged not only as a very effective stress buster, but also a relaxing way to help your body stay healthy and young.

Meditation refers to methods of mental training that focus attention and induce calm. There are many varieties that have been practiced throughout the ages. In a few cultures, meditation is a part of religious activity, but for the most part it is simply a method of releasing tension.

### Focus on breathing

One of the simplest ways to meditate is to focus on breathing. Try taking 20 minutes from each day to sit in a quiet environment. Close your eyes and focus on your breathing. Your mind will have the natural tendency to wander, but just return to concentrating on your breathing. The very act of eliminating stressful thoughts will help relax the body. This simple method will produce noticeable benefits over time.

The ultimate goal of meditation is to bring one's mind to a new level of thinking, feeling and perceiving. Through the meditation process, improved mental clarity, awareness, deeper rest and peace of mind can be achieved. It is said that meditation increases your energy level, creativity and ability to focus more effectively.

Here are a few of the more common types of meditation or relaxation methods:

■ **Mindfulness meditation:** The focus of your attention in this type of meditation is on your breathing. When the mind wanders, you bring attention back to

centration: Focus on an object or thought. The purpose is to get the mind to focus on the present moment.

■ **Progressive muscle relaxation:** Individually contract and relax each muscle group of your body. Start by tensing your toes for 10 seconds, then relax them for 20 seconds. Work all the way up your body, tensing and relaxing, and finish with your facial muscles.

■ **Transcendental meditation:** TM is an easy-to-learn technique but needs to be taught by a qualified instructor. Through TM, one learns to escape from outside distractions and pressures to a place that is silent and peaceful. In TM, the body experiences a deep state of rest and the mind becomes increasingly alert. In practicing TM, you silently repeat a mantra (an individually selected, ancient Indian word) as a device to help you clear your restless mind.

Some other techniques that have proved to be beneficial for relaxation include yoga, Tai Chi, biofeedback and massage.

There have been more than

250 scientific studies documenting the health benefits of meditation. This is particularly found in transcendental meditation.

### A clearer mind

According to Rick Kausch, a Tallahassee TM instructor, practicing TM 20 minutes twice a day will give you a clearer mind and help you feel refreshed and rested.

"By eliminating the many stresses cluttering the mind, one can more effectively concentrate on the matter of hand," he said. "Being more efficient, you can get more done in less time."

Kausch has found that in practicing TM, his ability to cope with societal pressures has greatly improved and life is becoming easier.

Dr. Wesley Lockhart, an osteopathic physician, also practices TM. Lockhart said that practicing TM regularly has helped him release daily pressure.

"It has helped me get rid of a lot of superfluous things and allows me to focus better," he said.

## STRESS FACT SHEET

### What is stress?

"Stress is the non-specific response of the body to any demand on it." (Selye)

Stress is neither negative nor positive, it simply is.

Unmanaged stress can become distress, unhealthy.

Managed stress can become eustress, healthy.

### What are some causes of stress?

Expectations we place on ourselves.

Expectations of others.

Our physical environment--noise, movement, weather, season changes, etc.

Our internal environment--life's "passages," boredom, frustration, not enough time, decisions, etc.

### What are some symptoms of stress?

Increases heart rate, blood pressure: feeling tense, irritable, fatigued, depressed.

"Burnout syndrome": "Like an overloaded wire we 'burn out' and emotionally disconnect."

### What are some ways to manage stress effectively?

Add balance to life: don't overwork one part of the body, try to wear out at an even rate.

Know and accept what kind of person you are, "turtle or racehorse."

Get a thorough physical examination.

Take "time outs" at work.

Expand and use your support network.

Work hard at relaxing.

Hobbies, music, and physical activities are all renewing activities.

"Stretch out" physically and psychologically--give yourself massages.

Watch your breathing.

"Walk loose and walk more."

**\*\*\*STRESS WARNING SIGNALS\*\*\***

**STRESS:** Any disruption of the body's physical, chemical or mental functioning (Autonomic Nervous System Response). A non-specific response of the body to any demand placed upon it (physical or mental).

**STRESSOR:** Any environmental event that produces the above Autonomic Nervous System Response. Stressors can include everything from a physical blow to a missed appointment.

<u>AUTONOMIC NERVOUS SYSTEM RESPONSE ("FIGHT" OR FLIGHT" RESPONSE)</u>	<u>PHYSICAL SIGNS OF STRESS</u>	<u>PHYSICAL DISORDERS RELATED TO STRESS</u>	<u>BEHAVIORAL PSYCHO-SOCIAL SIGNS OF STRESS</u>	<u>EMOTIONAL DISORDER RELATED TO STRESS</u>
-Increased heart rate	-Headaches	-Coronary heart disease, heart attack	-Excessive preoccupation with ideas or people	-Alcoholism and drug abuse
-Elevation of blood pressure	-Backaches	-High blood pressure, hypertension	-Increase in tardiness	-Depression
-Secretion of adrenalin and other hormones	-Muscle fatigue	-Ulcers	-Marked and prolonged difference in productivity	-Suicide
-Increased muscle tension	-Changes in appetite	-Diabetes	-Crying episodes sudden angry outbursts	-Marital and family problems
-Pupils dilate	-Insomnia	-Allergies	-Mood swings (fluctuation in mood)	-Sexual dysfunction
-Perspiration increases	-Oversleeping	-Chronic bronchitis	-Marked difference in grooming habits	
-Increase in oxygen uptake	-Accident proneness	-Rheumatism, arthritis	-Attitudinal changes toward work	
-Mobilization of glucose and fatty acids	-Exacerbation of already present physical condition or illness	-Colitis	-Withdrawal-isolation from relationships in the work setting	
-Release of blood coagulates	-Dryness of mouth	-Kidney disease	-Inability to concentrate	
	-Stiff neck	-Sinusitis	-Family members starting to call in for the employee to announce his/her illness	
	-Irregular heartbeat			
	-Hyperventilation			
	-Fluttering eyelids			
	-Cold hands			
	-"Butterflies"			
	-Eye strain			
	-Grittled teeth			
	-Indigestion			

# TECHNIQUES TO COUNTER ANXIETY

## Pressure Cooker Situations

1. Breathing methods
2. Autogenic
3. Thought stopping
4. Rational self-questioning
5. Paradoxical imagining
6. Self-assertion
7. Self-nurturing

## Everyday Routines

1. Breathing methods
2. Autogenic relaxation
3. Progressive muscular relaxation
4. Meditation
5. Prayer
6. Sports, exercise
7. Healthy eating

## STRESS COPING STATEMENTS

Below you will find suggested stress coping statements for each of these steps. Some of them may work for you, but the best ones will probably be those you write yourself.

### I. PREPARING FOR THE SITUATION

What is it exactly I have to do?  
I can work out a plan to handle it.  
I have succeeded with this before.  
It is easier once you get started.  
Just think rationally; no negative self statements.  
Tomorrow I'll be through it.  
Time for a few breaths of relaxation. Feel comfortable, relaxed and at ease.

### II. CONFRONTING THE STRESSFUL SITUATION

Take it step by step, don't rush.  
I can do this, I'm doing it now.  
I can only do my best.  
Don't think about fear; first think about what I have to do. Stay relevant.  
If I get tense, I'll take a breather and relax.  
I can get help if I need it.

### III. COPING WITH FEELINGS AT CRITICAL MOMENTS

Keep my mind on right now, on the task at hand.  
There is an end to it.  
Time to take a deep breath.  
Describe what is around me. That way I won't think about worrying.  
Don't try to eliminate fear totally, keep it manageable  
I can always call \_\_\_\_\_.  
It's not the worst thing that can happen.

### IV. REINFORCING SELF-STATEMENTS

It worked, I did it!  
I am able to relax away anxiety.  
It wasn't as bad as I expected.  
It's getting better each time I use the procedures.  
I can be pleased with the progress I am making.  
I handled it pretty well.

NOTE: If you have not experienced any of Dr. Holmes' events, list three Events in your life that presently cause stress.

EVENT	VALUE
1. _____	_____
2. _____	_____
3. _____	_____

Now think a little more about what Events bother you the most. What stress provoking events occur in your daily life that really bug you? Write them on these lines.

PERSONAL EVENTS

4. _____
5. _____

Take the Event on line 1. When you think about this Event and when it occurred, which of the following sensations did you feel (Place a number 1 in front of each symptom).

_____ PALPITATING HEART	_____ DRY THROAT
_____ RAPID BREATHING	_____ LOW ENERGY LEVEL
_____ SUDDEN CHILL	_____ NECK PAIN
_____ TENSION HEADACHE	_____ LOW BACKACHE
_____ NERVOUS STOMACH	_____ TICS (nervous twitch)
_____ COLD SWEATY HANDS	_____ CONSTIPATION
_____ LACK OF CONCENTRATION	_____ INSOMNIA
_____ IMPATIENCE	_____ WITHDRAWAL
_____ FATIGUE	_____ AGGRESSIVENESS
_____ DEPRESSION	_____ OVERACTIVITY
_____ OVEREATING	_____ IRRITABILITY
_____ _____	_____ DIARRHEA
_____ _____	_____ _____

Look at your Event on line 2 and again glance at the list of symptoms. Place a 2 in front of any symptoms you have with your line 2 Event. Repeat this with your Events on lines 3, 4 and 5. When you have worked your way through the Events you listed; you will have each Event associated with the symptoms that result from it.



1. Recognize your strengths and weaknesses and set your goals accordingly.
2. Decide what you value, what you believe in, what you realistically would like your life to be like. Take inventory of your library of stored scripts and bring them up-to-date, in line with the psychological space you are in now, so they will serve you where you are headed.
3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you and not helped when they could have. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative self-remembrances after you have sifted out any constructive value they may provide. The bad past lives on in your memory only as long as you let it be a tenant. Prepare an eviction notice immediately. Give the room to memories of your past successes, however minor.
4. Guilt and shame have limited personal value in shaping your behavior toward positive goals. Don't allow yourself to indulge in them.
5. Look for the causes of your behavior in physical, social, economic, and political aspects of your current situation and not in personality defects in you.
6. Remind yourself that there are alternative views to every event. Reality is never more than shared agreements among people to call it the same way rather than as each one separately sees it. This enables you to be more tolerant in your interpretation of others' intentions and more generous in dismissing what might appear to be rejections or put-downs of you.
7. Never say bad things about yourself; especially, never attribute to yourself irreversible negative traits, like "stupid," "ugly," "uncreative," "a failure," "incorrigible."

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<sup>1</sup> Reprinted from *Shyness: What It Is, What To Do About It* by Philip G. Zimbardo, copyright 1977, by permission of Addison-Wesley Publishing Co., Reading, Mass.

8. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.
9. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a bigger letdown later on may be avoided.
10. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out, or pass them by. Life is too short to waste time on downers.
11. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone. In this way, you can get in touch with yourself.
12. Practice being a social animal. Enjoy feeling the energy that other people transmit, the unique qualities and range of variability of our brothers and sisters. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to sharing.
13. Stop being so overprotective about your ego; it is tougher and more resilient than you imagine. It bruises but never breaks. Better it should get hurt occasionally from an emotional commitment that didn't work out as planned, than get numbed from the emotional insulation of playing it too cool.
14. Develop long-range goals in life, with highly specific short-range sub-goals. Develop realistic means to achieve these subgoals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear. You don't have to worry about being unduly modest if no one else hears you boasting.
15. You are not an object to which bad things just happen, a passive non-entity hoping, like a garden slug, to avoid being stepped on. You are the culmination of millions of years of evolution of our species, of your parents' dreams, of God's image. You are a unique individual who, as an active actor in life's drama, can make things happen. You can change the direction of your entire life any time you choose to do so. With confidence in yourself, obstacles turn into challenges and challenges into accomplishments. Low self-esteem then recedes, because, instead of always preparing for and worrying about how you will live your life, you forget yourself as you become absorbed in the living of it.

By LEE ANN BROUSSARD  
Knight-Ridder News Service

Many people use physical activity to help release stress. What do you do when life's pressures start to affect your health? What are some other alternatives to help manage stress?

Scientists are discovering the many health benefits associated with the practice of anti-stress techniques such as meditation. Meditation has emerged not only as a very effective stress buster, but also a relaxing way to help your body stay healthy and young.

Meditation refers to methods of mental training that focus attention and induce calm. There are many varieties that have been practiced throughout the ages. In a few cultures, meditation is a part of religious activity, but for the most part it is simply a method of releasing tension.

#### Focus on breathing

One of the simplest ways to meditate is to focus on breathing. Try taking 20 minutes from each day to sit in a quiet environment. Close your eyes and focus on your breathing. Your mind will have the natural tendency to wander, but just return to concentrating on your breathing. The very act of eliminating stressful thoughts will help relax the body. This simple method will produce noticeable benefits over time.

The ultimate goal of meditation is to bring one's mind to a new level of thinking, feeling and perceiving. Through the meditation process, improved mental clarity, awareness, deeper rest and peace of mind can be achieved. It is said that meditation increases your energy level, creativity and ability to focus more effectively.

Here are a few of the more common types of meditation or relaxation methods:

■ **Mindfulness meditation:** The focus of your attention in this type of meditation is on your breathing. When the mind wanders, you bring attention back to

centration: Focus on an object or thought. The purpose is to get the mind to focus on the present moment.

■ **Progressive muscle relaxation:** Individually contract and relax each muscle group of your body. Start by tensing your toes for 10 seconds, then relax them for 20 seconds. Work all the way up your body, tensing and relaxing, and finish with your facial muscles.

■ **Transcendental meditation:** TM is an easy-to-learn technique but needs to be taught by a qualified instructor. Through TM, one learns to escape from outside distractions and pressures to a place that is silent and peaceful. In TM, the body experiences a deep state of rest and the mind becomes increasingly alert. In practicing TM, you silently repeat a mantra (an individually selected, ancient Indian word) as a device to help you clear your restless mind.

Some other techniques that have proved to be beneficial for relaxation include yoga, Tai Chi, biofeedback and massage.

There have been more than

250 scientific studies documenting the health benefits of meditation. This is particularly found in transcendental meditation.

#### A clearer mind

According to Rick Kausch, a Tallahassee TM instructor, practicing TM 20 minutes twice a day will give you a clearer mind and help you feel refreshed and rested.

"By eliminating the many stresses cluttering the mind, one can more effectively concentrate on the matter of hand," he said. "Being more efficient, you can get more done in less time."

Kausch has found that in practicing TM, his ability to cope with societal pressures has greatly improved and life is becoming easier.

Dr. Wesley Lockhart, an osteopathic physician, also practices TM. Lockhart said that practicing TM regularly has helped him release daily pressure.

"It has helped me get rid of a lot of superfluous things and allows me to focus better," he said.

# A Proactive Approach

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Stress has been defined as "the nonspecific response of the body to any demand placed upon it." It has been more simply referred to as wear and tear on the body caused by living. The very obvious clue regarding stress lies within this more simple definition, namely, to eliminate all stress one must die. There are, however, ways to comfortably cope with stress. The following article is an attempt to explain the stress reaction, to provide some clues for self-monitoring physiological and psychological reactions, and to introduce the techniques of stress management.

## Adaptation

The one thing that all stressors have in common is that they increase the demand for readjustment. Alvin Toffler, author of *Future Shock*,<sup>2</sup> estimates that man has faced this readjustment demand through 500 lifetimes since the beginning of human existence. Toffler credits man's unique ability to adapt to change as the source of human survival. Yet, while man has adapted, his adaptation has not caught up with modern times. Looking historically, as far back as the period in which men lived in caves, mankind possessed the "fight or flight" response. This response prepared man either to fight his enemy or to flee. Because of the rapid social change today, man's response frequently seems more appropriate for fighting or fleeing in a prehistoric fashion. Therefore, today's reactions to stress in many cases are inappropriate and counterproductive.

66

FOR AN EVENT TO BE  
STRESSFUL, IT MUST BE  
PERCEIVED AS SUCH  
IN THE MIND

99

An example of this primitive response is a police officer involved in a 90 mile-an-hour chase. After ten minutes of "hot pursuit" the subject vehicle is stopped. The officer, due to his altered psychological and physiological state, may not approach the subject vehicle and ask, "May I see your driver's license and registration?" Rather, the officer may approach the vehicle, shout "Get out," and thereafter physically handle the subject in a rough manner. The vulgar language, the high pitch of the voice combined with increased volume, and the officer's aggressiveness are all part of the stress reaction. In some instances, this type of reaction may be necessary

and considered protective. In still others, as here, it is extremely inappropriate and counterproductive.

If a complaint is filed against the officer, a later investigation may find his behavior exaggerated, abusive, and unjustified. While other officers understand why he acted as he did, his reactions cannot be justified because his behavior has been investigated out of the context of the stress reaction. The reactions to stress, therefore, must be monitored.

## Physiological Change

When confronted with a stressful situation, the body goes through many adaptive changes. One does not have to be a physician to recognize them. The nostrils flare, pupils dilate, heart beat increases, hands become cold and clammy, mouth dries, breathing becomes faster and irregular and the body begins to shake somewhat. Physicians will also note other changes including increased blood pressure and changes in blood content. These are caused by a flood of chemicals in the body, maximally preparing it for fight or flight.

Due to the very nature of the police officer's role, flight is not usually an option. Therefore, all energy is directed toward the fight response, much like it was 800 lifetimes ago. It has been stated that man goes through the fight or flight response 15 to 50 times a day. Dr. Hans Selye has named this physiological change during fight or flight reactions as the General Adaptation Syndrome.<sup>3</sup>

The General Adaptation Syndrome is in three stages. The first stage is known as the alert stage, during which time the body begins to prepare itself for fight or flight. Stage two is called the stage of resistance. During this time the body is maximally prepared. The final stage, exhaustion, initiates the body's attempt to repair the damage caused by the General Adaptation Syndrome and to regain a state of homeostasis or equilibrium.

## Psychological Aspects

For an event to be stressful, it must be perceived as such in the mind. Perception is paramount in the stress reaction and the body will respond based on it. Therefore, perception is the most important "key" with regard to one's reaction to stress. How one perceives the situation will largely dictate one's response.<sup>4</sup> The mind goes through three basic steps when confronted with a problem or situation. First the problem is perceived, then an analysis is conducted, and finally, a decision is made.<sup>5</sup> Step number one, perception, is a skill. It is something that is learned and can be altered or changed.

Unfortunately, it has become very popular to regard all stress in a negative sense, as harmful, and something to avoid. This negative stress has been named *distress*.

states all stress is not bad and should not be viewed negatively. He terms the positive side of stress, *eustress*. He argues that since stress is a fact of life, one must attempt to view it in a more positive manner. Stress is what keeps the heart beating, the body functioning, and it should, therefore, be viewed as a positive agent whenever possible. Selye further states that stress causes the activation of the General Adaptation Syndrome, be it negative (*distress*) or positive (*eustress*) stress.<sup>6</sup> Thus, the body cannot make a distinction between good and bad stress. This General Adaptation Syndrome can be altered, however, through proper perception and by monitoring one's own bodily reactions.

An example of the effects of positive and negative stress is demonstrated by the Holmes-Rahe Social Readjustment Rating Scale. This scale is made up of 43 events which cause change in people's lives. These events range from marriage to divorce, from birth of a child to death of a loved one. No distinction is made in this scale between positive and negative events, thus inferring that the bodily reactions are similar, based on change alone.

When confronted with stress, an individual moves from a state of mental and physical equilibrium to a state of disequilibrium. The General Adaptation Syndrome is an attempt by the body to regain physiological balance, the fight or flight response. Mentally, one can consciously *attack* the problem, *compromise*, or *withdraw*. On an unconscious level, individuals use defense mechanisms such as rationalization, denial, and projection to deal with stress.<sup>7</sup>

While it is not possible to entirely eliminate the stress reactions, one can and must monitor them. For example, the General Adaptation Syndrome may be altered through training to reduce its duration; breathing can be altered; and fine-motor coordination can be regained. Mentally, the effects of stress can be altered through proper perception. One must also recognize the use of defense mechanisms and determine if they are being used constructively or destructively.

Monitoring the stress reaction, combined with learning skills to effectively cope with stress, will enable the officer to perform maximally under stress and reduce his chances of falling prey to a stress-related disorder.

### Stress-Management

Taking steps to effectively manage stress is frequently met with resistance. One of the reasons is that people either consciously or unconsciously associate stress management with staying on an "even keel." The resistance that police officers sometimes display with stress management training results from the conflict between managing stress and the attraction to, and excitement associated with, police work.

Learning to manage stress and turn it into positive energy *does not* teach an individual to become uninvolved and easy going. Instead, one learns how to appropriately react when confronted with stressful situations. For example, to become involved in a high speed chase and to experience an accompanying increase in blood pressure, heart rate, and respiration, as the adrenalin races through the body, is appropriate. The same physiological response, however, when one

must first be learned and then practiced.

The skills that are applicable to police work also apply to athletics. Athletes, like police officers, are expected to "react" in a variety of situations. The degree of effectiveness with which one reacts to situations is what differentiates the professional from the amateur. The professional has acquired the skill of learning to be an "intentional reactor." An intentional reaction involves assessing a situation in advance so that, even though the individual's reactions appear natural, they are purposeful and appropriate.



## MONITORING THE STRESS REACTION, COMBINED WITH LEARNING SKILLS TO EFFECTIVELY COPE WITH STRESS, WILL ENABLE THE OFFICER TO PERFORM MAXIMALLY UNDER STRESS AND REDUCE HIS CHANCES OF FALLING PREY TO A STRESS-RELATED DISORDER



The amateur, on the other hand, is an "unintentional reactor." His style of reacting can be likened to a football team which is trying to execute a play without first getting into a huddle. The difference involves learning various proactive skills necessary for greater self-control. Acquiring these proactive skills is of greater significance to the police officer than the athlete because police work often deals with life and death matters.

It is important to look at some of the proactive skills used by professionals to put them in the category of intentional reactors. A common occurrence in police work is having to stop a citizen for speeding. Assume that an officer has been chasing a vehicle for several blocks. After stopping the violator, and before opening the car door, the officer must adjust his body to the situation. Adjusting involves getting "in line" emotionally and physically. One of the most important areas in which to regain control is breathing. When racing after the citizen, the body's natural defenses were in operation. As a result, the respiratory rate increased and breathing became short and choppy. This reaction was appropriate for preparing to catch the citizen. It is inappropriate, however, for subsequent communication with the individual.

An effective skill for returning breathing to an even and more regular state involves inhaling smoothly through the nose. Hold momentarily and then slowly exhale through the nose. At the same time one is expelling the air from the lungs, he should relax the muscles in the body and create a "wave" of calm feeling that begins at the head and travels throughout the body. Practicing this skill and regaining control over breathing is important, because when breathing is short and choppy, less air enters the body. Less oxygen, therefore,

reaches the brain; the result is that thinking and the ability to make decisions are impaired. Keeping breathing smooth and regular during highly stressful situations is important for enabling the officer to think more clearly, and thus handle situations more appropriately.

Another proactive step to take is for the officer to ask himself as he is exhaling, "What do I want out of this situation?" For instance, does the officer want to irritate the citizen or let the citizen irritate him? Does he want to give a ticket or give a warning? Before approaching the citizen, it is important that the officer clarify how he wants to handle the situation.

The above two skills help one to better manage his own stress. Learning to handle the citizen's stress, however, requires the utilization of other skills. Developing some hard, fast, proactive skills to deal with a citizen who has just been stopped for a moving violation is difficult. People are complex and any two situations are never the same. This is important for the officer to keep in mind, when looking at various approaches for dealing with other people during stressful conditions. Selecting the appropriate proactive skills is left up to the discretion of the officer involved.

First, if the citizen is upset, it may be best to keep quiet. Let the citizen finish talking before speaking. Agree with the person when appropriate and relate to him or her on a feeling level whenever possible. Dealing with the citizen as suggested is advantageous because it lowers stress. The officer is giving the person an opportunity to vent frustrations. Agreeing with the citizen on a feeling level minimizes the chances of argument. The officer has thus removed the "fuel from the fire."

It is important at the onset for an officer to understand not to personalize what the citizen is saying. The citizen suffers from feelings of anxiety and fear, which can quickly give way to feelings of anger and

his style, rather than personally against the citizen. If the citizen continues to react in a forceful way, then it may be necessary to match the citizen in order to calm him down. Matching the citizen involves mimicking him in terms of voice level, choice of words, breathing rate, tone of voice, and body stance. Matching a person lowers stress because the person, perhaps on an unconscious level, becomes aware of how he appears to the officer. Some officers may be familiar with using this mimicking technique having used it to stop young children from crying. This technique is also taught in many law enforcement crisis intervention courses.

Another effective technique to use when an individual is upset is to completely change the subject. This causes the individual to have a momentary lapse of memory. Parents have successfully used this technique when rearing their young. Every parent can recall experiencing a time when his child was crying over not being able to get his own way. Rather than pursuing the conversation, parents have learned that if they find something of interest to point out to the child, the child's attention is quickly diverted.

Walking down a dark alley is another high stress-producing situation. Officers frequently joke about being spotted because of the loud pounding sounds of their hearts. Taking steps to be an intentional reactor in this situation involves focusing in advance on what one needs to do. It is the same kind of mental preparation an outfielder needs to play baseball. When the batter is up and there are players on first and third, the outfielder needs to review in his mind what he should do if he gets the ball. Going through this mental preparation ahead of time minimizes the chances of error and reduces the stress level.

The officer who prides himself in being an intentional reactor has the proactive skill of self-awareness. He realizes the importance of being flexible. He can adjust from being the police officer at work to being the caring and accepting spouse and parent at home.



Mr. Reese is a supervisory Special Agent of the FBI. An 11 year veteran of the Bureau, he is currently assigned as a member of the Training Division faculty at the FBI Academy, Quantico, Virginia. An adjunct instructor with the University of Virginia, he teaches numerous courses to include Stress Management in Law Enforcement.

A doctoral candidate at the American University, Mr. Reese is responsible for the FBI's training and research in law enforcement stress. He has published and lectured internationally, is one of two supervisors of the FBI's Hypnosis Program, and managed the FBI's pilot program for Psychological Services. He has lectured at the National Sheriffs' Institute and will speak at the National Sheriffs' Association conference this June in Las Vegas.

Dr. Deborah K. Bright, Ed.D., is an adjunct professor at Wayne State University, having received her doctorate from Arizona State University. She has a private practice in relaxation therapy and has taught Creative Relaxation throughout the United States to include instructing executives of General Motors, The Ford Motor Company, Rockwell International, and others. She has authored numerous articles and the book, *Creative Relaxation: Turning Your Stress into Positive Energy*. Dr. Bright conducts seminars and workshops on Creative Relaxation and has been a guest lecturer at the FBI Academy, Quantico, Virginia, on numerous occasions, addressing the topic of police stress.



jobs too seriously. Learning to adjust to a variety of responsibilities is important. Sometimes people adjust by wearing different styles of clothing. They act and react differently when they are dressed up compared to when they have on jeans and a tee shirt. This same type of flexibility is important to bring into one's work.

One officer learned to become more flexible and keep his job in better perspective by doing something nice each day for family members. While driving home at the end of his shift, he reviewed what each member of his family was involved in on that particular day. He developed questions around the day's events to ask each person. At the same time, he came up with ideas on positive things he could say or do. By the time he got home, he was in a good mood. Family members were just as positive in anticipation of his return.

Self-reliance and self-confidence are important to individual development. The question that frequently arises is when to seek professional help. In order to assist a person in making that decision, the following guidelines have been established. One should consider help:

- 1) When one continues to take steps towards alleviating the problem and yet finds no improvement.
- 2) When one is unable to come up with any reasonable alternatives or solutions toward eliminating a problem.
- 3) When one is suffering from a physical ailment.

#### "Unwinding" is a Skill

Becoming aware of one's self and developing expertise in the various proactive skills discussed thus far is an outgrowth from "Personal Quiet Time" training.<sup>4</sup> The Personal Quiet Time is defined as a personalized method for enabling a person to become physically, emotionally, and mentally relaxed. The technique is practiced in either a sitting or lying position for 10 to 20 minutes, two times daily. During this time, an individual mentally places himself in a very pleasant scene, accompanied by soft musical and environmental sounds. As he visualizes the pleasant scene, he focuses on relaxing each of the muscle groups in his body. Learning to effectively unwind is a skill.

It is not uncommon for a police officer to feel uncomfortable the first time he experiences a relaxation technique. One reason for feeling uncomfortable is the lack of the body's familiar flow of adrenalin. Another reason is that it is a different way to approach improving performance. When an officer is resistant to practicing Personal Quiet Time, it is sometimes because the person lacks an understanding of relaxation. One of the most effective ways to introduce a person to the values of practicing a relaxation technique is by comparing it to sleep. Sleep is traditionally compared with restfulness.

Studies in sleep and relaxation indicate that relaxation techniques, when practiced, produce different physiological reactions from sleep and that relaxation reactions are related to creating greater feelings of rest. One of the differences noted was in oxygen consumption. Oxygen consumption is defined as the amount of

at the cellular level to produce energy to move muscles and complete tasks.

Another difference is in the production of brain waves, as measured by electroencephalography. Sleep is typically characterized with the production of Delta brain waves. When a person practices a scientific method of relaxation, Alpha brain waves predominate. When Alpha waves are emitted, subjective reports reveal that there is an accompanying calm, euphoric feeling. Studies on creativity, conducted at Menninger's Clinic, have shown a connection with Alpha brain wave production intermixed with Theta brain waves and creativity.

Another interesting difference between sleep and relaxation is in relationship to blood lactate levels. Studies have shown that during the first 10 minutes of practicing a scientific method of relaxation that blood lactic acid levels drop significantly. The level lowers during sleep but not as greatly. Significant lowerings in blood lactate levels is important because blood lactate is associated with anxiety. The greater the lactic acid level in the blood stream, the more anxious a person feels.

## THE OFFICER MUST REALIZE THAT HE IS NOT RESPONSIBLE, NOR IN CONTROL OF WHAT HAPPENS IN HIS EXTERNAL ENVIRONMENT. HE IS, HOWEVER, RESPONSIBLE FOR HIS REACTIONS TO THESE EVENTS



#### Facing Emotional Danger

Much has been written about stress in the world of policing.<sup>5</sup> Unfortunately, much of it tends to have a negative impact on the officers who read it because the writing highlights the hazards of the job; the maladies, and the miseries. Fortunately, there are those who challenge this negativism. They show police officers as perhaps no worse off than the average citizen concerning divorce, suicide, and other problems.<sup>6</sup> A recent study by the National Institute of Occupational Safety and Health (NIOSH) listed the 20 most stressful occupations. Law enforcement was not among them. This is not meant to imply that being a police officer is not stressful. However, it may not be as stressful, physically, as some believe. There is no doubt, however, that it is among the most *emotionally dangerous* jobs in the world. The police officer never knows what he will face next: he witnesses the misery of human beings; investigates fatal automobile accidents, child abuse, rape, murder, and other hideous crimes; receives little or no support from the public he serves; and is forced to make life and death decisions in a matter of seconds. Among his daily emotions are fear, anger, and sadness caused by shock, frustration, conflict and pressure.

Because of these emotional factors, officers, as well as others, suffer from psychosomatic disorders, like ulcers and heart disease. Stress can also result in self-



# Stress Management

(Concluded From Page 9)

inflicted attitudinal injuries such as burn-out, as well as physical maladies. The officer must take charge of his own environment and his own body. He can either induce or reduce stress; he alone is in control of his reaction to stress. His perception must be altered to a positive attitude. The officer must realize that he is not responsible, nor in control, of what happens in his external environment. He is, however, responsible for his reactions to these events. He must learn to relax.

Learning how to handle the stress one faces in law enforcement is a skill. When an officer practices these skills he is able to perform better on the job, while at the same time derive greater self-satisfaction. Becoming pro-active, and therefore, an intentional reactor, is what makes the difference between an amateur and a pro.

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## How Burned Out Are You?

Rate each item using the following scale: 0 = Doesn't apply, 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

1. ( ) It takes longer to unwind at the end of the work day than it used to.
2. ( ) I worry about work at night and have trouble sleeping.
3. ( ) I don't like telling people what I do for a living.
4. ( ) My job responsibilities overwhelm me.
5. ( ) I suffer from headaches, stomachaches, or lower back pain.
6. ( ) I feel I am no longer effective at my job.
7. ( ) I get angry and irritated more easily.
8. ( ) I feel that people don't appreciate me—they "use" me.
9. ( ) Even when I get enough sleep, I still feel exhausted.
10. ( ) I dread going to work.
11. ( ) I'm comfortable using labels when talking about the people I work with.
12. ( ) It's becoming harder to empathize with the people I work with.
13. ( ) I apply the "rules" much more strictly than I used to.
14. ( ) I spend a lot of time at work just watching the clock.
15. ( ) I lump the people I work with into categories, sometimes before I have all the facts.
16. ( ) My use of tobacco, drugs, and/or alcohol has increased lately.
17. ( ) I make "sick" jokes about the people I deal with at work.
18. ( ) I miss more than a day of work per month.
19. ( ) Many of the attitudes I express at work are cynical or negative.
20. ( ) Before I started this job, I had no idea what I was getting myself into.
21. ( ) I am sometimes confused about what I am supposed to be doing for the people with whom I work.
22. ( ) My boss's skills are totally inadequate for his/her position.
23. ( ) I have to make all the decisions around my office.
24. ( ) When I think about trying to change the system, it seems hopeless.
25. ( ) I get my emotional needs met almost entirely by my job and my colleagues.
26. ( ) Too much paperwork keeps me from doing a good job.
27. ( ) Stressed-out people are usually too upset to make important decisions.
28. ( ) I feel responsible for handling everything I'm asked to do at work.
29. ( ) There's a rule for every situation and every situation fits a rule.
30. ( ) I feel that I must respond to every request, no matter who makes it.

31. ( ) My job consists of so many different tasks that I feel overwhelmed.
32. ( ) I spend a lot of time with co-workers after hours.
33. ( ) I have not been adequately trained in dealing with people.
34. ( ) My salary is much lower than it should be.
35. ( ) I'm not involved in any kind of support system of people in my field.
36. ( ) Our budget is never big enough to do what we're supposed to do.
37. ( ) My work load is much too big for one person.
38. ( ) I often work long shifts or put in a lot of overtime.
39. ( ) I have never been given a reliable set of guidelines for my job.
40. ( ) I don't take time for breaks, lunch, illness, or vacations.

*Less than 40:* You're in pretty good shape and have a minor amount of job stress.

*40 to 80:* Your level of job stress is manageable and you are not likely to burn out.

*81 to 120:* You may be able to avoid burning out if you have good stress-management skills and solid self-esteem.

*121 to 160:* You are under a lot of job stress and may have already begun to burn out.

*Greater than 161:* You are under enormous job-related stress and in an advanced stage of burnout.

Adapted with permission from Martha Bramhall and Susan Ezell. "How Burned Out Are You?" *Public Welfare* 39 (Winter 1981), p. 26.

WHAT ARE THE SIGNS OF ALCOHOLISM?

YES

NO

- |   |   |  |
|---|---|--|
| — | — | 1. Do you occasionally drink heavily after a disappointment, a quarrel, or when the boss gives you a hard time?  |
| — | — | 2. When you have trouble or feel under pressure, do you always drink more heavily than usual?  |
| — | — | 3. Have you noticed that you are able to handle more liquor than you did when you were first drinking?   |
| — | — | 4. Did you ever wake up on the "morning after" and discover that you could not remember part of the evening before, even though your friends tell you that you did not "pass out"? |
| — | — | 5. When drinking with other people, do you try to have a few extra drinks when others will not know it?  |
| — | — | 6. Are there certain occasions when you feel uncomfortable if alcohol is not available?  |
| — | — | 7. Have you recently noticed that when you begin drinking you are in more of a hurry to get the first drink than you used to be?   |
| — | — | 8. Do you sometimes feel a little guilty about your drinking?  |
| — | — | 9. Are you secretly irritated when you family or friends discuss your drinking?  |
| — | — | 10. Have you recently noticed an increase in the frequency of your memory "blackouts"?   |
| — | — | 11. Do you often find that you wish to continue drinking after your friends say they have had enough?  |
| — | — | 12. Do you usually have a reason for the occasions when you drink heavily?   |
| — | — | 13. When you are sober, do you often regret things you have done or said while drinking?   |
| — | — | 14. Have you tried switching brands or following different plans for controlling your drinking?  |
| — | — | 15. Have you often failed to keep the promises you have made to yourself about controlling or cutting down on your drinking?   |

YES

NO

—

—

16. Have you ever tried to control your drinking by making a change in jobs, or moving to a new location?

—

—

17. Do you try to avoid family or close friends while you are drinking?

—

—

18. Are you having an increasing number of financial and work problems?

—

—

19. Do more people seem to be treating you unfairly without good reason?

—

—

20. Do you eat very little or irregularly when you are drinking?

—

—

21. Do you sometimes have the "shakes" in the morning and find that it helps to have a little drink?

—

—

22. Have you recently noticed that you cannot drink as much as you once did?

—

—

23. Do you sometimes stay drunk for several days at a time?

—

—

24. Do you sometimes feel very depressed and wonder whether life is worth living?

—

—

25. Sometimes after periods of drinking, do you see you see or hear things that aren't there?

—

—

26. Do you get terribly frightened after you have been drinking heavily?

---

If you answered "yes" to any of the questions, you have some of the symptoms that may indicate alcoholism.

"Yes" answers to several of the questions indicate the following stages of alcoholism:

Questions 1-8 - Early stage.

Questions 9-21 - Middle Stage.

Questions 22-25 - The beginning of the final stage.

The above questions are from the National Council on Alcoholism, Inc.

## Assessing the Cost of Your Anger

Now is the time to ask yourself some serious questions. How is anger affecting you? What toll is it taking on your body and your relationships? Fill out the following assessment as objectively as you can and see what you learn.

### Anger Impact Inventory

- |                     |                             |
|---------------------|-----------------------------|
| 0 = No Effect       | 1 = Minor Effect            |
| 2 = Moderate Effect | 3 = Very Significant Effect |
| 4 = Major Effect    |                             |

Instructions: Using the five-point scale, rate the degree of impact your anger has on the following:

	Rating
1. Relationships to authorities (teachers, bosses, police, government employees, and so on)	_____
2. Relationships to peers and colleagues at work	_____
3. Relationships to subordinates at work	_____
4. Relationships to customers, clients, business associates, and so on	_____
5. Relationships to children	_____
6. Relationships to children's teachers, other parents	_____
7. Relationships to spouse or lover	_____
8. Relationships to previous spouse or lover	_____
9. Relationships to in-laws	_____
10. Relationships to parents	_____
11. Relationships to other family members	_____
12. Relationships to current friends	_____
13. Relationships to former friends	_____
14. Relationships to neighbors	_____
15. The role of anger in lost relationships	_____
16. Relationships to recreational groups or organizations	_____
17. Relationships to religious groups or organizations	_____
18. Relationships to political and other groups	_____
19. Impact on your health of anger episodes	_____
20. Effect of anger symptoms (rapid heart rate, tension, shoulder and neck pain, headache, irritability, feeling of pressure, restlessness, insomnia, brooding, and so on)	_____
21. Time lost to angry feelings	_____
22. Anger intrusion into relaxing or pleasurable activities (sex, sports, hobbies, day in the country, vacations, and so on)	_____
23. Effect of anger on drinking or drug use	_____
24. Effect of anger on creativity or productivity	_____
25. Effect of anger on experience while driving	_____
26. Accidents, errors, and mistakes	_____

As you examine your inventory, see if any patterns emerge. Are you angrier at work or at home? With intimates or more distant relationships? Do you tend to feel angrier with authorities and parents or with peers? Are your sexual relationships major battlegrounds? Have a significant number of relationships been lost in anger? Now is the time to identify one or two areas where you really want to concentrate your efforts.

## Family Interaction Scale

Date: \_\_\_\_\_

Directions: Please circle the number in the one column which best describes your family.

1. Family members really help and support one another.
  - A. Very true for my family.
  - B. Fairly true for my family.
  - C. Fairly untrue for my family.
  - D. Very untrue for my family.
  
2. There is a feeling of togetherness and unity in our family.
  - A. Very true for my family.
  - B. Fairly true for my family.
  - C. Fairly untrue for my family.
  - D. Very untrue for my family.
  
3. Our family does things together very often.
  - A. Very true for my family.
  - B. Fairly true for my family.
  - C. Fairly untrue for my family.
  - D. Very untrue for my family.
  
4. We really get along well with each other.
  - A. Very true for my family.
  - B. Fairly true for my family.
  - C. Fairly untrue for my family.
  - D. Very untrue for my family.
  
5. Family members seem to seek contact with each other when at home.
  - A. Very true for my family.
  - B. Fairly true for my family.
  - C. Fairly untrue for my family.
  - D. Very untrue for my family.

6. Parents make the important decisions in our family by themselves (i.e.: with little input from the children).

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

7. There is very strict punishment for breaking the rules in our family.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

8. Children are punished very strongly for things they do wrong.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

9. The parents are very stern and strict leaders in our family.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

10. Parents sometimes order the children around.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

11. Children in our family can get away with almost anything.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

12. Family members are rarely punished or reprimanded when they do something wrong.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

13. It is unclear what will happen when rules are broken in our family.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

14. It is hard to know what the rules are in our family because they change frequently.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

15. There are very few rules in our family.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

16. Family members make the rules for the family together.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

17. Family members feel they have a lot of input in solving problems.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.



18. Each family member has a say when we are making major family decisions.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

19. Parents and children in our family decide together the method of punishment.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

20. In our family, parents check with the children before making important decisions.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

21. We argue or fight alot in our family.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

22. Family members sometimes get so angry that they throw things.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

23. Family members often lose their tempers.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

24. Family members sometimes hit each other (i.e. slap,spank.).

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

25. Family members often criticize each other.

- A. Very true for my family.
- B. Fairly true for my family.
- C. Fairly untrue for my family.
- D. Very untrue for my family.

Question 1-5 = Measure of Cohesion within family.  
6-10 = Measure of Authoritarian parenting style.  
11-15 = Measure of Permissive parenting style.  
16-20 = Measure of Democratic parenting style.  
21-25 = Measure of Conflict within family.

Brief description of above terms:

Cohesion: Sense of togetherness and support, degree of unity within ones family.

Conflict: Sense of not getting along with family members including arguing, physical and emotional altercations.

Democratic: Parenting that combines supportive discipline with clear, reasonable rules. Rules are enforced consistently. Tend to be flexible, willing to bend when needed, emphasize reward over punishment. Associated with proactive behavior in children.

Authoritarian: Parenting that combines punitive discipline with strict, firm rules. This type of parenting style tends to stress obedience and control with little freedom or input from children. Associated with problematic behavior in children.

Permissive: Parenting that combines infrequent discipline with unclear, inconsistent rules. Parents with this style tend to be overindulging and set few limits. When there are limits, they are inconsistently applied. Also associated with problematic behavior in children.



# Your Marriage

By Harville Hendrix, Ph.D.

## That Loving Feeling

10 Steps to a Stronger Marriage



We had another one of those fights," reported George, looking accusingly at his wife, Mary. "It's always the same argument, ending up at the same place—nowhere!"

"If you'd just show me a little affection," Mary retorted, "this wouldn't happen. The only way I can get a feeling out of you is to yell at you. You never talk to me," she said tearfully.

"Who wants to talk to you when you yell?" George flared back. Then, in a resigned tone, "Here we go again."

This fight between George and Mary is characteristic of the inevitable power struggle between husband and wife. It's a conflict that occurs over and over, and although, on the surface, it

ERIC FENIKOFF



Couples involved in the marital power struggle often have trouble identifying what has gone wrong.

often seems trivial—one partner wants to go out to eat, the other wants to stay home; one wants to talk while the other wants to read—the underlying issue is serious: "Are you or are you not going to meet my needs?" Because the power struggle is fought primarily on the unconscious level (the partners don't realize what they're really fighting about), it can severely damage a marriage—unless couples learn to recognize their hidden motivations and work constructively to resolve their differences.

When two people are first in love, they're on their best behavior, but when they start living together, their tactics change. The attention they once courted they now try to force through criticism and intimidation. Anticipation gives way to expectations.

Among these expectations is the assumption that their mates will conform to a specific set of behaviors. For example, a husband may expect his wife to do all the household chores, and he may also have a long list of expectations that are peculiar to his upbringing. On Sundays he may expect her to cook a special breakfast while he reads the paper, and then join him for a stroll in the park. This is how his parents spent their Sundays, and the day wouldn't feel "right" otherwise. Meanwhile, his wife has an equally firm, and perhaps conflicting, set of expectations.

But far more important than these conscious expectations are the unconscious ones—primarily that our partner will love us the way our parents never did. We expect our partner to do it all—satisfy our unmet childhood needs, complement lost parts of ourselves, nurture us in a consistent and loving way, and be eternally available to us.

We soon learn, however, that this is not to be. And at about the same time we also

notice that some aspect of our partner's character, a trait we once thought highly desirable, is becoming an annoyance. A woman may find that her husband's impulsive personality, which she used to think of as "decisive," now seems "irresponsible." We choose our partner in the hope that he or she will compensate for our own weaknesses, but before long, the very traits that attracted us begin to make us anxious.

To see how this drama plays out in real life, let's look at John, a successful businessman in his 20's who was in love with (Continued)

Contributing editor Harville Hendrix, Ph.D., is director of the Institute for Relationship Therapy and author of the best-selling book "Getting the Love You Want: A Guide for Couples" (Henry Holt and Company, 1988).

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## Understanding Your Marriage

continued from page 59

a vibrant young woman named Cheryl. John said that he'd marry her in a minute if only she'd say yes; but several months after the wedding, he began to complain. He could tolerate Cheryl's "emotional excesses" (as he now described them) when she directed them at others—when she berated a salesclerk or giggled with a girlfriend—but when she beamed her high-voltage emotions at him, he became panicky. "I feel as if my brain is about to short-circuit," he said.

The reason for John's acute anxiety was that Cheryl's emotional nature was beginning to stir his own buried feelings to such a degree that they threatened to emerge. In response he tried to dampen her personality. "Take it easy, Cheryl!" he'd say. "You're behaving like an idiot." The very character trait that had once drawn him to her he now perceived as a threat.

especially the *negative* ones we so resolutely denied during courtship, begin to come into focus. The moodiness or the stinginess becomes evident, and we have the sickening realization that not only are we not going to get our needs met, but our partner is going to wound us in the same way we were wounded as a child. That's because the mate we select usually has negative traits very similar to those of our parents.

### THE WEAPONS OF LOVE

When we're involved in the marital power struggle, we often have trouble identifying what has gone wrong. All we know is that somehow we've migrated to a colder climate. Now there are fewer back-rubs; there's less lovemaking, less time spent together. We feel confused, angry, anxious, depressed and unloved, and in despair we begin to use negative tactics. We withhold our affection, become irritable and critical. We attack and blame—"Why do you always . . . ?" and "How come you never . . . ?"—with the thought that

he will become more loving.

But that doesn't make any sense! Why do we think that hurting our partner will make him behave more pleasantly? We think that way because that's how we got our parents to take care of us as babies. We didn't smile sweetly or put our request into words—we simply opened our mouths and screamed. And we soon learned that the louder we screamed, the quicker they came. Also, like babies, we tend to assume that our partner knows instinctively what we need. As one wife put it, "He's been married to me for 15 years. If he *still* doesn't know what I want, then he hasn't been paying attention!" What this woman failed to comprehend was that her husband is not a devoted parent hovering over her crib but an equal, with (much to her surprise) needs and expectations of his own.

When partners don't tell each other what they want but constantly blame and criticize instead, it's little wonder that the spirit of love and cooperation disappears. (Continued)

# Understanding Your Marriage

continued from page 50

## STAGES OF THE POWER STRUGGLE

Although the partners may not recognize it, the marital power struggle tends to follow a predictable course. The first stage is shock: "This is *not* the person I thought I married." Then comes denial. Because you can't accept so great a disappointment, you try to see your partner's negative traits in a positive light. But soon denial gives way to feelings of betrayal. Either your partner has changed, or you've been deceived all along about his true nature. You are in pain, and the degree of your pain is equal to the disparity between your fantasy of your partner and his emerging reality. If you stick with the relationship, you enter the next stage, bargaining: "If you'll drink less, I'll be more interested in sex."

In the last stage, resignation, you lose hope of finding happiness with your partner. At this point, approxi-

mately half the couples file for divorce. Most of those who do stay married create what is called a "parallel" marriage, trying to find happiness outside the relationship. But some couples do eventually find a way to live happily together.

## BEYOND THE POWER STRUGGLE

The way out of the labyrinth of confusion and pain is to create a "conscious" marriage. Instead of responding automatically, *unconsciously*, to your mate, you *consciously choose* your actions and reactions. For example: Imagine you're eating breakfast when your husband comments that the waffles are burned. Instead of reacting as if you'd just been attacked with a bread knife—as your *unconscious mind* prompts you to do—you respond in a neutral tone of voice: "You're really upset that I burned the waffles."

Your husband might say, "Yes! I'm tired of our wasting food!"

You remain nondefensive: "You're right. We shouldn't waste food. Perhaps if we got an extension cord and brought the waffle iron to the table, we could keep an eye on it."

Your husband, disarmed by your rational tone and suggested solution, will probably calm down: "Good idea. I guess I'm a little edgy. I'm worried about this project at work." Because you responded creatively to anger, you've suddenly become a confidant, rather than a sparring partner.

Although the power struggle is an inevitable part of every love relationship, it does not necessarily mean that something is wrong. Conflict signals that growth is trying to occur—that you're trying to move from an "unconscious" marriage to a "conscious" one. The goal in both types is the same: to heal the wounds of childhood and restore the parts of yourself that were repressed. The difference is that your unconscious mind does not have the skills to achieve this goal, while your conscious mind does. Once you demote the wounded child within and put your grown-up, conscious mind in charge, you can create, in reality, the marriage of your dreams.

**For information on couples workshops,** contact: The Institute for Relationship Therapy, 1255 Fifth Ave., Suite C-2, New York, NY 10029; or phone 212-410-7712. ■

## 10 STEPS TOWARD A CONSCIOUS MARRIAGE

1. *Understand that your love relationship has a hidden purpose—to heal old childhood wounds.* Instead of focusing entirely on surface issues, recognize the underlying needs. When you look at your marriage in this way, your conversations take on more meaning. Puzzling aspects of your relationship make more sense, and you have a greater feeling of control.
2. *Create a more accurate image of your partner.* During courtship you unconsciously began to confuse your lover with your parents. As you let go of your illusions about your partner, you will see more of his truth. You'll realize that he's not a perfect person, but rather simply another wounded human being, struggling to heal those wounds.
3. *Ask for what you want.* Accept that your partner is *not* a mind reader, that you must articulate your needs and desires.

4. *Take more conscious control of what you say and do.* Instead of reacting automatically, learn to think before you act so that you can choose an appropriate response, not a defensive one.

5. *Value your partner's needs and wishes as highly as you value your own.* Rather than expecting him to take care of all your needs, direct more of your energy toward meeting some of his needs.

6. *Accept the dark side of your personality.* Acknowledge that you, like everyone else, have negative traits. By taking responsibility for them, you lessen your tendency to blame your partner for your own shortcomings.

7. *Practice honest techniques for getting what you want.* When you stop cajoling, haranguing and blaming in an attempt to force your partner to meet your needs, and start asking directly for what you want,

you'll have a better chance of getting a positive response.

8. *Work to acquire the strengths and abilities you lack.* You were attracted to your partner because he had qualities you wished you had; he was outgoing, perhaps, and you were shy. Instead of hoping that this aspect of his personality will somehow rub off on you, develop in yourself those qualities you admire.

9. *Recognize the need to be open, direct and loving.* As a small child you were wholly yourself. You were able to love unconditionally, to feel wonder and joy, to freely express all parts of your personality. Rediscover that original spontaneity.

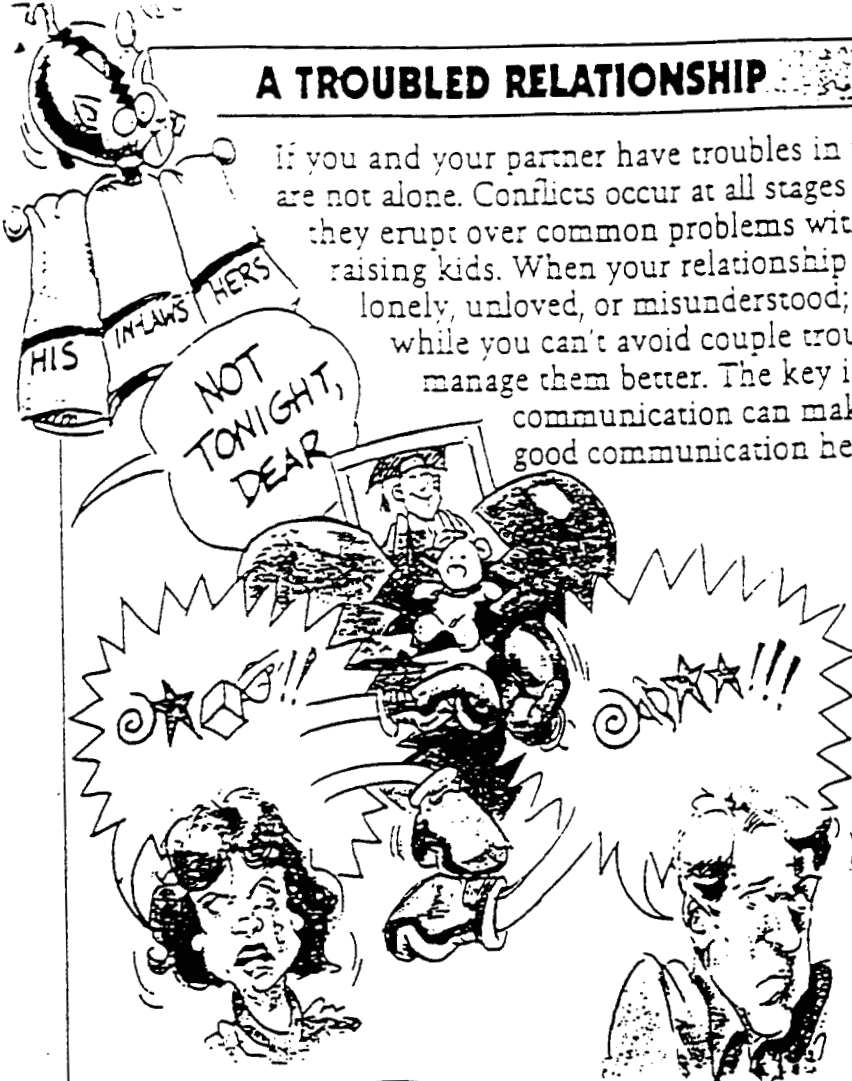
10. *Accept that a good marriage doesn't just "happen."* Work to develop in yourself commitment, discipline and the courage to grow and change. And recognize that perfection is not the goal. Don't demand it of yourself or of your mate. □

# COUPLE TROUBLES

Resolving Conflicts  
Through Better Communication



## A TROUBLED RELATIONSHIP



If you and your partner have troubles in your relationship, you are not alone. Conflicts occur at all stages of relationships, and often they erupt over common problems with money, in-laws, sex, and raising kids. When your relationship is troubled, you can feel lonely, unloved, or misunderstood; but the good news is that while you can't avoid couple troubles, you can learn to manage them better. The key is communication. Poor communication can make problems worse, but good communication helps resolve them.

### Common Troubles

You probably know all relationships include conflict. But you may not know that your communication—what you say and how you say it—can make conflict worse. In fact, when you're upset, the way you say things can be more important than your words. If you sound cold, accusatory, or sarcastic, your partner may not hear your words at all, but respond to your manner, feeling attacked or hurt. Your "message" is lost, and you never get to the heart of the matter.



**COMMUNICATION SKILLS**

**CAN HELP**

Communication skills can help resolve conflict by assuring that you express concerns in clear, friendly ways. As a result, you're more likely to be heard and understood and get a productive response. To promote good communication, learn how stages of a relationship trigger common troubles, how communication skills can help resolve them, and when to get outside help.

This booklet is not intended as a substitute for professional health care.

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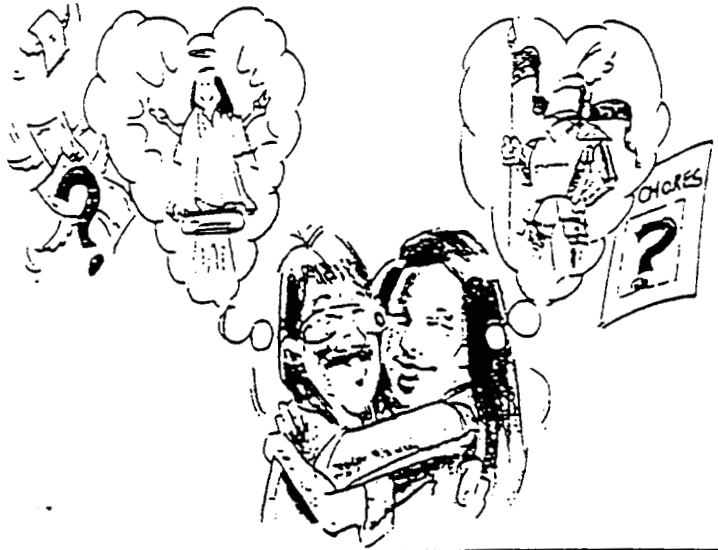


## TROUBLES COME IN STAGES

Relationships go through several stages, each with its own set of troubles. During the romantic stage, partners often ignore one another's faults. During the next stage—reality—they recognize they have different needs and wants and may start to argue. Later, in a stage of reappraisal, they may disagree about major lifestyle decisions. If you recognize yourself in one of these stages, learning why troubles arise when they do can help you resolve them.

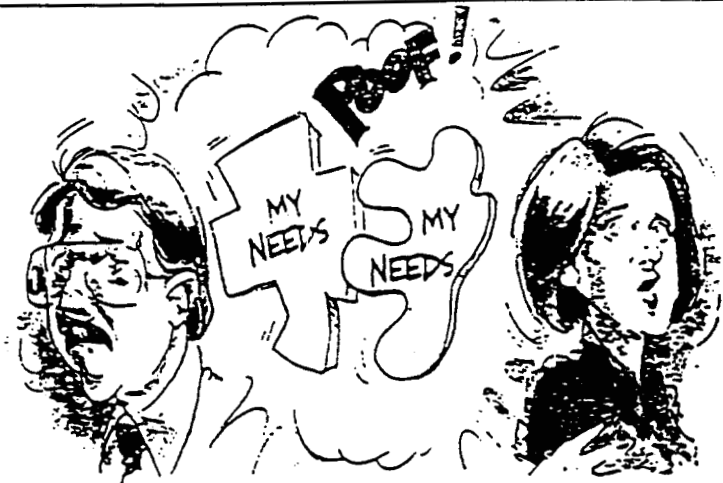
### Romance

Because partners idealize one another, they may overlook flaws and avoid discussing important issues. But such avoidance can signal trouble ahead. The early romantic stage of a relationship is exactly when couples should discuss their views on issues such as managing money, sharing chores, and raising kids.



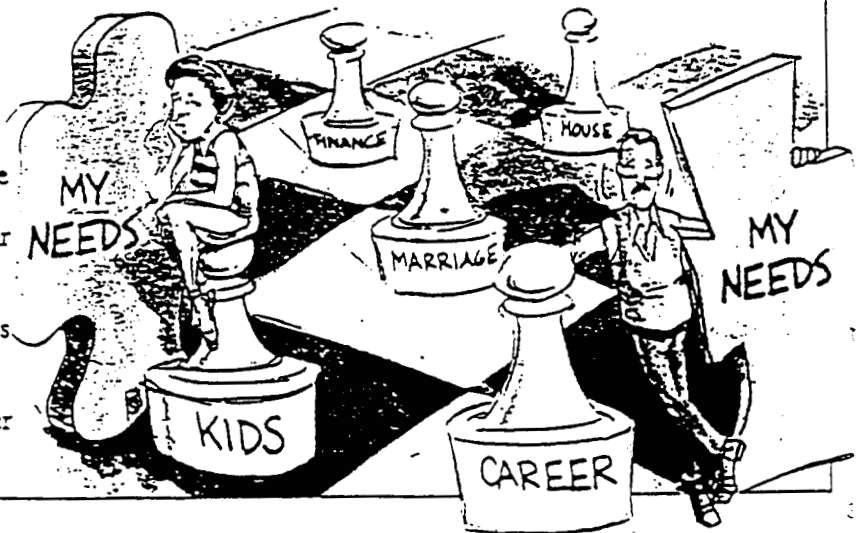
### Reality

Eventually, couples realize each partner has different needs and wants. Romance fades and reality begins. Arguments may start, but can be productive if couples learn and use good communication skills that help keep discussions friendly. Failure to discuss differences is worse, because it can trigger grudges or power struggles.



### Reappraisal

When couples face big decisions, such as how to handle careers or kids, their differences become even more important. At this stage, couples often reappraise their relationship's effect on how they want to live their lives. Some couples separate. Others become closer by communicating clearly and regularly and by supporting one another even when they don't agree.





## RESOLVING COMMON TROUBLES

Relationships seldom move gracefully from one stage to another. Most couples face setbacks along the way, frequently triggered by troubles involving money, in-laws, sex, and raising kids. Unfortunately, troubles can escalate when couples fail to discuss problems or express feelings clearly. Well-meaning words are misinterpreted as accusations. Arguments, often over small things, mask real

### Money Troubles



It's usually not how much money a couple has that causes troubles: it's disagreement over how to spend it. Other money arguments focus on how funds should be divided, whether or not to save, and who controls the purse strings. Job loss or overuse of credit can intensify problems, causing partners to blame one another or feel embarrassed or out of control.

### How to Resolve Them



Plan a budget together; it can provide a structured way to discuss personal values and set spending priorities. It can also help you and your partner clarify what money means to each of you, such as security, power, or status. Books on budgeting also can show you how various kinds of money management systems work. You don't have to do things the way your family did.

### In-law Troubles



In-law troubles often occur early in marriages. One partner feels the other's parents are too intrusive or critical or that a partner is too attached to parents. Things get worse if the criticized partner feels obliged to "argue" his or her parents' side. No matter how well meaning everyone is, feelings get hurt, tempers flare, and relationships suffer.

### How to Resolve Them

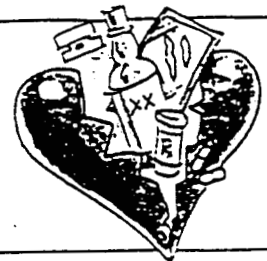


To resolve in-law troubles, avoid accusations; instead, tell your partner how you feel. If, for instance, your in-laws say or do things that make you feel insecure or unworthy, say so. Then discuss what kind of relationship you both want with your in-laws and determine how to meet mutual needs in ways that won't cause conflict.

### Chemical Dependency

If a partner's chemical dependence is causing conflict, follow three rules.

- 1) Don't confront your partner without a professional's help; you may create more conflict.
- 2) Don't make excuses; that allows the dependence to continue.
- 3) Don't try to resolve the problem alone. Chemical dependence is a serious problem that requires professional help.



# COMMUNICATION SKILLS

Communication—what you say and how you say it—is a skill that can be learned. Verbal skills help you choose words that express your concerns in friendly, productive ways. Nonverbal skills assure that your body language, such as gestures, posture, and tone of voice, support your words. The techniques may seem awkward at first, but use them anyway. With daily reinforcement, communication skills really work.

## Verbal Skills



The following verbal skills can help you express your concerns clearly, honestly, and politely. Paraphrase (repeat back) what your partner says to be sure you have understood it. Use "I statements" ("I feel hurt when you're late") rather than "you statements" ("You're always late"), which sound accusatory. Focus on your feelings rather than what a person did; no one can argue with your feelings. Listen to your partner without giving advice. Avoid asking "why" questions ("Why do you do that?"), which sound accusatory and make others feel defensive.

## Nonverbal Skills



The words you say are only 7% of the message you give. The rest is nonverbal—such as voice tone, expression, and posture. Many relationship conflicts are in fact triggered by mismatched words and body language, such as someone saying, "That's great," with disinterest. Help your nonverbal communication tell your partner, "I may disagree with you but I want to understand you." Keep your tone of voice friendly. Be sure your facial expression, gestures, and voice tone match what you say. And stand close to your partner with your arms open to show cooperation.

## Checklist For Better Communication

Good communication needs daily reinforcement. Keep your relationship healthy by using this checklist every day.

- Today did you?
- Share feelings
- Show affection
- Listen and ask questions
- Think about your partner's needs
- Minimize annoying habits
- Do something together



## WHEN TO GET HELP

Sometimes you can't resolve a relationship problem alone. Many couples can't. Their emotions and egos get so involved, they can't be objective. If you are unable to resolve a conflict, don't hesitate to seek help. A professional therapist can help you clarify what might be an underlying problem, understand one another's point of view, and use communication skills to resolve problems.

### Signs That You Need Help

Since conflict in a relationship is normal and inevitable, how do you know when a problem is serious enough to seek outside help? A good rule is to seek professional help when a problem persists for more than 3 months, when what you have tried isn't working, or when a problem escalates and affects other aspects of your relationship. Don't think that seeking professional help is a sign of failure. On the contrary, it shows you care about your relationship. Couples whose relationships thrive usually seek help early; they don't let problems persist.



### How to Get Help

There are many ways to find competent therapists who specialize in treating couples. Ask your employee assistance program, medical department, or physician for a recommendation. Or look in the yellow pages of the phone book for listings of marriage and family counselors, psychologists, clinical social workers, or psychiatrists. Also helpful: community agencies such as Family Service, Catholic Social Service, and Jewish Family Service. These agencies counsel people of all faiths.



### Couples Therapy

Couples therapists treat both partners in a relationship. The therapist does not tell clients what to do but helps them identify and clarify problems and then teaches them skills, such as better communication, that help them work out problems on their own.

### Marriage Enrichment

Marriage enrichment programs are intended to make good relationships even better. Often the programs are offered through colleges or churches. They teach communication and other skills that help couples clarify and resolve conflicts.

### Special Groups

Some conflicts require special groups, such as Al-Anon for partners of alcoholics. EAPs and personnel departments also can recommend credit counselors if you have money troubles, parental hotlines for couples frustrated over kids, and shelters for the abused.