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*Final Report* c.1



# Program Performance Report: National Institute of Justice

## Law Enforcement Family Support: Training Program for Reduction of Stress Among Law Enforcement Officers and Their Families

STATE OF NEW YORK  
DIVISION OF CRIMINAL JUSTICE SERVICES  
OFFICE OF PUBLIC SAFETY

Program Performance Report  
to  
National Institute of Justice

Law Enforcement Family Support:  
Training Program for Reduction of Stress  
Among Law Enforcement Officers  
and Their Families

New York State Division of Criminal Justice Services  
Office of Public Safety  
4 Tower Place  
Albany, NY 12203-3764  
October 27, 1998

**PROJECT IDENTIFYING INFORMATION**

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Stress Among Law Enforcement Officers and Their Families

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## *Introduction*

### Statement of Purpose

**“To enable law enforcement officers to effectively perform their duties through the identification and management of the negative aspects of stress.”**

The debilitating effects of stress on law enforcement personnel are readily observable. In addition to the toll on physical and mental health, the effects of stress can be seen in the incidence among law enforcement personnel of alcoholism, divorce, and most tragically, suicide.

The New York State Division of Criminal Justice Services Office of Public Safety (OPS) has developed a unique approach in presenting a program on stress reduction and management by including the family with the officer in training. The program has two levels of training: recruit level and in-service level. Each course addresses factors that are relative to the officer's lack of or accumulated experiences of being “on the job.”

Each level of training will be presented in a ten-hour session which includes role-playing scenarios with the goal of creating stress for the participants and audience; a classroom lecture on concepts of stress reduction and management; and presentations by New York State Office of Employee Assistance Programs (EAP) professionals concerning confidentiality and available support services available.

Another important and unique concept of the program is the inclusion of meals for the course participants. The socialization that occurs with the eating of meals is very important toward the sharing of the impact of stressors that occur from “the job.” The instructors will utilize the experience of lunch and dinner to impart appropriate communication methods in dealing with stress.

The development and delivery of the program is a joint effort of OPS and New York State Office of Employee Assistance Programs. In addition to developing the course materials, a series of pilot trainings and five train-the-trainer seminars were conducted statewide utilizing an established network of police training zone academies throughout New York State.

## ***Problem Identification***

### **Stress: Defined**

A vast amount of literature defines "stress" from either a physiological or psychological standpoint. Generally, stress is viewed as a response by the body to any demand imposed upon it. More specifically, stress is seen as the rate of exhaustion upon the human body that accompanies any necessary activity and which parallels the intensity of one's life. Psychologically, however, it is regarded either as a feeling, anxiety, or emotion that exists within an individual, or as some external force or situation that provokes an apprehensive response which lies outside the individual. Furthermore, stress is frequently specified as the product of the interaction between man and his environment. The debilitating effects of stress on law enforcement personnel are readably observable. In addition to the toll on physical and mental health, the effects of stress can be seen in the incidence of alcoholism, divorce, and most tragically, suicide among law enforcement personnel.

In the beginning, the law enforcement occupation is a source of *constant change* and *excitement* and a relatively new world where the young officer is "making the news," not merely watching it. And, from the very beginning, the police officer must come to terms with the shock of his or her daily experience. In their preliminary training, police officers learn to keep their equilibrium in an environment where blood, excrement, and death are normal conditions. Constantly, they are exposed to the backside of humanity with all of its sordid and quality secrets. To keep their sanity, and even to survive, most of them build up a protective shield of *cynicism* around themselves as insulation against this human misery.

The social reality and the evolution of the police officers' roles place upon them a peculiar combination of powers that misrepresents the humility of their oaths. They promise to faithfully serve the people as they protect and preserve life but, while they gain experience and confidence, their duties frequently translate into a harsh type of regulation. While serving, they *order* their clients, they *intimidate* them, and they *control* the behavior of others.

The need for *authority* and *control* by police officers is quite obvious. The essence of their duty calls for them to regulate, direct, and secure compliance. The art of police work calls for them to maintain authority and control, and to gain compliance from the public without the necessity of resorting to force.

The logical next occurrence, then, is for the police officer to take on authoritarian behavior as an occupational trait and without which the officer is in occupational jeopardy. Therefore, it is a learned type of authoritarianism which sometimes, unthinkingly, carries into the home and family life. This newly learned need to control, to never do wrong, and to remain unchallenged, takes its toll on the family as well as the family's social life.

The spouse begins to dwell in the shadow of "the job." Nothing the spouse does seems to be as important, as exciting, or as timely as the police occupation. The job becomes the topic of conversation at all family and social functions. Police department rules and regulations overpower the most cherished family occasions and, gradually, fundamental family relations take second place. The marriage becomes a "ménage à trois," with the police occupation becoming the *mistress*.

The realities of police work begin to place burdens on the police spouse who struggles in frustration to meet demands, to juggle family engagements, and to rearrange upset plans. Furthermore, social functions with other officers become a basis for *boredom* for the police spouse. The officer, in his or her "social group" becomes the center of attention. Jealousy may develop - not only by the spouse but also by the counterparts of the social group.

In actuality, there is little choice for the police spouse. Either they find the psychological resources to bend resiliently under the crushing strains and stresses of the occupations and snap back, or they will break under the pressure, with consequent disruption in family relationships.

The manifest destiny of the police spouse is eventual submission to the job. But, this submission does not necessarily denote defeat. The spouse copes by forging a new role - the *therapist* - requiring them to be supportive, compassionate, and attentive.

The proposed programmatic approach to this dilemma is *unique* in design because it is **inclusive of the spouse** as a participant in the training program. In addition to the experiential awareness of the specific stresses facing an officer to his or her family, the program will provide a didactic presentation of the concepts behind stress including identification of stressors, emotional physiological behavioral responses to stress, and the reduction to prevention of stress.

In collaboration with New York State Office of Employee Assistance Programs, officers and their spouses will be introduced to the concept of EAP. Participants will be educated about appropriateness of the EAP and informed about how to access needed services in a confidential environment.



## ***Training Program Proposal***

In the State of New York, the Division of Criminal Justice Services with the Municipal Police Training Council establishes training standards for law enforcement personnel. Through its Office of Public Safety (OPS), programs are developed and delivered statewide. There are more than 600 law enforcement agencies which are divided into 14 training zones. Each training zone maintains at least one academy for training municipal police recruits.

Through the well-established network of training zone coordinators and state certified instructors, OPS can efficiently and effectively deliver train-the-trainer seminars on Stress Management for Law Enforcement Officers (Recruits) and Their Families.

The train-the-trainer seminar will also contain an adaptation of the program for training at the in-service level for officers and their families. There will also be three pilot courses for the in-service level prior to the train-the-trainer seminars.

### **Ultimate Program Goal**

**“To enable law enforcement officers to effectively perform their duties through the identification and management of the negative aspects of stress.”**

### **Program Goals**

- To train state certified police academy instructors in a program on *Stress Reduction and Management for Law Enforcement Officers (Recruits) and Their Families*.
- To enable the families of law enforcement officers to identify job related factors which contribute to the stress of the law enforcement officer.
- To instruct the families of law enforcement officers on methods of communication appropriate for dealing with the negative aspects of stress.
- To expose the law enforcement officers and family members to job related stressors that negatively impact the individual and the family.

- To facilitate discussion between the officer and family members regarding those impacts.
- To educate the law enforcement officer and family on concepts of stress reduction and management techniques.

### ***Program Objectives***

During the time frame of the grant, twelve months, the following objectives will be met:

- |  |                                    |
|--|------------------------------------|
| <ul style="list-style-type: none"> <li>■ Research and development of lesson plan and student hand out by project coordinators for recruit training and instructor training:</li> </ul>   | <b>Area of Funding</b>             |
| <ul style="list-style-type: none"> <li>✓ Personal computers for project coordinators to utilize at research sites (State Library, SUNY Albany, Russell Sage College) to expedite and effectively record and develop information acquired.</li> </ul> | <b>Equipment</b><br>2 @ \$ 3,000   |
| <ul style="list-style-type: none"> <li>✓ Use of office supplies for printing of lesson plans, student hand outs, and multimedia materials.</li> </ul>  | <b>Supplies</b><br>Part of \$8,000 |
| <ul style="list-style-type: none"> <li>✓ Project coordinators meeting with consultant, Dr. John Pelizza of The Sage Colleges, for input and advise as specified.</li> </ul>  | <b>Consultant</b><br>\$ 900        |
| <ul style="list-style-type: none"> <li>✓ Development of role playing scenarios that are generic in nature so that the scenarios can be easily adapted to the different socioeconomic areas of the state (inner cities, suburban, rural):</li> </ul>  | <b>Supplies</b>                    |
| <ul style="list-style-type: none"> <li>✓ Contact community support programs for information and assistance in presenting that portion of the program on EAP.</li> </ul>  | <b>Supplies</b>                    |
| <ul style="list-style-type: none"> <li>✓ Develop pre-test and post test for both recruit training and instructor training.</li> </ul>  | <b>Supplies</b>                    |
| <ul style="list-style-type: none"> <li>✓ Develop course evaluation form for use during recruit training and instructor training.</li> </ul>  | <b>Supplies</b>                    |
| <ul style="list-style-type: none"> <li>■ Administer a one day, ten hour course for recruits and their family member in coordination with a basic police training academy at three pilot sites across New York State.</li> </ul>                      |                                    |

✓	Request the use and assistance of selected law enforcement training zone academy and staff. Office supplies utilized for communication with sites.	<b>Supplies</b>
✓	With academy training director, contact community support programs of the pilot site for information and assistance in presenting that portion of the program on EAP.	<b>Supplies</b> <b>Travel</b> Part of \$5,000
✓	Printing of course materials needed for each pilot course ( number for each course only in case of any changes made for course enhancement).	<b>Supplies</b>
✓	During the day of the course there will be two meals provided for course participants and instructors.	<b>Other</b> \$5,130
✓	After each pilot, project coordinators will review pre-test/post-test information and course evaluation forms for any areas that participants comment on positively or negatively.	<b>Supplies</b> <b>Travel</b> /
✓	During the administration of pilots, the personal computers will be utilized for any updates or corrections that are needed as well as recording observations of the project coordinators on the training, there and then.	<b>Supplies</b>
✓	Upon returning to home office, any changes to be made for course enhancement will be completed prior to next pilot course.	<b>Supplies</b>
■	Train certified police instructors from the field to administer and team teach the course.	
✓	Five one day train-the-trainers to be administered at sites selected across New York State.	<b>Travel</b>
✓	Each instructor participant will receive, train-the-trainer materials, a course lesson plan and a master copy of the student handout for reproduction for future courses.	<b>Supplies</b>
✓	The course participants will evaluate program effectiveness through the utilization of a <i>pre-test</i> and <i>post test</i> administered to the students on the concepts of stress as well as course evaluation form.	<b>Travel</b> <b>Supplies</b>
		<b>Total</b> \$25,030

At the completion of the train-the-trainer program on *Stress Reduction and Management for Law Enforcement Officers (Recruits) and Their Families* the instructor will be able to:

- Administer a one day, ten hour course for recruits and their family member in coordination with a basic police training academy.
- Develop effective role playing scenarios appropriate for the area of New York State in which the training is located.
- Obtain certified instructors from the field, with assistance from the training zone coordinator and OPS training staff, to team teach the course.
- Contact community support programs for information and assistance in presenting that portion of the program on EAP.
- Evaluate program effectiveness through the utilization of a *pre-test* and *post test* administered to the students on the concepts of stress as well as course evaluation form.

### ***Timeline and Milestones***

The chart below indicates the planned program delivery, indicating the component and the time period in which it was to take place.

<b>Time Line for Administration of Grant</b>												
<b>Month</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>Research &amp; Development</b>	→	→	→	→	→							
<b>Pilot Courses</b>						→	→	→	→			
<b>Train-the-Trainer</b>										→	→	→

### ***Methodology for Recruit Level Training***

**Program Concept:** One day program to be administered toward the end of the Basic Course for Police Officers.

Program to be facilitated by certified police instructors who have completed the train-the-trainer.

*Morning Session* - (three hours) The course begins with an introduction of the program by the course administrator or lead instructor. A short *pre-test* on the concepts of stress will be given to all course participants. This valuable instrument gives the instructors a barometer as to the understandings of the group on stress and what areas may need a greater emphasis.

The instructor and support staff present role playing scenarios in which the recruit officers participate while their *spouse or family member* observes.

Some of the topics that can be utilized for role playing scenarios:

- Officer responds to a domestic incident.
- Officer responds to an accident scene involving the death of children.
- Officer receives orders from a superior which go against all common sense and could place several people in danger.
- Officer is brought up on unfounded charges by a civilian of physical assault.
- Officer is on a tour of duty that is short handed and calls occur one after another.
- Officer arrests an individual for DWI who is loud, abusive, and obnoxious, and the spouse in the vehicle has the same attributes.

The goal is to increase the level of stress for the officer and family member as the morning progresses. This can be achieved by direct involvement of the officer or by watching a fellow officer experiencing the scenario. Blood pressures can be taken prior to and directly after each scenario of the officer involved and random members of the audience. At the end of *all the scenarios*, an instructor will debrief the group on what has occurred. The blood pressures will be shared with the group without the participant's identity revealed.

*Afternoon Session* - (four hours) During this session, the course instructors will review the morning by asking how everyone felt about the scenarios. The following is an outline of the education module of the course on stress.

- I. **Overview of Stress**
  - A. Define stress

- B. Effects of stress
  1. Physiological response on individual and family.
  2. Emotional response on individual and family.
  3. Behavioral response on individual and family.
  
- C. Causes of Stress
  1. Stress building beliefs.
  2. Symptoms and causes of *burnout*.
  3. Occupational influences.

## II. Stress Reduction Strategies

- A. Environmental
  1. Low stress communication techniques.
  2. Problem-solving.
  3. Time management: balancing family and career
  
- B. Physical
  1. Progressive muscular relaxation.
  2. Breathing control.
  3. Nutrition & Health factors.
  
- C. Mental
  1. Imagery relaxation.
  2. Thought awareness, rational thinking and positive thinking.
  3. Auto suggestion techniques.

*Evening Session* - (three hours) EAP Professionals will share with the group what support is offered in the community as well as the importance of confidentiality for the officer and family.

### I. Role of the Employee Assistance Program

- A. *Confidentiality Issues*
  
- B. Services provided by the law enforcement agency.
  1. Assessment and referral.
  2. Insurance issues.
  
- C. Identification of community resources.

## II. Course Conclusion

- A. Post test (15 minutes).
- B. Closure on concepts of stress by team of instructors and EAP professionals.

### *Methodology for In-Service Level Training*

The same program is utilized for in-service training of experienced officers with some adaptation. The role-playing scenarios would be adjusted in response to the experience level of the participants as their perception of the scenario is very different than that of "recruit officers."

The afternoon and evening programs are also adapted to the audience in that the officer and family members come with past experiences of dealing with "the job" and the resulting stressors. The instructors and EAP professionals will approach their presentations with a greater sensitivity to what may be underlying currents between the officer and family member(s).

### *Research and Development*

#### **Curriculum Development**

On the basis of the existing research a 172 page instructor manual (see Appendix B) including lesson overheads (see Appendix B) was developed for the course. In addition, a 44 page student manual (see Appendix C) was developed to enhance the effectiveness of the curricula.

### *Program Delivery*

**Pilot Training.** Integral to the success of any training program evaluation techniques to continuously assess substantive results which will, in turn, continue the development of a programs research design. Through the piloting process, OPS was able to facilitate this programs training principles into recruit, spousal and instructor level training utilizing an 'open-discussion'

technique to assess training needs with respect to the evaluation of the new curricula. During the pilot trainings the new curricula was refined to be responsive to emerging conditions and needs to the extent that the final product could be offered.

**Pilot training number one** was successfully held at the Sheraton University in Syracuse, New York on May 20, 1997. A total of twenty-seven (19 sworn officers, 8 significant others) individuals participated in the training.

OPS staff upon returning from Pilot number one edited and refined course materials in response to input from instructors and students.

All refinements and recommendations were finalized before the second pilot program was conducted.

**Pilot training number two** was successfully held at the Westchester County Law Enforcement Academy in Valhalla, New York on June 11, 1997. A total of twenty-two (12 sworn officers, 10 significant others) individuals participated in the training.

OPS staff upon returning from Pilot number two appropriately edited and refined course materials in response to input from instructors and students.

**Pilot training number three** was successfully held at the Holiday Inn Express in Latham, New York on June 20, 1997. A total of thirty-five (25 sworn officers, 10 significant others) individuals participated in the training.

OPS staff upon returning from Pilot number three appropriately edited and refined course materials in response to input from instructors and students.

**Train-the-trainer programs.** OPS developed and offered the train-the-trainer courses to assure that the training reaches the largest possible number of police officers and significant others. The train-the-trainer program was delivered to academy staff throughout New York State with an emphasis on both the curricula and in the approach and technique instructors would then be asked to use.

**Train-the-trainer number one** was successfully held at the Monroe Community College--Public Safety Training Center in Rochester, New York on April 7, 1998. A total of twelve New York State certified police instructors participated in the training.



**Train-the-trainer number two** was successfully held at the Broome County Law Enforcement Training Academy in Binghamton, New York on August 10, 1998. A total of ten New York State certified police instructors participated in the training.

**Train-the-trainer number three** was successfully held at the Rockland County Police and Public Safety Training Academy in Pomona, New York on August 11, 1998. A total of eight New York State certified police instructors participated in the training.

**Train-the-trainer number four** was successfully held at the Black River/St. Lawrence Valley Police Academy in Watertown, New York on August 19, 1998. A total of three New York State certified police instructors participated in the training.

**Train-the-trainer number five** was successfully held at the Mohawk Valley Law Enforcement Academy in Utica, New York on August 20, 1998. A total of three New York State certified police instructors participated in the training.

### ***Discussion and Implications***

Recognizing that law enforcement officers and their families are at a heightened risk for experiencing stress and related feelings, police agencies should be at the forefront of developing and implementing stress management/crisis intervention programs.

Given the sensitive nature of this topic, the interest has been gratifyingly high. A great deal of information has been generated, much of it for the first time, that sheds light on a wide range of facets of police stress and stress management training. In an effort designed to maximize sustainability, OPS anticipates including and mandating the 10-hour block of instruction into the Basic Course for Police.

**APPENDIX A**  
**BUDGET AGREEMENT**

# Budget Detail Worksheet

**A. Personnel** - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization.

Name/Position	Computation	Cost
NOT APPLICABLE		
		<b>TOTAL</b> _____

**B. Fringe Benefits** - Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project.

Name/Position	Computation	Cost
NOT APPLICABLE		
		<b>TOTAL</b> _____

**C. Travel** - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and the unit costs involved. Identify the location of travel, if known.

Purpose of Travel	Location	Item	Computation	Cost
20 Train-The-Trainer Seminars		Lodging	125 X 20	2,500
	New York State	Per Diem	125 X 20	2,500
<b>TOTAL</b>				<u>5,000</u>

**D. Equipment** - List non-expendable items that are to be purchased. Non-expendable equipment is tangible property having a useful life of more than two years and an acquisition cost of \$5,000 or more per unit. Expendable items should be included either in the "supplies" category or in the "Other" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
Lap Top/Notebook Computers	2 X 3000.	6,000.
<b>TOTAL</b>		<u>6,000.</u>

**E. Supplies** - List items by type (office supplies, postage, training materials, copying paper, and expendable equipment items costing less than \$5,000, such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation	Cost
Office Supplies & Equipment		1,000.
Training Materials	25 X 40	1,000.
Printing :		
Doc.#1	25 X 120.	3,000.
Doc.#2	25 X 120.	3,000.
<b>TOTAL</b>		<u>8,000.</u>

**F. Construction** - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable. Check with the program office before budgeting funds in this category.

Purpose	Description of Work	Cost
NOT APPLICABLE		
<b>TOTAL</b>		<u>          </u>

## G. Consultants/Contracts

**Consultant Fees:** For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$150 per day require additional justification.

Name of Consultant	Service Provided	Computation	Cost
John Pelizza, Ph.D. Russell Sage College	Developing Training Materials	6 X 150	900.

*Subtotal* 900.

**Consultant Expenses:** List all expenses to be paid from the grant to the individual consultants in addition to their fees (i.e., travel, meals, lodging, etc.)

Item	Location	Computation	Cost
			<i>Subtotal</i> _____

*Subtotal* \_\_\_\_\_

**Contracts:** Provide a description of the product or service to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
<i>Subtotal</i> _____	
<b>TOTAL</b> <u>900.</u>	

*Subtotal* \_\_\_\_\_

**TOTAL** 900.

**(H) Other Costs** - List items (e.g., rent, reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, or provide a monthly rental cost and how many months to rent.

Description	Computation	Cost
Pilot Seminar Costs 45 Participants	3 X 1,710 =	5,130.
<b>TOTAL</b>		<u>5,130.</u>

**(I) Indirect Costs** - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval, (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct cost categories.

Description	Computation	Cost
NOT APPLICABLE		
<b>TOTAL</b>		_____

**Budget Summary**- When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal funds requested and the amount of non-Federal funds that will support the project.

<b>Budget Category</b>	<b>Amount</b>
<b>A. Personnel</b>	<u>NA</u>
<b>B. Fringe Benefits</b>	<u>NA</u>
<b>C. Travel</b>	<u>5,000</u>
<b>D. Equipment</b>	<u>6,000</u>
<b>E. Supplies</b>	<u>8,000</u>
<b>F. Construction</b>	<u>00</u>
<b>G. Consultants/Contracts</b>	<u>900</u>
<b>H. Other</b>	<u>5,130</u>
<b>Total Direct Costs</b>	<u>25,030</u>
<b>L Indirect Costs</b>	
<b>TOTAL PROJECT COSTS</b>	<u>25,030</u>
<b>Federal Request</b>	<u>25,030</u>
<b>Non-Federal Amount</b>	<u>111,744</u>



## **APPENDIX B**

# **STRESS MANAGEMENT FOR LAW ENFORCEMENT OFFICERS AND THEIR FAMILIES: INSTRUCTOR GUIDE**

STATE OF NEW YORK

DIVISION OF CRIMINAL JUSTICE SERVICES

OFFICE OF PUBLIC SAFETY  
BUREAU FOR MUNICIPAL POLICE



# *Stress Management for Law Enforcement Officers and Their Families: Basic Level*



## **Instructor Guide**

**Stress Management  
for  
Law Enforcement Officers  
and Their Families:**

**Basic Level**

**Instructor Guide**



**New York State  
Division of Criminal Justice Services  
Office of Public Safety  
Bureau for Municipal Police  
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This could not have been accomplished without the cooperation and efforts of the following recognized professionals who added to this training guide.

Michael Brace  
Field Representative  
Governor's Office of Employee Relations  
Employees Assistance Program

Samuel McQuade  
Social Science Program Manager  
National Institute of Justice

John Pelizza, Ph.D.  
Health Education Department  
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Eileen I. Langer, Senior Training Technician with the Bureau for Municipal Police, Office of Public Safety, was the coordinator of this project. These individuals have provided a great service to the law enforcement community of the State of New York.

***Stress Management for Law Enforcement Officers  
and Their Families:  
Basic Level***

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Section One

Course Introduction  
And  
Role-Play Scenarios

Stress Management for Law Enforcement  
Officers and Their Families:  
Basic Level

1.1.2

Notes

Lesson Title

Section:

Total Pages:

**Course Introduction**

**1.1**

**5**

Prepared by:

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Approved by:

**Mark E. Fetting, Assistant Director of Training  
NYS DCJS Bureau for Municipal Police, Training Unit**

Instructor:

Method of Presentation:

Date Prepared:

Duration:

**Lecture and Demonstration**

**05/1997**

**1:30**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Complete the pre-test.**
- 2. Correctly complete a class roster form.**
- 3. Identify the course sessions.**

Instructor References:

**Instructor Lesson Plan**

Training Aids/Supplies/Equipment:

**Overhead Projector  
Transparencies  
BMP Roster  
Pre-test**

NYS Division of Criminal Justice Services, Office of Public Safety - 01/13521/0898



## I. Registration & Pre-Test

- A. Course participants need to sign in one half hour before course begins and receive a name tag and course materials.
- B. Each participant receives a pre-test to be completed and turned in to the instructor upon completion.
  - 1. Explain to each participant that this is to find out how much is known about stress management and not for a grade.

## II. Course Introduction and Overview

- A. Introduce Course Instructor(s)
  - 1. Give a brief description of background and qualifications
- B. Present to Students:
  - 1. Facility rules or restrictions (parking, smoking, eating, etc.);

2. Course hours, start and ending, and breaks;

### C. Course Overview -

1. This is a program designed to introduce to the police officer and significant other to the concept of stress and stress management techniques.
2. *Morning session* will consist of role-play scenarios of job related incidents.
  - a. Course participants will be divided into two groups.
  - b. Each group will have a lead instructor with several facilitators assisting.
3. Upon completion of role-play scenarios the staff will *debrief* participants and introduce the *concept of stress*.
4. A *working lunch* is the next phase of the course where the groups will be rejoined.

☞ **Instructor Note:**  
Strongly recommended.

✓ **Stress Management Technique:**

5. *Afternoon session* combining both groups will contain lecture and interactive learning methods on stress and stress management techniques.

Including a luncheon greatly enhances the socialization of the group.

### III. Summary

#### A. Review lesson objectives

Stress Management For Law Enforcement 1.2.1  
Officers and Their Families  
Basic Level

Lesson Title: **Role-Play Scenarios**                      Section: **1.2**                      Total Pages: **6**

Prepared by:  
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**Mark E. Fettinger, Assistant Director of Training**  
**NYS DCJS Bureau for Municipal Police, Training Unit**

Instructor:

Method of Presentation: **Lecture and Demonstration**                      Date Prepared: **05/1997**                      Duration: **1:30**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. State the guidelines for participating in role-play scenarios.**
- 2. Identify those factors that lead to stress through participation in role-play scenarios.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual**  
**Props**

## I. Introduction to Role-play Scenarios

- A. Divide the course participants into two groups prior to beginning of session as well as instructor teams.
- B. Lead instructor for each group re-introduces self and facilitators.
  1. Ask participants if they have ever experienced role-play scenarios.
    - a. Most law enforcement academies use this method of instruction however still ask as the significant others may not have experienced this.
    - b. Check to make sure that there are **no firearms** present at this time due safety concerns.
  2. Explain the concept of role-play as it is being utilized in this course.
    - a. This technique of training is a simulation of the *real* world.

Overhead 1.1

Overhead 1.2

 **Instructor's Note:**

**Firearms Check**

Overhead 1.3

- b. It focuses attention on the interaction of people with one another.
- 3. Emphasize that the lead instructor will decide when to end each scenario.
  - a. Time allotted is **10 - 15 minutes**.
- 4. The lead or a facilitator will act as dispatcher.
  - a. The lead and other facilitators will take various roles as assigned.
- C. The scenarios are designed prior to the day of the course and represent typical encounters found on road patrol.
  - 1. Throughout the role-play scenarios there should be two teams of "patrol officers".
    - a. *Team 1* - Dispatched to domestic dispute, DWI stop and homicide scene.

Overhead 1.4

Overhead 1.5

■ **Instructor Resource:**  
(Blau, 1994; Selye, 1976)

- b. *Team 2* - Dispatched to animal call only, no backup coverage for other team.
- 2. Scenarios are to occur one right after the other with no break for *Team 1*.
  - a. Enable the experience of "overload".
- 3. *Team 2* will experience the concept of "underload".

**II. Debriefing-** is a very crucial aspect of the course.

- A. Make sure the teams experience some of type of closure in the last scenario.
- B. In debriefing, the participants need to be able to step back and analyze what has occurred.
- C. Utilize the following sequence for debriefing:
  - 1. *Phase 1* - Establishing the facts.
    - a. Ask main characters for

Overhead 1.6

■ **Instructor Resource:**  
(Van Ments, 1983)

Overhead 1.7

their reactions.

- b. Ask subsidiary characters for their reactions.
- c. Ask observers for their reactions.
- d. Agree on what happened and final decisions reached.

2. *Phase II* -Analyzing the cause of behavior.

- a. Analyze causes of behavior.
- b. Draw conclusions about the way people behave.
- c. Decide on what can be done to improve situation.

Overhead 1.8

3. *Phase III* - Planning Action.

- a. Purpose of this phase is to get the student's commitment to some sort of action:

Overhead 1.9

(1) change of behavior;



(2) further practice of  
skills, or

(3) finding out certain  
aspects of the subject.

b. The introduction of the  
theory of stress occurs  
next.

### **III. Summary**

A. Review section objectives.

## Section Two

# Overview of Stress Theory

Stress Management for Law Enforcement 2.1  
Officers and Their Families:  
Basic Level

Lesson Title:  
**Overview of Stress Theory**

Section:  
**2**

Total Pages:  
**14**

Prepared by:  
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NYS DCJS Bureau for Municipal Police, Training Unit**

Instructor:

Method of Presentation:  
**Lecture and Demonstration**

Date Prepared:  
**05/1997**

Duration:  
**1:30**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Define the concept of stress.**
- 2. Identify the causes of stress.**
- 3. Correctly explain the body's reaction to stress.**
- 4. Identify the effects of stress on the human body.**
- 5. Correctly explain the concept of stress in the workplace.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual  
Overhead Projector  
Transparencies  
Flip Chart  
Wall Charts**

NYS Division of Criminal Justice Services, Bureau for Municipal Police - 01/13521/0898

## I. Overview of Stress Definitions

- A. *Introduction* - Studies have shown that law enforcement is high in occupational stress.
- B. Throughout an individual's lifetime there are many *changes*, that are physical or psychological, expected or unexpected.
1. These changes are what stress is all about.
- C. At the turn of the century, a Harvard researcher, Walter B. Cannon first identified:
1. the body's ability to maintain a steady state - *homeostasis*; and;
  2. the biochemical reaction of the body to threats known as "fight or flight"
- D. Dr. Hans Selye in 1936 discovered how the body reacted physiologically to the demands placed upon it.

Overhead 2.1

■ **Instructor Resource:**  
(Kroes, 1975; Selye, 1978; Terry, 1981; Linton, 1995).

Overhead 2.2

■ **Instructor Resource:**  
(Selye, 1974; Davis, Eshelman & McKay, 1995).  
Overhead 2.3

1. In order to maintain *homeostasis*, the body has shown it has the *ability to adapt* to those demands to which it is exposed.
- E. There is no one generally accepted definition of stress.
1. The definition usually reflects the theory or concept being presented.
- F. **Stress** is defined by Dr. Selye as "the non-specific response of the body to any demand."
- G. Another definition put forth by Dr. Schafer, a wellness expert is: "stress is the arousal of mind and body in response to demands made upon them."
- H. For the purposes of this course the following hybrid definition will be used:
- "Stress is the arousal of an individual's mind and body in response to demands or changes made upon them."**

Overhead 2.4

Overhead 2.5

■ Instructor Resource:  
(Selye, 1976).

Overhead 2.6

Overhead 2.7

## II. Concepts of Stress Theory

A. The changes or demands made upon an individual's mind and body are known as *stressors*.

Overhead 2.8

B. The demands or stressors are placed into two categories, *eustress* and *distress*.

1. *Eustress* is when stress presents the opportunity for positive personal growth and satisfaction.

Overhead 2.9

2. *Distress* is where the change or demands result in enervative or negative stress.

3. Both categories of stressors are facts of life that an individual cannot prevent.

C. The response to stress as mentioned in the definition is on two levels, **physiological and psychological**.

Overhead 2.10

### III. Physiological Response to Stress

A. Dr. Selye observed that on the *physiological level*, the body follows a *three-stage response* to stress which he called the *general adaptation syndrome (GAS)*.

Overhead 2.11

#### 1. **Stage 1 - "Fight or Flight Response"**

a. When the body senses a threat such as a being physically harmed, certain responses occur.

Overhead 2.12

b. Increased heart and breathing rates, muscles tension and heightened senses are triggered by the *autonomic nervous system (ANS)*.

Overhead 2.13

c. The ANS controls functions that are managed unconsciously

d. The ANS has two branches, the *sympathetic* and *parasympathetic* nervous systems, which balance the response of the body to the threat.

Overhead 2.14

e. The *sympathetic* nervous system energizes the body by having certain stress hormones released.

(1) includes glandular secretions such as *adrenaline*.

(2) Stored nutrients are made readily available to speed metabolic processes in order to *provide the energy needed to fight or flee*.

Overhead 2.15

f. The *parasympathetic* nervous system slows the effects of the stress response in order to aid the body in controlling this emergency output.

(1) can be compared to the throttle of an engine.

(2) The throttle allows the expenditure of energy but not all at once.

Overhead 2.16



## 2. *Stage 2 - Resistance Phase*

- a. The ANS has gotten the body ready to deal with the perceived threat by adapting body systems.
- b. There have been many instances where an individual accomplishes incredible feats of strength during a life-threatening situation:
  - (1) the lifting a helicopter off the pilot at a crash scene by a mechanic in order to free the victim, or;
  - (2) the carrying of large child from a burning building by a frail grandmother.
  - (3) Ask students if they know of any such occurrences.

Overhead 2.17

### 3. *Stage 3 - Exhaustion*

- a. In the third phase through the interaction of the sympathetic and parasympathic nervous systems, the body returns to normal once it has reacted to the perceived threat.
  
- b. However, if the distressors **continue** over a period of time and the physical and psychological stores of energy are depleted, the body enters the last phase of GAS, *exhaustion*.
  - (1) It is at this point that an individual is susceptible to serious illness and if not checked, death will occur.

Overhead 2.18

## IV. Psychological Response to Stress

- A. *Introduction* - Dr. Selye explains the body's reaction to stress at the psychological level with an adaptation of the GAS:

Overhead 2.19

1. **The Alarm Phase:** Initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a new situation. Overhead 2.20
  
  2. **The Resistance Phase:** we learn to cope with the task effectively and without undue commotion. Overhead 2.21
  
  3. **The Exhaustion Phase:** A depletion of energy reserves which leads to fatigue.
- B. It is during the resistance phase where the ability to adapt or cope often becomes inhibited and the situation now becomes *distressful*.
1. The following theories present explanations as to why this can occur in an individuals life in different situations and at different times. Overhead 2.22
- C. ***"There is nothing either good or bad, but thinking makes it so"***
1. Ask students for their reaction to this statement.

D. This theory on stress is known as *cognitive appraisal*.

1. *cognitive appraisal* is an individual's judgement or perception of a change or demand.
2. Also put as "the individual's judgement or perception as to whether the event has or will have *negative or positive effects*"
3. Selye includes this view in his theory of stress:
  - a. "effects of the stressors depend not so much on what we do or what happens to us **but the way we take it**"
4. Psychologist Richard S. Lazarus states that stress:
  - a. "is dependant upon the relationship of a person and the environment and it is the cognitive appraisal of that relationship as to whether

Overhead 2.23

■ **Instructor Resource:**  
Shakespeare in Hamlet (Act II, Scene 2, line 259).

■ **Instructor Resource:**  
From research of Drs. Holmes & Rahe.

Overhead 2.24

Overhead 2.25

it is stressful or not."

E. Another explanation of cognitive appraisal is what the author Stephen R. Covey describes as a *paradigm*.

1. Each of us has view of the world based upon experiences that lead to assumptions.
2. If this view, perception or *paradigm* sees the stressor as negative, the individual will perceive it as such despite what others say or think or the actual reality.
  - a. In an unfortunate example, a police officer who was shot in the arm died despite emergency treatment.
  - b. This police officer's paradigm was that being shot meant death and although his injury was physiologically stressful, it alone cannot explain exhaustion and death.

■ **Instructor Resource:**  
(Lazarus & Folkman, 1984).

Overhead 2.26

☞ **Instructor Note:** Use Covey's example on a subway but modify to locale. Have participants close eyes and listen. (Covey, 1989).

✓ **Stress Management Technique:**  
Visualization

F. Another theory on stress is that of *cumulative stressors*.

1. incidents of social readjustment or *change* in an individual's life that produce positive or negative stress.
2. a series of these events are cumulative and could result in serious illness if a change in behavior or situations did not occur.

G. Another application of the cumulative effect of stressors targets the minor stressors or *hassles* of everyday living.

- a. Everyone experiences those mornings where anything that can go wrong.
- b. Now add three days of everything going wrong at the most inopportune moment also known as **Murphy's Law**, and there one experiences the *cumulative effects of stressors*.

Overhead 2.27

■ **Instructor Resource:**  
(Holmes & Rahe,  
1967)

Overhead 2.28

■ **Instructor Resource:**  
(Lazarus, 1985)

- (1) Hand out a balloon to each participant.
- (2) Solicit from the group a stressor from and then blow quickly into balloon.
- (3) Continue getting stressors from group and when first balloon pops, state that a heart attack just occurred and continue when another balloon bursts, it's a stroke etc.

**Instructor's Note:**  
Use balloon exercise to illustrate the concept.

✓ **Stress Management Technique:**  
Problem Identification  
Humor

- H. Psychological responses and physiological responses are interwoven. The psychological response has an important effect on the physiological.
- I. Stress is *essential to living*, in health and in disease.
- J. Yet if it perceived as always distressful **instead** of an important part of daily life that can be handled, the physiological stage of exhaustion will come about with it's unfortunate

consequences.

## V. Summary

### A. Review section objectives.

Overhead 2.29



Section Three

Stress In Law Enforcement

Stress Management for Law Enforcement 3.1.1  
Officers and Their Families:  
Basic Level

Lesson Title: **Stress In Law Enforcement**      Section: **3.1**      Total Pages: **7**

Prepared by:  
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**NYS DCJS Bureau for Municipal Police, Training Unit**

Instructor:

Method of Presentation: **Lecture and Demonstration**      Date Prepared: **05/1997**      Duration: **0:30**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Identify the different stressors related to the profession of law enforcement.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual**

## I. Stress In The Workplace

A. *Introduction* - In 1992, the American Psychological Association and the National Institute of Occupational Safety and Health jointly sponsored a conference entitled "Stress in the 1990's." In summary, the participants agreed that:

1. stress has become a critical issue in the workplace over the past decade;

B. Developed the following definition of stress:

1. "Stress is the psychological reaction to an **excessive stimulation** in comparison with an individual's resources for coping."

C. In the general population, job-related stress has been well documented.

D. More than 45% of all salaried workers stated that they experience excessive stress as a direct result of the conditions of

Overhead 3.1.1

Overhead 3.1.2

Overhead 3.1.3

■ Instructor Resource:  
(Denton, 1993)

Overhead 3.1.4

their employment.

- E. Typically workers define *stress only in negative terms* as opposed to the other definitions.

## II. Stress In Law Enforcement

- A. The responsibility to maintain peace in a community and enforce its laws is in itself a difficult task.
- B. Added to the obvious challenges of being a police officer are the behind the scene roadblocks of political influences, power plays and budget constraints.
- C. The researcher W.H. Kroes defines stress in police work as:
  - 1. "the occupational pressure or burden that adversely affects workers"
  - 2. He continues that whatever is troublesome, overwhelming, or uncomfortable about a job can simply be labeled the "stress of the job"

Overhead 3.1.5

■ **Instructor Resource:**  
(Kroes, 1985)

Overhead 3.1.6

- a. This in line the theory of cognitive appraisal.
  - b. Discussions on stressors by leading experts in the field have separated the stressors experienced in police work into several different categories.
3. A scale of critical life events was developed for law enforcement personnel based on the methods of Holmes and Rahe.
- a. Examples of low stress events are overtime duty, working a holiday
  - b. High level stress events are seen as suspension, dismissal and taking a life in the line of duty.
  - c. These stressors are often cumulative in effect.
- D. The US Department of Justice in its Preventing Law Enforcement Stress: The Organization's Role summarized the work of leading stress researchers in the

■ Instructor Resource:  
(Lazarus, 1985)

■ Instructor Resource:  
(Sewell, 1983)

Overhead 3.1.7

following manner:

1. *External stressors* to the law enforcement organization include.
  2. *Internal stressors* from within the law enforcement agency include.
  3. *Stressors In law enforcement work itself*
  4. *Stressors confronting the Individual Officer*
- E. Any or all of these events can be seen by the officer as stressors.
1. Women and minorities face even more scrutiny and may experience higher levels of stress.
    - a. Especially those in the *Stressors Confronting The Individual Officer* category.
- F. The recruit or "rookie" officer experiences stress at the basic police academy:

Overhead 3.1.8

**Instructor's Note:**

Assign each group or table a and ask them to write down on flip-chart paper what they see as stressors.

**Instructor's Note:**

Groups are not to refer to text as this allows class to compare their work with the national study.

**✓ Stress Management Technique:**

Problem Identification

Overhead 3.1.9

1. often feeling the need to overachieve and this may even be at a subconscious level.
2. Upon graduation and being assigned to a squad, this need continues as well as the need to conform to the established group.
3. In many police departments, supportive relationships with co-workers and supervisors aid the "rookie" in adapting to the lifestyle change and negative stressors being encountered.

G. There is controversy on whether by identifying events as distressors, the police officer will have a negative paradigm established prior to the actual experience.

1. Experts contend that as long as police stress is singled out by agencies and offer stress management training is offered, the greater the chance of an officer

■ **Instructor Resource:**  
(Hagemen, 1982)

■ **Instructor Resource:**  
(Feuhrer, 1982)

Overhead 3.1.10

■ **Instructor Resource:**  
(Terry, 1983)

☞ **Instructor's Note:**  
Ask the class their thoughts on this controversy.

perceiving the job as stressful

2. The evidence is that psychological stress, real or perceived, in law enforcement has rippling effects like a stone tossed in a pond with the waves traveling out to all points on the shoreline.
3. The police officer's squad, significant other, family and friends can all be touched by the distress experienced in this demanding lifestyle.

Overhead 3.1.11

### III. Summary

- A. Review section objectives.



Stress Management for Law Enforcement 3.2.1  
Officers and Their Families:  
Basic Level

Lesson Title: Section: Total Pages:  
**Effects of Stress on Law 3.2 15**  
**Enforcement Officers**

Prepared by:  
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Instructor:

Method of Presentation: Date Prepared: Duration:  
**Lecture and Demonstration 05/1997 1:00**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Identify the effects of stress on the law enforcement officer.**
- 2. Identify the effects of stress on the families of law enforcement officers.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual**

I. **Effects of Stress On  
Law Enforcement Personnel**

Overhead 3.2.1

A. The stress experienced by a law enforcement officer can be divided into two different areas:

Overhead 3.2.2

1. *Critical stress* results from an instance of demands above and beyond the normal call of duty.

Overhead 3.2.3

a. Examples are shooting a perpetrator; death of a partner; hostage situations; natural or man-made disasters of great proportions.

b. *Critical Incident Response* is the immediate action by trained teams to assist the officer in dealing with the high intensity of the incident.

Overhead 3.2.4

2. *Chronic stress*

a. experienced by law

enforcement personnel  
over time

- b. often cumulative in effects on the individual both physiologically and psychologically.

## II. Physiological Effects'

- A. The lifestyle of a police officer is often dictated by a shift assignment with working hours contrary to social norms.

- 1. Until recently, the only eateries open during off shifts were doughnut shops and diners which often lack nutritionally balanced meals.
- 2. Shift work is cited as one of the stressors inherent to police work.
- 3. *Steady Shift Work* - is where an officer is assigned to a steady shift such as midnight to eight in the morning.

Overhead 3.2.5

Overhead 3.2.6

■ Instructor Resource:  
(Selye, 1976).

Overhead 3.2.7

- a. Initially distressful to the officer.
  - b. However, the ability to adapt does over time alleviate the distress
4. *Rotating shift work* is where every week a different time slot is worked.
- a. Found to be extremely harmful.
  - b. The body is never allowed to adapt, physiologically and psychologically as the rotation is in constant conflict with natural sleep-wake patterns.
  - c. The individual fails to attain needed deep sleep and this results in reduced performance and sleepiness.

Overhead 3.2.8 /

Overhead 3.2.9

- d. Health problems are more frequent in rotating shift workers as compared to steady day workers.
- e. These problems include musculoskeletal disturbances, appetite and indigestion problems, and respiratory infections.

B. Research has also shown that stress depletes levels of vitamin C and zinc in the body.

1. Vitamin C is vital in fending off disease;
2. Zinc aids in the production of energy.
3. Concern arose as to how long the human body can function efficiently with the depletion of these nutrients.
  - a. Resulting illness can effect work productivity

Overhead 3.2.10

as well as personal  
relationships.

C. Statistics show that a large  
number of law enforcement  
officers suffer from stress  
related health disorders such  
as:

1. Cardiovascular Disorders
2. Skin Problems
3. Disorders of the  
Musculoskeletal System
4. Respiratory Disease
5. Gastrointestinal Disorders
6. Genitourinary Disorders
7. Endocrine Disorders
8. Others - Cancer

D. There is a lack of research that  
links *directly* stressors and  
specific health problems.

Overhead 3.2.11

- E. Stress has been shown to contribute to the leading causes of death in the US through mediating pathways.

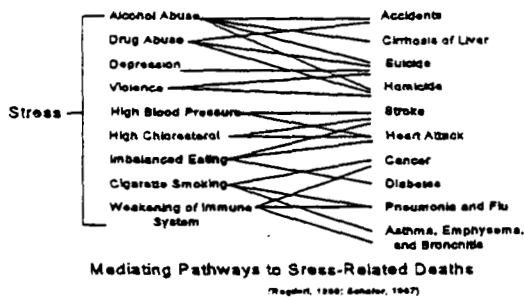
■ Instructor Resource:  
(Schafer, 1987)

Overhead 3.2.12

Overhead 3.2.13

Overhead 3.2.14

■ Instructor Resource:  
(Blau, 1994).



## Psychological Effects

F. "Burnout" is the extreme level of psychological distress in police work.

Overhead 3.2.15

1. The officer's reserves of adaptability and energy are totally depleted and despite a leave of absence, finds it difficult to return to work.
2. Inherent in the law enforcement culture is the belief that an officer alone can handle everything and anything emotional.
3. Until very recently, seeking out professional help until placed the officer in the precarious position of being placed on modified duty.

Overhead 3.2.16



a. "rubber gun" squad.

G. Prior to suffering "burnout", the officer experiences "overload" which occurs over time as the events cited as stressors to a police officer accumulate.

Overhead 3.2.17

H. There is also the possibility of "underload" occurring where little or no demands are made on the officer leading to boredom.

I. Both become manifested in symptoms:

1. sleeping difficulties,
2. irritability,
3. difficulty in "getting started" at work,
4. decreasing recreation,
5. increasing family difficulties,
6. inattention,

Overhead 3.2.18

▣ Instructor Resource:  
(US Department of  
Justice, 1992).

7. and inefficiency

- J. Often, dealing with the symptoms is done in self-destructive ways:
1. such as alcohol and/or substance abuse,
  2. sexual promiscuity,
  3. and isolation from friends and relatives.

**III. Effects of Stress on the Family**

- A. The majority of studies on marital relationships in police work are with the wife being the non-member of law enforcement.
- B. This is reflective of the police population where women make up only 8% to 12% of the officers.
- C. Research found that wives had serious concerns regarding:

Overhead 3.2.19

■ **Instructor Resource:**  
(Besner & Robinson,  
1984; Borum & Philpot,  
1993)

Overhead 3.2.20

1. infidelity,
  2. lack of quality time with self and children,
  3. jealousy on both parts,
  4. developing an adversarial relationship,
  5. death or injury of spouse from police work,
  6. isolation from social friends;
  7. and the decline into alcoholism.
- D. Initial research placed the occupation of law enforcement as experiencing a high rate of divorce among it's members. One researcher noted the following statistics:
- ▶ Seattle, Washington PD - 60% of its officers were divorced during the first 3 years on the force.

Overhead 3.2.21

■ **Instructor Resource:**  
(Terry, 1981; Besner & Robinson, 1984)

- ▶ Tacoma, Washington PD -  
82% of its force divorced.
- ▶ San Jose, California PD -  
estimated its divorce rates  
between 50 and 70  
percent

E. Another study cited that in large police departments it was not difficult to find police officers on their third marriage by the age of 30.

F. Other studies state that this rate is no higher than the rest of the blue collar workers in society.

G. The fact is that the all encompassing nature of law enforcement cannot help but to effect the family relationships.

H. Initially the rookie officer and family have little trouble adapting and coping with the demands of the job

1. In time officers commit more of themselves

Overhead 3.2.22

■ Instructor Resource:  
(Hageman, 1982; Besner  
& Robinson, 1984).

Overhead 3.2.23

Overhead 3.2.24

psychologically to their career and the family takes back seat to the demands of law enforcement.

- I. A competition between the department and the family occurs.
  1. In order to achieve recognition and advancement in rank, the officer devotes more and more time.
  2. Since police work is round the clock, the increased time from home is often during what is considered optimum family time.
- J. Strain also occurs as the officer changes attitudes and values due to experience on the street.
- K. An increase in cohesiveness with other officers as the "us-them" outlook grows with repeated scrutiny by the media, officials and

Overhead 3.2.25

community.

1. The officer often comes home with all the stress wound up inside unable or not wishing to share with the family.

a. Believing they could never understand and wishing to protect them from what was experienced

b. The family feels isolated and not part of the officer's life.

L. Law enforcement is a male-dominated society where characteristics of control, dominance and authority prevail.

1. These are in complete opposition with the abilities necessary to maintain a successful relationship.

M. Often exposed to incidents which trigger "the fight or

Overhead 3.2.26

Overhead 3.2.27

flight" response, the officer is required to maintain close control of this response. Failure to do so could result in:

1. complaints,
2. excessive force,
3. or injury to another or the officer.

N. This detachment from feelings and emotions is carried home and the family senses "the wall" and does not approach the officer, contributing to the breakdown in communication.

O. There are those times where the officer having feelings of animosity towards:

1. the bureaucracy of the department,
2. from encounters on the street,
3. from depleted energy or "overloaded" stress

Overhead 3.2.28

Overhead 3.2.29

Overhead 3.2.30

4. and loses control and takes it out on the family, sadly either verbally or physically

P. Retired police officer and noted author, **Joseph Wambaugh** stated:

**"Police work is not particularly dangerous physically, but the most dangerous job in the world emotionally."**

Q. The distress experienced in law enforcement families is not irreparable.

R. W.H. Kroes noted in his research:

**"many of the stressors in policing need not be; they are not inherent in the nature of police work and can be alleviated".**

#### IV. Summary



A. Review section objectives.

## Section Four

# Stress Management Techniques

Stress Management for Law Enforcement 4.1.1  
Officers and Their Families:  
Basic Level

Lesson Title: **Stress Management** Section: **4.1** Total Pages: **8**  
**Techniques: Psychological**

Prepared by:  
**Eileen I. Langer, Senior Training Technician**  
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Approved by:  
**Mark E. Fetting, Assistant Director of Training**  
**NYS DCJS Bureau for Municipal Police, Training Unit**

Instructor:

Method of Presentation: **Lecture and Demonstration** Date Prepared: **10/1997** Duration: **1:00**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Define the concept of stress management.**
- 2. Identify several psychological techniques of stress management.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual**  
**Overhead Transparencies**  
**Overhead Projector**

## I. Stress Management Techniques

A. *Introduction* - Stress is the spice of life and boredom would prevail if all stress were eliminated.

1. Everyone reacts differently to stressors and at different levels of intensity.

B. There are many different effective techniques for stress management, but they may not work for everyone.

C. Webster's Dictionary defines the term *manage* as

1. "to work upon or try *to alter for a purpose*"

D. The goal of stress management is two fold:

1. To alter an individual's perception and response to the stressors of their life through the utilization of stress management techniques, and;

Overhead 4.1

■ **Instructor Resource:**  
(Webster's Dictionary,  
1993)

Overhead 4.2

2. To alter an individual's lifestyle to be more stress resistant through the inclusion of nutritionally sound eating habits and physical fitness routines.

**E. Review:**

1. **Stress** is the arousal of an individual's mind and body in response to demands or changes made upon them.
2. Dr. Selye's *general adaptation syndrome* theory on stress:
  - a. **Level 1 - The Alarm Phase:** Initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a new situation.
  - b. **Level 2 - The Resistance Phase:** we learn to cope with the task effectively and without undue commotion.
  - c. **Level 3 - The Exhaustion Phase:** A depletion of energy reserves which

Overhead 4.3

Overhead 4.4

leads to fatigue.

F. It is in Stage 2, The Resistance Phase, where:

1. the perception of stressors in an individual's life is essential in determining whether it will be a *distressful* experience or
2. a *eustressful*, healthy experience.

Overhead 4.5

G. Combined with perception is the response to the stressor.

1. If an individual perceives the stressor as a change that can be taken in stride then the response will be proportionately appropriate.
2. It is when the perception and response are overblown that stress becomes distress to the body resulting in Stage 3, Exhaustion.

H. **"Stress management is mind over matter; if you don't mind, it doesn't matter."**

Overhead 4.6

## II. Psychological Techniques of Stress Management

A. Experts confirm that strategies for resolving stressors are more effective than methods of just tolerating or coping with stressors.

Overhead 4.7

Overhead 4.8

1. The majority of stress management programs begin with techniques that assist in identifying those life events that are distressors.

2. Excellent methods for identifying incidents in life that can be very distressful are:

Overhead 4.9

a. *The Critical Life Events Scale* developed by Holmes and Rahe for the general population, and;

b. The scale developed by Dr. James D. Sewell for law enforcement officers.

■ Instructor Resource:  
(Holmes & Rahe,  
1967)

✓ Handout

3. A stress awareness diary format is another tool utilized to identify the distressors in an individual's life.

■ Instructor Resource:  
(Sewell, 1983)

✓ Handout

- a. The diary identifies how particular stressors result in predictable symptoms.
  - b. Interpersonal confrontations which are common in law enforcement may characteristically be followed by stomach tension.
  - c. Rushing to work may be causing vasoconstriction (tightening of the blood vessels) for this officer and therefore results in irritability and headaches.
4. The stress awareness diary can be used to discover and chart stressful events and characteristic reactions.
- a. Utilize body awareness exercises to recognize where the body stores muscular tension.
  - b. Once aware where the tension is, you can find exercises that will release the tension

Overhead 4.10

■ **Instructor Resource:**  
(Davis, Eshelman &  
McKay, 1995)

☞ **Instructor Note:**  
Student Manual  
3.2



c. and in turn you will experience increased energy and a sense of well being.

(1) These exercises will be covered in the next section of the course.

B. Once stressors are identified, the next step is to assess whether the distressful situation can be altered by the individual or not.

1. It is very important to recognize what is within the realm of the individual's control.

2. A traffic jam or paying taxes to the Federal government, the individual needs to realize what are appropriate, healthy responses.

a. In other words, there is nothing to be done so let it go.

C. The well known *Serenity Prayer* by adopted by Twelve-Step Recovery programs is an excellent example of this stress

Overhead 4.11

■ Instructor Resource:  
(Donatelle & Davis,  
1994)

management technique:

"God grant me the serenity to accept things I cannot change; the courage to change the things I can; and the wisdom to know the difference."

- D. The change in reactions to stressors is a basic element of cognitive reappraisal and of Covey's paradigm shift.
- E. The individual's view of the event often contributes greatly to the stress experienced
  - 1. by shifting the view of the event, the response shifts into a healthy, more appropriate response.
  - 2. In too many situations, we have a tendency to have a "knee jerk" conditioned response that is often negative and inappropriate.

### III. Summary

- A. Review section objectives.

■ **Instructor Resource:**  
Author Reinhold  
Niebuhr

Overhead 4.12

Overhead 4.13

Overhead 4.14

■ **Instructor Resource:**  
(Bailey, 1991)

Stress Management For Law Enforcement 4.2.1  
Officers and Their Families:  
Basic Level

Lesson Title: **Stress Management  
Techniques: Physical**      Section: **4.2**      Total Pages: **25**

Prepared by:  
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Approved by:  
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Instructor:

Method of Presentation: **Lecture and Demonstration**      Date Prepared: **10/1997**      Duration: **1:00**

Instructional Objectives:

Upon completion of this section the student will, without reference to notes, be able to:

1. Identify the importance of physical activity in stress management.
2. Identify several physical techniques of stress management.
3. Describe the importance of nutrition in stress management.
4. Describe the effects of gender differences on communication and stress.

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual  
Overhead Transparencies  
Overhead Projector**

I. Physiological Techniques of  
Stress Management

Overhead 4.15

A. Introduction - When changes  
are cause for distress, an  
individual can best deal with  
these effects when the body  
**is physically fit and  
nutrionally sound.**

Overhead 4.16

B. When an individual  
experiences "fight or flight"  
as a result of stressors.

Overhead 4.17

1. The body automatically  
initiates certain  
physiological changes  
to produce the needed  
energy to respond.
2. Often the individual  
handles the situation  
without fighting or  
fleeing yet the energy  
has still been produced
3. and autonomically the  
body is keyed to react.
4. Without some outlet the  
individual may over

react in a situation due to this build up.

5. A police officer will often experience situations where there is a perceived threat but due to training handles the situation in calm and effective manner.

Overhead 4.18

- a. Underlying though is the body's automatic response and the production of extra energy.

Overhead 4.19

- b. An effective outlet is needed for this build up or as mentioned the officer may over react to a simple non-threatening situation either on the job or off.

- C. Being physically fit offers two advantages to an individual:

Overhead 4.20

1. Effects of chronic stress, the wear and tear, are better handled by a healthy fit body.
  2. Consistent exercise is needed to maintain fitness which is an excellent outlet for the build-up energy.
- D. Attaining physical fitness is based on sound principles with any variation of exercises.
- E. The most effective type of exercise to maintain fitness is *aerobic* exercise.
1. These are activities that improve cardio-respiratory endurance.
  2. Performed at moderate levels of intensity for extended periods of time.

Overhead 4.21

■ **Instructor Resource:**  
(Bailey, 1991)

3. There must be uninterrupted output from the muscles for a **minimum of twelve minutes** with most periods of exercise lasting 20 - 30 minutes.
4. In order for aerobic exercising to be truly effective, the heart rate must be in what is known as the *training zone*.
5. The training zone places the heart rate at *65-80 percent* of an individual's maximum heart rate.
6. For the general population, the formula for finding maximum heart rate is *220 minus your age = maximum heart rate*.
  - a. For example: 220 - 42 = 178 max. heart rate & training zone is .65

Overhead 4.22

$$\begin{aligned} & \times 178 = 116 \text{ to} \\ & .80 \times 178 = 142. \end{aligned}$$

7. The charts in your student manual are adapted from Covert Bailey's The New Fit or Fat book on health and aerobic fitness.
8. The charts offer you a guide to follow in order work out in sports that will aid you in obtaining cardio-respiratory conditioning.
9. The non-aerobic exercises are short duration, bursts of energy, that do not build up endurance at the same level as aerobic exercises.
  - a. For example a weight lifter does not have the same endurance as a secretary who jogs every day for a

Overhead 4.23



half-hours.

- b. It is the length of exercise that burns fat and exercises the heart and lungs.

## II. Deep Breathing Techniques

- A. Introduction - When an individual experiences Stage 1 - "fight or flight", the sympathetic and parasympathetic nervous systems interact with the sympathetic system triggering arousal and a high respiration rate.

1. It is the individual's perception of the stressor and subsequent reaction that determines if it is a distressful experience.
2. This is often associated with negative self-talk.
3. So to prevent aroused

Overhead 4.24

■ Instructor Resource:  
(Chapell, 1994)

■ Instructor Resource:  
(Forbes & Pekala, 1993)

condition of quick shallow breaths utilize the following exercise:

- a. Use inner self-talk of a calming nature - "slow, down, take it easy" and positive mental images.
- b. Sit up straight or stand straight with arms straight out in front.
- c. Inhale through the nose slowly and deeply with the mouth closed and bring hands into shoulder.
- d. Exhale slowly through the mouth using the diaphragm and stomach muscles with hands pushing down to

side.

e. Repeat.

4. The exercise is even more effective if done with eyes closed.
5. This form of deep breathing exercise is used in a Japanese style of karate to slow breathing and heart rate after long, hard work outs or prior to a competition fight.
6. The stress reduction strategy of deep breathing takes attention off the stressful self-talk generated by everyday problems and stimulates positive, relaxing thoughts.

### III. Progressive Relaxation

- A. This technique involves the progressive tensing and relaxing of the different muscle groups of the body.
- B. Focuses on the kinesthetic effects associated with muscle tension/relaxation such as reduced pulse rate and blood pressure.
- C. This method also decreases rates of perspiration and respiration.
- D. In order to be truly effective this technique needs to be done **twice a day** for a duration of **fifteen minutes**.
- E. Remember in order for a technique to become a habit there must be many repetitions over a period of time, say one to two weeks for this method.
- F. There are four muscles groups to concentrate on in

this technique:

1. Hands, forearms, and biceps.
  2. Head, face, throat, and shoulder, including concentration on forehead, cheeks, nose, eyes, jaws, lips, tongue, and neck.
- G. Considerable attention is devoted to your head because from the emotional point of view, the most important muscles in your body are situated in and around this region.
1. Chest, stomach, and lower back.
  2. Thighs, buttocks, calves, and feet.
- H. Progressive relaxation can be practiced lying down or in a chair with your head supported.

■ Instructor Resource:  
(Davis, Eshelman &  
McKay, 1995)

■ Instructor Resource:

- I. Each muscle or muscle grouping is tensed from five to seven seconds and then relaxed for twenty to thirty seconds.

(Benson, 1968)

1. This procedure is repeated once.
2. If an area remains tense, repeat up to five times.
3. The following exercise is adapted from The Relaxation and Stress Reduction Workbook by Davis, Eshelm and McKay.

#### IV. Example of Basic Procedure

- A. Get in a comfortable position and relax.
- B. Clench right fist, tighter and tighter, studying the tension as you do so.

- C. Keep it clenched and notice the tension in your fist, hand, and forearm.
- D. Now relax. Feel the looseness in your right hand, and notice the contrast with the tension.
- E. Repeat this procedure with the right fist again, always noticing as you relax that this is the opposite of tension - relax and feel the difference.
- F. Repeat the entire procedure with the left fist then both fists.
- G. Next bend your elbows and tense your biceps. Tense them as hard as you can and observe the feeling of tautness.
- H. Relax, straighten out your arms.

- I. Let the relaxation develop and feel the difference. Repeat.
- J. This procedure can then be utilized with each of the muscle groups in a progressive manner.
- K. Remember, relax and feel the tension go.
- L. Mental visualizations or verbalizations such as *Relax and smooth out the muscles or let the tension dissolve away* can aid in relaxation.

## V. Meditation

- A. *Introduction* - This form of relaxation has long been used by many Eastern religions for the recognized benefits to the human body.
- B. *Meditation* is the practice of uncritically attempting to focus your attention on one thing at a time.

■ **Instructor Resource:**  
(Meichenbaum, 1983;  
Davis, Eshelman &  
McKay, 1995)



1. It is **the attempt to focus** the mind that is essential, for the mind does not want to stay concentrated on one thing for very long.

C. Researchers have found that meditation:

1. slows heart beats and breathing rates;
2. oxygen consumption decreases;
3. blood lactate drops, and:
4. brain wave activity becomes indicative of relaxation.

D. The concentration can be achieved by:

1. repeating a single word or group of words (mantra) or
2. by gazing at a fixed

object such a flame or  
iridescent stone or

3. by counting your  
inhalations and  
exhalations.

E. Four factors must be present  
in order to achieve these  
effects:

1. relatively quiet  
environment
2. mental device that  
provides a constant  
stimulus
3. comfortable position
4. passive attitude

F. Instructions for Meditation

1. **Establish Your Posture**  
select a position  
comfortable for you.
  - a. Sitting on chair  
with knees  
comfortably apart.

- b. Sitting on the floor  
> Lotus, Japanese  
or Taylor fashion
- c. Back straight
- d. Rock back and  
forth, side to side  
in order to balance  
upper torso on  
hips.
- e. Close your mouth  
and breath through  
the nose.

## 2. Centering Yourself

- a. Close your eyes  
and focus on the  
place where your  
body touches the  
cushion or chair.
- b. Then notice where  
the body touches  
itself.

c. Breathing - Notice are you doing it from the chest? Try moving it to the lower abdomen, inhaling and exhaling slowly.

3. **Attitude** - The most important element in meditation is maintaining a passive attitude.

a. Thoughts will interrupt the process but this is a natural part of the process.

b. Without thoughts, you would not be able to develop the ability to let them go.

c. Acceptance that you're going to be there and whatever

happens is exactly  
what should  
happen.

- d. Initially the amount of time spent in meditation may be minimal but with practice the times will lengthen.
- e. For effective relaxation, twenty to thirty minutes once or twice a day is sufficient.

## VI. Nutrition

A. Introduction - In order for living organisms to survive, they must intake sufficient amounts of fuel for the expenditure of energy.

- 1. The fuel must provide:
  - a. energy
  - b. chemicals needed to assist in the

Overhead 4.25

Overhead 4.26

- release of energy;
  - c. growth and repair of the organism;
  - d. and the regulation of maintenance functions.
2. The human body draws its energy from ingested food.
  3. Nutrients are those chemical substances found in food that nourish the body.
  4. These substances also provide building materials and factors that regulate needed chemical reactions.
  5. There are six categories of nutrients:  
carbohydrates, proteins, lipids(fats), vitamins, minerals and water.
- a. *Carbohydrates*

Overhead 4.27

Overhead 4.28

provide the energy needed for routine bodily functions and for quick bursts of activity such as sporting events.

b. *Proteins* are utilized in the building and maintenance of the body itself.

c. *Lipids or fats* provide energy stores.

d. *Vitamins* enable chemical reactions in the body to occur.

e. *Minerals* are crucial to the nervous system functions, structural (skeletal) systems, metabolic processes, and water balance

Overhead 4.29

■ **Instructor Resource:**  
(Wardlaw & Insel, 1990;  
Donatelle & Davis,  
1994).

Overhead 4.30

6. Overnutrition occurs when nutritional intake exceeds the body's needs.
7. Currently, this is of great concern in American society, especially with adolescents.
8. Recent studies cite an increase in obesity due not only to overnutrition, but especially due to lack of exercise, (energy output).
9. Malnutrition occurs over a period of time, when a person fails to ingest appropriate amounts of nutrients and calories.
10. Both abnormal states can lead to a susceptibility to certain diseases and stress.

Overhead 4.31



11. Obesity causes stress on the cardiovascular system, increasing the probability of high blood pressure, heart disease and stroke.
12. Malnutrition can lead to an overall decrease of nutrients or it can lead to insufficient amounts of specific nutrients.
13. The body's ability to fight off illness via the immune system is greatly hampered by overall malnutrition, while the specific lack of Vitamin D activity in the body leads to the softening of bones known as the disease Rickets
14. All of the diseases develop over a period of time, and often, early intervention may stop or sometimes reverse damage to systemic

■ **Instructor Resource:**  
(Wardlaw & Insel, 1993).

bodily functions.

15. Through nutrition, the science of food, daily recommended amounts of all nutrients are established
16. The US Department of Agriculture (USDA) utilizes the **Food Pyramid Guide**
  - a. To advise the general public on recommended dietary allowances of the different food groups
  - b. Necessary to maintain a nutritionally healthy lifestyle.
17. Achieving an appropriate balance of nutritional intake can often be interfered

with.

- a. Work schedules and familial responsibilities can wreak havoc on maintaining a balanced, healthy diet.
- b. Conscious change in priorities and habits as well as slowing down the pace can assist in establishing appropriate eating patterns.

## VII. Summary

- A. Review section objectives.

Stress Management for Law Enforcement 4.3.1  
Officers and Their Families:  
Basic Level

Lesson Title:	Section:	Total Pages:
<b>Stress Management Techniques: Communications</b>	<b>4.3</b>	<b>15</b>

Prepared by:  
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Instructor:

Method of Presentation:	Date Prepared:	Duration:
<b>Lecture and Demonstration</b>	<b>10/1997</b>	<b>1:00</b>

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Define the left brain - right brain theory of human sex differences.**
- 2. Identify distressors of gender differences that affect communication skills.**
- 3. Identify the skills used to enhance communications between the sexes.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual  
Overhead Transparencies  
Overhead Projector**

## I. Communication As A Stress Management Technique

Overhead 4.33

A. *Introduction* - The past few decades have seen a great change in the cultural responsibilities of men and women.

1. The feminist movement .

B. Men and women are equal, the reality is that they are very different in modes of communication.

Overhead 4.34

1. Those differences in communication style **can unintentionally escalate the distress of the moment.**

2. Often the words or phrase being used are misunderstood.

a. In your own mind, the message is clear as day but your significant other looks at you as if you are talking gibberish.

## II. Differences in Communication Styles:

A. Obvious primary and secondary sex characteristics such as reproductive functions, hormones, body structure, size and weight are determined by chromosomes.

1. Men as well as women are found to have monthly cycles of physical, emotional and intellectual highs and lows that are biologically driven.

B. Another anatomical difference is dependant upon what part of the brain dominates an individual.

1. The brain is divided into two hemispheres: left and right.
2. Researchers have found that the each hemisphere has distinctly different

Overhead 4.35

■ **Instructor Resource:**  
(Eakins & Eakins, 1978).

Overhead 4.36

functions.

- a. Math calculations are done by the *left brain*.
- b. Brainstorming is done by the *right brain*.

3. Many individuals show a preference for behaviors associated with the left or right brain.

4. In the student manual is a table from the book, When Opposites Attract, by Rebecca Cutter.

- a. Shows characteristics that are indicative of dominant left or right brain individuals.
- b. Remember that each individual has left and right brain tendencies.
- c. Individual may find that they are balanced with characteristics of both

Overhead 4.23

Overhead 4.24

■ **Instructor Resource:**  
(Cutter, 1994)

or tend to be one way  
more than the other.

5. Studies have shown that men tend to be more left brained in characteristics with a lesser ability to tap resources of the right brain.
6. Women tend to be predominantly right brained but are found to utilize the functions of left brain more easily.

C. ***Gender differences*** are the result of socialization within a culture.

1. The dictates of a culture often determine what is considered masculine or feminine in dress, manner and especially speech.
2. In our society, a person's gender matters very much, which to a great extent determines how others **act and react**.

Overhead 4.37



3. Each gender learns special styles of speech through socialization.

D. **Combine** the effects of socialization on an individual with left or right brain tendencies and **major differences** in communication can occur.

E. Popular author, John Grey, Ph.D., explains these differences in his book, Men Are From Mars and Women Are From Venus.

1. Identifies many of the gender differences resulting from socialization and left-right brain influence.

2. For instance on Mars, when a man has a problem to work out he retreats to his Cave to ponder and analyze.

3. A woman from Venus on the other hand finds a

Overhead 4.38

*Instructor Note:*

Utilize interactive exercise: back to back, sit on floor, stand.

Increase number in group.

friend and talks the  
problem out.

4. If the woman asks her significant other to listen as she talks out the problem:
  - a. The man feels the need to immediately solve the problem for the woman and proffer an answer.
  - b. The woman continues to talk as if ignoring the well meaning answers.
  - c. In turn, the man becomes frustrated and agitated.
  - d. This is not what the woman desires. All she is looking for is a sounding board, someone to just listen not solve her problem.
5. How often has similar situations escalated into very distressful scenes?

6. The converse is true when the man has a problem that needs to be dealt with.
  - a. His reaction is to withdraw into a cave whether in his mind or actual isolation for a time to ponder.
  - b. The woman senses he is dealing with the problem and follows what is **instinctive for her**.
  - c. She asks if she can help and why not talk about it with her.
  - d. The more she insists that they talk, the farther into the cave the man goes which results in **increased distress**.
- F. Dr. Grey presents that the situation can be distressful and **not** distressful:
  1. By **understanding** that

problems are handled differently by men and women.

2. **Knowing** when it is appropriate to offer assistance.
  - a. When the man has a problem it is best for his significant other to patiently wait for him to come out of his Cave and then talk when he is ready.
  - b. For the woman who has a problem there is nothing more affirming than for the significant other to be an active listener without offering advice or answers unless clearly asked for.
3. A common scenario that often plays out into a distressful and intense moment is as follows:
  - a. One partner is home

dealing with household problems and/or if there are children the added responsibilities of parenthood.

- b. The significant other returns to the home from an incredible hectic day at work.
- c. They meet at the door - the homebound partner ready to share all the events of the day in a burst of emotions and the returning partner is looking to just sit and catch a breath.
- d. **Two individuals with equally important needs.**
- e. These needs can not be handled right then and there without the possibility of a major

blow out or complete  
shut down of  
communications.

4. As with other stress management techniques **changing from reactive habits to planning can alleviate stress levels** and turn the moment around.
  - a. Instead the homebound partner makes an appointment for time later in the evening to talk over the day.
  - b. The returning partner obtains the need of a moment to relax and chill out so as not be reactive to the days events
  - c. The returning partner will also be more receptive to partner's concerns and will be better able to give full attention.

G. **Gender differences** are also

evident in *how words are used*.

Overhead 4.28

1. Often when an individual of one sex asks a question or request of the other, they may not clearly be understood.
2. For instance it is very common for a woman to use the following style of request: **Could you** take the dog for a walk?  
Meaning to her: NOW.
3. The man hears the word **COULD** which in his mind means are you capable which is of course he can take the dog out.
  - a. To him the time parameter is not even addressed.
  - b. The distress occurs as the woman feels she is being ignored and the man feels he is being hassled.

- H. By changing the words of the request, a different situation can occur.
  - 1. Instead the woman asks:  
**Would you take the dog out now?**
  - 2. The man now hears a direct request with a time parameter.
  - 3. This change clarifies the request and the stress is alleviated.
  
- I. Gender differences **need not** be a continued source of distress in relationships.
  
- J. As with all stress management techniques:
  - 1. identify the stressor;
  - 2. change what can be changed and practice;
  - 3. accept what can't be changed, and;

Overhead 4.29

Overhead 4.30



4. enjoy the differences.

### III. Review of Stress Management Concepts

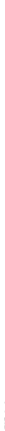
- A. All stress management techniques require repetition and time in order to become healthy habits.
- B. It is not easy to replace old, inappropriate conditioned reflexes.
- C. Everyone has that incredible ability to make healthy changes and take responsibility for their life.
- D. By not just reacting and being a victim to circumstance, a healthy individual **chooses** to respond or not respond to stressors encountered through living.

### IV. Summary

- ^ Review section objectives.

Overhead 4.31

■ **Instructor Resource:**  
(Covey, 1989)



Section Five

Employee Assistance Programs

Stress Management for Law Enforcement 5.1  
Officers and Their Families:  
Basic Level

Lesson Title: **Employee Assistance Programs** Section: **5.0** Total Pages: **5**

Prepared by:  
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NYS DCJS Bureau for Municipal Police, Training Unit

Approved by: **Mark E. Fettinger, Assistant Director of Training**  
NYS DCJS Bureau for Municipal Police, Training Unit

Instructor:

Method of Presentation: **Lecture and Demonstration** Date Prepared: **10/1997** Duration: **0:30**

Instructional Objectives:

**Upon completion of this section the student will, without reference to notes, be able to:**

- 1. Define Employee Assistance Programs (EAP).**
- 2. Identify form goals of EAP.**

Instructor References:  
**Instructor Guide**

Training Aids/Supplies/Equipment:  
**Student Manual**  
**Overhead Transparencies**  
**Overhead Projector**

NYS Division of Criminal Justice Services, Bureau for Municipal Police - 01/13521/0898

## I. Employee Assistance Programs For Law Enforcement Agencies

A. *Introduction* - In 1984, The Governor's Task Force on Alcoholism Treatment in Criminal Justice was initiated to:

1. access the problems associated with alcohol and alcoholism in the criminal justice system of NYS.

B. Recommendations of Task Force:

1. Develop a network of Employee Assistance Programs that are responsive to the special needs of state criminal justice employees and their families.
2. Develop resource manuals providing information on alcohol use/abuse.

■ Instructor Resource:  
(NYSDCJS, 1990)

3. Designate an individual with the responsibility for planning and coordinating local alcoholism and criminal justice services at the local level.
4. Train law enforcement personnel, including union representative to explain:
  - a. how an EAP should function;
  - b. what its purpose is;
  - c. when to refer an employee to an EAP, and;
  - d. address the issue of confidentiality.
5. That EAPs be extended to include delivery of services to the families of law enforcement personnel and that the family be integrated into the treatment plan.

## II. Values of Employee Assistance Programs

### A. EAPs are designed to:

1. provide effective and efficient services to alleviate problems;
2. assist employees with performance problems;
3. link those seeking assistance with best possible resources;
4. provide support throughout the problem solving period;
5. serve as a resource for management and labor, and;
6. benefit the organization, the employees and their families.

### III. Local Employee Assistance Program

- A. This part of the program allows the lead instructor to introduce the local EAP coordinator who will do a presentation on what is offered for law enforcement personnel and their families.

### IV. Summary

- A. Review section objectives.



# ***APPENDIX A***

## ***Instructor's Guide***

# STRESS MANAGEMENT FOR LAW ENFORCEMENT OFFICERS & THEIR FAMILIES: *Basic Level*

## ADMINISTRATOR'S GUIDE

The Bureau for Municipal Police (BMP) is within the Division of Criminal Justice Services, Office of Public Safety. Its primary mission is ensuring the administration and development of training that is appropriate for today's municipal law enforcement personnel. BMP also acts as the staff arm of the Municipal Police Training Council (MPTC). The MPTC was created in 1959 to establish basic training requirements for police officers (see Executive Law §840-842).

Training is provided by BMP staff and by instructors employed by municipalities and their academies. BMP staff regularly review the proposed curricula and course instructors, as well as the record keeping and physical facilities that are used for training. The following pages are intended to provide you with an overview of the system of municipal police training that we administer today.

If you would like further information or help with any training effort, please contact the BMP Training Unit at (518) 457-2667, the Internet at [HTTP://CriminalJustice.State.NY.US](http://CriminalJustice.State.NY.US) or by mail at:

New York State Division of Criminal Justice Services  
Office of Public Safety - Training Unit  
4 Tower Place  
Albany, New York 12203

## THE TRAINING COORDINATOR SYSTEM

The training coordinator system was originally organized by the New York State Association of Chiefs of Police and the New York State Sheriffs Association as part of the Long Range Police Training Program, prior to the existence of the Municipal Police Training Council (MPTC). It is a volunteer field organization whose purpose is to determine law enforcement training needs and to guarantee the availability of professional training to each officer, up to and including the law enforcement executive. This volunteer organization has added strength and vigor to police training, while preserving local autonomy and the opportunity for local initiative in adapting training programs to the needs of the various communities of New York State.

Coordination and scheduling of police training programs is an important function of this system. Providers of police training are encouraged to consult with and to schedule training programs with the appropriate training zone coordinator and the Bureau for Municipal Police (BMP) in order to avoid duplicating topics which serves to spread the training in a more even fashion. This helps insure widespread availability of training to all officers.

## **SELECTION OF COORDINATORS**

New York State has been divided into 14 training zones. Each zone has two coordinators. Coordinators are selected, one each, by the New York State Association of Chiefs of Police and the New York State Sheriff's Association. They are usually chiefs or sheriffs who have demonstrated an active interest in law enforcement training and professionalization.

## **DUTIES OF A COORDINATOR**

The coordinators, in conjunction with chiefs and sheriffs in their zones, are helpful in seeing that sufficient training is furnished to law enforcement officers in their zone. When a coordinator is made aware by any means of a training need, no matter how small or great, they can then notify the Bureau for Municipal Police, which serves as staff to the Municipal Police Training Council. At the request of a coordinator, BMP can also conduct a survey in the zone to determine the exact dimension of the training need. This can be for a basic course, a supervisory course, or any in-service or specialized school. The staff of the Bureau for Municipal Police will then discuss with the coordinator the results of the survey, the best possible locations and dates for a school, and possibly a choice of instructors. Assistance by BMP staff will also be given in drawing up a schedule, arranging for audio-visual aids, special instructor material, and/or student materials.

In short, the coordinator acts as the eyes and ears of the Municipal Police Training Council, which helps maintain professional training in sufficient quantity and quality in their zone.

## REQUIREMENTS THAT COORDINATORS BE NOTIFIED CONCERNING THE CONVENING OF A POLICE TRAINING SCHOOL

Law enforcement agencies have been instructed that written notice will be given by each school sponsor to the appropriate training zone coordinators who shall advise the Bureau for Municipal Police as to a recommendation for approval or disapproval of every proposed school for which certification is sought. In the event the zone coordinator recommends disapproval, they must state the reasons for such a recommendation.

## GUIDELINES FOR MPTC COURSES

1. Request for course approval, course curriculum, and a completed "Zone Coordinator Recommendation" form shall be submitted to this office no later than **45 days** prior to the start of a particular course. A course file is then started by the person in charge of the BMP Staff.
  - In order to hold the Stress Management For Law Enforcement Officers & Their Families: *Basic Level*, the school director *must* have instructors who are certified MPTC Instructors and completed stress management instructors.
  - The Stress Management For Law Enforcement Officers & Their Families: *Basic Level* course is an eight hour block of instruction designed to be included in the Basic Course for Police. It is recommended that this course be taught during the last three weeks of the Basic school.
2. Course approval letters shall be prepared and mailed after a curriculum has been evaluated and found to comply with standards adopted by the Bureau For Municipal Police and/or the Municipal Police Training Council.
3. After evaluating the course and if the curriculum is found to be lacking with regard to content or number of hours, a rejection letter should be sent explaining why the course was rejected and the area to be corrected for compliance and approval.
4. "Class Roster/Notification of Completion" forms should then be forwarded to this office after completion of course. It is the duty of the course director to ensure completion of these forms.

5. A copy of the "Class Roster/Notification of Completion" form along with appropriate certificates are then forwarded to the school director.

## CLASSROOM REQUIREMENTS

The recommended class size for this program is 24-32 participants (officers and significant others inclusive) as two classrooms are needed for the morning session of role-play. During the role-play session, a large enough space with no obstructions is needed and at least four instructor role-players per group. Also do not fail to check that there are no firearms present in the classroom, participants and instructors included.

If possible seat the participants in groups at tables, this facilitates communication and group exercises. Each student should have a name tag on them during the program. Due to interactive exercises, the dress for the day should be comfortable and footwear that allows easy movement (no heels or dress shoes).

## COURSE MATERIALS

Each participant should receive a name tag, pre-test, student manual and pad of paper. Bring extra pens or pencils for those students without. Needed classroom materials are as listed:

- Large chart pad of paper (one for each group)
- Poster size felt markers (one for each member of a group)
- Balloons (one for each class member)
- "Dress Busters" (one for each class member)
- Overhead projector
- Monitor & VCR (if needed)
- Instructor Guide
- Overhead transparencies
- Masking tape
- BMP Class Roster

*Stress Management for Law Enforcement Officers and Their Families:*  
*Basic Level*  
**Course Schedule**

<i>Time</i>	<i>Section Topic</i>
0830	Registration, Pre-Test
0900	Course Introduction Role Play Situations - Debriefing
1030	Introduction to Stress Theory
1100	Stress Theory Continued
1200	Luncheon
1300	Stress & Law Enforcement
1400	Stress Management Techniques
1500	Stress Management Techniques
1600	Role of Employee Assistance Program > Confidentiality Seminar Wrap-up & Program Evaluation > Post Test

SCHOOL SPONSOR: Please fill in the appropriate information on this form and forward it to your respective training zone coordinators. Once completed and returned to you, please submit to BMP.

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**ZONE COORDINATOR RECOMMENDATION FORM**

The \_\_\_\_\_ Department is requesting that the following course(s) be approved and held in Zone \_\_\_\_ .

<u>TYPE</u>	<u>DATES</u>	<u>LOCATION</u>

ZONE COORDINATORS: Please provide the information requested below and return to the school sponsor at the address indicated. Your prompt attention to this matter is important in order to ensure timely scheduling/approval of training by BMP.

<u>COORDINATORS</u>	<u>RECOMMENDATION</u>	<u>DATE</u>
Signature: _____	Approve / Disapprove _____	_____
Title: _____		
Signature: _____	Approve / Disapprove _____	_____
Title: _____		

School Sponsor Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CURRICULUM CONTENT

COURSE TITLE \_\_\_\_\_

PAGE

SCHOOL SPONSOR \_\_\_\_\_

SCHOOL DATES

SCHOOL LOCATION \_\_\_\_\_

SCHOOL DIRECTOR

---		INSTRUCTIONAL			---		---	
INSTRUCTOR		HOURS		COURSE	MPTC COURSE	ACADEMY COURSE		NAME\DEPT
BEGIN	DATE	BMP	ASSIGNED	EXPIR.	TITLE (REQUIRED)	TITLE (OPTIONAL)		
TIME		STATUS		DATE				



APPENDIX B  
Instructor Resources

***Stress Management for Law Enforcement Officers  
and Their Families:  
Basic Level***

**Course Outline**

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<i>Period</i>	<i>Subject</i>
1 .....	Course Introduction
2 .....	Role-play Exercises
3 .....	Role-play Exercises & Debriefing
4 .....	Introduction to Stress
5 .....	Working Lunch
6 .....	Stress & Law Enforcement
7 .....	Stress Management Techniques
8 .....	Stress Management Techniques
9 .....	Employee Assistance Programs
10 .....	Course Evaluation & Post Test

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**Course Conclusion**

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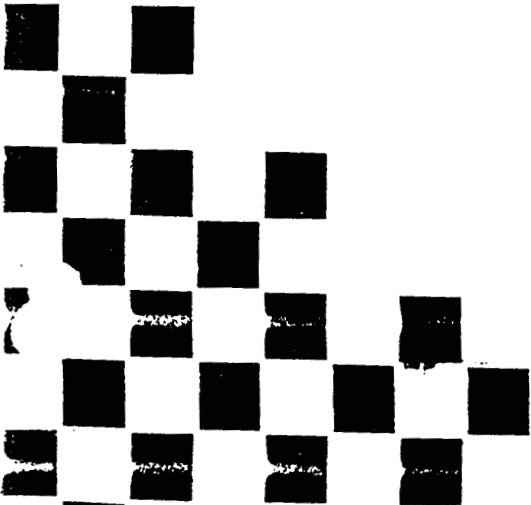
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# EAT SMART

## WITH FRESH FRUITS AND VEGETABLES



The American Cancer Society  
is the nationwide community-based  
voluntary health organization  
dedicated to eliminating cancer as a major  
health problem by preventing cancer,  
saving lives and diminishing suffering  
from cancer, through research, education,  
advocacy, and service.

## EAT SMART WITH FRESH FRUITS AND VEGETABLES

The fresh produce described below are featured on the American Cancer Society's "Reduce Your Risk" poster. Research indicates that eating a varied diet in moderation may help reduce the risk of some kinds of cancer.

The nutritional description of the produce follows the guidelines of the U.S. Food and Drug Administration (FDA), and tells the percentage of the U.S. Recommended Daily Allowance (RDA) of vitamins present in each of the foods. Because there are no U.S. RDA's for fiber, we define a good source of fiber as one gram or more.

### **APPLE**

Available Year Round

Whether Macintosh, Delicious, or any other of the dozens of varieties, the apple is the all-American fruit. Select those with good color, a fresh, bright appearance, and firm to the touch. Refrigerate. Serve cooked or raw. The versatile apple can be a snack, main course, side dish or dessert.

Nutritional assessment for one medium apple (4.8 oz): 80 calories/  
13% RDA Vitamin C/ good source of fiber

### **APRICOT**

May -- August

Pick plump, fairly firm, golden-yellow apricots for snacking or fresh fruit salad. They can last up to three weeks in the refrigerator.

Nutritional assessment for three apricots (3.75 oz): 50 calories/  
55% RDA of Vitamin A and 17% RDA Vitamin C

### **ARTICHOKE**

Available Year Round

This tasty vegetable is fun to eat. Both the ends of the leaves and the hearts of the artichoke are edible, equally enjoyable as a cold or hot dish. Choose compact heavy, plump artichokes -- green with some color variations in fall or winter. Cook by steaming or boiling, and serve by dipping in either yogurt dip or 10-cal salad dressing.

Nutritional assessment for one large artichoke (12 oz): 25 calories/  
10% RDA of Vitamin C/ good source of fiber

### **AVOCADO**

Available Year Round

The avocado is both elegant and versatile. Stuffed with seafood or egg salad it makes a perfect luncheon entree or dinner appetizer. Cut it up to liven tossed salads, or mash it with tomato and onion to make a guacamole dip. Choose an avocado free from bruises, but slightly soft to the touch. Ripen at room temperature.

Nutritional assessment for one-half avocado (3 oz): 153 calories/  
10% RDA Vitamin A/ 11% RDA Vitamin C/ good source of fiber



**BELL PEPPER**

Available Year Round

Raw or cooked, bell peppers are a delicious and healthful addition to any menu. In addition to putting them in tossed salads, they can be an ingredient for spaghetti sauce, meatloaf, or soup. A stuffed pepper may have meat or vegetarian fillings. Choose firm and glossy peppers.

Nutritional assessment for one pepper (5.25 oz): 25 calories/ 130% RDA Vitamin C/ good source of fiber

**BROCCOLI**

Available Year Round

This star of the cruciferous (cabbage family) vegetables is both delicious and nutritious. Choose green or purplish-green colored broccoli -- never yellow. After brief steaming or boiling, broccoli can be served with sauces, or lemon, or plain. It is also a good candidate for Chinese-style stir frying. Raw broccoli is delicious with all kinds of dips.

Nutritional assessment for one stalk (5.3 oz): 30 calories/ 10% RDA Vitamin A/ 240% RDA Vitamin C/ good source of fiber

**BRUSSELS SPROUTS**

October -- March

Looking like "baby cabbages," Brussels sprouts are another of the crucifer family. Shop for firm, compact sprouts with good green color and cook them by boiling, steaming or sauteeing. Sprouts can also be seasoned by adding sliced almonds or poppy seeds.

Nutritional assessment for 5 sprouts (3.5 oz): 40 calories/ 15% RDA Vitamin A; 108% RDA Vitamin C/ good source of fiber

**CABBAGE**

Available Year Round

This nutritious crucifer is equally popular raw or cooked. For the best quality cabbage, choose a heavy compact head without signs of discoloration. Raw cabbage is popular as cole slaw. Cooked cabbage is perfect with corned beef, or as sauerkraut. And to decrease the aroma of cooking cabbage, drop a whole walnut into the cooking water.

Nutritional assessment for 1/6 head (6 oz): 30 calories/ 140% RDA Vitamin C/ good source of fiber

**CANTALOUPE**

May -- October

Popular as dessert or appetizer, cantaloupe is one of the favorites of the melon family. Shoppers should look for cantaloupes with a slightly golden under-color and netting which stands out prominently. Touch the stem end and it will feel slightly soft when ripe. Also a ripe melon gives off a distinctive sweet aroma. Some of the more unusual uses of a cantaloupe are as a pureed topping or as a cold soup.

Nutritional assessment for 1/2 small cantaloupe (6 oz): 50 calories/ 100% RDA Vitamin A/ 110% RDA Vitamin C/ good source of fiber

**CARROT**

Available Year Round

The versatile carrot is one of the most popular snack foods. In addition, they are at home in many soups and stews. They are even used for dessert -- in the popular carrot cake. Shoppers should look for carrots that are firm and bright orange in color. If they become wilted, they can be crisped up in cold water.

Nutritional assessment for one carrot (1.5 oz): 30 calories/ 100% RDA Vitamin A/ good source of fiber

**CAULIFLOWER**

Available Year Round

Another crucifer vegetable that is as popular raw as it is cooked, the cauliflower should be selected for its white color and heavy firm body. Refrigerate. But, before using, place it head down in cold water with a teaspoon each of vinegar and salt to crisp the cauliflower and draw out any insects. Serve raw in salad or with a dip. Cooked cauliflower lends itself to all kinds of sauces.

Nutritional assessment for 1/4 of a small head (5.3 oz): 25 calories/ 160% RDA Vitamin C/ good source of fiber

**CELERY**

Available Year Round

Crunchy celery is delicious stuffed with tuna fish or other filling, used for dips, or as a plain low calorie snack. Cooked celery is found in soups and stews, and can be creamed or braised for a vegetable side dish. Look for fresh, crisp, clean stalks that are thick and solid.

Nutritional assessment for two large stalks (4.25 oz): 20 calories/ 15% RDA Vitamin C/ good source of fiber

**GRAPEFRUIT**

Available Year Round

Whether it's yellow or pink, grapefruit is a refreshing treat, and not just for breakfast. Serve it as an appetizer. Mix it with greens and, perhaps, some avocado, in a salad. Or sprinkle on brown sugar, pop it under the broiler, and serve it for dessert. Shop for heavy grapefruit that is firm and smooth textured. Especially avoid bruised fruit.

Nutritional assessment for 1/2 grapefruit (4.2 oz): 38 calories/ 69% RDA Vitamin C

**ICEBERG LETTUCE**

Available Year Round

Best quality lettuce has a "springy-firm quality" when pressed by the fingers. Core, rinse, and thoroughly drain it before storing in an airtight container in the refrigerator. Then it's ready to use in salads, sandwiches, or in stir fry dishes. Also try other kinds of lettuce such as Romaine, Boston, or redleaf.

Nutritional assessment for 1/4 head (4.75 oz): 25 calories/ good source of fiber

**KALE**

Available Year Round

When shopping for this green leafy crucifer vegetable, look for fresh and young heads -- avoiding those with coarse stems and dry or yellowing leaves. Younger leaves are more tender and can be used for salads. Older and larger leaves are better for cooking. A sprinkling of vinegar enhances the kale's flavor.

Nutritional assessment for one cup of raw kale (2.4 oz): 33 calories/ 120% RDA Vitamin A/ 134% RDA Vitamin C/ good source of fiber

**KIWIFRUIT**

Available Year Round

These egg-shaped brown fuzzy fruits that originated in New Zealand are the latest international gourmet treat. Now available everywhere in the U.S.A., the pale green fruit of the kiwis is delicately delicious and healthy to eat. The warnings don't try to add them to a gelatin dessert.

Nutritional assessment for two kiwis (5.3 oz): 40 calories/ 230% RDA Vitamin C/ good source of fiber

**KOHLRABI**

Available Year Round

Both the bulb and the tops of this "cabbage turnip" are edible. The tops can be treated like any fresh greens, and the bulbs can be boiled, steamed, or stir fried; or served raw in salads or with dips. When shopping for kohlrabi, select the smaller plants. The large bulbs can have a bitter taste.

Nutritional assessment for one cup of sliced kohlrabi (5 oz): 38 calories/ 145% RDA Vitamin C/ good source of fiber

**ONIONS**

Available Year Round

In addition to being a tasty addition to all kinds of dishes, both cooked and raw, the onion is nutritionally valuable and will last a long time if stored in a cool, dry place. However, avoid buying onions that are crackly dry, or soft, or onions that have spots from sunburn, mold, or decay.

Nutritional assessment for one medium onion (5.3 oz): 65 calories/ 15% RDA Vitamin C/ good source of fiber

**ORANGE**

Available Year Round

Fruit for snacking and juice for drinking are the two most popular uses for oranges, with an emphasis on being served at breakfast. But with a little imagination there are many other uses for oranges such as in salads and in various main dishes.

Nutritional assessment for one orange (4.6 oz): 62 calories/ 116% RDA Vitamin C

**PAPAYA**

April--June &amp; Mid-October--Mid-December

Papayas are often purchased before fully ripe. A mostly-green papaya will ripen in 5-7 days at room temperature. Half-green, half-yellow fruit will ripen in 2-4 days. When ripe (yellow-orange in color) a papaya will last for a week in the refrigerator. Use as snack fruit or in fruit salads. It makes a delicious main course when filled with seafood or meat salad, or a dessert when filled with ice cream.

Nutritional assessment for 1/2 papaya (5.0 oz): 80 calories/ 160% RDA Vitamin C/ good source of fiber

**POTATO**

Available year round

There is probably no more versatile vegetable than the potato, and it is not a high calorie food unless loaded with butter and sour cream. Choose potatoes that are firm and smooth, and avoid those with wrinkled or wilted skins or soft dark areas. Do not refrigerate, but store in a cool, dark, well-ventilated place. Serve boiled, steamed, baked, sliced, or mashed.

Nutritional assessment for one medium potato (5.3 oz): 110 calories/ 50% RDA Vitamin C/ good source of fiber

**PRUNES**

Available Year Round

This dried fruit should be refrigerated in an airtight container. They make a handy snack or can be combined with fruit juices and spices for a tasty dessert. Pop them in the blender as part of a breakfast drink.

Nutritional assessment for 1/4 cup (2 oz): 140 calories/ 20% RDA Vitamin C/ good source of fiber

**SPINACH**

Available Year Round

Raw spinach is a perfect salad green and lightly cooked spinach is an excellent side vegetable. Be careful to select spinach with fresh, crisp leaves. When cleaning, a little salt in the water helps get rid of the soil that has a tendency to stick.

Nutritional assessment for one cup raw spinach (2 oz): 12 calories/ 58% RDA Vitamin A/ 26% RDA Vitamin C

**STRAWBERRY**

February -- September

This delicate fruit should be eaten within a few days after purchase. Select berries that are firm, dry, plump and fully colored with the cap stem attached. A stained strawberry box may mean that the berries inside are soft. Do not wash or remove stems until ready to use.

Nutritional assessment for one cup of strawberries (5.3 oz): 45 calories/ 140% RDA Vitamin C

**SWEET POTATO**

August -- April

Look for sweet potatoes that are thick, chunky, and taper toward the ends. Do not refrigerate. There are dozens of uses for this vegetable: in main dishes such as souffles, stews, and casseroles; in soups, bread, biscuits, and muffins; and in such desserts as pies, puddings, cakes and cookies.

Nutritional assessment for one medium sweet potato (4.5 oz): 136 calories/ 522% RDA Vitamin A/ 50% RDA Vitamin C/ good source of fiber

**SWISS CHARD**

April -- November

This crucifer can be viewed as two vegetables in one. Cook the leaves as greens and the stems as celery. Swiss chard is delicate and should be cooked by steaming -- never boiling. As a raw vegetable it makes a good salad.

Nutritional assessment for two leaves (3.5 oz): 18 calories/ 63% RDA Vitamin A/ 48% RDA Vitamin C

**TOMATO**

Available Year Round

Most supermarket tomatoes are not fully ripe. If set in a ripening bowl or a ventilated paper bag and stored at room temperature, they will ripen and be a welcome addition to salads and main dishes. The tomato is also popular as a base for sauces and soups.

Nutritional assessment for one medium tomato (5.3 oz): 35 calories/ 40% RDA Vitamin C/ 20% RDA Vitamin A/ good source of fiber

**WINTER SQUASH**

August -- March

Acorn squash (dark green with yellow-orange undercolor) and butternut squash (buff to light tan) should be selected for their smooth hard rind. Lightweight squash may be dry or stringy. Cook by baking or steaming, or try stuffing squash with a meat mixture for a tasty main dish. Winter squash can be stored for 30-50 days if kept at 50°.

Nutritional assessment for one cup raw squash (4 oz): 43 calories/ 34% RDA Vitamin A/ 20% RDA Vitamin C/ good source of fiber

The American Cancer Society's materials and programs are supported by public contributions. No endorsement of any product or service is implied or intended by publishing this information.



FOR MORE INFORMATION,  
CALL TOLL FREE: 1-800-ACS-2345

# Overheads

## Introduction to Role-play Scenarios

Divide the course participants into two groups prior to beginning of session as well as instructor teams.

Lead instructor for each group re-introduces self and facilitators.

Ask participants if they have ever experienced role-play scenarios.

Most law enforcement academies use this method of instruction however still ask as the significant others may not have experienced this.

Check to make sure that there are **no firearms** present at this time due safety concerns.





Role-play is a technique of training that simulates the *real world*.

It focuses attention on the interaction of people with one another.

- ☞ Assign a lead instructor who will decide when to end each scenario.
- ☞ Time allotted is **10 - 15 minutes.**

The lead or a facilitator will act as dispatcher.

The lead and other facilitators will take various roles as assigned.

The scenarios are designed prior to the day of the course and represent typical encounters found on road patrol.

Throughout the role-play scenarios there should be two teams of "patrol officers".

*Team 1* - Dispatched to domestic dispute; DWI stop and homicide scene.

*Team 2* - Dispatched to animal call only, no backup coverage for other team.

Scenarios are to occur one right after the other with no break for *Team 1*.

Enable the experience of "overload".

*Team 2* will experience the concept of "underload".

**Debriefing-** is a very crucial aspect of the course.

Make sure the teams experience some of type of closure in the last scenario.

In debriefing, the participants need to be able to step back and analyze what has occurred.

Utilize the following sequence for debriefing:

*Phase I* - Establishing the facts.

Ask main characters for their reactions.

Ask subsidiary characters for their reactions.

Ask observers for their reactions.

Agree on what happened and final decisions reached.

*Phase II* -Analyzing the cause of behavior.

Analyze causes of behavior.

Draw conclusions about the way people behave.

Decide on what can be done to improve situation.

### *Phase III* - Planning Action.

Purpose of this phase is to get the student's commitment to some sort of action:

change of behavior;

further practice of skills, or

finding out certain aspects of the subject.

Studies have shown that police work is one of the **most** stressful of all occupations.





## Concept of Stress -

Throughout an individual's lifetime there are many *changes*, that are

physical or psychological,

expected or unexpected.

These *changes* are what stress is all about.

## **“fight or flight”**

the biochemical reaction of the body  
to threats.





In order to maintain consistency or *homeostasis*, the body has shown it has the *ability to adapt* to that which it is exposed.

***Stress*** is defined by Dr. Hans Selye as:

**“the non-specific response of  
the body to any demand”**

# Stress

**is the arousal of an individual's mind and body in response to demands or changes made upon them."**

Stress is the arousal of an individual's  
mind and body in response to demands  
or changes made upon them

These changes or demands are known as



## Eustress



is when stress presents the opportunity for positive personal growth and satisfaction.

## Distress



is where the change or demands result in enervative or negative stress.



The human body responds to  
*stress* on two levels:



Physiologically

Psychologically



Dr. Hans Selye

observed that on the **physiological level**, the body follows a *three-stage response* to stress which he called the

***general adaptation syndrome (GAS).***

## Stage 1 - "*Fight or Flight*"

When the body senses a threat such as a being physically harmed, certain responses occur.



## *Autonomic Nervous System (ANS) triggers:*

- ☞ increased heart and breathing rates,
- ☞ muscles tension and heightened senses

The *Autonomic Nervous System* controls those functions that normally are managed **unconsciously**.

## The *Autonomic Nervous Systemic* has:

- ☞ two branches, the sympathetic and parasympathetic nervous systems,
- ☞ that balances the response of the body to the threat.

The sympathetic nervous system energizes the body by having certain stress hormones released.

- ☞ includes glandular secretions such as ***adrenaline***.
- ☞ Stored nutrients are made readily available to speed metabolic processes in order to provide the **energy needed to fight or flee.**

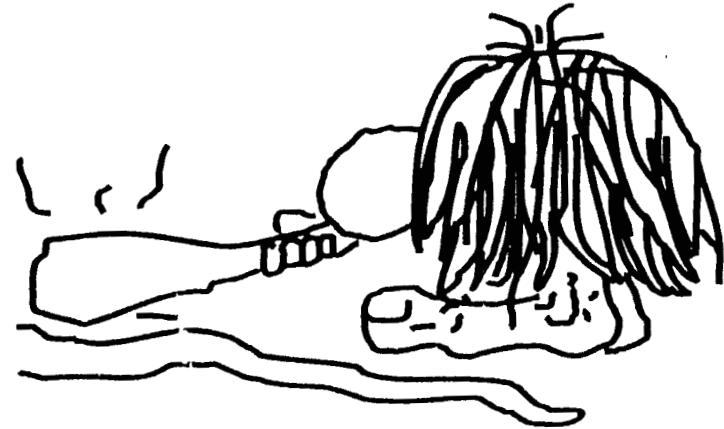
The parasympathetic nervous system **slows** the effects of the stress response in order to aid the body in controlling this emergency output.



can be compared to the throttle of an engine that allows the expenditure of energy but not all at once.

## ***Stage 2 - Resistance Phase***

The ANS has gotten the body ready to deal with the perceived threat by adapting body systems.



There have been many instances where an individual accomplishes incredible feats of strength during a life-threatening situation.



## ***Stage 3 - Exhaustion***

- ☞ the interaction of the sympathetic and parasympathic nervous systems causes the body to return to normal once it has reacted to the perceived threat.
  
- ☞ if distressors continue over a period of time and the physical and psychological stores of energy are depleted, the body enters the last phase of **GAS, exhaustion.**



It is at this point that an individual is susceptible to serious illness and if not checked death will occur.

# Psychological Response to Stress



Dr. Selye's explanation of **GAS** on the psychological level:

**The Alarm Phase** - initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a newsituation.

**The Resistance Phase** - we learn to cope with the task effectively and without undue commotion.

**The Exhaustion Phase** - a depletion of energy reserves which leads to fatigue.

It is during the **Resistance Phase** where the ability to adapt or cope often becomes inhibited and the situation now becomes *distressful*

***“There is nothing either good  
or bad but thinking  
makes it so”***

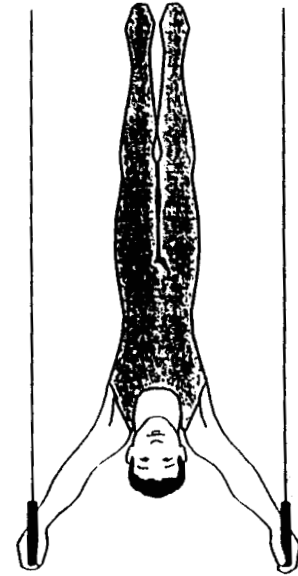


Shakespeare in Hamlet (Act II, Scene 2, line 259).

## *cognitive appraisal*

is an individual's judgement or perception of a change or demand.

"the individual's judgement or perception as to whether the event has or will have *negative or positive effects*"



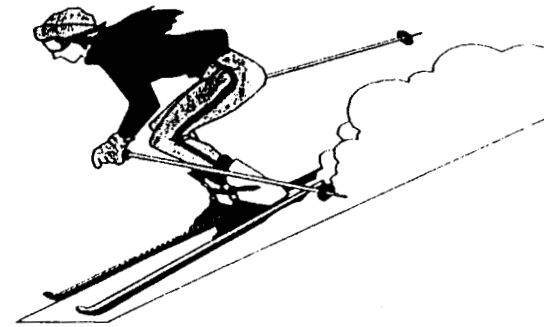
"effects of the stressors depend not so much on what we do or what happens to us but the way we take it"

(Selye, 1976).





"stress is dependant upon the relationship of a person and the environment and it is the cognitive appraisal of that relationship as to whether it is stressful or not."



## ***Cumulative Stressors***

those incidents of social readjustment or *change* in an individual's life that produces positive or negative stress.

a series of these events are **cumulative** and could also result in serious illness if a change in behavior or situations did not occur

(Holmes & Rahe, 1967).

Stress is also caused by the minor stressors or *hassles* of everyday living

Stress is *essential to living*, in health and in disease.

Stress

is essential to living -  
in health and in disease



# Stress in the Workplace

In 1992, the American Psychological Association and the National Institute of Occupational Safety and Health jointly sponsored a conference entitled "Stress in the 1990's."

stress has become a critical issue in the workplace over the past decade;

“Stress is the psychological reaction to an **excessive stimulation** in comparison with an individual’s resources for coping.”

(Denton, 1993)



More than **45%** of all salaried workers stated that they experience *excessive* stress as direct result of the conditions of their employment.



Typically workers define *stress only in negative terms* as opposed to the other definitions.





# Stress In Law Enforcement



W.H. Kroes defines stress in police work as:

“the occupational pressure or burden that adversely affects workers and that whatever is troublesome, overwhelming, or uncomfortable about a job can simply be labeled the “stress of the job”

Sewell developed a scale of critical life events for law enforcement personnel based on the methods of Holmes and Rahe.

- ☞ Examples of **low stress** events are overtime duty, working a holiday
- ☞ **High level stress** events are seen as suspension, dismissal and taking a life in the line of duty.
- ☞ These stressors are often **cumulative in effect.**

The US Department of Justice in its Preventing Law Enforcement Stress: The Organization's Role summarized the work of leading stress researchers in the following manner:

*External Stressors* to the law enforcement organization

*Internal Stressors* from within the law enforcement agency

*Stressors In Law Enforcement Work Itself*

*Stressors Confronting the Individual Officer*

The recruit or "rookie" officer experiences stress at the basic police academy:

- ☞ often feeling the need to overachieve and this may even be at a subconscious level
- ☞ upon graduation and being assigned to a squad, this need continues as well as the need to conform to the established group.

There is controversy on whether by identifying events as distressors, the police officer will have a negative paradigm established prior to the actual experience.



The police officer's squad,  
significant other, family and  
friends can all be touched by the  
distress experienced in this  
demanding lifestyle.





# Effects of Stress On Law Enforcement Personnel





The stress experienced by a law enforcement officer can be divided into two different areas:



*Critical stress*



*Chronic stress*

## ***Critical stress***

an instance where the demands are above and beyond the normal call of duty.

- ☞ shooting a perpetrator
- death of a partner
- hostage situations
- natural or man-made disasters of great proportions.

## ***Critical Incident Management***

is the immediate response by trained teams to assist the officer in dealing with the high intensity of the incident.

## ***Chronic stress***

- ☞ experienced by law enforcement personnel **over time**
- ☞ often **cumulative** in effects on the individual both physiologically and psychologically.

# Physiological Effects

- ☞ The lifestyle of a police officer is dictated by shift assignment of working hours **contrary to social norms.**
- ☞ Shift work is cited as one of the **stressors inherent to police work.**

## ***Steady Shift Work -***




is where an officer is assigned to a steady shift such as midnight to eight in the morning.

- ☞ Initially distressful to the officer.
- ☞ the ability to adapt does over time alleviate the distress (Selye, 1976).

## ***Rotating shift work -***

is where every week a **different** time slot is worked.

- ☞ Found to be extremely harmful.
- ☞ The body is never allowed to adapt, physiologically and psychologically as the rotation is in constant conflict with natural sleep-wake patterns.

-  The individual fails to attain needed deep sleep and this results in reduced performance and sleepiness.
  
-  Health problems are more frequent in rotating shift workers as compared to steady day workers.
  
-  These problems include musculoskeletal disturbances, appetite and indigestion problems, and respiratory infections.



Research has also shown that stress **depletes** levels of vitamin C and zinc in the body.

☞ Vitamin C is vital in fending off disease;

☞ Zinc aids in the production of energy.

Statistics show that a large number of law enforcement officers suffer from **stress related health disorders** such as:

Cardiovascular Disorders

Skin Problems

Disorders of the Musculoskeletal System

Respiratory Disease

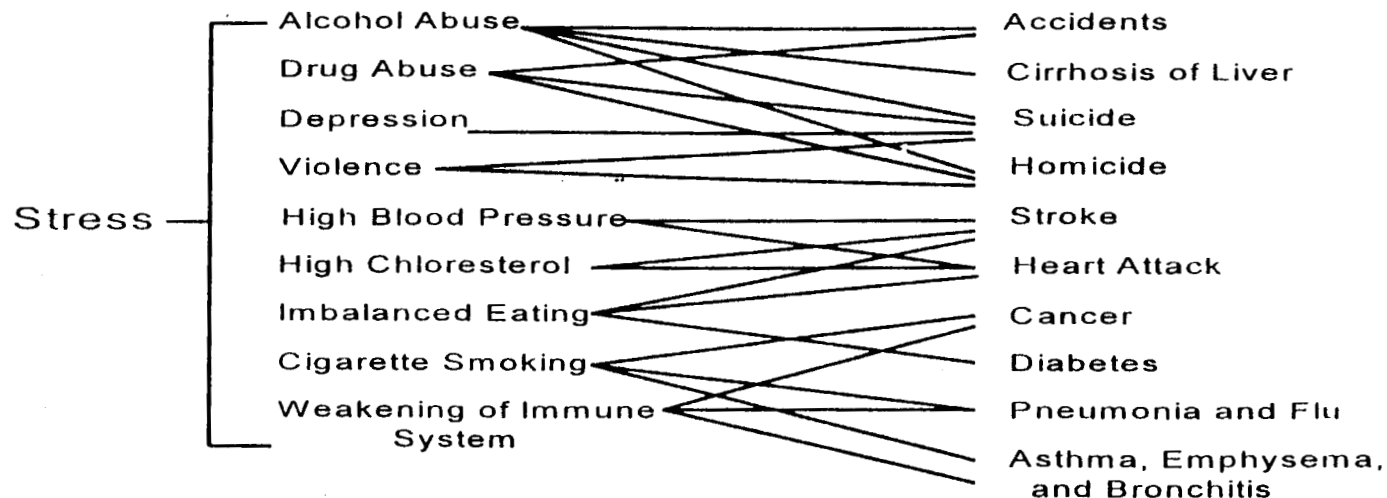
Gastrointestinal Disorders

Genitourinary Disorders

Endocrine Disorders

Others - Cancer

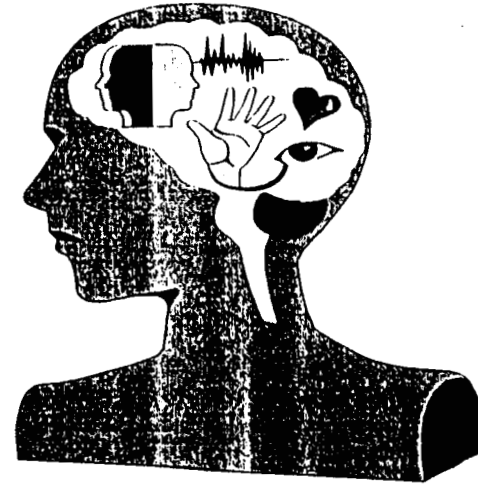
Stress has been shown to contribute to the leading causes of death in the US through mediating pathways.



### Mediating Pathways to Stress-Related Deaths

(Roglieri, 1980; Schafer, 1987)

# Psychological Effects



# "Burnout"

- ☞ is the extreme level of psychological distress in police work.
- ☞ The officer's reserves of adaptability and energy are totally depleted and despite a leave of absence, finds it difficult to return to work (Blau, 1994).

## **“Overload”**

- ☞ Prior to suffering “burnout”, the officer experiences “overload” which occurs over time as the events cited as stressors to a police officer accumulate.

## **“Underload”**

- ☞ occurs where little or no demands are made on the officer leading to boredom.

Both overload and underload are manifested in symptoms of:

☞ sleeping difficulties, irritability, difficulty in "getting started" at work, decreasing recreation, increasing family difficulties, inattention, and inefficiency

Often, dealing with the symptoms is done in **self-destructive ways**:

- ☞ alcohol and/or substance abuse;
- ☞ sexual promiscuity, and;
- ☞ isolation from friends and relatives.





## Effects of Stress on the Family



Research found that wives had serious concerns regarding:

infidelity,  
lack of quality time with self and children,  
jealousy on both parts,  
developing an adversarial relationship,  
death or injury of spouse from police work,  
isolation from social friends;  
and the decline into alcoholism.

Initial research placed the occupation of law enforcement as experiencing a high rate of divorce among it's members.

*Seattle, Washington PD -*

60% of its officers were divorced during the first 3 years on the force.

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estimated its divorce rates between 50 and 70 percent

Other studies state that this rate is no higher than the rest of the blue collar workers in society (Terry, 1981; Besner & Robinson, 1984).

The fact is that the all encompassing nature of law enforcement cannot help but to effect the family relationships.



Initially the rookie officer and family  
have little trouble adapting and coping  
with the demands of the job

(Hageman, 1982; Besner & Robinson, 1984).

In time officers commit more of themselves psychologically to their career and the family takes back seat to the demands of law enforcement:

- ☞ A competition between the department and the family occurs.
- ☞ In order to achieve recognition and advancement in rank, the officer devotes more and more time.

- ☞ Since police work is round the clock, the increased time from home is often during what is considered optimum family time.
  
- ☞ Strain also occurs as the officer changes attitudes and values due to experience on the street.
  
- ☞ An increase in cohesiveness with other officers as the "us-them" outlook grows with repeated scrutiny by the media, officials and community.

The officer often comes home with all the stress wound up inside unable or not wishing to share with the family.

- ➡ Believing they could never understand and wishing to protect them from what was experienced
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Often exposed to incidents which trigger "the fight or flight" response, the officer is required to maintain close control of this response. Failure to do so could result in:

- ☞ complaints,
- ☞ excessive force,
- ☞ or injury to another or the officer.

There are those times where the officer having feelings of animosity towards:

the bureaucracy of the department,

from encounters on the street,

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NYS Division of Criminal Justice Services, Office of Public Safety - 01/13521/0898

Overhead 3.2.1

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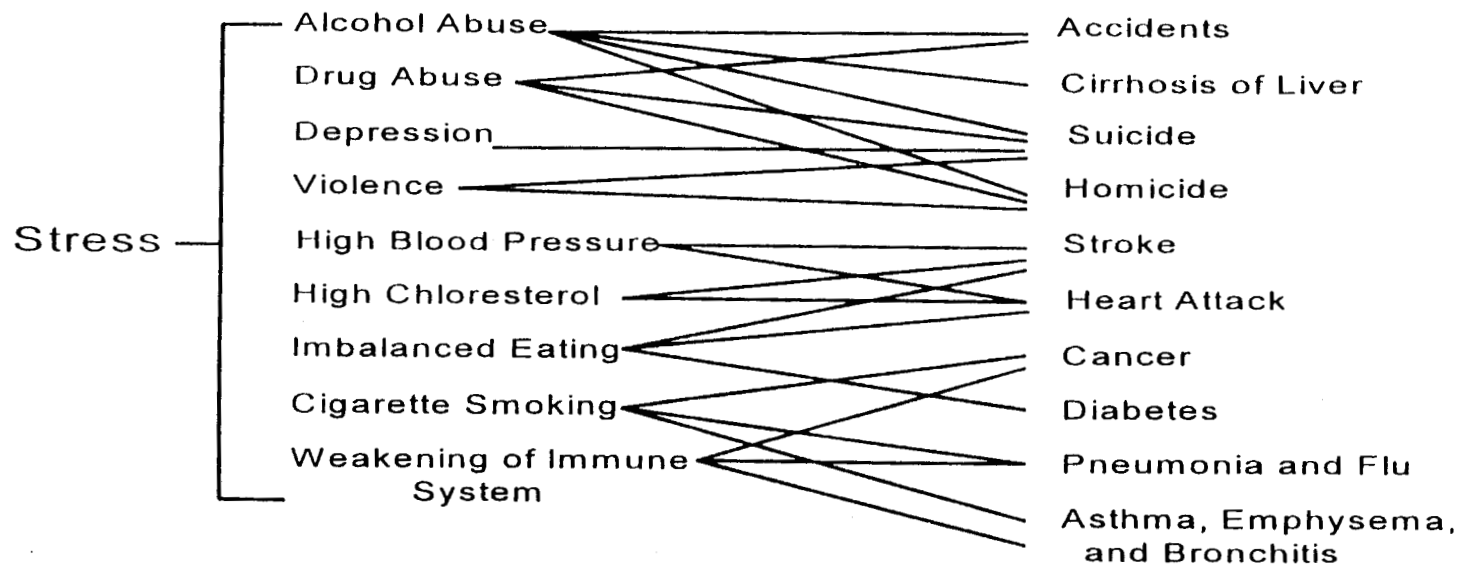
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# Psychological Effects



NYS Division of Criminal Justice Services, Office of Public Safety - 01/13521/0898

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## The goal of stress management is two fold:

- ☞ To alter an individual's perception and response to the stressors of their life through the utilization of stress of management techniques.
- ☞ To alter an individual's lifestyle to be more stress resistant through the inclusion of nutritionally sound eating habits and physical fitness routines.

# Stress

is the arousal of an individual's mind and body in response to demands or changes made upon them.

# *General Adaption Syndrome*

- Level 1 - **The Alarm Phase:** Initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a new situation.
- Level 2 - **The Resistance Phase:** We learn to cope with the task effectively and without undue commotion.
- Level 3 - **The Exhaustion Phase:** A depletion of energy reserves which leads to fatigue.

It is in **Stage 2, The Resistance Phase**, where:

- ☞ The perception of stressors in an individual's life is essential in determining whether it will be a *distressful experience* or a healthy, *eustressful experience*.
- ☞ If the perception and response are overblown then that stress becomes *distressful* to the body resulting in **Stage 3, Exhaustion**.

"Stress management is mind over matter;  
if you don't mind, it doesn't matter.



# Psychological Techniques of Stress Management





Experts confirm that strategies for resolving stressors are more ***effective*** than methods of just tolerating or coping with stressors.

Many programs begin with techniques that assist in **identifying** those life events that are **distressors**.



The Critical Life Events Scale  
by Holmes & Rahe.



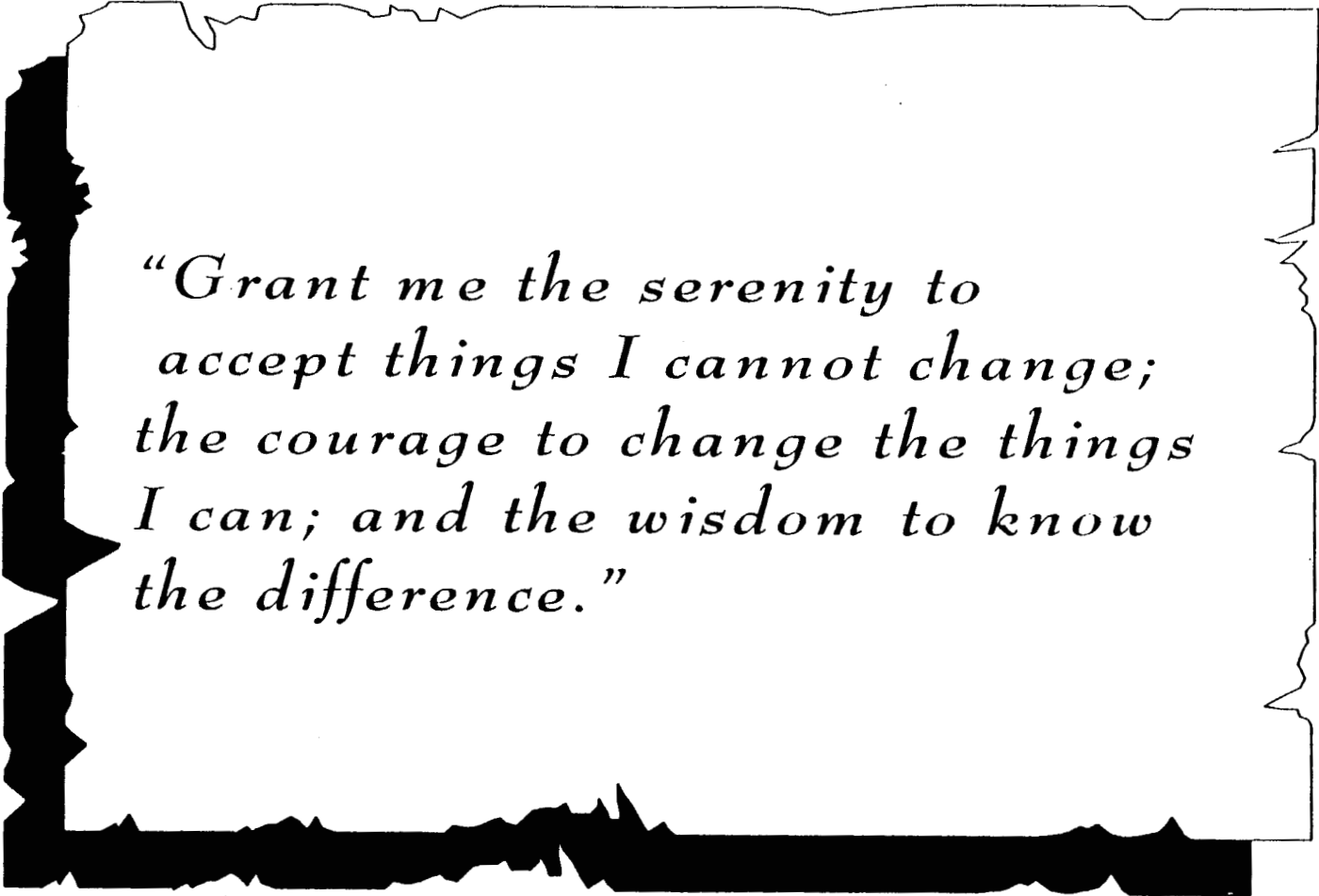
The Law Enforcement Life Events  
Scale by Dr. J. Sewell.

A stress awareness diary is another tool utilized to identify distressors in an individuals life.

Time	Stressful Event	Symptom
0700	Alarm doesn't go off	
0800	Late for roll call	
0830		Slight headache
0900	Patrol Sergeant reads the riot act for being late and reassigns me to foot patrol.	Anger, Headache Upset stomach
1100	Irate car owner has tantrum over a parking ticket	Get out the anti-acid
1300	Lunch break interrupted by arrest of shoplifter, who's a fighter - paperwork & more paperwork	Anger, pounding headache
1500	Sergeant unhappy with paperwork, rewrite	Muscle tension
1600	Go out to personal vehicle and find a flat tire	x//oxx/??xx??ool

Once stressors are identified:

- ☞ assess whether the distressful situation can be altered by the individual or not;
- ☞ ***very important*** to recognize what is within the realm of the individual's control.



*“Grant me the serenity to  
accept things I cannot change;  
the courage to change the things  
I can; and the wisdom to know  
the difference.”*

The *change* in reactions to stressors is a basic element of **cognitive reappraisal** and of **Covey's paradigm shift**.



The individual's view of an event often contributes greatly to the stress **experienced.**

- ☞ By shifting the view of the event, the response shifts into a healthy, more appropriate response.

# Physiological Techniques of Stress Management





When changes are cause for *distress*,  
an individual can best deal with these  
effects when the body is  
**physically fit and nutritionally sound**

## **“fight or flight experience”**

- ☞ body automatically initiates certain physiological changes to produce the needed energy to respond
- ☞ often individual can handle situation without fight or flight but the energy has still been produced
- ☞ without some outlet, the individual may over react in other situations due to this build up of energy



A police officer will often experience situations where there is a perceived threat but due to training handles the situation in a calm and effective manner.

☞ Underlying though is the body's automatic response and the production of **extra energy**.

☞ An effective outlet is needed for the built up energy !

## Two advantages of physical fitness:

1. Effects of chronic stress, the wear and tear, are better handled by a healthy fit body.
2. Consistent exercise is needed to maintain fitness which is an excellent outlet for built-up energy.

The most effective type of exercise to maintain fitness is ***aerobic exercise***.

- ✓ improves cardio-respiratory endurance
- ✓ performed at **moderate levels** of intensity for extended periods of time
- ✓ uninterrupted output from muscles for a **minimum of twelve minutes**



Heart rate must be in the  
***training zone***

220 minus your age =  
maximum heart rate

multiply result by .65  
and .80

training zone is between  
these two pulse rates.



Non-aerobic exercise is of short duration, bursts of energy that does not build up endurance.

- ✓ **It is length of exercise** that burns fat and exercises the heart and lungs.



## Other types of physiological stress management techniques:

- Deep Breathing Techniques**
- Progressive Relaxation**
- Meditation**



# Nutrition

NYS Division of Criminal Justice Services, Office of Public Safety - 01/13521/0898

Overhead 4.1.25

## ***Nutrients***

are those chemical substances found in food that nourish the body of which there are six categories.

## ***Carbohydrates***

provide the energy needed for routine bodily functions and for quick bursts of activity such as sporting events.

## ***Proteins***

are utilized in the building and maintenance of the body itself.

## ***Lipids or Fats***

provide energy stores.

## ***Vitamins***

enable chemical reactions in the body to occur.

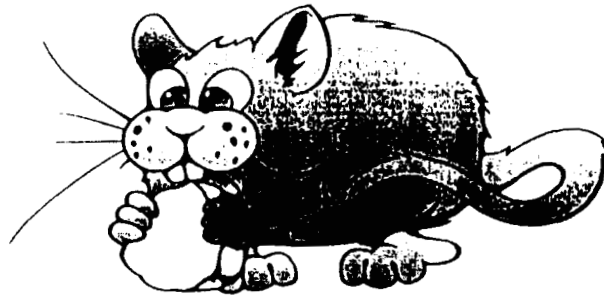
## ***Minerals***

are crucial to the nervous system functions, structural systems, metabolic processes and water balance.

## ***Water***

vital to all life functions !

Overnutrition occurs when nutritional intake *exceeds* the body's needs.





**Obesity** causes **distress** on the cardiovascular system, increasing the probability of high blood pressure, heart disease and stroke !

**Malnutrition** can lead to an overall decrease of nutrients or it can lead to insufficient amounts of specific nutrients.





# Communication As A Stress Management Technique

Though equal, men and women often communicate in very different modes.

☞ Those differences in communication style can **unintentionally escalate** the distress of the moment.

☞ Words or phrases are often ***misunderstood.***

## Differences in Communication Style

- Due to obvious primary and secondary sex characteristics.
- Another anatomical difference is dependant upon what part of the brain dominates an individual.

The brain is divided into **two** hemispheres:



**Left Brain** - math calculations

Men tend to have more left brain characteristics.

**Right Brain** - brainstorming

Women tend to have right brain characteristics but also utilize the left brain more easily.

**Gender Differences** are the result of socialization within a culture.

- determines what is masculine or feminine
- each gender learns special styles of speech through socialization.

Combine the effects of socialization on an individual with left or right brain tendencies and **major differences** in communication can occur.

## **APPENDIX C**

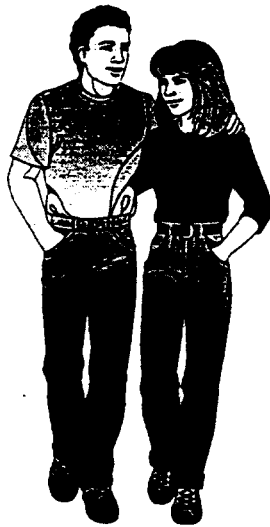
# **STRESS MANAGEMENT FOR LAW ENFORCEMENT OFFICERS AND THEIR FAMILIES: STUDENT GUIDE**

STATE OF NEW YORK  
DIVISION OF CRIMINAL JUSTICE SERVICES



OFFICE OF PUBLIC SAFETY  
BUREAU FOR MUNICIPAL POLICE

# Stress Management for Law Enforcement Officers and Their Families:



*Basic Level*

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**Stress Management for Law Enforcement Officers  
and Their Families:**

**Basic Level**

Student Manual



STATE OF NEW YORK  
Division of Criminal Justice Services  
Office of Public Safety  
Bureau for Municipal Police

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The Sage Colleges

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*Stress Management for Law Enforcement Officers  
and Their Families:  
Recruit Level*

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*Stress Management for Law Enforcement Officers  
and Their Families:*  
Recruit Level

Course Outline

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<i>Period</i>	<i>Subject</i>
1 .....	Course Introduction
2 .....	Role-play Exercises
3 .....	Role-play Exercises & Debriefing
4 .....	Introduction to Stress
5 .....	Working Lunch
6 .....	Stress & Law Enforcement
7 .....	Stress Management Techniques
8 .....	Stress Management Techniques
9 .....	Employee Assistance Programs
10 .....	Working Dinner

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Course Conclusion

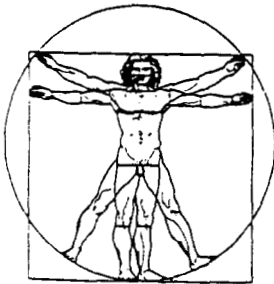
## Course Schedule

<i>Time</i>	<i>Section Topic</i>
0830	Registration, Pre-Test
0900	Course Introduction Role Play Situations - Two Rooms > Group is split in half.
1000	Role Play Continued Debriefing
1100	Introduction to Stress
1200	Luncheon
1300	Stress & Law Enforcement
1400	Stress Management Techniques
1500	Stress Management Techniques
1600	Role of Employee Assistance Program > Confidentiality Course Wrap Up
1700	End of Program

## Introduction

One only has to turn on the television to be exposed to the numerous programs depicting the life of a law enforcement officer. From the fictional drama of *NYPD Blue* to the real life video taping of *COPS*, the audience looks into what appears to be a world that is exciting, dangerous and challenging. The police officers represent that which is right and just in our society and are engaged in the quest of defeating the wrongs of society.

Studies have shown that law enforcement is high in occupational stress (Kroes, 1975; Selye, 1978; Terry, 1981; Linton, 1995). The nature of police work exposes the officer to the workings of a semi-military organization which is unfamiliar territory for the majority of recruits. They and their family's actions are now under the microscope of the public and the media. Added to this are the responsibilities of "the job", day in and day out, from the monotonous routine of midnight patrols to the horrific scene of a multiple homicide.



Shift work that interrupts the body's natural bio-rhythms, isolation from society, exposure to the miseries and brutalities of life, and a breakdown in communications in the family unit are just a few of the stressors cited by officers themselves. In fact many officers regard themselves as "on-duty" all the time, making it difficult to relax (Norvell & Bellés, 1987). This has resulted in a high incidence of physical and emotional problems that are manifested in cardiovascular disease, substance abuse, divorce and sadly suicide (Goolkasian, et al, 1985).

In response to the identification of this health problem, local police agencies, federal

agencies and health care professionals have started programs to aid the police officer in dealing with stress and its effects. There are programs designed as in-service training for the experienced officer as well as recruit training included in the police academy. There are also a few programs designed for the spouse of a recruit police officer such as that which is administered by the Los Angeles County Sheriff's Department.

In this stress management training program at the recruit level included are both the officer and his/her significant other. The goal of the program is to expose the participants through the use of role-play the experiences of police work. The training will assist the officer in identifying stressors of the job, their effects and how to handle them. At the same time, by including the significant other in this program, it will aid in an understanding of the stressors they will both encounter due to a lifestyle dictated by the law enforcement profession.

## Overview of Stress Theory

### *Definition of Stress*

Throughout an individual's lifetime there will be many changes, whether they are physical such as puberty or illness, or psychological such as death of a loved one or change in employment. There are also the everyday events, both expected and unexpected, which evoke change. These changes are what stress is all about.

The concept of stress has been around since the turn of the century when a Harvard researcher, Walter B. Cannon, first defined *homeostasis*, the body's ability to maintain a steady state. He also identified "**fight or flight**" as the biochemical reaction of the body to threats or demands (Davis, Eshelman & McKay, 1995). This research was taken further by Dr. Hans Selye who in 1936 discovered how the body reacted physiologically to demands placed upon it. In order to maintain consistency or *homeostasis*, the body has shown it has the *ability to adapt* to



these demands. Dr. Selye continued in his research and applied these concepts of stress to the every day living of most professions including law enforcement.

In reviewing literature and research on stress, it can be very confusing as there is no one accepted definition of the term stress. In most cases the definition was based upon whatever specific theory was used to explain it. (Bonifacio, 1991). For example, *stress* is defined by Dr. Hans Selye as

**“the non-specific response of the body to any demand”**  
(Selye, 1976).

Another definition that is very applicable is presented in a wellness program by Dr. Schafer:

**“stress is the arousal of the mind and body in response to demands made upon them.”** (Schafer, 1988)

One other definition of stress was developed by noted authors Donatelle and Davis, states that

**“stress is the mental and physical responses of our bodies to any type of change.”** (Donatelle & Davis, 1994)

For the purposes of this course, the following definition will be used as the reference for explaining stress and stress management techniques. Be advised this definition is a hybrid of many of the definitions already noted to fit into the concepts of law enforcement.

**“Stress is the arousal of an individual’s mind and body in response to demands or changes made upon them”**

These changes or demands are known as *stressors*. They can be tangible such as a torn achilles tendon or indiscernible such as emotions experienced during an interview for a job promotion. The demands or stressors can be placed into two categories, *eustress* and *distress*.

When stress presents the opportunity for personal growth and satisfaction, this is known as *eustress*. Examples would be daily aerobic exercise to enhance health and fitness or the completion of a major project resulting in a Master's degree. The converse is *distress*. These demands result in enervative stress such as illness of an elderly parent, the ending of a relationship or loss of job (Donatelle & Davis, 1994). Both categories of stressors are facts of life that an individual cannot prevent. However, adaptation is possible.



### *Physiological Response to Stress*

So often the phrase "I'm so stressed out" is used by individuals at the end of a work day. What these individuals are actually referring to is the strain placed on them as they adapt to the demands of the circumstance. The response to stress in an individual is on two levels, **physiological and psychological**. Dr. Selye observed that on the physiological level, the body follows a **three-stage response** to stress which he called the *general adaptation syndrome* (GAS).

#### *Stage 1 - "Fight or Flight Response"*

The first stage is the alarm phase also known as the "**fight or flight response**". When the body senses a threat such as a being physically harmed, certain responses occur. Increased heart and breathing rates, muscle tension and heightened senses are triggered by the **autonomic nervous system (ANS)**. The ANS controls those functions that normally are managed *unconsciously*.



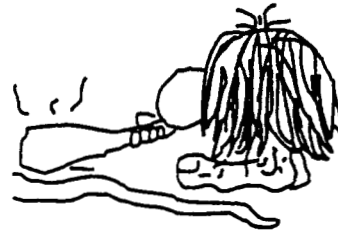
The ANS has two branches, the *sympathetic* and *parasympathetic nervous* systems, which

balance the response of the body to the threat. The sympathetic nervous system energizes the body by having certain stress hormones released. This includes glandular secretions such as *adrenaline*. Stored nutrients are made readily available to speed metabolic processes in order to provide the energy needed to fight or flee.

The parasympathetic nervous system slows the effects of the stress response in order to aid the body in controlling this emergency output and can be compared to the throttle of an engine. The throttle allows the expenditure of energy but not all at once.

### ***Stage 2 - Resistance Phase***

The second phase of GAS is the resistance phase. The ANS has gotten the body ready to deal with the perceived threat by adapting body systems. There have been many instances where an individual accomplishes incredible feats of strength during a life-threatening situation: the lifting a helicopter off the pilot at a crash scene by a mechanic in order to free the victim or the carrying of large child from a burning building by a frail grandmother.



In the resistance phase, through the interaction of the sympathetic and parasympathetic nervous systems, the body returns to normal once it has reacted to the perceived threat.

### ***Stage 3 - Exhaustion***

However, if the demands continue over a period of time and the physical and psychological stores of energy are depleted, the body enters the last phase of *general adaptation syndrome*, **exhaustion**. It is at this point that an individual is susceptible to serious illness and if not checked, death will occur.





## *Psychological Response to Stress*

Dr. Selye uses an adaptation of the GAS to explain the reaction to stress at the psychological level in the following manner:

- Level 1-       **The Alarm Phase:** Initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a new situation.
- Level 2 -       **The Resistance Phase:** we learn to cope with the task effectively and without undue commotion.
- Level 3-       **The Exhaustion Phase:** A depletion of energy reserves which leads to fatigue.

However, it is during the resistance phase where the ability to adapt or cope often becomes inhibited and the situation now becomes *distressful*. The following theories present explanations as to why this can occur in an individuals life in different situations and at different times.

**"There is nothing either good or bad, but thinking makes it so"**  
Shakespeare in Hamlet (Act II, Scene 2, line 259).

In this theory, it is *the individual's judgement or perception* as to whether the event has or will have negative or positive effects (Lazarus & Folkman, 1984). Dr. Selye's work also reflects this concept stating that:

**"effects of the stressors depend not so much on what we do or what happens to us but the way we take it"** (Selye, 1976).

The research work done by psychologist Richard S. Lazarus states this concept of stress in another way:

**"stress is dependant upon the relationship of a person and the environment and it is the cognitive appraisal of that relationship as to whether it is stressful or not."**

Another explanation of cognitive appraisal is what the author Stephen R. Covey describes as a *paradigm*. Each of us has view of the world based upon experiences that lead to assumptions. If this view, perception or paradigm sees the stressor as negative, the individual will perceive it as such despite what others say or think or the actual reality (Covey, 1989). In an unfortunate example, a police officer who was shot in the arm died despite emergency treatment. This police officer's paradigm was that being shot meant death and although his injury was physiologically stressful, it alone cannot explain exhaustion and death.

Stress is can also be the effect of cumulative stressors or demands placed on an individual. The research team of Drs. Thomas Holmes and Richard Rahe analyzed those incidents of social readjustment or *change* in an individual's life that produces positive or negative stress. Through this research, they determined that certain events **were predictive of increased risk for illness** and placed these events on a scale known as the Social Readjustment Rating Scale (SRRS). Some events such as the death of parent or close friend are highly stressful in themselves and could result in serious illness. The research also indicated that **a series of these events are cumulative** and could also result in serious illness if a change in behavior or situations did not occur (Holmes & Rahe, 1967).

The **cumulative effect** of stressors can also include the minor stressors or *hassles* of everyday living (Lazarus, 1985). Everyone experiences those mornings where anything that can go wrong does go wrong, for instance, knocking over the coffee cup which spills across the newspaper which has an



important notice in it pertaining to a new tax. Then you finally get out of the house only to be stuck in a traffic jam resulting in not getting an optimum parking spot at work where a sudden downpour is soaking the world. Now add three days of everything going wrong at the most inopportune moment also known as Murphy's Law, and there one experiences the cumulative effects of stressors.

Thus the psychological responses and physiological responses are interwoven with the psychological response having an important effect on the physiological. Stress is essential to living, in health and in disease. Yet if it perceived as always distressful instead of an important part of daily life that can be handled, the physiological stage of exhaustion will come about with its unfortunate consequences.

## Stress In The Workplace



In 1992, the American Psychological Association and the National Institute of Occupational Safety and Health jointly sponsored a conference entitled "Stress in the 1990's." In summary, the participants agreed that stress has become a critical issue in the workplace over the past decade and developed the following definition of stress:

"Stress is the psychological reaction to an **excessive stimulation** in comparison with an individual's resources for coping." (Denton, 1993)

In the general population, job-related stress has been well documented more than 45% of all salaried workers stated that they experience excessive stress as a direct result of the conditions of their employment (DeAngelis, 1993). Typically workers define stress **only in negative terms** as opposed to the other definitions which define stress as being negative or positive depending upon the individual's perception.



## Stress In Law Enforcement



The responsibility to maintain peace in a community and enforce its laws is in itself a difficult task. Added to the obvious challenges of being a police officer are the behind the scene roadblocks of political influences, power plays and budget constraints.

The researcher W.H. Kroes In his book, Society's Victims - The Police: An Analysis of Job Stress In Policing, defines stress in police work as:

**"the occupational pressure or burden that adversely affects workers"**

Kroes continues that whatever is troublesome, overwhelming, or uncomfortable about a job can simply be labeled the "stress of the job" (Kroes, 1985). This in line with the theory of cognitive appraisal, that if the officer perceives the stressor in a negative frame of reference, than it will be distressful to the officer.

Discussions on stressors by leading experts in the field have separated the stressors experienced in police work into several different categories. Sewell (1983) developed a scale of critical life events for law enforcement personnel based on the methods of Holmes and Rahe. Examples of **low stress** events are overtime duty, working a holiday whereas **high level stress** events are seen as suspension, dismissal and taking a life in the line of duty. **These stressors are often cumulative in effect.**

The US Department of Justice in its Preventing Law Enforcement Stress: The Organization's Role summarized the work of leading stress researchers (Kroes, 1985; Stratton, 1978; Goolkasin, Geddes and Dejong, 1985; and Terry, 1981) in the following manner:

**External Stressors** - Stressors external to the law enforcement organization include:

- ▶ Frustration with the American judicial system;
- ▶ Lack of consideration by the courts in scheduling officers for court appearances, which can result in long waits, interruption of work assignments and infringement on personal time;
- ▶ The public's lack of support and negative attitudes towards law enforcement;
- ▶ Negative or distorted media coverage of law enforcement;



- ▶ Officer's dislike of the decisions and interests of administrative bodies affecting law enforcement work.

*Internal Stressors* - Stressors from within the law enforcement agency include:

- ▶ Policies and procedures that are offensive to officers;
- ▶ Poor or inadequate training and inadequate career development opportunities;
- ▶ Lack of identity and recognition for good performance;
- ▶ Poor economic benefits and working conditions, including equipment and facilities;
- ▶ Excessive paperwork;
- ▶ Inconsistent discipline;
- ▶ Perceived favoritism regarding promotions and assignments and the political implications of everyday administrative decisions.

*Stressors In Law Enforcement Work Itself* - There are a number stressors found in law enforcement work itself, including:

- ▶ The rigors of shift work, especially rotating shifts, which result in alterations to body rhythms and the officer's personal life;
- ▶ Role conflicts between enforcing the law and serving the community;

- ▶ Frequent exposure to life's miseries and brutalities;
- ▶ Boredom, alternately interrupted by the need for sudden alertness and mobilized energy;
- ▶ Fear and dangers of the job;
- ▶ Constant responsibility for protecting other people;
- ▶ The fragmented nature of the job, in which one person rarely follows a case through to conclusion;
- ▶ Work overload.

*Stressors Confronting the Individual Officer* - Stressors confronting the individual law enforcement officer include:

- ▶ Fears regarding job competence, individual success, and safety;
- ▶ Necessity to conform;
- ▶ Necessity to take a second job or further education;
- ▶ Altered social status in the community due to attitude changes toward a person because he or she is an officer (US Department of Justice, 1992).

Any or all of these events can be seen by the officer as stressors. Women and minorities face even more scrutiny and may experience higher levels of stress, especially those in the *Stressors Confronting The Individual Officer* category.

The recruit or "rookie" officer experiences stress at the basic police academy in often feeling the need to overachieve and this may even be at a subconscious level (Hageman, 1982).

Upon graduation and being assigned to a squad, this need continues as well as the need to conform to the established group. Feuhrer (1982) cites that in many police departments supportive relationships with co-workers and supervisors aid the "rookie" in adapting to the lifestyle change and negative stressors being encountered.

There is controversy on whether by identifying events as distressors, the police officer will have a negative paradigm established prior to the actual experience. Terry (1983) contends that as long as police stress is singled out by agencies and stress management training is offered, the greater the chance of an officer perceiving the job as stressful.

The evidence is that psychological stress, real or perceived, in law enforcement has rippling effects like a stone tossed in a pond with the waves traveling out to all points on the shoreline. The police officer's squad, significant other, family and friends can all be touched by the distress experienced in this demanding lifestyle.

## Effects of Stress On Law Enforcement Personnel

The stress experienced by a law enforcement officer can be divided into two different areas: critical and chronic. **Critical stress** results from an instance of demands above and beyond the normal call of duty. Examples are shooting a perpetrator; death of a partner; hostage situations; natural or man-made disasters of great proportions. An immediate response by trained teams assist the officer in dealing with the high intensity of the incident. This is the concept of *Critical Incident Management* (Linton, 1995).

The **chronic stress** experienced by law enforcement personnel is often cumulative over time and effects an individual physiologically and psychologically. This course is centered on this type of stress.

## *Physiological Effects*



The joke often related in describing law enforcement officers inevitably involves doughnuts and coffee breaks. In many ways this is very accurate but for reasons not often mentioned. The lifestyle of a police officer is dictated by a shift assignment of working hours contrary to social norms. Until recently, the only eateries open during off shifts were doughnut shops and diners which often lack nutritionally balanced meals.

Shift work is cited as one of the stressors inherent to police work. Where an officer is assigned to a steady shift such as midnight to eight in the morning, it is initially distressful. However, the ability to adapt does over time alleviate the distress (Selye, 1976).

Rotating shift work is where every week a different time slot is worked and this has been found to be extremely harmful. The body is never allowed to adapt, physiologically and psychologically, as the rotation is in constant conflict with natural sleep-wake patterns. The individual fails to attain needed deep sleep and this results in reduced performance and sleepiness (Blau, 1994). Researchers have also shown that health problems are more frequent in rotating shift workers as compared to steady day workers. These include musculoskeletal disturbances, appetite and indigestion problems, and respiratory infections.

Hageman's (1982) research on the effects of stress on rookie police officers showed that stress depleted levels of vitamin C and zinc in the body. Vitamin C is vital in fending off disease and zinc aids in the production of energy. Concern arose as to how long the human body can function efficiently with the depletion of these nutrients. Resulting illness can effect work productivity as well as personal relationships.

Statistics show that a large number of law enforcement officers suffer from cardiovascular, respiratory and digestive disorders as do workers in many other occupations.

Kathryn Ellison, a psychologist and Lt. John L. Genz, New Jersey State Police, in their book Stress & The Police Officer, list some of the disorders believed to be related to stress:

***Cardiovascular***

- hypertension (high blood pressure)
- tachycardia
- acute myocardial infarction (heart attack)

***Disorders of the Musculoskeletal System***

- backache (low-back syndrome)
- muscle cramps
- tension headaches (including migraines)
- stiff neck

***Gastrointestinal Disorders***

- peptic ulcer
- chronic gastritis
- ulcerative and mucous colitis
- constipation
- hyperactivity
- pyloric spasm
- "heart burn"
- irritable colon
- spastic esophagus

***Others***

- cancer

***Skin Problems***

- rashes
- hives
- pruritis (itching)
- herpes

***Respiratory Disease***

- bronchial asthma
- hyperventilation syndrome
- tuberculosis

***Genitourinary Disorders***

- disturbance in urination
- disturbance in sexual functioning

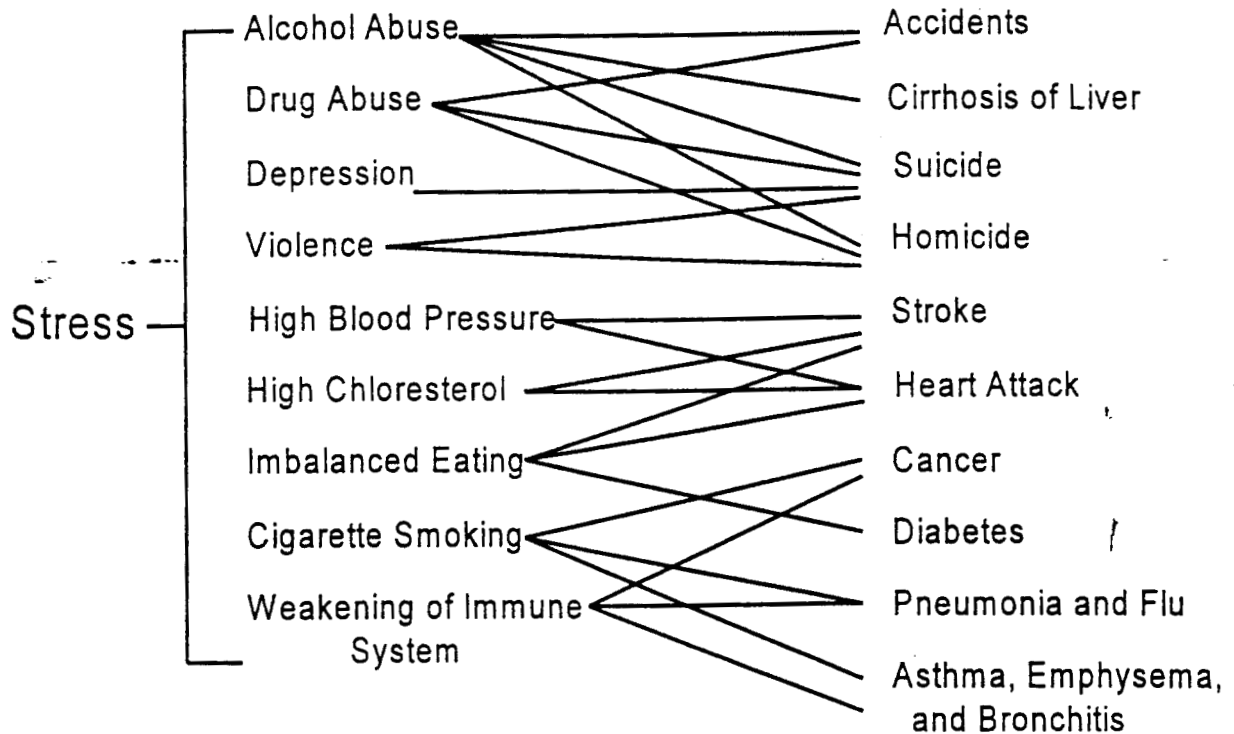
***Endocrine Disorders***

- diabetes mellitus
- thyroid disorders
- adrenal disorders
- pituitary disorders
- disturbances in menstrual cycle

Unfortunately, there is a lack of research that links *directly* stressors and specific health problems but there is enough research showing that there is a strong influence of distress on an individual's physical and emotional well-being.

In Schafer's Stress Management for Wellness, he refer's to the research which indicates that stress contributes to a notable share of the leading causes of death in the United States.

Using the following diagram, Schafer illustrates mediating pathways to stress-related deaths.



### Mediating Pathways to Stress-Related Deaths

(Roglieri, 1980; Schafer, 1987)



#### *Psychological Effects*

The extreme level of psychological distress in police work is known as “burnout” where the officer’s reserves of adaptability and energy are totally depleted and despite a leave of absence, finds it difficult to return to work (Blau, 1994). Inherent in the law enforcement culture is the belief that an officer alone can handle everything and anything emotional. Until very recently, seeking out professional help placed the officer in the precarious position of being

placed on modified duty, also known as the “rubber gun” squad.

Prior to suffering “burnout”, the officer experiences “overload” which occurs over time as the events cited as stressors to a police officer **accumulate**. There is also the possibility of “underload” occurring where little or no demands are made on the officer leading to boredom. Both become manifested in symptoms such as sleeping difficulties, irritability, difficulty in “getting started” at work, decreasing recreation, increasing family difficulties, inattention, and inefficiency (Blau, 1994; Davis, Eshellman & McKay, 1995; Selye, 1976). Often, dealing with the symptoms is done in **self-destructive** ways such as alcohol and/or substance abuse, sexual promiscuity, and isolation from friends and relatives.



### *Effects on the Family*



- ▶ Tacoma, Washington Police Department - 82% of its force divorced.
- ▶ San Jose, California Police Department - estimated its divorce rates between 50 and 70 percent (Sewell, et. al, 1988)

Another study cited that in large police departments it was not difficult to find police officers on their third marriage by the age of 30. However, other studies state that this rate is no higher than the rest of the blue collar workers in society (Terry, 1981; Besner & Robinson, 1984). The fact is that the all encompassing nature of law enforcement cannot help but to effect family relationships.

Initially the rookie officer and family have little trouble adapting and coping with the demands of the job (Hageman, 1982; Besner & Robinson, 1984). However, in time officers commit more of themselves psychologically to their career, the family takes back seat to the demands of law enforcement. A competition between the department and the family occurs. In order to achieve recognition and advancement in rank, the officer devotes more and more time. Since police work is round the clock, the increased time from home is often during what is considered optimum family time.

Strain also occurs as the officer changes attitudes and values due to experience on the street. There is an increase in cohesiveness with other officers as the "us-them" outlook grows with repeated scrutiny by the media, officials and community. The officer often comes home with all the stress wound up inside, wearing away, but unable or not wishing to share with the family believing they could never understand and wishing to protect them from what was experienced (Stillman, 1986). The family feels isolated and not part of the officer's life.

Law enforcement is a male-dominated society where characteristics of control, dominance and authority prevail. These are in complete opposition with the abilities necessary to



maintain a successful relationship (Borum & Philpot, 1993).

Often exposed to incidents which trigger "the fight or flight" response, the officer is required to maintain close control of this response. Failure to do so could result in complaints, excessive force, or injury to another or the officer. This detachment from feelings and emotions is carried home and the family senses "the wall" and does not approach the officer, contributing to the breakdown in communication.

Unfortunately, there are those times where the officer having feelings of animosity towards the bureaucracy of the department, from encounters on the street, from depleted energy or "overloaded" stress and loses control and takes it out on the family, sadly either verbally or physically (Means, 1984). Retired police officer and noted author, **Joseph Wambaugh** stated: **"Police work is not particularly dangerous physically, but the most dangerous job in the world emotionally."**

The distress experienced in law enforcement families is not irreparable. There have been many stress management programs initiated to aid the police officer in handling the stressors encountered on the job. W.H. Kroes noted in his research: **"many of the stressors in policing need not be; they are not inherent in the nature of police work and can be alleviated"**.

## Stress Management Techniques

### *Introduction*

Stress is the spice of life and boredom would prevail if all stress were eliminated. Everyone reacts differently to stressors and at different levels of intensity. There are many different effective techniques for stress management, but they may not work for everyone. Some individuals find jogging a great stress relief while others find solace through meditation and relaxation techniques. Webster's Dictionary defines the term *manage* as "to work upon or try to alter for a purpose" (Webster, 1993). The goal of stress management is two fold:

- 1) To alter an individual's perception and response to the stressors of their life through the utilization of stress management techniques, and;
- 2) To alter an individual's lifestyle to be more stress resistant through the inclusion of nutritionally sound eating habits and physical fitness routines.

### **REMEMBER:**

"Stress is the arousal of an individual's mind and body in response to demands or changes made upon them"

Dr. Selye's *general adaptation syndrome* theory on stress:

Level 1 - **The Alarm Phase:** Initial alarm reaction of surprise and anxiety because of our inexperience of dealing with a new situation.

Level 2 - **The Resistance Phase:** we learn to cope with the task effectively and without undue commotion.

Level 3 - **The Exhaustion Phase:** A depletion of energy reserves which leads to fatigue.

It is in Stage 2, **The Resistance Phase**, where the perception of stressors in an individual's life is essential in determining whether it will be a *distressful* experience or a

*eustressful*, healthy experience. Combined with perception is the response to the stressor. If an individual perceives the stressor as a change that can be taken in stride then the response will be proportionately appropriate. It is when the perception and response are overblown that stress becomes distress to the body resulting in Stage 3, **Exhaustion**. In other words; **“Stress management is mind over matter; if you don’t mind, it doesn’t matter.”**

### *Psychological Techniques of Stress Management*

Experts confirm that strategies for resolving stressors are more effective than methods of just tolerating or coping with stressors. The majority of stress management programs begin with techniques that assist you in identifying those life events that are distressors. The Critical Life Events Scale developed by Holmes and Rahe (1967) for the general population and the scale developed by Dr. James D. Sewell (1983) for law enforcement officers are excellent methods for identifying incidents in your life that can be very distressful.

A stress awareness diary format by Davis, Eshelman and McKay (1995) is another tool utilized to identify the distressors in an individual's life. The following is an example of this technique.

Time	Stressful Event	Symptom
0700	Alarm doesn't go off	
0800	Late for roll call	
0830		Slight headache
0900	Patrol Sergeant reads the riot act for being late and reassigns me to foot patrol.	Anger, Headache Upset stomach
1100	Irate car owner has tantrum over a parking ticket	Get out the anti-acid
1300	Lunch break interrupted by arrest of shoplifter, who's a fighter - paperwork & more paperwork	Anger, pounding headache
1500	Sergeant unhappy with paperwork, rewrite	Muscle tension
1600	Go out to personal vehicle and find a flat tire	x//oxx/??xx??ool

The diary identifies how particular stressors result in predictable symptoms. Interpersonal confrontations which are common in law enforcement may characteristically be followed by stomach tension. Rushing to work may be causing vasoconstriction (tightening of the blood vessels) for this officer and therefore results in irritability and headaches. You can use your stress awareness diary to discover and chart stressful events and characteristic reactions. Utilize body awareness exercises to recognize where the body stores muscular tension. Once aware where the tension is, you can find exercises that will release the tension and in turn you will experience increased energy and a sense of well being. These exercises will be covered in the next section of the course.

Once stressors are identified, the next step is to assess whether the distressful situation can be altered by the individual or not. It is very important to recognize what is within the realm of the individual's control. In a situation that can not be changed such as being caught in a traffic jam or paying taxes to the Federal government, the individual needs to realize what are appropriate, healthy responses. In other words, there is nothing to be done so let it go (Donatelle & Davis, 1994). The well known *Serenity Prayer* by Reinhold Niebuhr adopted by Twelve-Step Recovery programs is an excellent example of this stress management technique:

**“God grant me the serenity  
To accept things I cannot change;  
the courage to change the things I can;  
and the wisdom to know the difference.”**

The change in reactions to stressors is a basic element of cognitive reappraisal and of Covey's paradigm shift. The individual's view of the event often contributes greatly to the stress experienced and by shifting the view of the event, the response shifts into a healthy, more appropriate response. In too many situations, we have a tendency to have a “knee jerk” conditioned response that is often negative and inappropriate.

## *Physiological Techniques of Stress Management*

### **Physical Fitness**

When changes are cause for distress, an individual can best deal with these effects when the body is physically fit and nutritionally sound. When an individual experiences "fight or flight" as a result of stressors, the body automatically initiates certain physiological changes to produce the needed energy to respond (previously explained in Section I). Often the individual handles the situation without fighting or fleeing yet the energy has still been produced and autonomically the body is keyed to react. Without some outlet for these responses, as time continues on, the individual may over react in situation due to this build up.

A police officer will often experience situations where there is a perceived threat but due to training handles the situation in calm and effective manner. Underlying though is the body's automatic response and the production of extra energy. An effective outlet is needed for this build up or as mentioned the officer may over react to a simple non-threatening situation either on the job or off.

Being physically fit offers two advantages to an individual. One in that effects of chronic stress, the wear and tear, are better handled by a healthy fit body. The second advantage is the consistent exercise needed to maintain fitness which is also an excellent outlet for the build-up energy and frustrations from "the job".

Attaining physical fitness is based on sound principles with any variation of exercises which can include walking every day or bicycling or cross country skiing. The most effective type of exercise to maintain fitness is *aerobic* exercise. These are activities that improve cardio-respiratory endurance and are performed at moderate levels of intensity for extended periods of time. There must be uninterrupted output from the muscles for **a minimum of twelve minutes**

with most periods of exercise lasting 20 - 30 minutes.

In order for aerobic exercising to be truly effective, the heart rate must be in what is known as the *training zone* (Bailey, 1991) . The training zone places the heart rate at 65-80 percent of an individual's maximum heart rate. For the general population, the formula for finding maximum heart rate is *220 minus your age = maximum heart rate*. For example:  $220 - 42 = 178$  max. heart rate & training zone is  $.65 \times 178 = 116$  to  $.80 \times 178 = 142$ .

The following charts are adapted from Covert Bailey's The New Fit or Fat book on health and aerobic fitness. The charts offer you a guide to follow in order work out in sports that will aid you in obtaining cardio-respiratory conditioning. The non-aerobic exercises are short, duration, bursts of energy, that do not build up cardiorespiratory endurance at the same level as aerobic exercises. For example a weight lifter does not have the endurance to jog a mile that a secretary who jogs every day for a half-hour does. It is the length of exercise that burns fat and exercises the heart and lungs.

**Examples of Aerobic & Non-aerobic Exercises**

Aerobic	Non-Aerobic		
	Stop and Go	Short Duration	Low Intensity
Running/jogging	Tennis	Weight Lifting	Golf
Cross-country skiing	Downhill Skiing	Sprinting	Canasta
Jumping Rope	Football	Isometrics	
Running in place	Calisthenics	Square Dancing	
Cycling Outdoors	Handball		
Stationary bicycling	Racquetball		
Rowing			
Mini-trampoline			
Stair climbing			
Aerobic Dancing			

Aerobic Exercises		
Required Time of 12 Minutes	Required Time of 15 Minutes	Required Time of 20 Minutes
Jumping Rope Jumping Jacks Chair Stepping Cross-country Skiing Rowing	Jogging Running Dancing Mini-trampoline	Outdoor Bicycling Stationary Bicycling Ice Skating Roller skating/blading Swimming

(Tables adapted from Covert Baileys Fit or Fat)

### Deep Breathing Technique -

When an individual experiences Stage 1 - "fight or flight", the sympathetic and parasympathetic nervous systems interact with the sympathetic system triggering arousal and a high respiration rate. As mentioned it is the individual's perception of the stressor and subsequent reaction that determines if it is a distressful experience. This is often associated with negative self-talk. So to prevent aroused condition of quick shallow breaths utilize the following exercise:

- 1) Use inner self-talk of a calming nature - "slow, down, take it easy" and positive mental images.
- 2) Sit up straight or stand straight with arms straight out in front.
- 3) Inhale through the nose slowly and deeply with the mouth closed and bring hands into shoulder.
- 4) Exhale slowly through the mouth using the diaphragm and stomach muscles with hands pushing down to side.
- 5) Repeat.

The exercise is even more effective if done with eyes closed. This form of deep breathing exercise is used in a Japanese style of karate to slow breathing and heart rate after long, hard work outs or prior to a competition fight. The stress reduction strategy of deep breathing takes

attention off the stressful self-talk generated by everyday problems and stimulates positive, relaxing thoughts (Chapell, 1994).

### **Progressive Relaxation -**

This technique involves the progressive tensing and relaxing of the different muscle groups of the body and focuses on the kinesthetic effects associated with muscle tension/relaxation such as reduced pulse rate and blood pressure. This method also decreases rates of perspiration and respiration (Forbes & Pekala, 1993). In order to be truly effective this technique needs to be done twice a day for a duration of fifteen minutes. Remember in order for a technique to become a habit there must be many repetitions over a period of time, say one to two weeks for this method.

There are four muscles groups to concentrate on in this technique:

1. Hands, forearms, and biceps.
2. Head, face, throat, and shoulder, including concentration on forehead, cheeks, nose, eyes, jaws, lips, tongue, and neck. Considerable attention is devoted to your head because from the emotional point of view, the most important muscles in your body are situated in and around this region.
3. Chest, stomach, and lower back.
4. Thighs, buttocks, calves, and feet.

Progressive relaxation can be practiced lying down or in a chair with your head supported. Each muscle or muscle grouping is tensed from five to seven seconds and then relaxed for twenty to thirty seconds. This procedure is repeated once. If an area remains tense, repeat up to five times.



The following exercise is adapted from The Relaxation and Stress Reduction Workbook by Davis, Eshelm and McKay (1995).

**Example of Basic Procedure:**

1. Get in a comfortable position and relax.
2. Clench right fist, tighter and tighter, studying the tension as you do so.
3. Keep it clenched and notice the tension in your fist, hand, and forearm.
4. Now relax. Feel the looseness in your right hand, and notice the contrast with the tension.
5. Repeat this procedure with the right fist again, always noticing as you relax that this is the opposite of tension - relax and feel the difference.
6. Repeat the entire procedure with the left fist then both fists.
7. Next bend your elbows and tense your biceps. Tense them as hard as you can and observe the feeling of tautness.
8. Relax, straighten out your arms.
9. Let the relaxation develop and feel the difference.
10. Repeat.

This procedure can then be utilized with each of the muscle groups in a progressive manner. Remember, relax and feel the tension go. Mental or verbalizations such as *Relax and smooth out the muscles* or *Let the tension dissolve away* can aide in relaxation.

**Meditation -**

This form of relaxation has long been used by many Eastern religions for the recognized benefits to the human body. Meditation is the practice of uncritically attempting to focus your attention on one thing at a time (Davis, Eshelman & McKay, 1995). It is **the attempt to focus** the mind that is essential, for the mind does not want to stay concentrated on one thing for very long.

Researchers have found that meditation slows heart beats and breathing rates; oxygen consumption decreases; blood lactate drops and brain wave activity becomes indicative of relaxation (Benson, 1968). The concentration can be achieved by repeating a single word or

group of words (mantra) or by gazing at a fixed object such a flame or iridescent stone or by counting your inhaling and exhaling. Four factors must be present in order to achieve these effects:

1. relatively quiet environment
2. mental device that provides a constant stimulus
3. comfortable position
4. passive attitude

### *Instructions for Meditation*

**Establish Your Posture** - select a position comfortable for you.

Sitting on chair with knees comfortably apart.

Sitting on the floor > Lotus, Japanese or Taylor fashion

Back straight

Rock back and forth, side to side in order to balance upper torso on hips

Close your mouth and breath through the nose

**Centering Yourself** - Close your eyes and focus on the place where your body touches the cushion or chair. Then notice where the body touches itself.

*Breathing* - Notice are you doing it from the chest? Try moving it to the lower abdomen, inhaling and exhaling slowly.

**Attitude** - The most important element in meditation is maintaining a passive attitude. Thoughts will interrupt the process but this is a natural part of the process. Without thoughts, you would not be able to develop the ability to let them go. Acceptance that you're going to be there and whatever happens is exactly what should happen.

Initially the amount of time spent in meditation may be minimal but with practice the times will lengthen. For effective relaxation, twenty to thirty minutes once or twice a day is sufficient.

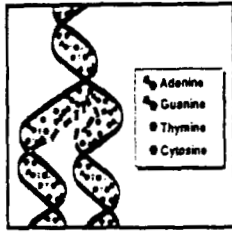
## Nutrition

In order for living organisms to survive, they must intake sufficient amounts of fuel for the expenditure of energy. Not only must the fuel provide the energy, it must also provide those chemicals needed to assist in the release of energy; growth and repair of the organism; and the regulation of maintenance functions.

The human body draws its energy from ingested food. Nutrients are those chemical substances found in food that nourish the body. These substances also provide building materials and factors that regulate needed chemical reactions. There are six categories of nutrients: carbohydrates, proteins, lipids (fats), vitamins, minerals and water. Carbohydrates provide the energy needed for routine bodily functions and for quick bursts of activity such as sporting events. Proteins are utilized in the building and maintenance of the body itself. Lipids provide energy stores. Vitamins enable chemical reactions in the body to occur. Minerals are crucial to the nervous system functions, structural (skeletal) systems, metabolic processes, and water balance (Wardlaw & Insel, 1990; Donatelle & Davis, 1994).

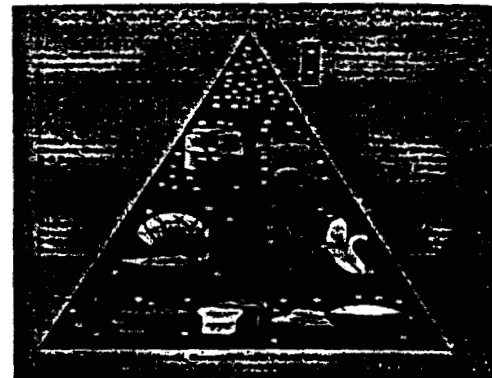
Overnutrition occurs when nutritional intake exceeds the body's needs. Currently, this is of great concern in American society, especially with adolescents. Recent studies cite an increase in obesity due not only to overnutrition, but especially due to lack of exercise, (energy output). Malnutrition occurs over a period of time, when a person fails to ingest appropriate amounts of nutrients and calories. Both abnormal states can lead to a susceptibility to certain diseases and stress.

Obesity causes stress on the cardiovascular system, increasing the probability of high blood pressure, heart disease and stroke. Malnutrition can lead to an overall decrease of nutrients or it can lead to insufficient amounts of specific nutrients. The body's ability to fight off illness via the immune system is greatly hampered by overall malnutrition, while the specific lack of Vitamin D activity in the body leads to the softening of bones known as the disease rickets



(Wardlaw & Insel, 1993). All of the diseases develop over a period of time, and often, early intervention may stop or sometimes reverse damage to systemic bodily functions.

Through nutrition, the science of food, daily recommended amounts of all nutrients are established. The US Department of Agriculture (USDA) utilizes the **Food Pyramid Guide** to advise the general public on recommended dietary allowances of the different food groups necessary to maintain a nutritionally healthy lifestyle. Achieving an appropriate balance of nutritional intake can often be interfered with. Work schedules and familial responsibilities can wreak havoc on maintaining a balanced, healthy diet. Conscious change in priorities and habits as well as slowing down the pace can assist in establishing appropriate eating patterns.



## Communication As A Stress Management Technique

The past few decades have seen a great change in the cultural responsibilities of men and women. The feminist movement strove to gain women an equal place in society with the same opportunities for careers, money and power. Though men and women are equal, the reality is that they are very different in many ways especially in modes of communication. Those differences in communication style **can unintentionally escalate the distress of the moment.**

Understanding these differences can assist you in realizing that it is not what you mean about a situation but how you say it that is being misunderstood. In your own mind, the

message is clear as day but your significant other looks at you as if you are talking gibberish or are coming out of left field. The differences in communication styles start with the obvious primary and secondary sex characteristics such as reproductive functions, hormones, body structure, size and weight are determined by chromosomes. Also, it's not a myth that men as well as women are found to have monthly cycles of physical, emotional and intellectual highs and lows that are biologically driven (Eakins& Eakins, 1978).

Another anatomical difference is dependant upon what part of the brain dominates an individual. The brain is divided into two hemispheres: left and right. Researchers have found that the each hemisphere has distinctly different functions. For example, math calculations are done by the left brain and brainstorming is done by the right brain. Many individuals show a preference for behaviors associated with the left or right brain.



The following table is from the book, When Opposites Attract, by Rebecca Cutter which shows characteristics that are indicative of dominant left or right brain individuals. Remember that each individual has left and right brain tendencies. You may find that you are balanced with characteristics of both or that you tend to be one way more than the other.

Left Brain	Right Brain
<ul style="list-style-type: none"> <li>☞ Focus on one thing at a time; resist getting side tracked</li> <li>☞ Prefer to have order about all things; approach problems sequentially</li> <li>☞ Love to learn; seek knowledge; are open to new information</li> <li>☞ Prefer straightforward approach; are blunt; can be accused of being rigid</li> <li>☞ Use black and white thinking; are uncomfortable with gray areas; hate ambiguity</li> <li>☞ Depend on previous experiences; have difficulty with new social situations</li> <li>☞ Are more invested in "actual" than "possible"</li> <li>☞ Avoid emotional conflict; prefer to debate</li> <li>☞ Are comfortable with routine</li> <li>☞ Expect others to operate with the same rules of logic</li> </ul>	<ul style="list-style-type: none"> <li>☞ Are jugglers; often do many things at once</li> <li>☞ Do not require tasks to be ordered / structured</li> <li>☞ Deal in hunches; use intuition</li> <li>☞ Focus on feelings</li> <li>☞ Will accept or reject information on faith; have no need for documentation.</li> <li>☞ Emphasize connections; are comfortable in gray areas</li> <li>☞ Are comfortable with ambiguity, confusion, ambivalence</li> <li>☞ Are unpredictable, spontaneous, risk takers</li> <li>☞ Have difficulty separating emotion and fact</li> <li>☞ Have difficulty remembering names</li> <li>☞ Avoid routine if possible</li> <li>☞ Stimulate others into action</li> </ul>

Other studies have shown that men tend to be more left brained in characteristics with limited ability to tap resources of the right brain. Women tend to be predominantly right brained but are found to utilize the functions of left brain more easily.

Sex characteristics or gender differences are the result of socialization within a culture. The dictates of a culture often determine what is considered masculine or feminine in dress, manner and especially speech. In our society, a person's gender matters very much, which to a great extent determines how others act and react. Each gender learns special styles of speech through



socialization. Combine the effects of socialization on an individual with left or right brain tendencies and major differences in communication can occur.

The popular author, John Grey, Ph.D., explains these differences in his book, Men Are From Mars and Women Are From Venus. In an entertaining way Dr. Grey identifies many of the gender differences resulting from socialization and left-right brain influence. For instance on Mars, when a man has a problem to work out he retreats to his Cave to ponder and analyze. A woman from Venus on the other hand finds a friend and talks the problem out.

If the woman asks her significant other to listen as she talks out the problem, the man feels the need to immediately solve the problem for the woman. The man proffers his answer to the problem but the woman continues to talk as if ignoring the well meaning answers. In turn, the man becomes frustrated and agitated. However, this is not what the woman desires. All she is looking for is a sounding board, someone to just listen not solve her problem. How often has similar situations escalated into very distressful scenes?

The converse is true when the man has a problem that needs to be dealt with. His reaction is to withdraw into a Cave whether in his mind or actual isolation for a time to ponder. The woman senses he is dealing with the problem and follows what is instinctive for her. She asks if she can help and why not talk about it with her. The more she insists that they talk, the farther into the Cave the man goes which results in increased distress.

Dr. Grey presents that by understanding that problems are handled differently by men and women and knowing when it is appropriate to offer assistance then the situation can be eustressful and not distressful. When the man has a problem it is best for his significant other to patiently wait for him to come out of his Cave and then talk when he is ready. For the woman who has a problem there is nothing more affirming than for the significant other to be an active listener without offering advice or answers unless clearly asked for.

A common scenario that often plays out into a distressful and intense moment is as follows: One partner is home dealing with household problems and/or if there are children the added responsibilities of parenthood. The significant other returns to the home from an incredible hectic day at work. They meet at the door - the homebound partner ready to share all the events of the day in a burst of emotions and the returning partner is looking to just sit and catch a breath. Two individuals with equally important needs. These needs can not be handled right then and there without the possibility of a major blow out or complete shut down.

As with other stress management techniques changing from reactive habits to planning can alleviate stress levels and turn the moment around. Instead the homebound partner makes an appointment for some time later in the evening to sit and talk over the day. The returning partner obtains the need of a moment to relax and chill out.

This also allows the homebound partner some time to chill out and relax and gather thoughts so as not be reactive to the days events. The returning partner will also be more receptive to his partner's concerns as he will be able to give full attention.

Gender differences are also evident in how words are used. Often when an individual of one sex asks a question or request of the other, they may not clearly be understood. For instance it is very common for a woman to use the following style of request: **Could you** take the dog for a walk? Meaning to her: **NOW**. The man hears the word **COULD** which in his mind means are you capable which is of course he can take the dog out. To him the time parameter is not even an addressed. The distress occurs as the woman feels she is being ignored and the man feels he is being hassled.

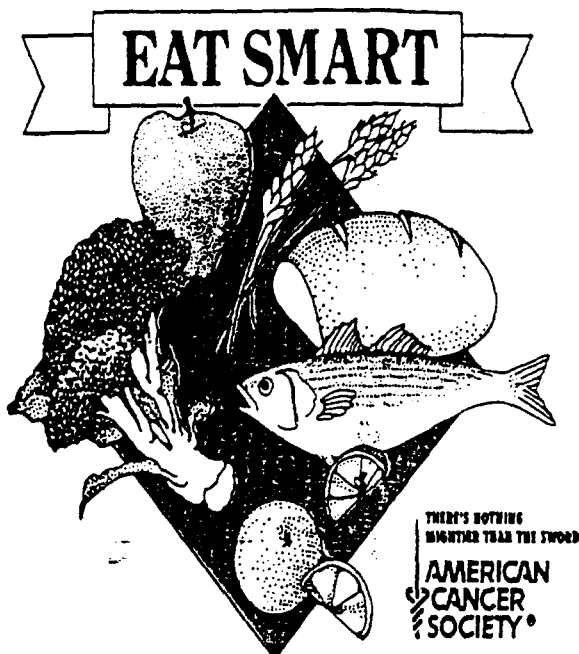
By changing the words of the request, a different situation can occur. Instead the woman asks: **Would you** take the dog out now? The man now hears a direct request with a time parameter. This change clarifies the request and the stress is alleviated.



Gender differences need not be a continued source of distress in relationships. As with all stress management techniques, identify the stressor, change what can be changed and enjoy the spice of life.

## Summary

All stress management techniques require repetition and time in order to become healthy habits. It is not easy to replace old, inappropriate conditioned reflexes. You have that incredible ability to make healthy changes and take responsibility of your life. By not just reacting and being a victim to circumstance, a healthy individual chooses to respond or not respond to stressors encountered through living.



## REDUCE YOUR CANCER RISK

1. **Avoid Obesity** (may reduce risk of uterine, breast, gall bladder, prostate, colon cancers)

---

2. **Eat A Varied Diet** (a varied diet eaten in moderation offers the best hope in lowering your risk of cancer)

---

3. **Include A Variety Of Vegetables And Fruits In The Daily Diet** (may reduce risk of colorectal, prostate, stomach, esophagus, lung cancers)

---

4. **Eat More High-Fiber Foods Such As Whole Grain Cereals, Vegetables And Fruits** (may reduce risk of colon cancer)

---

5. **Cut Down On Total Fat Intake** (may reduce risk of breast, prostate, colon cancers)

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6. **Eat Less Smoked, Salted And Nitrite-Cured Foods** (may reduce risk of esophagus, stomach cancers)

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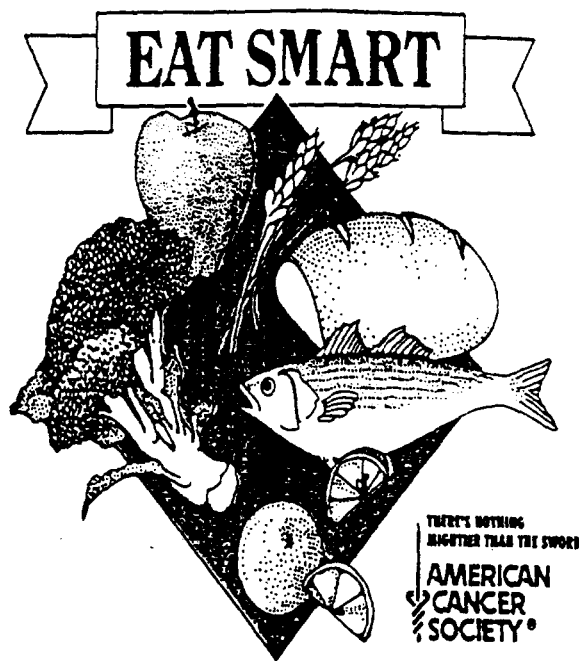
7. **Limit Alcohol Consumption, If You Drink At All** (may reduce risk of liver, larynx, esophagus, throat, oral, and possibly breast, pharynx, and stomach cancers)

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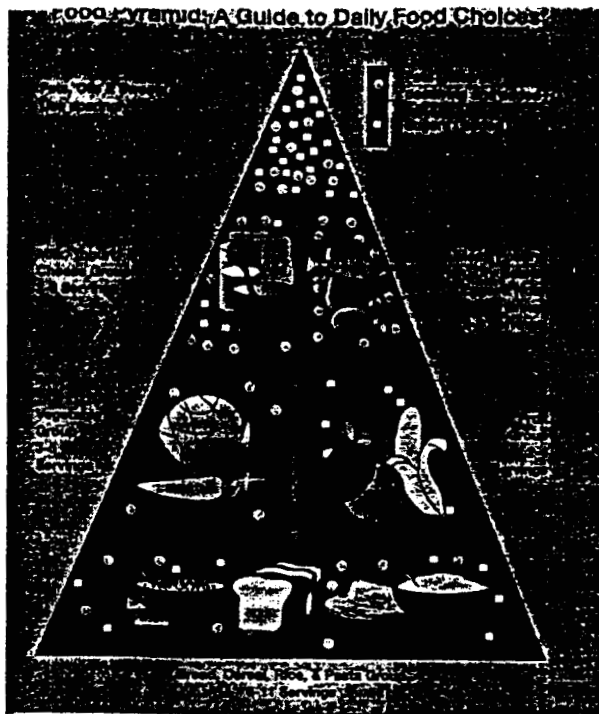
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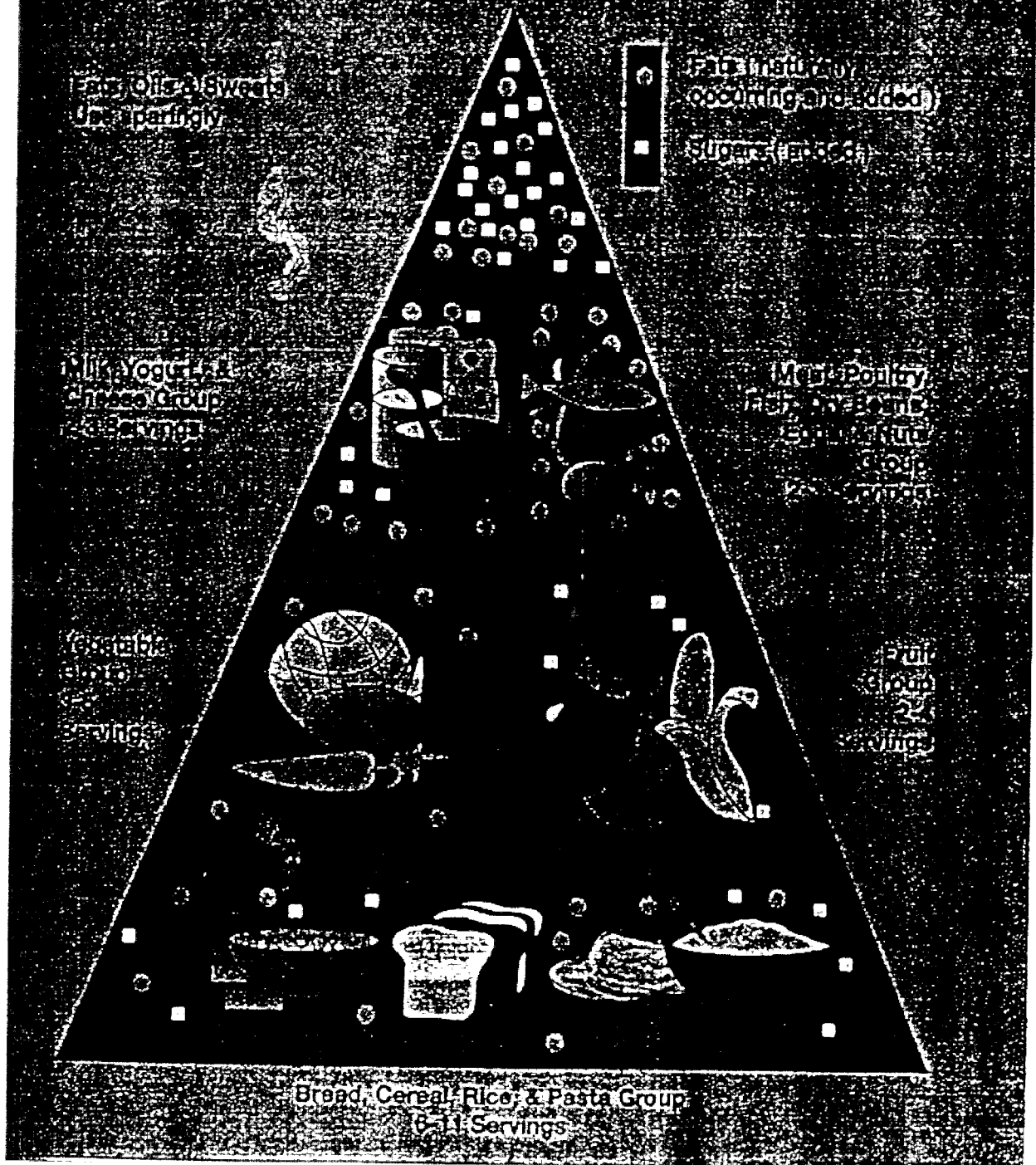
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Event	Value	Event	Value	
1	Violent death of a partner in the line of duty	88	29 Observing an act of police brutality	62
2	Dismissal	85	33 Response to "person with a gun" call	62
3	Taking a life in the line of duty	84	31 Unsatisfactory personnel evaluation	62
4	Shooting someone in the line of duty	81	32 Police-related civil suit	61
5	Suicide of an officer who is a close friend	80	33 Riot/crowd control situation	61
6	Violent death of another officer in the line of duty	79	34 Failure on promotional examination	60
7	Murder committed by a police officer	78	35 Suicide of an officer	60
8	Duty-related violent injury (shooting)	76	36 Criminal indictment of a fellow officer	60
9	Violent job-related injury to another officer	75	37 Improperly conducted corruption of another officer	60
10	Suspension	72	38 Shooting incident involving another officer	59
11	Passed over for promotion	71	39 Failing grade in police training program	59
12	Pursuit of an armed suspect	71	40 Response to a "felony-in-progress" call	58
13	Answering a call to a scene	70	41 Answering a call to a sexual battery/abuse scene involving a child victim	58
14	Assignment away from family for a long period of time	70	42 Oral promotional review	57
15	Personal involvement in a shooting incident	70	43 Conflict with a supervisor	57
16	Reduction in pay	70	44 Change in departments	56
17	Observing an act of police corruption	69	45 Personal criticism by the press	56
18	Accepting a bribe	69	46 Investigation of a highly publicized case	56
19	Participating in an act of police corruption	68	47 Taking severe disciplinary action against another officer	56
20	Hostage situation resulting from aborted criminal action	68	48 Assignment to conduct an internal affairs investigation on another officer	56
21	Response to a scene involving the accidental death of a child	68	49 Interference by political officials in a case	55
22	Promotion of inexperienced/incompetent officer over you	68	50 Written promotional examination	55
23	Internal affairs investigation against self	66	51 Departmental misconduct hearing	55
24	Barricaded suspect	66	52 Wrecking a departmental vehicle	55
25	Hostage situation resulting from a domestic disturbance	65	53 Personal use of illicit drugs	54
26	Response to "officer needs assistance" call	65	54 Use of drugs by another officer	54
27	Duty under poor supervisor	64	55 Participating in a police strike	53
28	Duty-related violent injury (non-shooting)	63	56 Undercover assignment	53

# Food Pyramid: A Guide to Daily Food Choices



# Food Pyramid: A Guide to Daily Food Choices

