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Stomp-Out Stress Program

Harris County Community Supervision and Corrections Department

Stomp Out Stress

A grant awarded to the Harris County Community Supervision and Corrections Department to provide a Stress Education and Training Program for Community Supervision and Corrections Officers

Final Report

to the
National Institute of Justice
Corrections and Law Enforcement Family Support Program

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Introduction

The incidence of stress in police officers has been clearly demonstrated in the literature. However, a fellow criminal justice professional, the community supervision, or probation, officer as a subject of investigation has been widely absent in stress literature. Few studies have been conducted on the stressful nature of the probation officer's job and even fewer appear in professional journals. Although both the police and probation officers' jobs entail a great deal of stress associated with safety issues, the job of the probation officer is unique as it requires greater long term contact with offenders creating a unique emotional stain.

The elements of the probation officer's job can vary to some degree. In some jurisdictions, the probation officer has the authority to carry a firearm and make arrests. According to the *Texas Code of Criminal Procedure*, community supervision is "…the placement of a defendant by a court under a continuum of programs and sanctions, with conditions imposed by the court for a specified period…". Those most directly responsible for the oversight of defendants placed on community supervision (hereafter referred to as probation) are the probation officers, such as those who are employed by the Harris County Community Supervision and Corrections Department (HCCSCD).

Statement of the Problem

Numerous factors overlap to produce potentially stressful situations for the probation officers at HCCSCD. The 353 officers in this department are charged with rehabilitating and protecting the public from approximately 44,000 probationers, making the ratio of officers to probationers 1 to124. These officers' responsibilities include enforcing the conditions of supervision as ordered by the courts, conducting investigations for treatment recommendations and/or punitive action for offender violations of conditions, assessing risk and need factors, and

ensuring regular contact with probationers under court supervision. However, it should be noted that the stress experienced by probation officers can vary greatly depending on their specific assignment in the organization. For example, officers assigned to field work as a regular part of their job have more opportunities to experience stressful situations resulting from working in unsafe communities. In some instances these officers' level of stress can be even higher when assigned special caseloads such as working with sex offenders.

The stressful nature of the probation officer's job in Harris County can be compounded by several external factors including public scrutiny, financial limitations, and departmental policies and procedures. Officers' actions are consistently performed under public and media scrutiny and even criticism. Further, the department's budget can be unstable resulting in personnel shortages and limited financial resources. Additionally, the department's policies and procedures are determined and influenced by various government bodies.   The policies under which these officers operate create organizational disjointedness leading to role conflict. Like all county community corrections departments in Texas, the HCCSCD operates autonomously but is under the oversight of the Texas Department of Criminal Justice - Community Justice Assistance Division (CJAD). Although CJAD sets the basic guidelines for the department's operations, local, state and county judges interpret the guidelines and set policies for the department. These policies and procedures are further complicated by each judge exercising his or her own opinion of how probation officers should deal with offenders that appear in their court. Finally, the department formulates its own operational policies and procedures. The result of this "policy triad" can create frustration and role ambiguity, particularly for the line officers responsible for the daily implementation of the policies and procedures.

The systemic factors associated with the organization can provide significant stress for Harris County officers. Systemic stressors can be important factors in stress reduction as officers may not be able to mediate the effects since they often have little influence or control in identifying solutions to the challenges they often face. As a result, the officers may become more highly stressed as feelings of lack of control may escalate due to the realization that they have no mechanism to influence stressful situations associated with the organizational culture itself.

The endemic sources of stress delineated above may also result in physical and/or mental health problems for the probation officers in the department. As a result, it is possible that the officers may demonstrate one or more of the following negative outcomes of stress which consistently appear in the stress literature: increased levels of absenteeism, reduced attention to the details of the job, increased health problems, and emotional problems. Additionally, family members/significant others of officers at HCCSCD may be negatively impacted by the officer's inability to effectively deal with the stressors of the job. Officers stressed by the elements of the job may be less likely to effectively deal with family stressors and become less receptive to the positive benefits of familial social support.

Previous Attempts to Reduce Stress at HCCSCD

Historically, probation officers at HCCSCD have been able to utilize one of the following department sanctioned options for reducing stress: 1) use of vacation, sick and other forms of approved leave; 2) attendance in a voluntary stress management course offered through the department's Training Branch; and 3) utilization of the Employee Assistance Program (EAP) offered through Harris County, either through self or supervisor referral.

It is difficult to accurately estimate the use of these options. For instance, measuring the amount of sick leave used by officers as "mental health days" can be problematic. In order to estimate the impact of "mental health days," the number of sick days taken by all staff at the probation department can be compared with those taken by all county employees. The average number of sick days per probation employee, including officers and staff, is eight. This figure is slightly higher than the six day average of sick days taken by the staff in other Harris County departments. There were no other identifiable estimations of probation officer attempts to reduce stress identified by the present authors.

Over the last several years, the HCCSCD Training Branch has provided training courses focusing on stress-related issues. In April 1998, a class developed by the Training Branch entitled *Don't Go Postal* identified life stressors and techniques for combating stressful situations. Since the inception of the class, a waiting list has been maintained for class enrollment. However, although HCCSCD officers clearly see a need for this type of training, funds are not currently available to expand the program.

The Employee Assistance Program (EAP) is another alternative for officers experiencing stressful situations, but it has an estimated average utilization rate of only 4.5% for all Harris County employees. Between January and March 1999, only 158 employees from all Harris County departments took advantage of the services offered through the EAP. There was no data available to estimate the utilization of EAP by HCCSD officers or staff.

The program described herein proposes to fill the gap between services currently available to HCCSD probation officers experiencing stress and those that should be provided to both the officers and their families. It is believed that unmediated stress is not only detrimental

to an officers' health and their home life, but also negatively impacts their effectiveness in serving the community.

Conclusion to Statement of the Problem

The stress experienced by a probation officer is not caused by a single factor, nor is its alleviation likely ensured by a single method of intervention. The current program utilized a multifaceted approach of direct intervention in an attempt to reduce stress and burnout as well as its effects on the officers and their significant others. The expected outcomes of the program included: 1) officers reporting lower levels of burnout; 2) an increase in the officer's knowledge of stress; and 3) a decrease in family/significant others' ratings of the officer's level of burnout and an increase in the significant other's knowledge of stress.

Literature Review

A wealth of research has been conducted on the constructs of stress and burnout especially in regard to its devastating effects. Further, research has led to a better understanding of the causes and treatment of stress and burnout. Within the body of the research literature, the most studied occupations are: teachers, nurses, and police officers. Law enforcement officers experience high levels of stress that may be different from most other occupations. However, a related group from the criminal justice system, probation officers, appears infrequently in stress research. Overall, there appears to be a paucity of research on the stress experienced by probation officers when compared to other occupations. However, most of the existing studies examine the work of these officers through a stress-related concept referred to as burnout.

The Relation of Stress and Burnout

Hans Selye (1956) provided what continues to be the foundation of what we understand about stress. Seyle's theory, the General Adaptation Syndrome, defined stress as "a non-

specific, often global, emotional response by an organism to real or imagined demands" (Selye, 1976). For Selye, one of the central issues was the demand for modification or readjustment of behavior in response to the severity of the stress (Lazarus, 1993). According to Selye's triphasic theory, an individual's response to a stressor occurs in three stages: 1) an initial short-term stage of alarm, 2) a longer period of resistance or adaptation, and 3) a final stage of exhaustion. The pivotal period is in stage two. The individual's ability to resist the stressor or adapt behavior determines whether there is progression to stage three or return to a state of homeostasis (non-threat).

According to Seyle, one cannot stay highly aroused for very long, thus the initial alarm stage usually leads to stage 2 - resistance or adaptation. Individuals in this stage may become irritable, impatient, and angry, and the energy wasted through these activities may lead to chronic fatigue as well as reduce their effectiveness on the job or diminish social relations. The ability to adapt or resist the stressful situation halts progression to Stage 3 (exhaustion). Stage 2 may persist for a few hours, several days, or even years, although eventually invulnerability to the stressor begins to decline (Selye, 1976).

The final stage is exhaustion. In this stage, stress robs psychological energy, and resistance is depleted. If the stress is not relieved, one can become too exhausted to adapt. At this point, the individual becomes extremely alarmed by their inability to resolve stress and finally gives up which leads to maladjustment or withdrawal (Selye, 1976). The effects of this stage are closely related to the construct of burnout as proposed by Maslach (1976, 1986).

Like the exhaustion stage in Seyle's theory, burnout is most commonly characterized by physical fatigue, helplessness or hopelessness, emotional devitalization, and the development of negative self-concepts and attitudes towards work, life, and others (Maslach, 1993). As a result,

these characteristics lead to a sense of distress, discontent, and failure in the quest for the ideal. With continued exposure to stress, burnout ensues and the individual loses the ability to cope with and enjoy his or her environment (Pines, Aronson, & Kafry, 1980). The authors note, "Burnout is the painful realization that they no longer can help people in need, that they have nothing left to give" (p. 15).

Farber (1991) proposes the following definition of burnout:

Burnout is a work-related *syndrome* [italics added in original] that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output), this perception being influenced by individual, organizational, and social factors. It occurs most often in those who work face to face with troubled or needy clients and is typically marked by withdrawal from and cynicism toward clients, emotional and physical exhaustion, and various psychological symptoms, such as irritability, anxiety, sadness, and lowered self-esteem. (p. 24)

An important aspect of this definition is that burnout is restricted to those in the helping professions (e.g., law enforcement, corrections, teaching and nursing) that often require a level of emotional commitment unusual in other professions. According to Farber (1991), burnout is not the result of stress per se, but exposure to stress in which the individual sees no way out, experiences no buffers from the stress, or is unable to identify a support system. In other words, the burned out individual feels isolated or alienated.

Maslach and Jackson (1981, 1984, 1986) proposed a multidimensional model of burnout that has been widely studied in the literature. According to the authors, there are three fundamental dimensions of burnout: 1) emotional exhaustion (associated with feelings of being worn out, used up, or drained), 2) depersonalization (associated with a feeling of callousness or

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treating others as if they were impersonal objects), and 3) lack of personal accomplishment (associated with feelings of ineffectiveness and inadequacy). Maslach (1982) noted that the outcome of burnout created emotional exhaustion and worker detachment or alienation from their clients and personal relationships -- including their family. The work of Maslach and Jackson (1981, 1986) led to a widely used burnout instrument entitled the *Maslach Burnout Inventory (MBI)* which assesses burnout of the individual across the three aforementioned domains.

Individual and Organizational Factors Related to Stress and Burnout

There are two main categories for classifying factors that characterize or mediate stress and burnout -- individual and organizational. Individual factors include such things as: demographics (e.g., age, gender, race, education level, etc.), attitudes (e.g., commitment to the occupation or job satisfaction), personality traits, and life experiences/changes (e.g., employment history) (Farber, 1991). Organizational factors are elements that exist in the organization or even driven by a group associated with the individual and include such things as: features in the work environment (type of assignment), quality of supervision, lack of support (from peers, administrators, family, etc.), public criticism, low salaries, isolation from adults, and role ambiguity (Cherniss, 1980).

Burisch (1993) noted individuals experiencing high levels of burnout reported a sense of conflict between the need to help and the ability to meet the demand of the job highlighting the connection between burnout and role conflict. According to Farber (1991), "Role ambiguity is associated with lack of clarity regarding a worker's responsibilities, methods, goals, or status." He further describes role conflict as the inconsistency or incompatibility between job demands placed on the individual and their perceived role. Early research on burnout concluded that role

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conflict and role ambiguity were important elements in predicting burnout (Schwab & Iwanicki, 1982).

More specifically, empirical research on burnout has focused on job factors perhaps more than any other variable (Maslach, 1993). In general, the body of research in the area finds that job factors are more highly related to burnout than are demographic or personal factors (Maslach, 1993). Researchers have established a direct relation between burnout and many job factors, including: caseload (Jackson, Schwab, & Schuler, 1986; Maslach & Jackson, 1984), high levels of direct contact with clients (Lewiston, Conley, & Blessing-Moore, 1981), more difficult client problems (Meadow, 1981), greater role conflict (Birch, Marchant, & Smith, 1986; Jackson, Schwab, & Schuler, 1986; Schwab & Iwanicki, 1982), and low levels of peer support (Burke, Shearer, & Denszca, 1984).

Social Support, Stress, and Burnout

One of the most studied mediating factors in stress and burnout research is social support. It has been consistently noted in the literature that social support is a significant mediator of stress and burnout. Pines (1988) found that workers' scores on the *Maslach Burnout Inventory* correlated negatively with certain social support functions, including: listening, emotional support, and sharing of social reality. She concluded that individuals who have access to social support are less likely to experience burnout. In another study, Russell, Altmaier, and Van Velzen (1987) found that the lack of three social support factors were predictive of burnout: support from supervisors, reassurance of their worth, and what they termed "reliable alliance" (having someone to whom they could turn in a crisis situation). For example, many police officers have reported that they attempt to protect their families from the horrors of their job by not discussing the elements of the job. Such behaviors suggest that police officers may, in an

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effort to shield their families from the stressful nature of the job, inadvertently create a situation that prevents them from receiving social support from the most effect source -- the family (Glazier, 1996). These and many other studies have shown the importance of the relation between social support and stress and burnout.

Burnout in Probation Officers

Whitehead (1981) published one of the largest studies of burnout in probation officers surveying 1000 officers. The study indicated that about 20% of the officers reported feeling burned out at least once a week. The author found that one of the implications of his study was that simple awareness of burnout would be an excellent first course of action. Further, the author suggests that individuals should attend workshops on how to combat burnout by developing positive coping strategies and peer relationships.

Other research by Whitehead and Lindquist (1985) found that probation officers were more highly stressed than police officers and institutional correctional officers. Although this study was based on stress and not burnout, one could deduce that this is finding would not be unlikely as there is no greater member of the criminal justice system that has more direct contact with offenders than the probation officer. Where police officers have numerous short contacts with citizens and offenders, probation officers in supervision have numerous contacts with offenders that can be of a longer duration. In addition, the probation officer is more connected to the emotional trials and tribulations of their offenders and attempt to assist them with solutions. The type of engagement between an offender and a probation officer can make the probation officer's job more stressful.

Summary of the Literature Review

The dual role of the probation officer as law enforcer and social worker means they must become completely immersed in the daily lives of the socially challenged. They are expected to assist offenders in overcoming drug problems, finding and maintaining steady employment, ensuring the conditions of the court are followed, and monitoring for continued criminal conduct. Through daily contact with offenders, probation officers often take on the problems of the offenders. As a part of the reporting process, officers counsel offenders on all aspects of their lives. As a result, officers may disengage emotionally or internalize the offender's failure. In either case, officer effectiveness is jeopardized and service to the offender is reduced.

The Present Study

To date, little research has been devoted to the treatment of stress and burnout in probation officers. Further, resources for combating this epidemic have been limited and under utilized (e.g., employee assistance programs and training). The main purpose of the present study was to provide a cost-effective intervention that did not require a significant commitment of time.

More specifically, the study utilized a multidimensional approach toward the design of a stress intervention program. The program was an education-based stress intervention for probation officers and a member of their family. The program was based on many of the principles of stress intervention that have been well established in the literature. The components of the intervention were a collection of factors that appear in the literature as mediating stress, including: general education on stress, individual responses to stress, organizational sources of stress, and communicating about stress. The study was a quasi-experimental design as the use of a control group and random selection techniques were

eliminated. The effectiveness of the study was expected to be demonstrated by a reduction in the level of burnout and an increased knowledge about stress by study participants.

Method

Participants

The subjects in the study were 31 probation officers. Initially, the program included 86 subjects. However, only 31 completed all four of the training courses and completed all three assessments. Included in the sample are three officers with personnel supervision duties. Although the original study proposed to include the participation of significant others of these officers, only two of the five significant other participants successfully completed the program. Due to the lack of response, no analyses could be applied to this group. The probation officers were recruited from the Harris County Community Corrections and Supervision Department based in Houston, Texas.

At the time of the study, the department was comprised of approximately 380 officers. The ethnic make-up in the department is less than 1 percent Asian, 40 percent Black, 24 percent Hispanic, and 35 percent White. Of the 380 officers, 85 percent were assigned to supervision duties and 12 percent were assigned to court services duties. The remaining officers were assigned to miscellaneous duties.

Of the 31 probation officers in the study, 35 percent were female and 65 percent were male. In this study, the ethnic make-up of the subjects was: 20 percent Black, 25 percent Hispanic, and 55 percent White.   The years of experience of the officers was 3 percent with 1 to 5 years, 26 percent with 6 to 10 years, 39 percent with 11 to 15 years, 20 percent with 16 to 20 years, and 10 percent with 20 plus years experience.

Selection of subjects was through a convenience sample as the officers and spouses/significant others participated on a voluntary basis. Although 86 subjects started the program by completing a pretest assessment and the first of four training sessions, only 31 completed the remaining three classes and the post-test and follow-up. Subject attrition was the result of two factors, two subjects quit the department and 12 did not complete the series of four courses. In addition to these factors, Tropical Storm Alison resulted in the study area suffering from extreme flooding the first week of data collection. This event resulted in wide spread damage of homes and properties and a number of subjects missed one or more training sessions. Although make-up sessions were available to the participants, the pervasive damage did not allow many subjects to attend make-up sessions.

Spouses/Significant Others. A "significant other" was defined in the current study as a person who had lived with the officer for more than one year. The study started with 23 significant others expressing an interest to participate. Only five attended the first class and only two completed the study. It was unclear why recruitment of significant others was difficult. The training schedule included opportunities for the significant others to attend evening and weekend sessions

Materials

Maslach Burnout Inventory.   Maslach and Jackson's (1986) *Maslach Burnout Inventory* (*MBI*) is a self-report measure containing three subscales: emotional exhaustion (9 items), depersonalization (5 items), and lack of personal accomplishment (8 items) (Appendix A). The 22 items that comprise the inventory are rated based on a 0-7 Guttman scale consisting of: never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, or everyday - respectively. Each item on the *MBI* is a statement about the individual's

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feelings or attitudes about their work. The emotional exhaustion subscale asks subjects to rate his/her level of agreement with statements such as, "I feel 'used up' at the end of the workday." Statements on the depersonalization subscale include, "I have become more callous toward people since I took this job." The third subscale, lack of personal accomplishment, includes statements like, "I have accomplished many worthwhile things in this job."

The *MBI* has been used extensively in stress and burnout research. The reliability of the *MBI* has been adequately demonstrated (Green & Walkey, 1988; Schaufeli, Enzmann, & Girault, 1993). There is no composite score for the *MBI*. Scores on the three subscales are reported separately. Internal consistency has been estimated using Cronbach's alpha ($n = 1,316$) with reliability coefficients and standard error of measurement (reported in parentheses) as .90 (3.80) for emotional exhaustion, .79 (3.16) for depersonalization, and .71 (3.73) for personal accomplishment (Koeske & Koeske, 1989).

Significant Other Rating Scale. The Significant Other Burnout Inventory (Glazier, 1996) was designed for the assessment of burnout by significant others in a subject's life using a behavioral rating scale. The inventory was constructed by transforming the *Maslach Burnout Inventory* items into behaviorally observable items (Appendix B). The behavioral rating scale was matched on the number of items on each subscale of the *MBI*. The rating scale of the *MBI* was maintained for the behavioral rating scale.

Content validity of the Significant Other Burnout Inventory was established by having ten expert raters with doctoral degrees in psychology assess the congruence of the items on the *MBI* and the significant other inventory. The experts' responses were scored as right or wrong based on the intended match between the *MBI* and the behavioral items written for the peer rating on the significant other inventory. A Kuder-Richardson Formula 20 was used to calculate

the consistency of item matching by the experts between the inventory and the *MBI* prior to administration. The resulting reliability coefficient was .92 demonstrating consistency between the two measures. Further, validity of the inventory was established through a confirmatory factor analysis that was then compared to the factor structure of the *MBI*.

   Knowledge of Stress Survey. The Knowledge of Stress Survey was a 25 item multiple-choice survey intended to assess the participants' knowledge of stress (Appendix C). The questions on the survey were derived from the curriculum for the present study and assessed all content areas of the curriculum.

Procedure

   The program consisted of three assessments, including: a pretest, a posttest (administered one month after intervention), and a six-month follow-up. At the beginning of the first module, each probation officer and significant other was given an envelope containing pretest assessments including a burnout inventory and knowledge of stress inventory. It is noted that the burnout inventory the significant others completed was for them to assess the officer's level of burnout, rather than their own. Additionally, participants completed an informed consent document outlining their rights as a research subject (Appendix D). The participants were informed about the study verbally by the principal investigator and were directed to read the informed consent that was also in the envelope. The informed consent notified the subjects that participation was voluntary, participation could be withdrawn at any time, and non-participation in the study would have no impact on their standing in the department. During pretest assessment, the participants were asked to refrain from discussing the content of the envelope until the material had been completed and returned to the principal investigator. Participants were informed that only group data would be reported and possibly used for publication

purposes. The participants were also informed that they had the opportunity to obtain a copy of the results upon the study's completion by contacting the principal investigator. Finally, the subjects were notified that a debriefing procedure was available upon the request of the participants. Due to the follow-up nature of the design, subject identification was made on the assessment instruments. The participants were informed that no one at Harris County would have access to raw data.

Both the posttest and follow-up assessments were sent to the officers through internal department mail and United States mail for the significant others. All participants returned the completed assessments to the principal investigator via the United States Postal Service. The proposal of this study intended a five-month follow-up. However, the fifth month fell during the Christmas holidays and the follow-up assessment was extended by one month in order to increase the response rate.

Numerous efforts were made to ensure subject response rates on the assessments. All assessments were distributed with a cover letter outlining the procedure for completing and returning the surveys (Appendix E). After two weeks, the principal investigator made phone calls reminding participants to complete and return the surveys. Further, the program manager emailed reminders to the participants and contacted participant's managers to have them verify that the officers had returned the surveys. These efforts resulted in a 36 percent response rate.

In order to maintain data confidentiality as well as create a secure environment in which to participate, the principal investigator collected and managed all data and data analyses efforts. All data was stored in a locked filing cabinet in the principal investigator's office at the University of Houston – Downtown. This office remained locked in his absence creating a double-lock data security protocol.

Program Design

Officers, and in some instances a member of their family, were exposed to a series of interventions related to various aspects of stress, including: stress education, organizational sources of stress, individual response to stress, and finally, a session on how to communicate about stress in the home. The model of the intervention program can be found in Appendix F. The intervention sessions for the education, organizational, and individual components were separated for officers and their significant others as they received somewhat different training on the same topic. The final joint session allowed not only for synthesis of the previous sessions, but also for the officers and significant others to apply the techniques they had learned in the program.

The first component of the intervention was an eight-hour course associated with educating the participants on stress. This module not only provided education on stress and burnout as constructs, but also about how to identify resources for dealing with stress. The focus of this session was on the various ways stress and burnout impact the individual as well as the maladaptive ways individuals reduce stressful situations.

The second component was a four-hour session associated with understanding how organizational factors impact the individual's level of stress. During this session, officers learned how to identify aspects of the job that could cause significant amounts of stress. Specifically, they learned how to identify sources of role conflict and ambiguity and healthy ways of dealing with these discoveries. In an effort to provide alternative methods of approaching problems on the job, low stressed or burned out peers were identified to share how they functioned within the organization while managing their stress without sacrificing efficiency. Conversely, the significant others participating in the program learned not only these

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issues, but were also exposed to the elements of the job which can provide stress to the officer. A large portion of this session for the significant others was devoted to role-playing and scenarios designed to help them understand the stress of the job (e.g., the safety issues associated with home visits).

The third component was a four-hour session associated with the individual factors that may contribute to high levels of stress. The principle element of this session was learning about coping mechanisms. Through self-exploration, the officers and significant others were able to evaluate their own coping styles and, perhaps more importantly, to understand the mechanisms that lead to maladaptive ways of dealing with stress. Unique to the significant other's session was the exploration of supportive behavior they may use to assist the officer at times of significant stress.

The fourth and final component of the intervention was a four-hour session that served to solidify the entire program. The participants not only reviewed the elements of the three previous sessions, but also discussed good and healthy ways of communicating in the home about stress and burnout. Role playing exercises were utilized for the practice of communication skills.

Curriculum Development

Upon award of the grant, the program manager and principal investigator developed a training curriculum (Appendix G) based on the model outlined above. Although the basic structure of the model was maintained, some of the time allocations of the components were changed from the original proposal to accommodate the elements of the curriculum.

The purpose of this grant was to provide the officers and significant others with a multi-faceted understanding of stress that would not likely be uncovered in a short-term EAP referral

or a traditional training course on stress – both of which are usually the only resources available to the officer. Due to the number of participants, complexity of the program's design, and varying officer schedules, multiple class sessions were offered over a one-month period.

Program Evaluation

In order to evaluate the program, two sources of data were collected. First, the officers' level of burnout was assessed using the *Maslach Burnout Inventory* (1976, 1978). In addition, the officers' significant other completed a behavior rating scale of burnout based on the work of Maslach (1976) and constructed and validated by Glazier (1996). Second, both the officer and their significant other completed a knowledge of stress survey.

In order to demonstrate the effectiveness of the program, the researchers applied a pretest –posttest design measuring the aforementioned constructs prior to and after the intervention. In order to establish the durability of the program, a second posttest measure was administered approximately six months from the termination of the program.

As the study was a sponsored investigation by the National Institute of Justice, a summary of the actions taken by the grantees to administer the program can be found in Appendix H entitled Accountability Data.

Results

The main purpose of this study was to assess the effectiveness of a training-based stress intervention program. Two variables were utilized to assess post treatment effects – burnout and knowledge of stress. The results of the intervention were assessed using a pretest-posttest methodology considering both the burnout and knowledge of stress variables. The results of the study will first report the level of burnout experienced by probation officers. Then the results of

the evaluation of the intervention will be presented based on the 31 officers that successfully

completed all four components of the study.

Incidence of Burnout

Documenting the level of burnout in probation officers is important as no studies appear

in the literature that describe the probation officer's burnout profile. In this regard, the results of

the study will first present the level of burnout experienced by the 85 probation officers starting

the study followed by the 31 officers completing the study.

As noted previously, the MBI is a multidimensional construct and does not contain a

composite score of burnout. The three subscales of the MBI are: emotional exhaustion,

depersonalization, and personal accomplishment. Table 1 outlines the MBI subscales and the

scores associated with classification into low, moderate, and high levels of burnout.

Table 2 presents a summary of the number of probation officers responding to each of

these subscales within the context of the three levels of burnout (low, moderate, and high).

Further, the percentages of officers classified within these categories are reported. Overall, the

majority of officers in the study appear to be highly burned out. Sixty-one percent of the officers

were high in emotional exhaustion while 64 percent of officers were high in depersonalization.

The personal accomplishment subscale is interpreted in reverse. Approximately half (46%) of

the officers in the study felt they lacked a feeling of personal accomplishment.

Table 3 contains descriptive statistics of the 85 officers' initial assessment prior to

intervention. When the officers' mean values on each subscale of the MBI were compared to the

level of burnout chart in the manual, the officers demonstrated burnout across all subscales.

Table 4 presents the incidence of burnout for the 31 officers completing the program.

The table not only presents the three subscales of the MBI across the levels of

low, moderate, and high, but also within the context of the three assessments associated with the present study. The pretest of the officers completing the program suggests the majority of officers were burned out across the three subscales of the MBI. In comparing the pretest, posttest, and follow-up assessments, there was a reduction of burnout as represented by the emotional exhaustion and depersonalization subscales. However, in comparing the assessments within the personal accomplishment subscale, there was an increase in the officers' feelings of a lack of personal accomplishment from the pretest to the posttest. This effect reversed to the original level of the pretest assessment at the time of the follow-up assessment. It is also generally noted that changes in the percentage of officers classified as high in the three burnout subscales across the assessments shows a reduction of burnout between the pretest and posttest. However, the reduction is not maintained from the posttest to follow-up assessments.

Table 5 reports the descriptive statistics of the officers completing the program across the three assessments. The mean values of the officers' reported burnout suggested that the officers were highly burned out across all three subscales on the pretest. After intervention, the mean values on the emotional exhaustion subscale reduced to the moderate level for both the posttest and follow-up. These reductions were not evident on the depersonalization and lack of personal accomplishment subscales.

Program Effectiveness

This section reports the results of the statistics used to assess program effectiveness. In an effort to demonstrate changes in the subjects from one assessment to another, t-tests were utilized between each of the three assessments across the three subscales of the MBI and a composite variable of burnout and knowledge of stress. The descriptive statistics of level of burnout experienced by the 31 officers completing the program was previously reported in Table

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5. Table 6 reports the descriptive statistics of the 31 officers on the variable of knowledge of stress. The means for the pretest, posttest, and follow-up were 14.16, 16.45, and 15.65, respectively.

In order to establish the impact the program had on reducing burnout and increasing knowledge of stress, numerous t-tests were performed. First, the results of the study were subjected to a pretest-posttest comparison. Second, the results were subjected to two methods of analysis in order to estimate the long-term effects of the program. The two methods of demonstrating the long-term effects of the program included comparisons of the officers' pretest and follow-up scores as well as their posttest and follow-up scores across the burnout subscales.

Table 7 reports the comparisons of the officers' burnout scores across the three assessments (pretest, posttest, and follow-up) and the associated t-test results. All three of the pretest-posttest tests for a reduction in the three dimensions of burnout demonstrated lower levels of burnout post intervention, including: emotional exhaustion at $t(30) = 4.41$, $p < .001$, depersonalization at $t(30) = 2.54$, $p < .008$, and personal accomplishment at $t(30) = 1.69$, $p < .05$. In order to assess the long-term effects of the program, t-tests were performed on the posttest and the six-month follow-up. The results of the posttest-follow-up comparisons, include: $t(30) = -2.01$, $p < .02$ for emotional exhaustion, $t(30) = -1.20$, $p > .05$ for depersonalization, and $t(30) = -.41$, $p > .05$ for personal accomplishment. It is noted that the only significant test was on the posttest-follow-up comparison on the emotional exhaustion subscale. To further clarify the long-term impact of the program, data was subjected to a comparison between the pretest and follow-up assessments across the three burnout subscales. These comparisons resulted in the following statistics: $t(30) = 2.87$, $p < .003$ for emotional exhaustion, $t(30) = 1.47$, $p > .05$ for depersonalization, and $t(30) = 1.01$, $p > .05$ for personal accomplishment. It is noted that the

pretest-follow-up tests for depersonalization and personal accomplishment did not produce statistically significant results.

In addition to assessing changes in the officers' reported level of burnout as a result of the intervention, the present study also considered whether knowledge of stress would increase as a result of the program. Table 8 summarizes the results of the comparisons of the officers' scores on knowledge of stress across the three assessments. It is noted that the statistical values of the comparisons should result in negative values as the study expected an increase in the officers' knowledge of stress. The pretest-posttest analysis for the officers' knowledge of stress produced a $t(30) = -4.13$, $p > .00013$ suggesting that there was a statistically significant change. The pretest-follow-up analysis produced a $t(30) = -2.61$, $p > .0069$ also suggesting a statistically significant difference. The posttest-follow-up analysis resulted in a $t(30) = 1.74$, $p < .04$ suggesting there was no statistically significant difference between the assessments.

Discussion

The central element of this study was to mediate the stress and burnout experienced by probation officers through a training program on stress. In addition, the study attempted to document the level of burnout experienced by probation officers as no studies currently appear in the literature.

Incidence of Burnout

As a group, the results of the probation officers' responses on the MBI appear to match the profile indicative of burned out individuals. As Maslach and Jackson (1986) report in the *MBI* Manual, those individuals which show high levels of emotional exhaustion and depersonalization and low levels of personal accomplishment are likely experiencing burnout. Basically, the results appear to suggest that over 50 percent of probation officers in the study are

burned out. One interesting finding was that the officers reported higher levels of depersonalization than emotional exhaustion. This pattern is an uncommon observation in the literature. Glazier (1996) found the same pattern in police officers. These results may suggest that criminal justice professionals who work directly with offenders may attempt to alleviate burnout by depersonalizing the individuals they serve. Future stress or burnout interventions may wish to address this unique observation in criminal justice professionals.

Program Effectiveness

The central question of this study was whether an intervention based on training programs would reduce the amount of stress and burnout in probation officers. This study utilized two dependant measures to demonstrate program effectiveness – burnout and knowledge of stress. The basic intention was that probation officers would report a reduced level of burnout and an increased knowledge of stress as a result of the program.

Reduction in Burnout. The results support the main purpose of this research to reduce experienced burnout through a stress training program. The probation officers' level of burnout across the three subscales of emotional exhaustion, depersonalization, and personal accomplishment were all reduced post intervention. The methodology also attempted to assess the durability of the intervention by conducting a follow-up assessment. The analysis of the durability of program's effectiveness produced slightly conflicting results. The analysis of the officers' feelings of emotional exhaustion, the central feature of burnout, produced significant differences across all three assessments. Conversely, the analysis of durability across depersonalization and personal accomplishment did not produce significant differences at the follow-up assessment. It is noted that the officers' average scores were lower at posttest and follow-up. However, the scores did not produce statistically significant differences from the

pretest. Although there were not completely statistically different results across the assessments, the pattern of the officers' responses appear to be indicative of effect decay. Therefore, it appears that the effect of the intervention deteriorates to some degree over time. It is also noted that none of the officers' scores returned to the baseline established at the pretest assessment.

Increased Knowledge about Stress. The analysis of the officers' knowledge about stress demonstrated statistically significant differences across the three assessment periods suggesting the officers had increased their knowledge about stress as a result of the program. However, it is noted that the posttest-follow-up analysis, although significant, showed a slight reduction in knowledge about stress at follow-up. As with the level of burnout, the officers' knowledge of stress had not returned to baseline after six months.

Limitations of the Study

Perhaps the most significant limitation of the study was subject recruitment and attrition. The administration of the program was significantly impacted by Tropical Storm Alison which struck Houston the first week of training. The long-term effects of Alison on this project are immeasurable. The storm closed roads and interrupted power across the entire area for many days. Subjects in the study were informed about the importance of commitment to the program through perfect attendance at the training sessions. This information was stressed to all subjects during recruitment. Due to the storm, a number of subjects missed the first week of training. In an effort to reduce subject attrition, the investigators attempted to schedule make-up classes, but these efforts did not positively impact subject retention. Unfortunately, subjects who missed one or more classes were removed from the final analysis as they had missed a portion of the intervention violating the research methodology. Further, the pervasive and long-lasting

aftermath of Alison affected a large portion of the area. In addition, the storm may have falsely inflated the level of burnout in the subjects.

Although the original intent of the study was to include probation officers and their significant others, the present study was unable to recruit a significant number of significant others for participation. An effort was made to schedule their sessions at various times of the day and on weekends to make attendance in the program more feasible. However, these efforts did not result in substantial significant other recruitment. It is unclear as to the impact that Tropical Storm Alison had on attendance in the program by the significant others. By the end of the study, only two significant others had completed all training sessions and returned all three assessments preventing the investigators from conducting an analysis that would be reliable and valid.

During the process of curriculum design and program formulation, feedback from a focus group suggested a greater emphasis should be placed on the organizational sources of stress in the curriculum. These suggestions were taken into account in curriculum development. However, if the program was administered in the future, it is suggested that much more time be devoted to organizational stressors. Maslach & Leiter (1997) have suggested that organizational sources of stress are the chief causes of stress and burnout in the workplace. These factors include: work overload, lack of control over one's work, lack of reward, and lack of fairness. These features were all elements of discussion during both the focus groups and training. Future interventions based on this program could be strengthened not only through an increase in presentation time, but also through curricular enhancement in these areas.

Future Directions for Research

Future investigations into the incidence of burnout in probation officers may want to explore the high level of depersonalization as it appears this trend might be unique to criminal justice professionals. Such research endeavors may wish to consider measuring the burnout of probation officers against other occupations. These differences may be associated with the unique type of individuals (offenders) that probation officers serve.

Based on feedback from participants in the study both through focus groups and in end of class evaluations, more emphasis should have been placed on the sources of stress related to the organization. Future studies should provide a greater focus on the impact of organizational sources of stress. In addition, future interventions should address the need to bridge any possible gaps in communication between the line personnel and upper management in order to facilitate dialogue within the organization.

Finally, future applications of the program should consider administration across all classifications of personnel. Such a broad application of the program would require some modification of the current program, for example, adding sections to the organization module to tailor the curriculum to support staff and corrections officer staff as well as upper and mid-management personnel. Further, the communication module might be strengthened by adding a section encouraging dialogue between line officers and department management. Such a modification to the communication module may result in increased organizational communication as it appears to be a central source of stress in the department.

Conclusion

The present study intended to reduce burnout and increase knowledge about stress in probation officers. The program basically achieved this goal. Since this study was the first of its

kind, the program largely served as a pilot study. As such, it appears the program holds promise in reducing the stress and burnout experienced by probation officers and, perhaps, those employed in other capacities within probation departments. Through continued modification, the impact of the program may be greater in future administrations.

Clearly, the most disappointing aspect of the current study was the lack of significant other participation. The reason for the difficulty in recruiting significant others is unclear, but devising creative and unique ways of addressing this issue within the context of organizational resources and culture may result in greater significant other participation and thus increase the effects of the program for the probation officers.

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Appendix

Accountability Data

As the study was a sponsored investigation by the National Institute of Justice, this appendix summarizes and documents the actions taken by the grantees to administer the program.

Summary of Program Activities

This section chronologically outlines activities undertaken in the administration of the program. Once the principal investigator and program manager had completed the project design, a meeting was held with the community supervision department's director and human resources director. The intent of the meeting was to, first, obtain approval of the program format and, second, to solicit administrative support for the project since it would require substantial staff time to complete. The following is a timeline of other related activities:

In May 2000, planning began for the development of a focus group to allow for officer input into the program. To recruit focus group members, an email was sent to department managers soliciting names of staff they would recommend to serve on the focus group. In June 2000, the principal investigator and program manager met with 31 officers and managers to identify obstacles to program success. The group identified and discussed the following issues: motivation for officer participation, obstacles to participation, motivation of family members to participate, and logistical concerns (Appendix I). In December 2000, the focus group members were updated on the progress of the curriculum development. In March 2001, members of the focus group were asked to serve as peer trainers to assist in the delivery of the organization module.

In March 2001, a number of efforts were made to publicize and raise interest in the program. First, a variety of signs promoting the program were placed in all regional offices (Appendix J). These signs introduced the title of the program, S.O.S. ("Stomp Out Stress"). In addition, focus group members were asked to "talk up" the program in their respective regions and during their programs.

In April 2001, the training calendar for June 2001 was distributed via email with the program dates and times. To further market the program, the following items were attached: first, a mini stress assessment that the officers could take in an effort to have them self-evaluate how the program might benefit them (Appendix K); and second, a registration form that provided the officer with an opportunity to designate if they had a significant other who would be interested in participating in the program (Appendix L). The registration form listed all class dates and times. The officers were able to designate the dates and times they wanted to attend each of the four sections of the program. The officers were also able to indicate the times that their significant other would likely want to attend. Invitations to participate were subsequently mailed to the significant others at the addresses provided by the officers on their registration form.

In April 2001, the previously identified peer trainers were invited to a meeting to discuss the elements of the program as well as their function in delivering the organization module. The peer trainers were recruited through recommendations from department supervisors who based their recommendation on the officer's positive work ethic as well as their ability to handle stressful situations.

In order to encourage officer participation as well as seek management buy-in to the program, the program was presented at a manager's meeting in April 2001. The managers were

encouraged to support their officers' attendance at the program. Further, the managers were specifically asked to assist officers in covering their caseloads while they were attending all four sessions throughout the month of June. Also in April 2001, trainers from the Training Branch personally visited each region to promote and recruit participants.

In May 2001, three instructors were recruited that had no association with the department. The instructors all had doctorates in psychology and university teaching experience. The instructors conducted all aspects of the training except for the organization modules that were facilitated by department peer trainers.

Actual Courses Offered and Attendance by Officers and Significant Others

The following table summarizes officer attendance by module, date, time, and number of attendees.

Actual Class Schedule Reporting Date, Time, and Number of Officers in Attendance

Module	Date	Time	Number Attendees
Education	6/6/01	8:00 – 5:00	32
	6/8/01	8:00 – 5:00	35
	6/11/01	8:00 – 5:00	19
Individual	6/13/01	1:00 – 5:00	29
	6/14/01	8:00 – 12:00	36
	6/19/01	1:00 – 5:00	23
Organizational	6/20/01	1:00 – 5:00	21
	6/21/01	8:00 – 12:00	35
	6/21/01**	1:00 – 5:00	2
	6/25/01	1:00 – 5:00	23
	6/25/01*	8:00 – 12:00	6
Communication	6/26/01	8:00 – 12:00	24
	6/27/01	8:00 – 12:00	38
	6/27/01	1:00 – 5:00	21

* for those with management duties; ** for significant others

Table 1

Level of Burnout Based on MBI Score

Burnout Subscale	Low	Moderate	High
		Score Ranges	
Emotional Exhaustion	0 - 16	17 - 26	27 +
Depersonalization	0 - 6	7 - 12	13 +
Personal Accomplishment	39 +	32 - 38	0 - 31

Table 2

Subject's Level of Burnout on Maslach Burnout Inventory on Pretest

Burnout Subscale	Low		Moderate		High		Total #
	#	%	#	%	#	%	
Emotional Exhaustion	8	9 %	25	29 %	52	61 %	85
Depersonalization	4	5 %	27	33 %	54	64 %	85
Personal Accomplishment	39	46 %	24	28 %	22	26 %	85

Table 3

Mean and Standard Deviation of the Subscales on the Maslach Burnout Inventory for the Pretest Assessment

Burnout Subscale	Pretest	
	M	*SD*
Emotional Exhaustion	33.00	13.00
Depersonalization	14.00	7.00
Lack of Personal Accomplishment	37.00	8.00

Table 4

Incidence of Burnout of Subjects Completing Program

Burnout Subscale/Assessment	Low #	Low %	Moderate #	Moderate %	High #	High %	Total #
Emotional Exhaustion							
Pretest	3	10%	12	39%	16	51%	31
Posttest	4	13%	18	58%	9	29%	31
Follow-up	6	19%	11	36%	14	45%	31
Depersonalization							
Pretest	0	0%	10	32%	21	68%	31
Posttest	0	0%	13	42%	18	58%	31
Follow-up	1	3%	11	36%	19	61%	31
Personal Accomplishment							
Pretest	14	45%	11	36%	6	19%	31
Posttest	17	55%	3	10%	11	35%	31
Follow-up	14	45%	6	19%	11	36%	31

Table 5

Mean and Standard Deviation of the Subscales on the Maslach Burnout Inventory for the Subjects Completing Program

Burnout Subscale	Pretest		Follow-up 1		Follow-up 2	
	M	*SD*	*M*	*SD*	*M*	*SD*
Emotional Exhaustion	31.00	13.00	24.90	9.92	26.97	12.29
Depersonalization	14.00	5.70	12.23	4.75	13.61	6.46
Lack of Personal Accomplishment	39.00	6.80	37.00	10.03	37.55	9.40

Table 6

Descriptive Statistics of Knowledge of Stress across the Three Assessments in the Program

	Pretest		Posttest		Follow-up	
	M	*SD*	*M*	*SD*	*M*	*SD*
Knowledge of Stress	14.16	3.16	16.45	2.77	15.65	2.67

Table 7

t-test Comparisons Between Assessments Across Maslach Burnout Inventory Subscales

Burnout Subscale/Assessment Comparison	t	p
Emotional Exhaustion		
Pretest – Posttest	4.41	< .001
Posttest – Follow-up	- 2.01	< .02
Pretest – Follow-up	2.87	< .003
Depersonalization		
Pretest – Posttest	2.54	< .008
Posttest – Follow-up	- 1.20	> .05
Pretest – Follow-up	1.47	> .05
Personal Accomplishment		
Pretest – Posttest	1.69	< .05
Posttest – Follow-up	- .41	> .05
Pretest – Follow-up	1.01	> .05

Table 8

t-test Comparisons Between Assessments on Knowledge of Stress

Knowledge of Stress	t	p
Pretest – Posttest	- 4.13	< .00013
Posttest – Follow-up	1.74	< .04
Pretest – Follow-up	- 2.61	< .0069

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Stomp Out Stress

A grant awarded to the Harris County Community Supervision and Corrections Department to provide a Stress Education and Training Program for Community Supervision and Corrections Officers

Summary Report

to the
National Institute of Justice
Corrections and Law Enforcement Family Support Program

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University of Houston – Downtown
Principal Investigator

Bennett Chapman
Harris County Community Supervision and Corrections Department
Program Manager

The incidence of stress in police officers has been clearly demonstrated in the literature. However, a fellow criminal justice professional, the community supervision, or probation, officer has been widely absent in the stress research. Although both the police and probation officers' jobs entail a great deal of stress associated with safety issues, the job of the probation officer requires greater extended contact with offenders.

Statement of the Problem

Numerous factors overlap to produce potentially stressful situations for the probation officers employed with the Harris County Community Supervision and Corrections Department. The 353 officers in this department are charged with rehabilitating and protecting the public from approximately 44,000 probationers, making the ratio of officers to probationers 1:124. An officer's responsibilities include enforcing the conditions of supervision as ordered by the courts, conducting investigations for treatment recommendations and/or punitive action for offender violations of conditions, assessing risk and need factors, and ensuring regular contact with probationers under court supervision. These conflicting roles are consistently performed under public and media scrutiny and even criticism. In addition, probation departments often have unstable budgets resulting in personnel shortages and limited financial resources.

The stressful nature of the probation officer's job is compounded by the practice of policies being determined by numerous government bodies. Additionally, systemic factors in the organization provide stress for officers. These types of stressors are important because they are often ones that the officer cannot mediate, having little influence or control in identifying solutions.

Conclusion

The stress a probation officer experiences is not caused by a single factor, nor is its alleviation ensured by a single method of intervention. This program utilized a multi-faceted approach of direct intervention to impact the reduction of stress and its effects on officers and their significant others. The outcomes were expected to include: 1) officers reporting lower levels of burnout, using a validated burnout measure; 2) an increase in the officer's knowledge of stress, including: the stressful elements of the job and methods of reducing stress; and 3) a decrease in family/significant others' ratings of the officer's level of burnout and an increase in the significant other's knowledge of stress.

Literature Review

A wealth of research has been conducted on the construct of stress and burnout. Law enforcement officers experience high levels of stress that are different from most other occupations, but a group very similar in job function often goes unnoticed within the field of criminal justice -- probation officers. Very little research has been conducted on probation officers when compared to other occupations. However, most of the existing studies look at these officers through a related concept referred to as burnout, as opposed to stress, as a variable of interest.

The Relation of Stress and Burnout

Hans Selye (1956) provided what continues to be the foundation of what we understand about stress. Seyle's theory, the General Adaptation Syndrome, defined stress as "a non-specific, often global, emotional response by an organism to real or imagined demands" (Selye, 1976). According to Selye's triphasic theory, an individual's response to a stressor occurs in three stages: 1) an initial short-term stage of alarm, 2) a longer

period of resistance or adaptation, and 3) a final stage of exhaustion. The pivotal period is in stage two. The organism's ability to resist the stressor or adapt behavior determines whether there is progression to stage three or return to a state of homeostasis (non-threat).

Farber (1991) proposes the following definition of burnout:

Burnout is a work-related *syndrome* [italics added in original] that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output), this perception being influenced by individual, organizational, and social factors. It occurs most often in those who work face to face with troubled or needy clients and is typically marked by withdrawal from and cynicism toward clients, emotional and physical exhaustion, and various psychological symptoms, such as irritability, anxiety, sadness, and lowered self-esteem. (p. 24)

Maslach and Jackson (1981, 1984, 1986) proposed a multidimensional model of burnout that has been widely accepted. According to the authors, there are three fundamental dimensions of burnout: 1) emotional exhaustion (associated with feelings of being worn out, used up, or drained), 2) depersonalization (associated with a feeling of callousness or treating others as if they were impersonal objects), and 3) lack of personal accomplishment (associated with feelings of ineffectiveness and inadequacy). The work of Maslach and Jackson (1981, 1986) led to a widely used burnout instrument entitled the *Maslach Burnout Inventory (MBI)* which assesses burnout of the individual across the three aforementioned domains.

4

Individual and Organizational Factors Related to Stress and Burnout

There are two main categories for classifying factors that characterize or mediate stress and burnout -- individual and organizational. Individual factors include such things as: demographics, attitudes, personality traits, and life experiences/changes (Farber, 1991). Organizational factors are elements existent in the organization or even driven by a group associated with the individual. Burisch (1993) noted individuals experiencing high levels of burnout reported a sense of conflict between the need to help and the ability to meet the demand. In 1982, Schwab and Iwanicki concluded that role conflict and role ambiguity were important elements in predicting burnout.

Empirical research on burnout has focused on job factors perhaps more than any other variable (Maslach, 1993). In general, the body of research in the area finds that job factors are more highly related to burnout than are demographic or personal factors (Maslach, 1993). Researchers have established a direct relation between burnout and many job factors, including: caseload (Jackson, Schwab, & Schuler, 1986; Maslach & Jackson, 1984), high levels of direct contact with clients (Lewiston, Conley, & Blessing-Moore, 1981), more difficult client problems (Meadow, 1981), greater role conflict (Birch, Marchant, & Smith, 1986; Jackson, Schwab, & Schuler, 1986; Schwab & Iwanicki, 1982), and low levels of peer support (Burke, Shearer, & Denszca, 1984).

Social Support, Stress, and Burnout

One of the most studied mediating factors in stress and burnout research is social support. Pines (1988) concluded that individuals who have access to social support are less likely to experience burnout. In another study, Russell, Altmaier, and Van Velzen (1987) found that the lack of three social support factors were predictive of burnout:

support from supervisors, reassurance of their worth, and what they termed "reliable alliance" (having someone to whom they could turn in a crisis situation.) These and many other studies have demonstrated the positive role of social support in mediating stress and burnout.

Burnout in Probation Officers

Whitehead (1981) published one of the largest studies of burnout in probation officers, surveying 1000 officers. The study indicated that about 20% of the officers reported feeling burned out at least once a week. Other research by Whitehead and Lindquist (1985) found that probation officers were more highly stressed than police officers and institutional correctional officers.

Summary

To date, little research has been devoted to the treatment of stress and burnout in probation officers. Further, resources for combating this epidemic have been limited and under utilized (e.g., employee assistance programs and training). The purpose of the present study was to provide a cost-effective intervention that did not require a significant commitment of time.

METHOD

This study utilized a multidimensional approach toward the design of a stress intervention program. The program was an education-based stress intervention for probation officers and a member of their family, looking at: education on stress, individual response to stress, organizational sources of stress, and communicating about stress. The study was a quasi-experimental design as the use of a control group and random selection techniques were eliminated. The effectiveness of the study was

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demonstrated by a reduction in the level of burnout and increased knowledge about stress.

Participants

Initially, the program included 86 probation officers who were recruited from the Harris County Community Supervision and Corrections Department based in Houston, Texas. However, only 31 completed all four of the training courses and all three assessments. Included in the sample are three officers with personnel supervision duties. Although the original study proposed to include the participation of significant others of these officers, only two of the five significant other participants successfully completed the program. Due to the lack of response, no analyses could be applied to this group.

At the time of the study, the department was comprised of approximately 350 officers from a variety of ethnic groups and possessing a range of experience between one and more than twenty years. Selection of subjects was through a convenience sample as the officers and spouses/significant others participated on a voluntary basis.

Spouses/Significant Others. A "significant other" was defined as a person who had lived with the officer for more than one year. The study started with 23 significant others expressing an interest to participate. Only five attended the first class and only two completed the study.

Materials

Maslach Burnout Inventory. Maslach and Jackson's (1986) *Maslach Burnout Inventory* (*MBI*) is a self-report measure containing three subscales: emotional exhaustion (9 items), depersonalization (5 items), and lack of personal accomplishment (8 items). Each item on the *MBI* is a statement about the individual's feelings or attitudes about their

work. The *MBI* has been used extensively in stress and burnout research, and its reliability has been adequately demonstrated (Green & Walkey, 1988; Schaufeli, Enzmann, & Girault, 1993).

Significant Other Rating Scale. The Significant Other Burnout Inventory (Glazier, 1996) was designed for the assessment of burnout by significant others in a subject's life using a behavioral rating scale. The inventory was constructed by transforming the *Maslach Burnout Inventory* items into behaviorally observable items.

Knowledge of Stress Survey. The Knowledge of Stress Survey was a 25 item multiple-choice survey intended to assess the participants' knowledge of stress. The questions on the survey were derived from the curriculum for the present study and assessed all content areas of the curriculum.

Procedure

The program consisted of three assessments, including a pretest, a posttest (administered one month after intervention), and a six-month follow-up. It is noted that the burnout inventory the significant others completed was for them to assess the officer's level of burnout, rather than their own.

Numerous efforts were made to ensure subject response rates on the assessments including: mail-outs with cover letters, email correspondence, personal visits, and telephone calls. Additionally, in order to maintain data confidentiality as well as create a secure environment in which officers could participate, the principal investigator collected and managed all data and data analyses efforts.

Program Design

Using experts in the field of stress and burnout, officers, and in some instances a member of their family, were exposed to a series of interventions related to various aspects of stress, including: stress education, organizational sources of stress, individual response to stress, and finally, a session on how to communicate about stress in the home. The intervention sessions for the education, organizational, and individual components were separated for officers and their significant others as they received somewhat different training on the same topic. The final, joint session allowed not only for synthesis of the previous sessions, but also for the officers and significant others to apply the techniques they had learned in the program.

The first component of the intervention was an eight-hour course associated with educating the participants on stress. The second was a four-hour session that dealt with understanding how organizational factors impact the individual's level of stress. Third was a four-hour module associated with the individual factors that may contribute to high levels of stress. Finally, the fourth component of the intervention was a four-hour session that served to solidify the entire program by discussing good and healthy ways of communicating in the home about stress and burnout.

Program Evaluation

In order to evaluate the program, two sources of data were collected. First, the officers' level of burnout was assessed using the *Maslach Burnout Inventory* (1976, 1978). In addition, the officers' significant other completed a behavior rating scale of burnout based on the work of Maslach (1976) and constructed and validated by Glazier

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(1996). Second, both the officer and their significant other completed a knowledge of stress survey.

In order to demonstrate the effectiveness of the program, the researchers applied a pretest –posttest design measuring the aforementioned constructs prior to and after the intervention. In order to establish the durability of the program, a second posttest measure was administered approximately six months from the termination of the program.

RESULTS

The main purpose of this study was to assess the effectiveness of a training-based intervention program in an attempt to reduce stress and burnout in probation officers. Two variables were utilized for demonstrating post treatment effects – burnout and knowledge of stress.

Incidence of Burnout

The pretest of the officers completing the program suggests the majority of officers were burned out across the three subscales of the MBI. In comparing the pretest, posttest, and follow-up assessments, there was a reduction of burnout as represented by the emotional exhaustion and depersonalization subscales. However, in comparing the assessments within the personal accomplishment subscale, there was an increase in the officers' feelings of a lack of personal accomplishment from the pretest to the posttest. This effect reversed to the original level of the pretest assessment at the time of the follow-up assessment. It is also generally noted that changes in the percentage of officers classified as high in the three burnout subscales across the assessments shows a reduction

of burnout between the pretest and posttest. However, the reduction is not maintained from the posttest to follow-up assessments.

Program Effectiveness

In order to establish the impact the program had on reducing burnout and increasing knowledge of stress, numerous t-tests were performed. All three of the pretest-posttest tests for a reduction in burnout demonstrated lower levels of burnout after assessment. To assess the long-term effects of the program, t-tests were performed on the posttest and the six-month follow-up. The only significant test was on the posttest-follow-up comparison on the emotional exhaustion subscale. To further clarify the long-term impact of the program, data was subjected to a comparison between the pretest and follow-up assessments across the burnout subscales. The pretest-follow-up tests for depersonalization and personal accomplishment did not produce statistically significant results.

In addition to the assessment of program effectiveness in relation to the officers' level of burnout, the present study considered whether knowledge of stress would increase as a result of the program. The pretest-posttest analysis for the officers' knowledge of stress suggested that there was a statistically significant change. The pretest-follow-up analysis also suggested a statistically significant difference. However, the posttest-follow-up analysis suggested there was no statistically significant difference between the assessments.

DISCUSSION

The central element of this study was to mediate the stress and burnout experienced by probation officers through a training program on stress. In addition, the

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study attempted to document the level of burnout experienced by probation officers as no studies currently appear in the literature.

Incidence of Burnout

As a group, the results of the probation officers' responses on the MBI appear to match the profile indicative of burned out individuals, with over 50 percent of probation officers in the study being burned out. One interesting finding was that the officers reported higher levels of depersonalization than emotional exhaustion. This pattern is an uncommon observation in the literature. Glazier (1996) found the same pattern in police officers. These results may suggest that criminal justice professionals who work directly with offenders may attempt to alleviate burnout by depersonalizing the individuals they serve. Future stress or burnout interventions may wish to address this unique observation in criminal justice professionals.

Program Effectiveness

The central question of this study was whether an intervention based on training programs would reduce the amount of stress and burnout in probation officers.

Reduction of Burnout. The results of this study support the purpose of this research to reduce experienced burnout through a stress training program. The probation officers' level of burnout across the three subscales of emotional exhaustion, depersonalization, and personal accomplishment were all reduced post intervention. The methodology also attempted to assess the durability of the intervention by conducting a follow-up assessment. It is noted that the officers' average scores were lower at posttest and follow-up. Although there were not entirely statistically different results across the assessments, the pattern of the officers' responses appear to be indicative of effect decay.

Therefore, it appears that the effect of the intervention deteriorates to some degree over time. It is noted that none of the results demonstrated that the officers' scores returned to the baseline established at the pretest assessment.

Increased Knowledge About Stress. The analysis of the officers' knowledge about stress demonstrated statistically significant differences across assessments indicating the officers had increased their knowledge about stress. However, it is noted that the posttest-follow-up analysis, although significant, showed a slight reduction in knowledge about stress at follow-up. As with the level of burnout, the officers' knowledge of stress had not returned to baseline after six months.

Limitations of the Study

Perhaps the most significant limitation of the study was subject recruitment and attrition. The administration of the program was significantly impacted by Tropical Storm Alison which arrived the first week of training. In an effort to reduce subject attrition, the investigators attempted to schedule make-up classes, but these efforts did not positively impact subject retention. Unfortunately, subjects who missed one or more classes were removed from the final analysis as they had missed a portion of the intervention and violated the research methodology. This event may have falsely inflated the level of burnout in the subjects.

Although the original intent of the study was to include probation officers and their significant others, the present study was unable to recruit a significant number of significant others for participation. An effort was made to schedule their sessions at various times of the day and on weekends to make attendance in the program more feasible. However, these efforts did not result in significant other recruitment. By the

end of the study, only two significant others had completed all training sessions and returned all three assessments.

If the program was administered in the future, it is suggested that much more time be devoted to organizational stressors. The future interventions based on this program could be strengthened not only through an increase in presentation time, but also through curricular enhancement in this area.

Future Directions for Research

Future investigations into the incidence of burnout in probation officers may want to explore the high level of depersonalization as it appears this trend might be unique to criminal justice professionals. Such research endeavors may wish to consider measuring the burnout of probation officers against other occupations. These differences may be due to the individuals that are served by probation officers.

Future studies should provide a greater focus on the impact of organizational sources of stress. In addition, future interventions should address the need to bridge any possible gaps in communication between the line personnel and upper management in order to facilitate dialogue within the organization.

Future applications of the program should consider administration across all classifications of personnel. Such an application would require some modification of the current program, for example, adding sections to the organization module to tailor the curriculum to support staff and correction officer staff, as well as upper and mid-management personnel. Further, adding a section encouraging dialogue between line and management personnel with the expectation that organizational communication on the

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sources of workplace stress will be increased might strengthen the communication module of this study.

Conclusion

The present study intended to reduce burnout and increase knowledge about stress in probation officers. The program essentially achieved this goal. Since this study was the first of its kind, the program served as a pilot study. As such, it appears the program holds promise in reducing the stress and burnout experienced by probation officers and, perhaps, those employed in other capacities within probation departments. Through continued modification, the impact of the program may be greater in future administrations.

Appendix A

Maslach Burnout Inventory
(entitled Officer Survey)
Utilized with:
- Pretest
- Posttest
- Follow-up

Name: _____

Please print neatly

Officer Survey

The first five questions of this survey ask questions about you. The next set of questions (6 - 27) contains
statements of job-related feelings. Please read each statement carefully and decide if you ever feel this
way about your job. You can respond to questions 6 through 27 by using the response key located just
before question 6.

For questions 1 –5, please record the number in the blank that corresponds to the option that describes
you.

_____ 1. Your gender
          1 = male
          2 = female

_____ 2. Your years of experience in community corrections
          1 = 1 – 5 years
          2 = 6 – 10 years
          3 = 11 – 15 years
          4 = 16 – 20 years
          5 = 21 + years

_____ 3. Your age
          1 = 18 – 25 years
          2 = 26 – 30 years
          3 = 31 – 35 years
          4 = 36 – 40 years
          5 = 41 – 45 years
          6 = 46 – 50 years
          7 = 51 – 55 years
          8 = 56 – 60 years
          9 = 61 + years

_____ 4. Your ethnicity (please chose only one category)
          1 = Asian
          2 = Black
          3 = Hispanic
          4 = White
    ___ 5 = Other

_____ 5. Your position
          1 = Officer
          2 = Supervisor/Manager

Using the following scale, please respond to questions 6 – 27:

1 = Never
2 = A few times a year or less
3 = Once a month or less
4 = A few times a year a month
5 = Once a week
6 = A few times a week
7 = Every day

_____ 6. I feel emotionally drained from my work.
_____ 7. I feel "used up" at the end of the workday.
_____ 8. I feel fatigued when I get up for work and have to face another day on the job.
_____ 9. I can easily understand how clients can blame me for some of their problems.
_____ 10. I feel I treat some clients as if they were impersonal "objects."
_____ 11. Working with people is really a strain for me.
_____ 12. I deal very effectively with the problems of my clients.
_____ 13. I feel burned out from my job.
_____ 14. I feel I'm positively influencing other people's lives.
_____ 15. I've become more callous toward people since I took this job.
_____ 16. I worry that this job is hardening me emotionally.
_____ 17. I feel very energetic.
_____ 18. I feel frustrated by my job.
_____ 19. I feel I am working too hard on my job.
_____ 20. I don't really care what happens to some citizens.
_____ 21. Working with people directly puts too much stress on me.
_____ 22. I can easily create a relaxed atmosphere with my clients.
_____ 23. I feel exhilarated after working closely with clients.
_____ 24. I have accomplished many worthwhile things in this job.
_____ 25. I feel like I'm at the end of my rope.
_____ 26. In my work, I deal with emotional problems very calmly.
_____ 27. I feel some clients blame me for some of their problems.

Thank you for completing the survey.

In order to match your post-test scores, please record your social security number here:

_____

Appendix B

Maslach Burnout Inventory
(entitled Spouse/Significant Other Survey)
Utilized with:
- Pretest
- Posttest
- Follow-up

Name: _____

Please print neatly

Spouse/Significant Other Survey

The first five questions of this survey ask questions about you. The next set of questions (6 - 27) contains statements of job-related behaviors you have observed in your spouse/significant other. *You should not answer these questions in relation to yourself.* Please read each statement carefully and decide if you have ever observed these behaviors in your spouse/significant other in relation to their job. You can respond to questions 6 through 27 by using the response key located just before question 6.

For questions 1 –5, please record the number in the blank that corresponds to the option that describes you.

_____ 1. Your gender
   1 = male
   2 = female

_____ 2. How long have you known your spouse/significant other?
   1 = 1 – 5 years
   2 = 6 – 10 years
   3 = 11 – 15 years
   4 = 16 – 20 years
   5 = 21 + years

_____ 3. Your age
   1 = 18 – 25 years
   2 = 26 – 30 years
   3 = 31 – 35 years
   4 = 36 – 40 years
   5 = 41 – 45 years
   6 = 46 – 50 years
   7 = 51 – 55 years
   8 = 56 – 60 years
   9 = 61 + years

_____ 4. Your ethnicity (please chose only one category)
   1 = Asian
   2 = Black
   3 = Hispanic
   4 = White
   5 = Other

_____ 5. To what degree do you feel your spouse's/significant other's job has negatively impacted your home life?
   1 = Not at all
   2 = Slightly
   3 = Significantly

Using the following scale, please respond to questions 6 – 27 while reflecting on the observations you have made about your spouse/significant others job:

1 = Never
2 = A few times a year or less
3 = Once a month or less
4 = A few times a year a month
5 = Once a week
6 = A few times a week
7 = Every day

_____	6.	My partner appears emotionally drained from work as evidenced by not wanting to discuss the events of the work day.
_____	7.	My partner appears "used up" at the end of the day (e.g., tired, lethargic, or listless).
_____	8.	My partner appears fatigued after getting up from sleep and has to face another day on the job.
_____	9.	My partner makes comments that may suggest they can easily recognize how clients feel about things.
_____	10.	In conversations, I have heard my partner make comments about clients in impersonal/unfeeling ways.
	11.	My partner makes comments that may suggest that working with people places a great or excessive demand on their emotions.
_____	12.	My partner appears to be effective in dealing with the problems of clients (e.g., recounts stories where their actions were influential in solving problems).
_____	13.	My partner makes comments that may suggest they are burned out from their work.
_____	14.	My partner makes comments that may suggest they see themselves as positive role models in the community.
_____	15.	My partner appears callous or jaded toward clients.
_____	16.	My partner appears to be hardened emotionally by others' plights.
_____	17.	My partner appears very energetic (e.g., displays enthusiasm toward social and household activities).
_____	18.	My partner makes comments that may suggest they are frustrated or feel defeated by their work.
_____	19.	My partner makes comments that may suggest they are working too hard on the job.
_____	20.	My partner makes comments that may indicate they don't care about what happens to some clients.
_____	21.	My partner makes comments that may suggest that direct contact with people often results in high stress.
_____	22.	My partner makes comments that lead me to believe they are able to create a relaxed atmosphere while dealing with clients.
_____	23.	My partner returns home "pumped up" or exhilarated after working closely with clients.
_____	24.	My partner makes comments that may suggest they have accomplished things that were important enough to repay the time or effort spent on the job.
_____	25.	My partner appears to be at the end of their rope (e.g., makes comments that suggest they can no longer continue at the same pace).
_____	26.	My partner appears to deal with emotional problems associated with work very calmly (e.g., when emotional problems related to work present themselves, they are able to handle them in a quiet and settling manner).
_____	27.	My partner makes comments that may suggest some clients blame the criminal justice system for their problems.

Appendix C

Knowledge of Stress Survey
   Utilized with:
   - Pretest
   - Posttest
   - Follow-up

Knowledge of Stress Survey – Answer Key

Name: _____
Please print neatly

Knowledge of Stress Survey

_____ 1.   Which of the following statements is not true about stress?

     a.   Experiencing stress is a normal part of life
     b.   If you have no symptoms of stress, then stress is not taking a toll on you.
     c.   If you are taking medications or have developed defense mechanisms to mask the symptoms of stress, then you are unable to reduce the strain on your body.
     d.   When you are highly stressed, it is more difficult to plan and prioritize your activities.
     e.   Our schedules and physical limitations can limit our choices of how to manage the stress in our lives.

_____ 2.   Which of the following is the definition of self-esteem?

     a.   the feelings a person has of high or low self worth
     b.   a judgment that one can master and perform needed behaviors when needed
     c.   all our thoughts and feelings about ourselves
     d.   our personality plus our character traits

_____ 3.   According to which theory about stress are there three stages of reaction to stress: reaction, resistance, and exhaustion?

     a.   Appraisal and Caring
     b.   Flight or Fight
     c.   General Adaptation Syndrome
     d.   Eustress Syndrome
     e.   None of the above

_____ 4.   Which of the following statements is true regarding organizational stress?

     a.   organizations have a finite amount of resources such as time and money
     b.   having support from co-workers has not been found to be particularly helpful in reducing stress at work
     c.   you have control over all of the elements of your job functions
     d.   the organization is responsible for resolving your stress issues
     e.   when your job is really "stressing you out" it is not possible to learn new techniques on how to manage that stress; you have to wait until a period of time when the stress has passed

_____ 5.   Which of the following is not a benefit of a cooperative style of communication?

   a.   a healthier lifestyle
   b.   more respect
   c.   greater comfort with conflict
   d.   better coordination of life activities
   e.   none of the above

_____ 6.   "Stress Reaction" means:

   a.   an individual response to a given stressor
   b.   the prolonged impact of a stressor on the system that results in overload and fatigue
   c.   a specific problem or personal conflict that can be either an external or internal threat to the individual
   d.   positive experiences of success followed by higher expectations
   e.   disappointment, failure, threat or other negative experiences

_____ 7.   Which of the following is not a commonly recognized and accepted method of stress reduction?

   a.   training oneself to exclude an anxiety producing event from the conscious awareness
   b.   assertiveness training
   c.   conflict resolution training
   d.   progressive muscle relaxation
   e.   resistance training

_____ 8.   Listening *responsively* involves a person

   a.   acknowledging what another has said
   b.   agreeing with what another has said
   c.   advising another on what to do in a situation
   d.   persuading others to your point of view

_____ 9.   An example of a secondary stressor is:

   a.   a student has three final exams in a 2 day period
   b.   a teenager has been denied by her parents the opportunity to go to an overnight party with a group of friends
   c.   the loss of a job leads to a shortage of money which leads to hand me down clothes which leads to an embarrassed child which leads to more stress for the adult
   d.   a boss is mad and yells at a co-worker

_____10.   Which type of people take on additional tasks that allow them to remain challenged but then become inefficient and anxious when under stress?

   a.   strivers
   b.   inner con artists
   c.   worriers
   d.   pleasers
   e.   internal time keepers

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_____11.   The practice of bringing together people in order to demonstrate the
power of the group as well as ways of appreciating individual differences
is known as:

     a.   social support networking
     b.   stress mediation
     c.   team building
     d.   peer backing

_____12.   Which of the following responses work well for a person in the long run?

     a.   distracting
     b.   denying
     c.   generalizing
     d.   a & c only
     e.   none of the above

_____13.   Which of the following are indications of "burnout"?

     a.   physical fatigue
     b.   development of negative self-concepts and attitudes toward work
     c.   a sense of helplessness or hopelessness
     d.   all of the above
     e.   a and c only

_____14.   Examples of coping mechanisms used during times of high levels of
anxiety include:

     a.   aggressive anger or hostility
     b.   assertive problem solving
     c.   withdrawal, physically and/or emotionally
     d.   all of the above
     e.   a and c only

_____15.   All but which of the following are reasons that learning new
communication skills takes effort?

     a.   we are surrounded by good examples of communication
     b.   cooperation between people is more demanding than coercing or
threatening to get what we want
     c.   our ways of communicating are woven into our personalities
     d.   we must participate in and observe conversations at the same
time

_____16.   Indicate which of the following is an example of nonproductive or
unfulfilling conversational intent.

     a.   telling you about my experiences/feelings
     b.   negotiating or bargaining with you about a project
     c.   hearing what is happening with you
     d.   hiding what is important to me from you
     e.   resolving a conflict that I have with you

_____17. Which of the following is an example of *denial*, a defense mechanism used as a means of coping with stress?

a. a woman criticizes her neighbor for being a terrible gossip when in fact the woman gossips herself
b. an officer has stacks of case files on his desk with volumes of work to be done, but informs co-workers and supervisors he is keeping up
c. an officer expresses anger toward another officer because she just had a disagreement with her supervisor
d. an officer forgets the due date of an important report
e. an officer is not skilled at making written notations in case files but does excellent casework

_____18. In which personality type is a person likely to be time oriented, tending to watch the clock and make sure that something is not taking too much time?

a. Type B
b. Type A
c. Type C
d. Type D
e. a combination of two or more of the above

_____19. In which of the following systems in humans can signs of stress be noted?

a. cognitive-perceptual
b. behavioral
c. psychological
d. physical
e. all of the above

_____20. Choose the item below that is not one of the techniques for practicing good communication.

a. inviting consent to pursue the intent of your conversation
b. translating your complaints into specific requests and explaining them
c. expressing more appreciation to your listener
d. expressing yourself more clearly and completely
e. none of the above

_____21. What type of communication moves people toward cooperation?

a. a justified complaint
b. asking "why?"
c. stating that something "should" be done
d. making a generalization about a situation
e. explaining a request

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_____22. Which behavior are men likely to not demonstrate as a reaction to stress?

    a. providing greater nurturing to their children
    b. initiating a confrontation
    c. retreating
    d. isolating themselves

_____23. Which of the following is not a true statement about our predisposition to stress?

    a. those who have experienced a great deal of stress over their lives tend to react more positively to stress than others
    b. sensitization occurs because we have "learned" over the years to react in a certain manner
    c. the amount of stress we have experienced throughout our lives makes us respond more quickly to stressful situations
    d. future stressful events are likely to be dealt with in the same manner as previously handled

_____24. Which of the following are methods people use to cope with difficult situations when they don't know how to negotiate and work through them?

    a. breaking things, hitting people or running away
    b. acting out feelings one doesn't have in order to avoid ones they do have
    c. going "crazy" to get oneself out of a seemingly impossible situation
    d. all of the above
    e. a and c only

_____25. The situation where the body that has experienced stress never returns to a state of balance is known as:

    a. residual stress
    b. forecasting
    c. role ambiguity
    d. role overload
    e. resistance

Knowledge of Stress Survey
Answer Key

1. B
2. A
3. C
4. A
5. E
6. A
7. A
8. A
9. C
10. E
11. C
12. E
13. D
14. D
15. A
16. D
17. B
18. B
19. E
20. E
21. E
22. A
23. A
24. D
25. A

Appendix D

Harris County Community Supervision
and Corrections Department Request for Participation in a
Research Project - Officers

Harris County Community Supervision
and Corrections Department Request for Participation in a
Research Project - Spouse/Significant Other

Harris County Community Supervision and Corrections Department
Request for Participation in a Research Project - Officers

Dear Potential Participant:

We are requesting your participation in a research project on stress in community corrections officers. The Harris County Community Supervision and Corrections Department (HCCSCD) applied for grant funds through the Corrections and Law Enforcement Family Support (CLEFS) program sponsored by the U. S. Department of Justice to develop a program to address the stress of the community supervision officers in Harris County. The HCCSCD invited the University of Houston – Downtown to participate in the grant to act as the principal research investigator.

This project is being supported by Grant No. 2000-FS-VX-K002 awarded by the National Institute of Justice, Office of Justice Programs, U. S. Department of Justice. The points of view in this program are those of the author(s) and do not necessarily represent the official position or policies of the U. S. Department of Justice.

The purpose of this research is to educate you and possibly your spouse/significant other about stress as it relates to your work. As part of this research you will complete a number of surveys related to stress and some of your job-related attitudes as well as attend four training classes on stress. This project also allows for a spouse or significant other to participate as well – although not all participating officers will have a spouse or significant other participating. This project has two follow-ups. After all the training sessions have terminated, you will be asked to take the two surveys you were given today again. The first follow-up will be one month after the completion of the training. The second follow-up will be five months after completion of the training.

Although subject identity will be linked with subject responses on the two surveys, HCCSCD will NOT know how you responded as the University of Houston - Downtown will be the only party with access to subject identity. At no time will the University of Houston – Downtown release data that would identify either subjects or their responses by name; thus, you will remain anonymous to HCCSCD. The data collected from this study will be used for education and publication purposes; however, when the data is used in this manner it will never identify you personally.

There are two questionnaires in this packet. The first questionnaire asks general questions about what you know about stress. The second questionnaire asks questions about your attitudes and feelings about your work as well as some brief personal information. We estimate that completion of these questionnaires will take approximately 20 minutes.

We do not foresee that you should experience any risks as a result of your participation in this project. We do hope that by participating in this project that you will be more aware of how stress impacts you and your family as well as how you might better deal with stressful situations both at work and at home. Your participation will also allow social scientists to better understand work attitudes in stressful occupations. Such information can contribute to a better

understanding of a complex issue and the development of more efficient interventions for others in your occupation.

You have several choices regarding your level of participation in this project: 1) you may decide not to participate at all; 2) you may decide not to answer some of the questions; 3) you may decide to terminate your participation even after you have begun. Any of these choices is an option and you will not suffer any penalty; nor will it negatively impact your employment status.

WE ASK THAT YOU NOT DISCUSS THE QUESTIONNAIRES WITH YOUR SPOUSE/SIGNIFICANT OTHER UNTIL BOTH QUESTIONNAIRES HAVE BEEN RETURNED AFTER THE FINAL FOLLOW-UP.

After all data has been collected, a debriefing session may be requested by contacting Dr. Bob Glazier with the University of Houston – Downtown at the numbers and address below. If you have any questions, or problems arise in connection with you or your significant other's participation in this study, during or after completion, contact Dr. Glazier.

Dr. Bob Glazier
University of Houston – Downtown
Department of Criminal Justice
One Main Street
Houston, Texas 77002

(713) 221-8425

THIS PROJECT IS BEING CONDUCTED UNDER THE TERMS AND CONDITIONS OF HUMAN SUBJECT RESEARCH AS OUTLINED BY THE FEDERAL GOVERNMENT.

Please complete the following information and sign below indicating you have read and understand the content of this document.

Name: _____

Address: _____

City, State, Zip Code: _____

Phone Number: _____

Signature: _____

Harris County Community Supervision and Corrections Department
Request for Participation in a Research Project – Spouse/Significant Others

Dear Potential Participant:

We are requesting your participation in a research project on stress in community corrections officers. The Harris County Community Supervision and Corrections Department (HCCSCD) applied for grant funds through the Corrections and Law Enforcement Family Support (CLEFS) program sponsored by the U. S. Department of Justice to develop a program to address the stress of the community supervision officers in Harris County. The HCCSCD invited the University of Houston – Downtown to participate in the grant to act as the principal research investigator.

This project is being supported by Grant No. 2000-FS-VX-K002 awarded by the National Institute of Justice, Office of Justice Programs, U. S. Department of Justice. The points of view in this program are those of the author(s) and do not necessarily represent the official position or policies of the U. S. Department of Justice.

The purpose of this research is to educate you and your spouse/significant other about stress as it relates to your work. As part of this research you will complete a number of surveys related to stress and some of your spouse's/significant other's job-related attitudes as well as attend four training classes on stress. This project has two follow-ups. After all the training sessions have terminated, you will be asked to take the two surveys you were given today again. The first follow-up will be one month after the completion of the training. The second follow-up will be five months after completion of the training. As a spouse/significant other, your follow-ups will be administered via U. S. mail.

Although subject identity will be linked with subject responses on the two surveys, HCCSCD will NOT know how you responded as the University of Houston - Downtown will be the only party with access to subject identity. At no time will the University of Houston – Downtown release data that would identify either subjects or their responses by name; thus, you will remain anonymous to HCCSCD. The data collected from this study will be used for education and publication purposes; however, when the data is used in this manner it will never identify you personally.

There are two questionnaires in this packet. The first questionnaire asks general questions about what you know about stress. The second questionnaire asks questions about *your observations* of your spouse's/significant other's attitudes and feelings about their work as well as some brief personal information. We estimate that completion of these questionnaires will take approximately 20 minutes.

We do not foresee that you or your spouse/significant other should experience any risks as a result of your participation in this project. We do hope that by participating in this project that you will be more aware of how stress impacts you and your family as well as how you might better deal with stressful situations as they arise from your spouse's/significant other's work. Your participation will also allow social scientists to better understand work attitudes in stressful occupations. Such information can contribute to a better understanding of a complex issue and

the development of more efficient interventions for others in your spouse's/significant other's occupation.

You have several choices regarding your level of participation in this project: 1) you may decide not to participate at all; 2) you may decide not to answer some of the questions; 3) you may decide to terminate your participation even after you have begun. Any of these choices is an option and you and your spouse/significant other will not suffer any penalty; nor will it negatively impact your spouse's/significant other's employment status.

WE ASK THAT YOU NOT DISCUSS THE QUESTIONNAIRES WITH YOUR SPOUSE/SIGNIFICANT OTHER UNTIL BOTH QUESTIONNAIRES HAVE BEEN RETURNED AFTER THE FINAL FOLLOW-UP.

After all data has been collected, a debriefing session may be requested by contacting Dr. Bob Glazier with the University of Houston – Downtown at the numbers and address below. If you have any questions, or problems arise in connection with you or your significant other's participation in this study, during or after completion, contact Dr. Glazier.

Dr. Bob Glazier
University of Houston – Downtown
Department of Criminal Justice
One Main Street
Houston, Texas 77002

(713) 221-8425

THIS PROJECT IS BEING CONDUCTED UNDER THE TERMS AND CONDITIONS OF HUMAN SUBJECT RESEARCH AS OUTLINED BY THE FEDERAL GOVERNMENT.

Please complete the following information and sign below indicating you have read and understand the content of this document.

Name: _____

Address: _____

City, State, Zip Code: _____

Phone Number: _____

Your Spouse's Name: _____

Signature: _____

Appendix E

Cover Letters Concerning Completion and Return of Posttests and Follow-up Surveys

Harris County
COMMUNITY SUPERVISION AND CORRECTIONS DEPARTMENT

49 San Jacinto • Houston, Texas 77002 • (713)755-2700

Nancy H. Platt, Director
Mike Enax, Assistant Director

January 3, 2001

Dear SOS Class Participant,

Happy New Year! We hope that 2002 is a great year for you and your family.

Last summer you participated in the Department's Stomp Out Stress grant project by completing two surveys and attending some or all of four classes on stress issues.   In August, many of you participated in the second phase of the project by again filling out two surveys and returning them to Dr. Glazier at the University of Houston-Downtown. It is now time to wrap up your involvement in this program by *one more time* completing the inventory about your knowledge of stress and your assessment of your spouse's current level of stress and burnout.

We were able to get a lot of good information from the first two assessments periods, and we need your help in collecting the last bit of data that we need for the grant. We know that many of you are just returning from vacations and may have a lot to do to catch up with your workloads. However, we are asking that you please take a few minutes to complete the two enclosed surveys and return them in the envelope provided to Dr. Glazier no later than Friday, January 18, 2001. It is very important that we receive as many responses as possible in order to be able to give a meaningful report to the Department of Justice, who is funding this project. As has been communicated previously, Community Supervision and Corrections Department personnel will not have access to your completed survey instruments.

Thank you, in advance, for your willingness to help us see this project through to completion. There are finally more studies about stress in community corrections personnel being undertaken by others in the field. The results of the study in which you are participating will provide much needed information to those in Washington who are responsible for providing funding to study and combat stress.

We look forward to receiving you response.

Sincerely,

Bennett Chapman
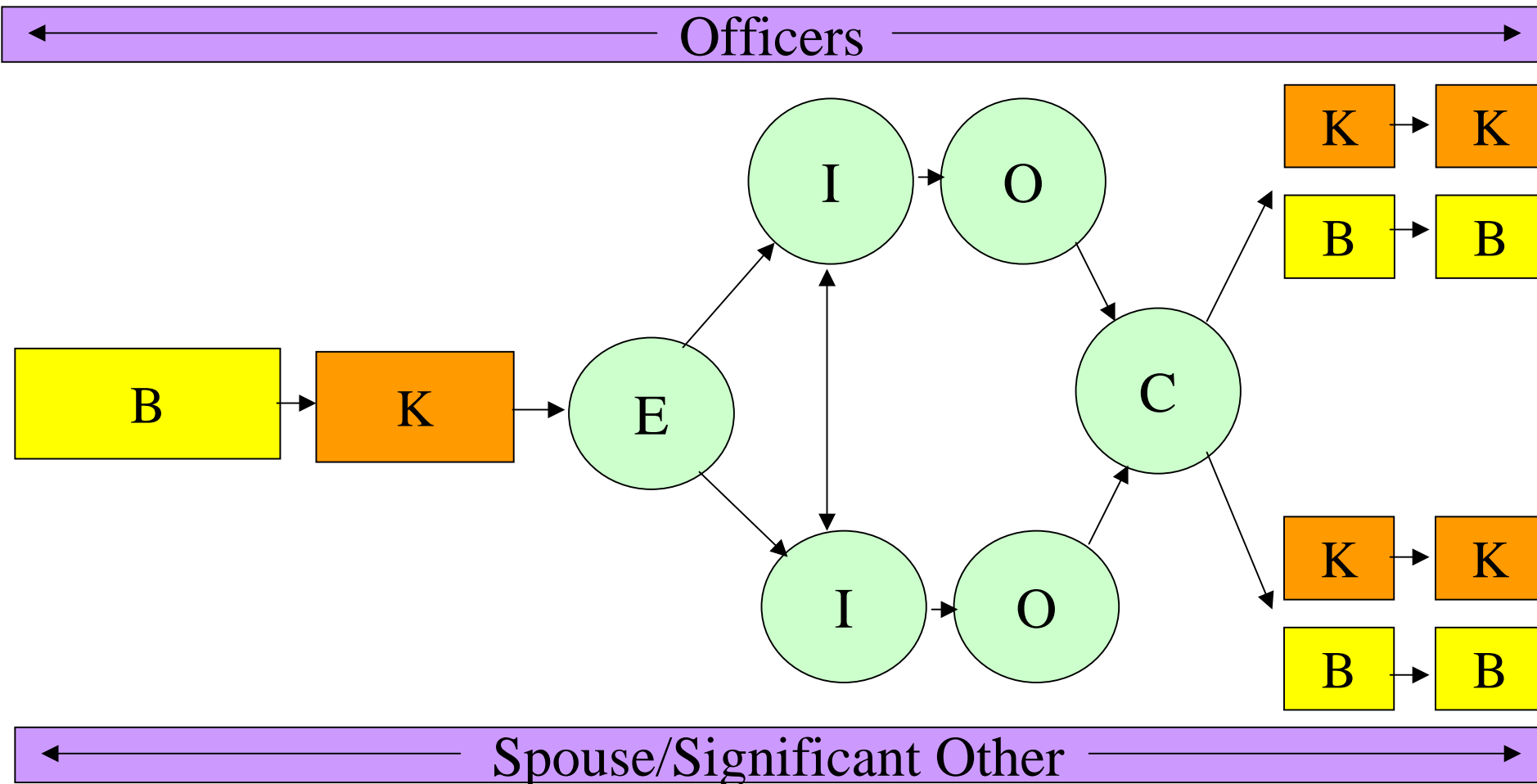Project Manager

Bob Glazier
Principal Investigator

Appendix F

Stress Intervention Model

Assessment/Pretest	Intervention	Posttests

Officers

Spouse/Significant Other

B = Job Satisfaction Level Assessment   K = Knowledge of Stress/Burnout

E = Education   O = Organizational Factors   I = Individual Factors

C = Interpersonal Communication about Stress/Burnout

Appendix G

Curriculum:

Stress Education and Training Program for Community Supervision and Corrections Officers

Stress Education and Training Program for Community Supervision and Corrections Officers

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A Curriculum for the Administration of an Education and Training Program to Address Stress Experienced by Community Supervision and Corrections Officers

Bob Glazier, Ph.D.
University of Houston – Downtown
Principal Investigator

Bennett Chapman
Harris County Community Supervision and Corrections Department
Program Manager

Introduction Module:
The Beginning of Our Journey

Time Allocation:	1 hour
Resources:	Program Administrators' Information Sheet; Informed Consent Form (Officers); Informed Consent Form (Spouse/Significant Others); Knowledge of Stress Survey; Knowledge of Stress Survey Answer Key; Maslach Burnout Inventory (titled "Officer Survey" and "Spouse/Significant Other Survey"); Program Model
Handouts:	Slides; Notes pages; course evaluation form
Equipment:	Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper; Permanent Markers; Screen; Projector; Laptop or Desktop Computer
Supplies:	2 large brown sealable envelopes, about 14" x 16"; For each participant: one sheet of colored 8 ½ x 11" paper; name tent; 1 ½ " 3-ring binder with 5 divider tabs; one pen; brown sealable envelopes: one each of 9 ½" x 11" and 10" x 12"; 2 labels (about 2" x 3") per envelope

> Slide 1 – introductory module

I.   Introduction of Key Personnel

Trainer (Introduction and background)

Bennett Chapman
- Program Manager of the grant that funded this program
- Branch Director of Staff Development at Harris County Community Supervision and Corrections Department
- Adjunct Professor of Criminal Justice at University of Houston – Downtown
- Master in Educational Psychology from Texas A & M University

Bob Glazier, Ph.D.
- Principal Investigator of the grant that funded this program
- Ph.D. in Psychology from University of Houston
- Assistant Professor of Criminal Justice at University of Houston – Downtown
- Former United States Probation Officer
- Researched and published in the area of Stress in Police Officers

II. Icebreaker

> Hand out a letter size colored piece of paper to each participant.

> Tell them to reflect on how stressed they feel on average when at work and rate that stress based on a scale of 1 to 10 (with ten being the most stressed – hardly functioning).

> Request that they write in LARGE numbers the rating on their colored paper WITHOUT sharing this rating with others in the class.

> Going around the room, ask each participant to state their name and where they work in the department (spouses can share their partner's name).

> They can end each individual introduction by holding up their stress rating and saying, "I am this stressed out at work…" [holding up their sign for the rest to see].

III.   Program Background and Development

> A.   Federal grant to study stress and burnout in officers and family members

>> Almost two years ago, the CSCD received information about a federal grant that was intended to encourage probation departments to apply for monies to study the effects of officer stress on job and home satisfaction.

> B.   History of CLEFS

>> In 1994, the U.S. Congress authorized the Law Enforcement Family Support (LEFS) program through Title XXI of the Violent Crime Control and Law Enforcement Assistance Act to assist in ameliorating the harmful effects of stress experienced by law enforcement officers and their families.

>> Slide two - CLEFS

>> In 1999, NIJ also obtained a ruling from the Office of General Counsel clarifying the term "law enforcement personnel" to include other peace officers (to include correctional, probation, and parole officers). With this change, the LEFS program became the Corrections and Law Enforcement Family Support (CLEFS) program.

>> Our grant was the first award to address stress in community corrections/ probation officers.

The grant solicitation specifically encouraged two things: 1) that family members be involved and 2) that agencies collaborate with each other to make more effective use of resources.

C.   Collaboration between UHD and HCCSCD

Slide three – research grant

Hence, the Harris County CSCD combined forces with the University of Houston-Downtown to develop a grant application that would address the stress officers experience at work that effects both their jobs and their relationships outside of work.

D.   Research Grant

At its base, this is a research grant.

However, it is also about developing a program that provides officers with information and resources to address job satisfaction, work stress, and how to prevent stress from taking a toll on your family.

When a review of the information/literature was conducted during the preparation phases of the grant, it was learned that virtually no studies had been completed that measure and intervene in the stress community corrections officers experience.

With no information available, it is no wonder that so little success has been seen in addressing this important issue in community corrections.

IV.   Administer Pre-tests

Slide four – pre-tests

In order to demonstrate that our program was successful, we are going to administer some surveys before and after training that deal with job satisfaction and your knowledge of stress.

Now seems like a good time to discuss the issue of confidentiality.

I am sure many of you wonder about the confidentiality of material used in this program.

All material, including surveys/questionnaires, personal assessments, and follow-up surveys are strictly confidential.

No employee of the department will have access to the personal material in the program as the trainers are all associated with the university.

Further, we ask that you not share the content of any class discussions that are of a personal nature.

Should you have any concerns about your participation or confidentiality of any of your assessments, you may contact Bob Glazier at UHD at (713) 222-5350.

Before we continue today, we would like to have you complete the first administration of these surveys as well as an informed consent document.

The completion of these documents should take about 25 minutes.

Instructor: Before proceeding, please read verbatim the following from the box:

ADMINISTRATION OF: **1) INFORMED CONSENT DOCUMENT; 2) OFFICER OR SPOUSE/SIGNIFICANT OTHER SURVEY; 3) KNOWLEDGE OF STRESS SURVEY; AND 3) JOB SATISFACTION SURVEY**

Dr. Glazier has asked that I read the following to you verbatim:

First let me say, thank you for participating in the program!

I take confidentiality and the protection of your data VERY seriously.

One of the agreements that I made with Harris County was that if we conducted the study together that I would be totally responsible for all data collection and the protection of your confidentiality.

Harris County will NEVER have access to raw data, even after the program is over!

Harris County agreed completely and all involved parties know that they are never to open ANY material addressed to me.

I considered assigning numbers to you and having some key that I could then connect to your name, but logistically that was not going to work for two reasons:

1. **The program has follow-up surveys that must be matched to all participants; and**
2. **You will get the results of the initial assessment during one of your sessions as a part of the program.**

Knowing that I had to identify you, I came up with the following scenario and I hope you feel that these measures will more than protect the confidentiality of your responses.

In a moment your instructor will provide you with an envelope containing four items, including:

1. **Knowledge of Stress Inventory**
2. **Job Satisfaction Survey**
3. **Informed Consent document**
4. **Another envelope labeled "To Be Opened ONLY by Dr. Bob Glazier, University of Houston – Downtown, Department of Criminal Justice"**

I am asking that you complete the surveys and informed consent writing your name on each document – if that makes you uncomfortable, please hear me out.

Once completed, you will insert ALL pages into the envelope addressed to me and SEAL it by licking the gum on the envelope flap.

Your instructor will then collect all of the sealed envelopes and place them into a very large envelope also addressed to me and seal it as well.

Your instructor WILL NOT turn these into Harris County.

Each instructor will personally deliver the package to me.

None of the instructors of this program work or are associated with Harris County Community Supervision and Corrections Department outside of the peer trainers who never administer any surveys.

When I have to communicate with you, you will receive a sealed envelope from me personally addressed to you.

In the future when it is time for follow-up, officers will have their follow-ups surveys sent to them via interoffice mail, BUT you will mail your completed surveys back to me directly through the U.S. Postal Service.

Significant others will receive their follow-ups through the U.S. mail.

I gave great thought to this system to ensure your confidentiality and feel confident that it is a secure system.

[*After the surveys have been administered…*]

Now that we have measured your level of job satisfaction and knowledge of stress, let's take a few minutes to brainstorm about job satisfaction.

V.   Defining Job Satisfaction

> Slide 5 – Job Satisfaction

> **BRAINSTORM: Who will define job satisfaction for me?**
> **Write responses on white board or flip chart.**

> **BRAINSTORM: What gets in the way of job satisfaction?**
>
> **Write responses on board or simply discuss them in a way that relates them to the ideas of burnout and stress**.

As you can see, there are many factors that influence job satisfaction. We are pleased to have you with us today and hope that through your participation in this program you will be able to grow both personally and professionally.

We would like to take the first few minutes to give you background on the development of this program and details about how it is designed.

VI.   Participant Notebooks

> Slide 6 - notebooks

As one of our goals is to assist you in developing resources, you will be given a notebook that you will "build" during your participation in this program.

You will be maintaining your own binder. PLEASE be sure to bring it to every session.

A.   Review the sections

        If you open the binder, you will see the title page and numerous tabs.

        Tab one gives introductory material and also has a copy of the model upon which this instruction is based.

Tabs 2-5 correspond to the four training components in which you will be participating.

You will notice that there is nothing behind most of the tabs.

As we progress through the course, your instructors will be giving you materials to add to your book.

B.   Encourage them to use as a resource after the class concludes

It will be an excellent resource for you long after the course has been completed.

Now, let's look at the model to give you a picture of what we will be doing in our time together.

VII.   Project Model

Slide 7 - model

We would like to review what will be covered over the next few sessions.

If you will open your binder to the section titled "model," you will notice there are basically four classes that make up the program.

A. Classes

1. Education

The first class is the education component and is an eight hour class.

This is the class we are in now, and we will look at what stress is, what it does to you, and the various ways to reduce it.

2. Individual

Next, we will examine individual factors that can determine how well you handle stress.

This class is a four hour session.

We will discuss your personality type and methods of coping, partly through the use of assessment instruments that will take only a few minutes to complete but which may give you insight into yourself.

3. Organizational

The next module is going to discuss organizational stress and is a four hour class.

This module deals with the work-related factors that directly or indirectly contribute to your level of stress and burnout.

4. Communication

Last, you, and the person who is participating in this program with you if this applies to you, will meet together with the other participants to talk about how to better communicate about stress in the home.

Please note that it is IMPERATIVE that you attend each of the sessions in the order they appear in the model.

VIII. Class Schedule and Information

Slide 8 - schedule

You will notice that the model has some classes that have been specifically designed for officers and the significant others to attend separately while some modules allow for officers to attend with their significant other.

We realize this is confusing, so let's review it together.

Here are the basic guidelines for class attendance and participation:

The education and individual modules may be taken together OR separately.

The organizational session is tailored to officers and significant others requiring that you and your significant other attend the class designed specifically for you.

Therefore, if you find that you have enrolled in the wrong class, let me know.

In the communication class, we will bring you together to share what you have learned and to work on how you might communicate about the stressors in your lives.

We have tried to build flexibility into the program by offering multiple sessions and hope you will address any scheduling concerns you have with one of us.

If you are unable to attend a session, please call or email either Bob or Bennett and let them know.

Their phone numbers and email addresses are in the pocket of your binder to remove and take with you.

IX.   Follow-up Schedule

> Slide 9 – follow-up

One month after you complete the program, you will complete two follow-up surveys to measure the program's effectiveness.

Five months after program completion, you will be asked to complete final follow-up surveys.

X.   "Housekeeping"

Before we get into the actual instruction of the Education module, let's go over some "house business".

The restrooms are located in the hallway next to the elevator.

Refreshments can be purchased from the vending machines on the first floor and in the fourth floor snack area.

XI.   Program Purposes as Related to Attendance

> Slide 10 - attendance

We understand that participation in this program requires a significant time commitment.

With that said, let's review a few points as to why it is important that your participation be full and complete.

Basically, this program has a two-fold purpose.

First, we want to assist you and anyone who is participating with you to more effectively handle the stressors of everyday life, both at work and home.

Second, this is a research program whose results will be used to design programs around the country to address the needs of community supervision officers.

Your attendance is very important to obtaining data that is statistically significant.

While you may not be interested in the statistical implications of our work here, please remember that this is ground-breaking territory!

There are virtually NO studies that have addressed these issues in community corrections agencies.

Our model is being looked at as a state and national example of programs that may be implemented in other departments.

Additionally, at the conclusion of the project, we plan to host a state-wide conference to share the information and research results with other departments who want to address the issues of stress and burnout with their staff.

Lastly, the results of this study will be used to expand the program to other staff within our department – secretaries, managers, corrections officers, and so forth.

We recognize that your participation in this program represents a significant time commitment from you. We firmly believe that it will be worth it to you.

XIV. Conclusion

Before we begin the education module, are there any questions?

Education Module:
What is Stress and How Does it Impact You?

Time Allocation:	7 hours
Resources:	Type A Behavior; Type A Behavior Feedback; Personal Stress Assessment
Handouts:	Six Myths About Stress; Introduction to Stress Related Disorders; Slides; Notes pages; course evaluation form
Equipment:	Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper; Permanent Markers; Screen; Projector; Laptop or Desktop Computer

Note: Slide numbers are continued from the Introduction module which flows immediately into the Education module.

> Slide 11 – education module

I.   Overview of Education Module (Review Module Lesson Plan)

> Slide 12 - Stress

II.   What is Stress?

> **BRAINSTORM: What is Stress?**
>
> **Trainer should organize the responses into various categories such as physical, emotional, causes of stress, etc. and point out similarities to the definition below.**

      A. ABCs of Understanding Stress

          1. General Definition

> Slide 13 - definition

Simply, stress is the process by which we appraise and cope with environmental threats and challenges.

When we are challenged, stressors can have positive effects by arousing and motivating us to conquer problems.

More often, stressors threaten our resources, including such things as: our status and security on the job, our loved one's health or well-being, our deeply held beliefs, or our self image.

When such stress is severe or prolonged, it is harmful.

2. Myths - Now that we have defined stress, let's review some of the myths about stress.

> Slide 14 – myths
> Handout

These myths were taken from the book *The Stress Solution* by Lyle H. Miller and Alma Dell Smith and taken from the American Psychological Association.

Myth 1: Stress is the Same for Everyone

Each of us experience and respond to stress in different ways.

Myth 2: Stress is Always Bad for You

If you believe this then you think that having no stress in your life will make you healthy and happy.

We know this is not true.

A good analogy comes from the strings on a violin.

Consider the tension caused by stress as a string on a violin.

If the tension is loose, then the violin sounds dull.

If the tension is too tight, the violin sounds shrill; and, if extremely tight the string may even break.

Basically, we will always experience stress as a part of a normal life. The key is that learning how to monitor and manage stress makes us productive and happy.

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Myth 3: Everything We Do Is Stressful, Why Do Anything About It

Although stress is inevitable in life, you should not ignore its presence.

If you will begin to plan and set priorities you will find it easier to manage.

Always keep in mind that when you are highly stressed it is more difficult to plan and prioritize your activities.

So, begin to learn methods of stress management early, before you think you need them.

Myth 4: The Best Stress Reduction Techniques Are the Ones that Are Used The Most

This is not true – there is no magic cure.

Different techniques work for different kinds of people.

Our schedules and physical capabilities alone can limit our choices.

The best approach is to develop a comprehensive program of techniques that work for you.

Myth 5: If You Have No Symptoms, Then Stress is Not Taking a Toll on You

If you do not sense symptoms this does not mean that you are absent stress.

If you can monitor your current psychological and biological state during a stressful moment and not have any response, then you should probably question your body's ability to warn you of danger.

If you are taking medications or have developed defense mechanisms to mask the symptoms of stress, then you are unable to reduce the strain on your body.

Myth 6: The Only Symptoms that Require Attention Are the Major Ones

If you ignore the smaller symptoms of stress (e.g., headaches or acid reflux), you are ignoring the early warning signs.

If you wait for the major symptoms to appear, the damage may already be done.

Much of what we will discuss during this program will be to contradict these myths.

B.   What Stress Is - Lets continue our discussion.

Slide 15 – Types of stress

1. Explain eustress and distress

It is important to distinguish between two types of stress, eustress and distress.

a. Eustress

Positive, exhilarating, challenging experiences of success followed by higher expectations – basically "good stress" (e.g., getting married)

b. Distress

Disappointment, failure, threat, embarrassment and other negative experiences

The point is that whether good or bad stress, stress is still stress and it can have a negative impact on the individual's ability to appraise and cope with life's challenges.

2. Distinguish stress from stressors, stress reaction, and strain

Slide 16 - vocabulary

In discussing stress it is important to establish a common vocabulary.

Stressors, stress reaction, and strain are all different concepts that are linearly related.

a. Stressor (Threat or Cause)

A specific problem, issue, challenge, personal conflict that can be either an external or internal threat to the individual

    b. Stress Reaction (Individual Response)

        An individual response to a given stressor (physiological, behavioral, emotional, cognitive, signs and symptoms)

    c. Strain (Effect)

        The prolonged impact of a stressor on the system which results in overload, fatigue and leads to physical and mental illness.

        By understanding these concepts we will be able to make an often complex term more easy to discuss.

3. Explain Secondary Stressors

Unfortunately, when we experience stress we often find that it is like a disease that is easily spread.

When we are stressed, it is easier to be impacted by more stress because our resources are weakened by already existing stress and strain.

Further, stress is not some thing that is contained solely within the individual.

The initial stress may take on a "life" of its own, so to speak.

    a. Definition of Secondary Stressors

        indirect effects of stress that are spin-offs from an earlier source of stress.

        Example: Loss of job leads to shortage of money which leads to "hand me down" clothes for the children which leads to an embarrassed child which leads to more stress for the adult

> **BRAINSTORM: Another Example of Secondary Stressors**
>
> **Ask members of the session to recite further examples of secondary stressors from their own lives.**

4. Intensity, Duration and Frequency of Stressful Event

> Slide 18 - effectiveness

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There are many things that impact how effective we are at dealing with stress.

    a. Intensity

        the level of threat the stress provides to the individual
        the degree of reaction the individual thinks is necessary to reduce the stress

    b. Duration

        short (e.g., someone entering a room when you are unaware or narrowly missing a pedestrian in the street)

        moderate (e.g., loss of job)

        long (e.g., terminal illness)

    c. Frequency

        How often does the issue or stressor arise?

All of these factors can impact the individual's ability to cope with stress as well as their ability to identify resources for avoiding or dealing with stress.

5. Define Burnout and Distinguish from Stress

It is important to distinguish stress from burnout.

We have defined stress, but what happens to the individual who remains stressed out for a long period of time?

Slide 19 - brainstorm

BRAINSTORM: What happens when stress is left unattended?
What do you think happens to those individuals who remain in a stressed out state? Think of being stressed out in behavioral terms, rather than physical terms.

In its simplest form, burnout is the by-product of prolonged stress.

Slide 20 - Burnout

Burnout is most commonly characterized by physical fatigue, a sense of helplessness or hopelessness, emotional devitalization, and development of negative self-concepts and attitudes toward work, life, and others.

Burnout is a work-related syndrome that stems from an individual's perception of a significant discrepancy between effort and reward.

It is important to note that the perception of this discrepancy is influenced by individual, organizational, and social factors.

Burnout occurs most often in those who work face to face with troubled or needy clients and is typically marked by withdrawal from and cynicism toward clients, emotional and physical exhaustion, and various psychological symptoms, such as irritability, anxiety, sadness, and lowered self esteem.

Although the term "burnout" is used constantly within the work place, its use in the scientific realm is restricted to describe those in the helping professions as these jobs that require a greater level of emotional commitment due to the level of human contact, often accompanied by negative or tragic circumstances.

These individuals are more likely to place their needs behind those of their clients.

This is further exasperated by the burned out individual's constant striving to achieve unrealistic expectations imposed by self or society.

With these observations made, you can certainly see how those in community corrections are at risk of experiencing burnout as they are constantly exposed to the emotional problems of their clientele.

C. Stress Theory and Research: What Do We Know About Stress?

Slide 21 - theory

Stress is a very complex concept.

Over the years our understanding of this complex concept has led to a better understanding of what stress is and how it impacts the person.

As a way to better understand stress, let's review what we know historically.

> Slide 22 – flight or fight

1. Explain "Fight-or-Flight" Response – Cannon

    Perhaps the most common theory of stress is the "Fight-or-Flight" Response proposed by Cannon in 1932.

    According to Cannon, we have an instinctual response to threat -- we either take the threat head on or we flee to avoid it; he called it the "fight or flight response."

    Cannon also claimed that in moments of great strain, the individual may demonstrate extra-ordinary strength or abilities.

    For Cannon, great strain could result in cardiovascular spasms leading to death.

    Perhaps one of the best examples of this kind of behavior is to think about the physical response when someone scares you.

    > Slide 23 – startle

    FOR DISCUSSION: WHAT DO YOU PHYSICALLY FEEL WHEN SOMEONE STARTLES OR SCARES YOU?

2. Explain "General Adaptation Syndrome" -- Selye

    > Slide 24 – general adaptation

    The next theory to explain stress was Selye's General Adaptation Syndrome.

    According to Selye, the individual goes through three increasingly reactive stages when stress persists.

    a. Alarm Reaction: initial or acute response

    b. Resistance: once the individual senses that the threat is not subsiding it seeks to resolve the threat through avoidance or developing resistance to the stress

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     c. Exhaustion: prolonged worry resulting in fatigue and emotional breakdown

Selye's theory was important in its hierarchical approach to describing exposure to continued stress.

3. Explain "Appraisal and Coping" – Lazarus

> Slide 25 – approval

Selye's theory was criticized for ignoring the cognitive component as well as including everyday stressors in his theory.

In response, Lazarus proposed a cognitive explanation of stress.

Basically, Lazarus thought that when confronted with a potentially stressful event, a person engages in a cognitive appraisal process consisting of two stages:

A primary appraisal is an initial evaluation of whether an event is irrelevant, relevant, but not threatening, or stressful.

A secondary appraisal considers your available resources and options for dealing with the stress.

Understanding the theoretical development of a concept can help you make sense of what the central elements of that concept are all about.

D. Predisposition to Stress

> Slide 26 - predisposition

There are a number of factors that can make you more predisposed to stress than others.

1. Personalities

> Slide 27 - personalities

Many studies have demonstrated a pattern between personality type and the person's reaction to stress.

To illustrate how personality and stress are related, let's look at a personality typology with which most everyone is familiar, Type A and Type B personalities.

Individuals can be Type A, Type B, or somewhere in between.

> Slide 28 – self-assessment

> **SELF-ASSESSMENT: Type A Behavior**
>
> **Administer survey and inform participants that you will pass out a feedback handout once everyone has completed their assessment.**

> Slide 29 – type A

Those with a Type A personality exhibit the following behaviors:

- Highly Competitive – Sometimes even creating competitions where there are none

- Rushing – Taking on many tasks and working on them all at once

- Time Oriented – Tending to watch the clock and make sure that something isn't taking too much time

- Obstinate - Holding dear to their opinions, techniques and schedules. They resent changing them for others.

> Slide 30 – type A

By contrast, Type B personalities are less competitive, take more time, and are more flexible.

So is Type A "bad" and Type B "good"? Not necessarily.

It depends on how stress is perceived.

If a Type A person creates competitiveness and then thrives off it, enjoying the "rush" and "drive" that come along with it – they are experiencing eustress and using it to their advantage.

By contrast, if a Type B person tries to reduce competitiveness and can't – they can stress out and fail completely.

Always keep in mind that you are an individual.

Working out may keep your neighbor relaxed, but if you hate to sweat, working out may not help you reduce your stress.

Basically, do not try to force yourself into someone else's solution – discover your own.

Conversely, one should not avoid constructive yet relaxing tasks that you have identified just because others may find them unpleasant.

2. Gender

Slide 31 - gender

There appears to be a difference between men and women and how each reacts to stress. When women are confronted by stressors, regardless of the type of threat (e.g., a predator, disaster, or a bad day at the office), they tend to respond by providing greater nurturing to their children.

Women also tend to seek out contact and support from others. The support they seek is usually from other women.

Men, on the other hand, are more likely to retreat and seek isolation or initiate a confrontation - behavior in line with the "fight or flight" response that's long been associated with stress.

Men and women's different reactions to stress could account for differences in their longevity and health.

Women have a greater life expectancy than men.

Why are men and women different in how they react to stress?

Two theories exist – evolutionary and biological.

From a biological perspective, we know that under stressful conditions both men and women secrete a hormone called oxytocin.

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Oxytocin has a calming and relaxing effect that makes the individual feel less fearful.

However, female hormones tend to act as a synergistic agent to oxytocin making its effect greater.

In men, hormones (largely testosterone) reduce the effect oxytocin has on the individual.

Some men, of course, turn to friends and family for support.

Although there appear to be biological differences between men and women and how they respond to stress, like all sex differences, there is some overlap.

It is important to note that human behavior is never easily explained by one factor.

Slide 32 – stress response

Although biology may set a range of responses, it is the social/environmental experiences one has in their life that determines where you fall in that range.

3. Ethnicity and Race

Slide 33 – other factors

Because of the large diversity in the Houston area, we thought it might be advantageous to review what we know about stress as it relates to ethnicity and race.

The research to date seems to show minor differences in reaction to stress.

The minor differences that do appear in the literature seem to stem from physical reactions to stress.

For example, black men and women are more likely to experience high blood pressure.

Generally speaking, all individuals, regardless of race and ethnicity, experience stress in much the same way.

4. Stress Sensitization

Another important factor related to our predisposition to stress is sensitization.

Basically, the amount and level of stress we have experienced throughout our life makes us respond more quickly to stressful situations.

However, those that have experienced a great deal of stress over their life also tend to react more negatively.

Sensitization occurs because we have "learned" over the years to react in this manner.

Because it has become ritualistic, future stressful events are likely to be dealt with in the same manner.

E. Sources of Stress

> Slide 34 - sources

There are many events or factors that can become a stressor.

As we have already established, what is stressful for one may not be stressful for another.

Also, a stressor cannot develop if the individual does not identify the event as a threat.

For this class, we are going to group stressors into two categories, personal and occupational.

1. Personal Stressors

> Slide 35 – personal

Personal stressors surround non-work related issues such as: financial problems, health concerns, and intimate and family relationships (including: marriage, divorce, and problems with children).

Change is a very large stressor.

Changes in living arrangements (new home), career changes (changing jobs or promotions), and changing relationships provide a great deal of strain on the individual.

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Change leads to at least one of the three following reactions, each one leading to stress.

    a. Fear

Those experiencing change often have some level of fear.

Why do we experience fear? It is fear of the unknown – what the outcome will be.

In times of stress, we often feel we are not in control of our own destiny and outside sources are given greater perceived influence than what they really have on our lives.

There is hope; most people report after a stressful event that the perceived stress was not as bad as they thought it would be.

This is a good time to point out that stressors can be a valuable motivator. In this case, fear can be a valuable motivator.

    b. Resistance

Resistance to change stems from a strong human need for security and structure.

We like predictability even if under tedious conditions.

When there are threats to our structured environment that we find secure, we are likely to resist the change by digging our heels in and displaying stubbornness to avoid the change.

The problem with resistance is that it does not allow us to open our minds to cope with inevitable change. Change is going to occur; you cannot largely stop it.

    c. Resentment

Changes that occur which are out of our control or without our input can generate resentment.

If we are forced to make a change that we did not want or do not understand the necessity of, resentment is the result.

2. Occupational Stressors

> Slide 36 - occupational

Occupational stressors are those stressors that stem from work-related activity.

For this session, we are going to classify occupational stressors into two categories, job and organizational characteristics.

   a. Job Characteristics

   > Slide 37 – job characteristics

   There are three main job-related characteristics that appear consistently in stress research: role conflict, role ambiguity, and role overload.

      1. Role Conflict

      Role conflict results when there is a discrepancy between what the individual thinks their job function is and what it really entails.

      For example, officers may see their job purpose as assisting offenders with their needs when in reality much of their time is spent on data entry and paperwork.

      For those of you familiar with cognitive dissonance, this is much the same thing but in the context of the work environment.

      When a person experiences role conflict, they are likely to significantly increase the attrition rate.

      2. Role Ambiguity

      Role ambiguity results when the individual's job duties and performance expectations are not made clear by their supervisor.

      Role ambiguity leaves the person feeling that they are not sure how to act or behave in certain situations because the role is unclear.

      High levels of role ambiguity lead to job dissatisfaction.

3. Role Overload

Role overload results from situations in which the person does not feel they have the skill or organization resources to handle his/her work assignment in a timely manner.

Role overload often results in anxiety, depression, and anger.

b. Organizational Characteristics

Slide 38 – organization: person fit

Organizational characteristics that serve as a source of stress surround the person's connection to the work environment.

1. Person-Organization Fit

Until recently, most organizations and even workers were more interested in whether the applicant had the skills necessary to do a job than whether they fit well in the organization.

More and more companies and individuals are now interested in person-organization fit.

Person-organization fit refers to how well the two factors match on characteristics such as expectations, philosophies, values, and attitudes.

For example, the recent corporate trend to initiate policies that protect same sex employees is an attempt to create an organizational environment that creates a better fit for this class of people.

There has been no government mandate. These companies want to draw gays and lesbians to their company by creating a better person-organization fit.

2. Work Environment

Slide 39 – organizational - environment

The environment in which you work can lead to stressful experiences.

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In fact, most research on organizational stressors surrounds the work environment.

Some of the work environment factors that can led to greater work related stress include:

Continued exposure to loud noises has been shown to increase blood pressure and produce aggressive/irritable behavior.

Shift work can be a severe stressor.

Those who work evenings and late night shifts or inconsistent shifts are more likely to experience fatigue and a deterioration of physical and mental health.

The stress associated with shift work largely surrounds frustration due to a feeling of disenfranchisement from society.

The workers loved ones and family are on a different schedule as well as most of the world.

For example, simple tasks that must be conducted during daylight hours cut into sleep time.

3. Relations with Others

Slide 40 – organization - relations

Perhaps the largest source of stress for community corrections officers is dealing with offenders.

Stressors arising from our relations with others include: stress from conflict, working with difficult individuals, and feelings that you are not being treated fairly.

Having a single difficult coworker can spoil the work environment and generate a more stressful work environment.

Of course, stress associated with relations with others also includes supervisors.

Needless to say, a poor relationship with a supervisor can create a far greater source of stress.

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4. Other Sources

Slide 41 – other sources

We have listed just a few sources of stress dividing them into personal and occupational stressors.

However, some sources of stress fall outside these categories.

a. Minor Frustration

Minor frustrations include life's daily aggravations.

Minor frustrations might include waiting in traffic, waiting in lines, getting a person's voice mail when you need to talk to them personally, and the computer server being down when you have work to do.

b. Forecasting

Sometimes we spend a lot of time consumed with worrying about things over which we have no control.

This keeping the body and mind in a constant anxious state is called forecasting.

This constant false state of awareness creates physical and mental fatigue.

c. Residual Stress

Another source of stress has to do with "carry over" stress, or residual stress.

Residual stress is when the body never returns to homeostasis (balance).

Basically, it is stress that results when we hold grudges against the person(s) who caused our stress or simply not letting go of the stressor once it has subsided.

III. Psychophysiology: The Body's Response to Emotional States

Slide 42- psychophysiology

Introduction to the Body's Response to Stress

A. Explain the concepts of stress in physiological terms

   1. Excitement

   emotional reaction which elevates cognitive and physiological activity levels

   2. Stimuli

   demands on the system for physical or cognitive action

B. Individual Differences in Physical Responses to Stress

There is a great deal of individual variation in the response to stress.

Further, responses to stress may vary according to the intensity of stress and personal vulnerability.

   1. Stress stereotypy: unique individual response pattern
   2. Vascular responders (heart rate, blood pressure, hypertension)
   3. Skeletal muscle responders (EMG — measures muscle tension)
   4. Peripheral responders (cold, sweaty hands, blushing or blanching)

C. Signs of Maladaptive Stress

   1. Losing sleep worrying about a problem
   2. Overeating or failing to eat due to worry

> Slide 43 - discussion

> **FOR DISCUSSION: Can you identify additional signs of maladaptive stress that you might have experienced?**

D. Introduction to How Stress Impacts Your Body's Systems

> Slide 44 – body systems

   1. Autonomic Nervous System
   2. Sympathetic vs. Parasympathetic Dominance
   3. Skeletal/Muscular System
   4. Central Nervous System

5. Endocrine System
6. Respiratory System
7. Cardiovascular System
8. Immune System

IV. Stress-Related Disorders - Introduction

> Slide 45 – disorders
> Handout

A. Physiological Disorders

Physical disorders caused or exacerbated by stress:

- increased heart rate
- elevated blood pressure
- sweaty palms
- tightness of the chest
- sore jaw and back muscles
- headaches
- diarrhea/constipation
- trembling, twitching
- stuttering and other speech difficulties
- nausea/vomiting
- sleep disturbances
- fatigue
- dryness of the mouth or throat
- susceptibility to minor illness,
- cold hands,
- being easily startled

B. Psychological Disorders

Emotional signs/symptoms of stress:

- irritability/angry outbursts
- depression
- restlessness
- anxiousness
- diminished initiative
- withdrawal/reduction of interaction with others
- lack of interest
- tendency to cry

- being critical of others
- nightmares
- impatience
- decreased perception of positive experiences
- obsessive rumination
- reduced self-esteem
- insomnia
- changes in eating habits

C.   Behavioral disorders

Signs and symptoms caused or exacerbated by stress:

- increased smoking
- aggressive behaviors (e.g., while driving)
- increased alcohol or drug use
- carelessness
- under-eating or over-eating
- withdrawal
- accident-proneness
- nervous laughter
- compulsive behaviors

D.   Cognitive/perceptual signs and symptoms of stress:

- forgetfulness
- preoccupation
- errors in judging distance
- diminished or exaggerated fantasy life
- reduced creativity
- lack of concentration
- diminished productivity
- lack of attention to detail
- orientation to the past
- decreased psychomotor reactivity and coordination
- attention deficit
- disorganization of thought

As you can see, there is a plethora of signs and symptoms of stress.

To give you some idea about the impact of stress, some professionals estimate that 80 to 90% of all illness and disease susceptibility can be linked to high levels of stress.

V. Introduction to Stress Management

A.   What is Stress Management?

As we have seen, stress is caused by many factors, and there are many factors that can mediate stressful situations.

Stress management attempts to teach us how to reduce stress by changing behavior in a positive and more efficient way.

B.   Difference between stress management and stress reduction.

> Slide 46 - stress

1. Stress Reduction

Stress reduction eliminates stress by taking some action to circumvent its effects (e.g., massage therapy).

2. Stress Management

Stress management is designed to change our way of thinking by learning how to better cope, recover, interpret, and think about stressful situations.

C.   Potential benefits of stress management training

> Slide 47 - benefits

1. Learn to recognize and respond to early warning signs of overload and burnout (e.g., headache and fatigue)

2. Learn new methods of effective stress management and pick the right one for you (e.g., lifestyle, symptoms)

3. Become aware of the immediate physical signs of stress (cold, sweaty hands; nervousness; tension)

4. Recognize and respond positively to emotionally distressing events.

5. Learn to recognize speech patterns that reflect "tension" (e.g., rapid, accelerating)

6. Develop more efficient and relaxing breathing patterns to reduce tension.

7. Discover ways to use these warning signs as signals to change work or leisure activities in order to reduce stress.

In closing this session, let's answer a survey that measures your level of stress and discuss your individual score in the context of the entire group.

Slide 48 - assessment

SELF-ASSESSMENT: Personal Stress Assessment

After participants have completed the assessment…

Ask the participants to average their score.

Ask the participants as a group to raise their hand as you read off each of the five score ratings.

In this class we have laid the foundation for what stress is, how it affects us, and how we can reduce its impact on our lives.

Over the next three sessions, we will spend more time talking about our personal characteristics, the characteristics of the organization in which we work, and how we communicate within the family can impact how we deal with stress on a daily basis.

Individual Module:
Understanding Our Individualized Response to Stress and How to Better Manage Our Responses

Time Allocation: 4 hours

Resources: Life Events Checklist, Life's Challenges Checklist, Maslach Burnout Inventory, scored (titled "Personalized Report")

Handouts: Psychological Impact of Un-addressed Stress/Personality Types and Stress; Defense Mechanisms; Assertiveness Guidelines; Relaxation Training Techniques; Slides; Notes pages; course evaluation form

Equipment: Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper; Permanent Markers; Screen; Projector; Laptop or Desktop Computer

Supplies: One per participant: brown sealable envelope (9 ½" x 12"); label (approximately 2" x 3")

Slide 1 – individual module

I. Review Education Module

Slide 2 – review

II. Overview of Individual Module

III. The Psychology of Stress

Slide 3 – checklist
Handout

SELF ASSESSMENT: Life Events Checklist

When all participants have completed their surveys, give them the opportunity to share their scores with their fellow participants.

Ask the following questions:
- **How does their score compare to those within the group/class?**
- **Do they feel that the score is representative of the stress they are currently experiencing in their life?**

It should be noted that this checklist is one of the oldest measures of stress in one's life. Newer surveys address a wider range of life events.

Handout - checklist

SELF ASSESSMENT: Life's Challenges Checklist

"A moment ago we reviewed certain major life events that can cause stress. However, it is not just these events that can impact our lives. Often, multiple minor events can inflict even a greater deal of stress. The next survey is intended to help you reflect on these "smaller" life events."

Administer survey.

Discussion questions:

Which category(ies) reveals a larger amount of stress?

How do the patterns of your responses compare to your fellow participants?

The Individual module will begin to explore how your personal stressful events can be recognized and mediated so as to make your life events more manageable.

A. How Stress Impacts Our Thoughts

There are many individualized factors that impact not only the level of stress you experience, but also how you will respond to stressful events.

Slide 4 - discussion

Can you think of some personal factors that could have an impact on how you approach or think about stressful events?

Encourage participants to answer within the confines of the list below. Once they have identified an item from the list, ask them if they could provide an example as to how that factor influences their stress related behavior.

 If they are unable to mention some of the items, pose questions that may lead to the intended response.

Slide 5 - factors

1. Factors that Impact Our Evaluation of Stressful Situations

   a. Past experiences
   b. Personality
   c. Cultural background
   d. Moral values
   e. Family background
   f. Social support network
   g. Gender
   h. Lifestyle
   i. Personal belief system

As you can see, there are a large number of factors that influence how we think about and handle stress.

Many of these factors have developed over long periods of time and are not easily adjusted.

However, there are many techniques to assist you in reducing the negative effects of some of these influences.

2. Intervening Factors

> Slide 6 – intervening factors

Another individual difference has to do with factors that can intervene in our assessment and impact or response to stressful events.

   a. How stressful the event is to the individual

   There is an individual difference in how one person experiences a stressful event as compared to another.

   For example, some individuals have a greater fear of authority. Therefore when their supervisor approaches them to discuss some element of their work product they react in a much more stressful way than someone who does not.

   b. Hardiness

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Here are some busy and hurried individuals that never seem to be largely affected by stress or illness.

These individuals exhibit some of the following traits:

1. view problems as "mere challenges" and are adaptable to change

2. feel a sense of "commitment" to work, family, community – their life is very meaningful

3. feel a sense of "control" over their life and personal and professional growth

4. Feel "connected" to the world around them, having strong supportive friendships and companionship.

c. Self-generated stressors (e.g., unnecessary worry)

In some cases, we can self-generate our own stressors.

Perhaps the old saying "we can be our own worst enemy" is best applied here.

For example, unnecessary worry can create a more severe or extended reaction to a specific stressor.

B. Psychological Impact of Un-addressed Stress

Slide 7 – psychological impact
Handout

When we are challenged by stress and are unable to identify healthy resources to reduce the stress, we begin to deteriorate psychologically.

The psychological challenge may initially manifest itself by breaking down the self.

There are many facets to the self. Let's review some of them in relation to stress.

1. Self-concept

Self-concepts are all our thoughts and feelings about ourselves.

Self-concept answers the question, "Who am I?"

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> When we continue to experience unmediated stress, we may begin making statements such as, "I don't know who I am anymore" or "I feel like I have lost myself."

2. Self-esteem

> Self-esteem is associated with one's feeling of high or low self-worth.

> It should be noted that those people with low self-esteem do not necessarily see themselves as worthless or wicked, but they do have a hard time saying good things about themselves.

3. Self-worth

> Self-worth results from having high self-esteem.

> Those with self-worth have fewer sleepless nights, feel less need to conform, are persistent on difficult tasks, and are generally happier.

5. Self-efficacy

> Self-efficacy is a judgment that one can master and perform needed behaviors whenever necessary.

> When a person cannot develop resources to reduce the negative feelings associated with stress then they develop poor self-efficacy because they cannot identify or perform the behaviors to relieve the stress.

> The inability to resolve the stressful event(s) can also lead to low self-confidence or learned helplessness where they ultimately give up emotionally (e.g., burnout).

C. Personality Types and Stress

> Slide 8 – personality
> Handout

In the education module we discussed a simple personality typology in relation to how personality can influence stress.

In this module, we would like to introduce a typology that will allow for greater distinctions in personality traits.

Using the typology of Dempcy and Tihista (1996), we will discuss seven stress personalities.

This is not a perfect typology. You may see yourself as a mixture. However, most see themselves clearly as more of one than another.

It is important to keep in mind that these personality types may be helpful in seeing what the sources of your stress are as well as how your personality may perpetuate stress.

Hopefully, after identifying your stress personality you will be able to more easily identify how you can reduce personal stressful events.

1. Pleasers

    Pleasers want everyone to be happy and are often cooperative and helpful.

    They tend to take on many tasks and responsibilities.

    When they are no longer able to meet the needs or demands of themselves or others and stress ensues, they are likely to display resentment and anger.

    The resentment is largely directed at those that continually added to their responsibilities.

2. Internal timekeepers

    Much like pleasers, internal timekeepers take on more and more responsibility. However, timekeepers take on additional tasks and responsibilities as a way to stay busy or fill their day.

    These individuals are highly efficient and capable.

    They have a variety of interests and assume additional tasks that allow them to remain challenged.

    When under stress, they become inefficient and anxious.

    As you can see, they are referred to as "internal" timekeepers because they internalize their feelings.

3. Strivers

    Strivers are ambitious and competitive.

They have a great internal drive and they generate much of their own stress.

They have a goal to be good at everything.

When they have an opportunity to try something new, they seize the opportunity regardless of the amount of work it might entail. This can led to a great amount of stress.

These individuals will work themselves until they burnout.

4.   Inner con artists

These individuals coast through their jobs.

They do not work too hard, avoid conflict and responsibility, and ignore work related activities that may result in a stressful situation.

These individuals are procrastinators. They will put everyday activities off until they fall way behind.

Although they behave in a manner that allows them to avoid stress, stress ensues when they fall behind in their work product.

5.   Critical judges

Critical judges negatively evaluate themselves and the situations they find themselves involved.

They focus on mistakes, and this does not generally allow them to identify options or resolve problems in a positive way.

6.   Worriers

Worriers are often negative, like critical judges.

However, they are stressed by unpredictability and unclear goals or situations.

If they are unable to see what the future holds, they will predict the worst.

Perhaps a good example of this stress personality is Chicken Little.

Their stress is derived by negatively obsessing over an uncertain future.

7. Sabertooths

Sabertooths respond to stress in a very loud and physical way.

Their anger during stressful moments may be expressed through sarcasm and insults.

Because of their outward expression in stressful situations, the sabertooth can generate stress for those around him or her.

D. Coping and Defense Mechanisms

Slide 9 – coping mechanisms

Coping mechanisms are active efforts at mastering, reducing or tolerating the demands created by stress.

Defense mechanisms are largely unconscious reactions to stressful or painful events that protect a person from unpleasant emotions such as anxiety and guilt.

Defense mechanisms most often occur after attempts to cope with the stress are unsuccessful.

1. Coping Mechanisms

Coping mechanisms can be positive or negative.

Positive coping mechanisms allow us to find relief from stress and develop healthy ways of dealing with stress.

Negative coping mechanisms also allow us to find relief from stress, but in a temporary fashion.

However, in the long run negative coping can damage our physical and mental health.

a. During times of mild anxiety

When stress has raised our level of anxiety we are likely to produce some of the following behaviors:

1. Positive Coping Mechanisms: laughing, physical, activity/exercise

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2. Negative Coping Mechanisms: smoking, drinking, lack of eye contact, and withdrawal

b. During higher levels of anxiety

The following are coping mechanisms displayed as a reaction to a stressful event when we are experiencing high levels of anxiety:

1. Attack behavior

Attack behavior may be constructive as with assertive problem-solving or destructive as with feelings and actions of aggressive anger or hostility.

2. Withdrawal behavior

Withdrawal behavior involves physical withdrawal from the threat or emotional reactions such as admitting defeat, becoming apathetic, or feeling guilty and isolated.

3. Compromise behavior

Compromising behavior is usually a constructive coping mechanism as it involves the substitution of goals or negotiation to fulfill one's needs partially thus reducing the amount of demand.

> Slide 10- discussion

> **FOR DISCUSSION: Can you see one of these coping mechanisms being utilized more than the others for those who work in community corrections?**
>
> *Although this is a somewhat subjective question, withdrawal behavior is more likely for those in community corrections as they are less likely to use attack behavior toward clients and less likely to compromise with clients.*

2. Defense Mechanisms

> Slide 11 – defense mechanisms
> Handout

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Mental mechanisms which develop as the personality attempts to defend itself, establish compromises among conflicting impulses, and align inner tensions

   a. Descriptions of Defense Mechanisms:

      1. Compensation

      occurs when a person attempts to overcome a perceived weakness by strengthening other areas

      Examples:

      - a short man shows aggressive, dominating traits to suggest strength and authority that his short stature does not convey

      - an officer who is not skilled at making written notations in case files, but does excellent casework

      2. Denial

      occurs when a person refuses to acknowledge the presence of a condition that is disturbing

      Examples:

      - a child who insists his mother is not dead, but just out of town for a few days

      - an officer who has stacks of case files on their desk with volumes of work to be done, but informs co-workers and supervisors he is keeping up

      3. Displacement

      occurs when a person can satisfy a need, blocked by one type of behavior, by using another type of behavior

      Examples:

      - a woman who has had an unpleasant experience with a police officer reacts strongly against all police officers

      - an officer who expresses anger toward another officer because she just had a disagreement with her supervisor

4. Projection

occurs when a person's undesirable impulses are attributed to another person or object

Examples:

- a woman criticizes her neighbor for being a terrible gossip when in fact the woman gossips herself

- an officer who claims his marital problems are due to his wife's unhappiness with her work when in fact he is really the one who is unhappy at work

5. Rationalization

occurs when a person gives questionable behavior a logical or socially acceptable explanation

Example:

- a student rationalizes not turning in a paper on time because the computer "ate the file"

- a probationer whose work is interrupted by illness prematurely gives up the work and says he wouldn't have been successful in that field anyway

6. Reaction Formation

occurs when a person gives a reason for behavior that is opposite from its true cause

Example:

- a man strongly criticizes pornographic material when he really has a desire to view it

> Slide 12 – defense mechanisms, cont.
> Handout, cont.

7. Regression

occurs when a person returns to an earlier method of behaving

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Examples:

- a child, who is toilet-trained and drinking from a cup, begins soiling his/her diaper and drinking from a bottle when ill

- when an experienced officer begins asking questions of his supervisor that are the kinds of questions expected of a rookie officer

8. Repression

occurs when a person excludes an anxiety-producing event from the conscious awareness

Example:

- an officer who forgets an important report

9. Sublimation

occurs when a person expresses an unacceptable or impossible impulse or feeling in a more acceptable way

Example:

- an officer who does not support faith-based interventions, but spends weekends at their church volunteering

10. Suppression

occurs when a person consciously turns attention away from a perceived threat

Example:

- an officer chooses to ignore a headache because she has too many case files to review before the close of the month

11. Conversion

occurs when a person transfers a mental conflict into a physical symptom

Example:

- before taking a promotional exam, the officer develops a headache

IV. Burnout: When You Just Don't Have Any More to Give

Slide 13 - burnout

A. What are the indicators of burnout?

There are three basic behaviors you are likely to observe in a burned out individual:

1. Depersonalization

Depersonalization is the development of negative or cynical attitudes toward their clients.

2. Lack of Personal Accomplishment

Lack of personal accomplishment is defined as reduced feelings of effectiveness with clients.

3. Emotional Exhaustion

Emotional exhaustion is the inability of workers to give of themselves at a psychological level.

Slide 14 - discussion

FOR DISCUSSION: With the effects of burnout in mind, how might developments such as these reduce the effectiveness of community supervision officers?

Slide 15 – Maslach results
Envelope

> **SELF ASSESSMENT: Burnout**
>
> **During the first training session you completed a survey on job satisfaction. Based on this survey, we were able to measure your level of burnout.**
>
> **Hand out envelopes with burnout scores enclosed.**
>
> **You will notice that your score is reported using the three categories we just defined. Take a moment to review the scores and the level of burnout associated with each of these scores.**
>
> **Do you agree with the assessment?**
>
> **In a moment we will discuss how burnout impacts our work behavior.**

B. Work-Related Behaviors that Indicate Burnout

> Slide 16 – work behaviors

Considering the indicators of burnout, let's review some of the work-related behaviors you are likely to observe in a burned out individual.

  1. Depersonalization

  Depersonalization is often observed while a group of employees is gathered as a group.

  You will hear a burned out individual discussing their clients in non-human terms and often in demeaning ways.

  For example, an officer might call his/her probationers thugs or flunkees.

  You are also likely to observe that the officer rarely calls offenders by their names.

  For example, they may refer to an offender by some pet name they have developed that is associated with some significant event in the offender's life (e.g., "Ms. Prego" for a client who is now carrying her eighth child).

2. Lack of Personal Accomplishment

Lack of personal accomplishment can be harder to observe.

Generally, you will begin to notice over time that the positive comments and enthusiasm about their role in the system is lost or even "bent."

You may hear burned out individuals comment on wanting to get another job that has better working conditions – yet, you never see them take action.

3. Emotional Exhaustion

Burned out individuals experience a great deal of emotional exhaustion.

The interesting thing is that you will often see those with high levels of emotional exhaustion complaining about how tired they are getting – or how physically tired they are feeling.

Most of the physical tiredness of a burned out individual is coming from the depression that they feel.

Many in the helping professions, including community supervision/corrections officers, enter the occupation with great enthusiasm – they are going to help people and save the world.

However, if and when burnout sets in, the individual often feels like they just have nothing left to give.

It is this feeling that is a contradiction to what their initial beliefs were when they entered the field.

Since our ultimate goal during this program is to address the officer's levels of stress and how that stress impacts the family, it is important to make an important point here.

When an officer spends their day working with individuals who draw the emotional energy from them, what is left for the family at the end of the day?

An officer who spends time trying to hold up a brick wall between their work and personal world (i.e., keeping them separate) is spending a lot of psychic energy doing so.

As the officer's work life begins to exert a great deal of stress, that wall becomes harder to hold back.

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By the time the officer gets home they will have no psychic energy left for the family.

So, all the energy spent trying to "protect" or insulate the family from the ills of his or her work, ends up destroying his or her relationship with the family.

There is a very sad commentary to the plight of the burned out individual and even the organization.

Research indicates that the majority of burned out individuals stay in the organization.

> Slide 17 - discussion

> **FOR DISCUSSION: HOW DOES THE RETENTION OF BURNED OUT EMPLOYEES IMPACT THE ORGANIZATION?**
>
> **PERHAPS MORE IMPORTANTLY, HOW DOES THE RETENTION OF BURNED OUT EMPLOYEES AFFECT THE OTHER EMPLOYEES IN THE ORGANIZATION?**

V. Personal Intervention Strategies to Combat Stress

> Slide 18 – personal strategies

A. Assertiveness Training

We often experience stress because we are overburdened by those around us.

Sometimes we just don't know how to say, "no" - in a polite way.

When we are unable to say "no," we often take on too much, and no time management in the world can make us more efficient.

Assertiveness training helps us learn how to express ourselves without offending the other individual.

1. The Basics of Assertiveness Training

> Slide 19 – basics

There are many techniques to develop assertive behavior.

Most techniques are based on a 'three-line assertion message,' in which you:

- understand and summarize the facts of the situation

- indicate your feelings towards the situation

- state your requirements, reasons and benefits to the other party, if appropriate.

This technique enables you to confront the other person with your concern without being personally aggressive, but it is not easy and demands skillful conversation control.

> Slide 20 - examples

The following are some examples for what you might say:

> *"When you.…" (state facts)*

> *"I feel…" (state feelings)*

> *"I would like… (state requirements)… this way we will be able to work together more productively because…" (benefits to the other party)*

When done in this manner, the person states the problematic behavior, says how he/she feels, and then gives a reason why he/she feels that way.

You should note that there are no accusations such as *'You are being unfair;'* there is no fowl language; there are no put-downs of the other person.

The emphasis is on indicating how *you* feel.

When done in this manner, you provide a positive rather than an aggressive response from the other person.

2. Assertiveness Guidelines

> Slide 21 – guidelines
> Handout

In developing a more assertive you, consider the following points:

a. Ask yourself the following questions:

- How can I express my message more clearly?
- How can I be more specific about what I have to say?
- If my message is not heard, can I repeat myself?
- Am I prepared to respond to their off-hand comments?
- What body language will I use to back up my message?

b. Keep the following elements in mind:

- Acknowledge and be honest about your own feelings
- Adopt new positive inner dialogue for situations where you need to be more assertive
- Be clear, specific and direct in what you say
- Ask for clarification if you are uncertain about something
- If necessary, acknowledge diversion tactics, then repeat your message again
- Keep calm
- Always respect the rights of the other person

c. Practice your Assertiveness

While many of us are not naturally comfortable with role-playing exercises, it has been found to be an effective technique for practicing new communication skills.

Enlist a co-worker's assistance and work through the following steps:

Explain the situation to your friend or colleague, briefing them about the person to whom you will be talking.

In this conversation, the other person should respond as the appropriate character.

Use role-play to talk through the situation.

Make your points clearly.

Ask the other person what you did well and what you could improve.

If it will help, talk through the situation again.

Finally, swap roles - you will experience the other side of the assertive approach.

PRACTICE: In order to practice your assertiveness skills, let's pair up with a fellow classmate using the following scenario:

Your supervisor comes into your office at the end of the day and tells you that you need to work late to cover a caseload for an officer on maternity leave. Ignoring the fact that it might be your turn or that other extenuating circumstances exist, how might you communicate to your supervisor your unwillingness to work late?

B. Time Management Training

Slide 22 – time management

Most of the time when we proclaim we are stressed, it is followed by a comment like, "I just don't have enough time to get everything done."

Such a feeling only adds gas to the stress flame.

Time management is something that can be used both in a preventative and reactive approach to dealing with stress.

It is relatively easy to find a time management course, and it can really provide great rewards.

You might consider some of the following time management skills (Mayer, 1990):

- Clean off your desk

  This can be a difficult thing for some.

  Take the time at least once a week to clear your desk and organize the things that remain.

  Once your desk is cleared and better organized, you will see how good it feels to have "control."

- Sell your time

  Take a minute to place a dollar value on your time.

  After you have given yourself a fair hourly wage, log the activities of the day and ask yourself if the activities you spent time on were worth your time.

  If you assessed your time at $100 per hour, would a 20 minute personal chat in the hall be worth $33?

- Make "to do" lists

  You might make a practice of starting your day with a "to do" list.

  Making a "to do" list a ritual can be very beneficial.

  For example, you might consider pouring a cup of coffee and enjoying it as you plan your day with a "to do" list.

  There are office supply stores that sell "to do" list forms that some find helpful. They are also helpful because nothing else is on the "to do" list besides what you need to do.

  Many people try using note pads but end up using the note pad as a scratch pad, and the "to do" list becomes lost.

There are many time management techniques. If you are interested in further developing these skills, contact the Training Branch of your department.

C. Conflict Resolution Training

Slide 23 – conflict resolution

Unresolved conflict leads to stress, and stress can lead to physical and emotional problems. With a little effort, we can learn how to resolve conflicts in a positive way.

1. Basics of Conflict Resolution

   We often react to conflict with aggression, denial, or resistance because we see conflict as negative or as a contest.

   However, conflict is not negative.

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Conflict is a natural fact of life, and it is inevitable. People are going to disagree and have differences of opinion.

You can probably think of hundreds of images of negative responses to conflict – arguments, fist fights, wars.

When we do not view conflict as a win/lose contest, we can create win/win solutions.

In order to make conflict a win/win situation, one must ensure three conditions:

a. Acknowledgment

> Parties in a conflict must acknowledge there is a conflict - rather than trying to avoid or deny it.

b. Acceptance

> Accept their involvement

c. Adaptability

> Appreciate the feelings and viewpoints of all parties to the problem - without making judgments.

> Also of great importance is to be open to new ideas that might lead to solutions.

Conflict resolution must be practiced.

If you will keep in mind the three basic tenets of conflict resolution, you can make great advancements in resolving conflict in your life and ultimately reduce stress.

D. Relaxation Training

Slide 24 – relaxation
Handout

We will review some of the numerous relaxation techniques that can be used to reduce or manage stress.

If you are interested in additional information, you may refer to your notebook for a list of resources for relaxation training or call your Employee Assistance Program.

1. Techniques

    a. Progressive Muscle Relaxation

    Progressive muscle relaxation is based on the notion that the body responds to anxiety-provoking thoughts and events with muscle tension.

    It is thought that if you "block" the muscle tension, you can prevent the emotional reaction of anxiety that is signaled by the muscle tension.

    Basically, progressive muscle relaxation provides a way of identifying and isolating particular muscles and muscle groups and distinguishing between sensations of tension and deep relaxation.

    b. Biofeedback Training

    Biofeedback increases your ability to recognize and control your personal physiological cues of tension and relaxation.

    Through the use of biometric instruments, a person is able to monitor various physical states (e.g., muscle tension, skin temperature, brain wave activity, blood pressure, and heart rate).

    Through continued monitoring, the individual is able to become more aware of how stress affects them physically as well as enhance their awareness of what total relaxation feels like to them.

    Once the subject develops an awareness of their various body systems, they can continue without the machine.

    c. Meditation

    The prime objective of meditation is to focus your attention on one thing at a time.

    Through meditation, it is thought that the individual can focus on positive endeavors and prevent negative activities from entering the stream of thought.

    d. Visualization

    The foundation of visualization surrounds the assertion that your thoughts can become reality or the old saying, "you are what you think."

One of the basic premises is that you cannot will yourself into a relaxed state, but you can imagine relaxation and visualize yourself in a safe place.

Practically speaking, if you are having anxious thoughts, you become tense.

In order to overcome the feeling of unhappiness or tension, you can refocus your mind on positive, healing images.

e. Exercise

Exercise is the most effective means of stress reduction.

It is also the simplest reduction technique for most individuals.

There are three types of exercise we would like to review.

1. Aerobic

The main goal of aerobic exercise is to strengthen your cardiovascular system.

Some examples of aerobic activity are: aerobics, kick-boxing, jump rope and running.

These activities sustain the use of large muscles in the body including your arms and legs.

In order to be effective, you should commit to a minimum of a three day a week regimen at 20-30 minutes per day.

2. Stretching

Stretching includes slow and sustained movements that provide a very relaxing effect.

Through stretching, you can reduce muscle tension and become more flexible.

Perhaps one of the most common stretching exercises is yoga.

However, you can participate in stretching without the more formal structure of yoga.

Simply stretching when you are highly stressed or at the end of the night before bed can have a great effect on your mind and body.

3. Resistance Training

Resistance Training is a popular stress reduction technique.

Those that only see resistance training as weightlifting should not shrug off this type of exercise.

There are two types of resistance training:

Isotonic training is the contraction of muscles against resistance through a range of movement using weights.

Isometrics training is the contraction of muscles against resistance without any movement (e.g., pushing your hands together to create muscle contraction).

2. Choosing the Appropriate Technique for You

Slide 25 – choosing a technique

Not every relaxation technique is for everyone.

You should consider the following points as you select the most appropriate technique for you.

a. based on personality

Some people may not find it easy to relax.

For example, Type A personalities may find it difficult to sit calmly and focus.

b. based on lifestyle

As you review the type of relaxation that is best for you, you should consider your work and family schedule and access to the equipment you may need.

c. based on medical conditions

Before participating in any form of exercise, you should consult a physician to assess the best technique for you and any health related issues you may have.

There are many more relaxation techniques. We have attempted to review some of the most popular. If you are interested in more information on relaxation, you may want to review the reading list for this session.

We are now at the conclusion of the second module, having given you some general information about stress in the Education module and then focused on your own characteristics in the Individual module. We are now ready to move into looking at job satisfaction and stress in terms of the organization. The employee and their significant other often view the officer's job differently. The next module will help to lay the groundwork for better communication and understanding, which will be discussed in our final module.

Organizational Module:
Understanding Work Related Stress (Officer)

Time Allocation: 4 hours

Resources: Team Building Simulation Instructor's Guide; Quality Assurance Criteria for the Topper

Handouts: Organizational Contributors to Stress; Team Building Exercise; Slides; Notes pages; course evaluation form

Equipment: Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper; Permanent Markers; Screen; Projector; Laptop or Desktop Computer

Supplies: 4 tables, at least 8 feet in length; 5 index cards per participant; pen for each participant; 2-4 pairs of scissors; 2-4 balls of string; 50 stiff straws (not flexible); 2-4 rolls of masking tape; 1 box of white labels, approximately 1 ½ " x 3"; 2 boxes of 5 ounce paper drinking cups; 2-4 hole punches; 4 pens

> Slide 1 – organizational module

I.   Review Individual Module

> Slide 2 - review

II.   Overview of Organizational Module

> Slide 3 – ground rules

III. Organizational Issues

      Ground Rules: Before we begin today's session, let's talk again about the ground rules we discussed at the beginning of the program regarding confidentiality.

      1. Whatever is discussed in class is confidential.
      2. If you have negative comments to make, please refrain from using names or identifying pieces of information.
      3. Be respectful of others' views and opinions – they are just as entitled to their position as you are of yours.
      4. When you present a problem, being willing to share your opinion regarding a possible solution.

Slide 4 – brainstorm activity

BRAINSTORM ACTIVITY: Organizational Factors that Contribute to Stress

Provide each participant with five index cards.

Instruct each participant to write five factors, one on each card, within the organization that contribute to his/her stress level.

Once the instructor has collected the cards, he/she can summarize the factors recorded by the participants by recruiting two participants to record and tally the responses on two boards.

Once completed, the instructor can divide the cards into two stacks, one for things the participant can change within the organization and one for things they cannot.

Once sorted, the instructor can hold up the stacks for a visual comparison and generate a discussion about why the difference exists.

Additionally, the instructor could ask the participants if there was any significant stress-producing factor within the organization that was not recorded.

Slide 5 – organizational issues
Handout

In every organization there are issues that cause stress in employees.

In the planning stages of this program, we met with all levels of staff from this department to brainstorm what some of the issues were in terms of addressing job satisfaction and officer stress.

That group came up with a list of organizational causes of stress within your department.

We do not want to spend a lot of time discussing these because it is not our focus during this class.

However, lets review the ones they identified to establish a common ground for reviewing the sources of organizational stress within your department.

Management Problems
       Inconsistency in decisions between managers
       Lack of support from managers
       Poor communications skills
       Favoritism

Inadequate equipment
       Computer workstations
       Software
       Office furnishings (chairs)

Workload
       Excessive paperwork
       Computer entry demands

Administrative Issues
       Lack of vertical and lateral communication
       Lack of understanding of officer responsibilities
       Lack of professionalism
       Reactive rather than proactive posture

Offender Issues
       Field work concerns (e.g., safety)
       Lack of treatment resources

Personal issues that impact work
       Work schedule
       Childcare
       Aging parents

Slide 6 – organizational issues discussion

FOR DISCUSSION:

Review the previous list and ask participants if they can personally change each item.

Follow-up the response by asking why they cannot change it our how they might go about changing it.

Additionally, ask others in the room whether they have any additional comments.

The instructor can also review the list asking the question, "What can the Administration change?"

Of the things that can be changed, you should understand that there are only so many resources, including the chief resources of time and money.
Obviously, these are resources over which you have no control.

Admittedly, there are elements of your job function that you cannot change, but you can change how you deal with these elements.

The real question becomes what YOU can do to resolve your own stress.

The focus in this session is to establish how you can deal with YOUR health within the context of your current work environment.

The focus of our training so far has been to help you understand what stress is, how you as an individual respond, and how you might mediate stress.

Now, we are going to look at stress as it relates to you as a member of your organization.

> Slide 7 - discussion

> **FOR DISCUSSION:**
>
> **Ask the participants what they can do within an ORGANIZATIONAL context to reduce their level of stress.**
>
> **Ask participants to give examples or describe what they can do in behavioral terms.**

> Slide 8 – social support quote

As we established in previous sessions, one of the greatest mediators of stress is social support.

With that said, your greatest support comes from co-workers.

Our goal in this session is to provide you with skills that allow you to more effectively deal with your work environment.

First we are going to talk about team building in order to develop relationships within the organization that can serve as "on-site" social support.

Second, we are going to look at ways you might mediate stress by reviewing daily operations and how you go about performing your job.

In this portion of the session, we are going to have a peer address the group on ways they have found to deal with stress within the organization.

To further help you in mediating stress in your life, we will follow up the current session with a session on communication.

Team Building

Quote: There is no limit to what a team of dedicated individuals is capable of doing when they are committed to act as one.

As we have discussed previously, social support from family, friends, and co-workers can help alleviate stress.

Feeling part of a team can not only improve work performance, but also increase job satisfaction.

While you are at work, your greatest opportunity for social support comes from those that work around you.

Often in a work environment, members of an organization become isolated or fragmented.

Team building is a method of bringing together groups of people in order to demonstrate the power of the group as well as ways of appreciating individual differences.

Those that have participated in team building exercises often report that they have new insight into not only individual people, but into how they can strengthen their own organizational commitment.

| Slide 9: team building simulation |
| Handout |

EXERCISES: Team Building Simulation

The following exercise is intended to provide a team building learning experience for the participants. The participants should be given the handout entitled "Team Building Simulation." Please review this page before proceeding with the exercise.

The following materials have been provided for you and each team should have independent access to these materials:

Scissors	**Labels**
String	**Pens**
Straws	**3 oz paper cups**
Masking Tape	**hand held hole puncher (optional)**

After introducing the exercise to the participants using the "Team Building Simulation" handout, you should create two teams by asking for volunteers. Each team should have a minimum of seven workers.

If you have a small class, you may want to form only one team. If you have more volunteers than you expect, you could increase the number of quality assurance representatives to two.

Do not feel that all participants have to participate in the exercise.   In many cases it can be beneficial to have participants in the audience serving as an unbiased observer. Once the exercise is complete, they will be able to participate in the discussion just as well as the actual participants.

Basically, you should give each team the materials, let them decide who will fulfill each of the roles and begin the exercise by telling them to construct as many "Toppers" as they can based on the prototype.

Remind them they are in competition with the other team as to who can make the most "Toppers" while paying particular attention to quality.

They should also be told that the quality assurance representatives have the right to reject the "Toppers" that do not meet with their approval of quality. Quality is subjective. However, "Toppers" produced should look exactly like the prototype.

The quality assurance representatives should be instructed to provide feedback to the Supervisor who should then provide feedback to their subordinates.

Any "Topper" that they reject should not be given back to the supervisor. Rather, the quality assurance representative should keep the "rejected Toppers" separate from the "quality assured Toppers."

There is no specific time limit. However, you should allow enough time for each team to make enough "Toppers" as to give them the opportunity to refine the assembly process and experience some amount of discussion and frustration.

Supervisors should be reminded to communicate effectively with their subordinates and be told that they are allowed to reassign and reorganize.

If there are participants left in the audience, they should be told to observe and note the behavior of the participants in the simulation.

After the Simulation - Upon completion of the simulation, a group discussion should follow that allows time for comments on the behaviors that all participants observed. It is also useful to ask them what they could have changed to improve the quality as well as quantity of the product.   continued…

> **Once this discussion has concluded, you should guide a discussion that leads to the following discoveries:**
>
> - **how they could improve communication**
> - **the importance of working as a team**
> - **how the work of one person can affect another person**
> - *others you might identify*
>
> **It is often very useful to point out how one small problem can grow significantly as it moves through the line.**

Slide 10 – stress buddy

Stress Buddy

There are many tools one can use within the organization to alleviate or reduce stress.

One easy way to address stress in the work environment would be to find a stress buddy.

By establishing a stress buddy, you are building relationships that will positively impact your ability to manage stress constructively and effectively.

> **STRESS BUDDY:**
>
> **Explain the concept of "stress buddy."**
>
> **Participants will write their name, department location and work phone number on an index card. He will then trade cards with someone in the room. (If the class prefers, the cards can be taken up, with the instructor randomly assigning the buddies.) The person who gave him a card will be his "stress buddy," in addition to the person who received the card. These two people will serve as his/her "life preserver" in times of high stress.**
>
> **Basically, each participant will be asked to call his/her stress buddy whenever they are feeling stressed.**
>
> **Regardless, each buddy team should communicate with their buddy at least every week.**
>
> **Contacts do not have to be lengthy and may not even be centered around a discussion of how stressed they are feeling.**
>
> **The buddy system will allow you to communicate with a "neutral" party within the organization in order to secure social support when you are highly stressed.**

Dealing with Stress at HCCSCD: An Applied Perspective (Peer Trainer):

This portion of the session is devoted to the presentation by a peer trainer. The peer trainers are officers within the organization that have demonstrated that they are able to effectively handle stress as indicated by their work history and a recommendation from a supervisor. The trainers will cover certain common topics, but will also be asked to interject some of their own personal opinions and experiences about how they manage their work and personal life while being associated with what can be a highly stressful job.

Below you will find a number of topics that can be discussed by peer trainers. The topics are divided into two lists, one for officers and one for managers, as the needs of these work groups are often different.

Slide 11 – stress at HCCSCD

- Setting priorities
- Dealing with complaining employees
- Putting your best into the job
- Accepting your limitations – you can't help every probationer
- Taking breaks/lunch to rejuvenate

Slide 12 – form support group

- Form support group at work to talk about issues not related to work
- Doing good casework to minimize crises
- Manage time effectively
- Use "to-do" lists
- Set an example for other staff by having a good attitude
- Work consistently and steadily
- Leave the job at work
- Get involved in significant, fulfilling activities away from work

Slide 13 – attend relevant trainings

- Attend relevant and helpful trainings
- Accept those things you cannot change (at work and home)
- Ask a peer what you need to change about yourself – accountability
- Think as a team (team mentality) at work
- Remind yourself that you DO have choices – about how you view your job, where you work, how you do your job, etc.
- Forgive yourself for prior mistakes and poor decisions
- Ask yourself what YOU have done to make a bad situation better

Slide 14 – practice a spiritual faith

- Practice a spiritual faith of your choice
- Improve family interactions – learn when to talk to your spouse and about what; don't always talk about the negative things at work; don't treat your family as if they were defendants (giving orders, etc.). The instructor may choose to have the trainees brainstorm about how they communicate with their significant other and the negative impact it may be having on the relationship.

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> Slide 2 - review

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>
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As we established in previous sessions, one of the greatest mediators of stress is social support.

With that said, your greatest support comes from co-workers. In a management position, this can be especially important since there may be fewer of you and, thus, less opportunity to build supportive relationships.

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> Handout

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After introducing the exercise to the participants using the "Team Building Simulation" handout, you should create two teams by asking for volunteers. Each team should have a minimum of seven workers.

If you have a small class, you may want to form only one team. If you have more volunteers than you expect, you could increase the number of quality assurance representatives to two.

Do not feel that all participants have to participate in the exercise. In many cases it can be beneficial to have participants in the audience serving as an unbiased observer. Once the exercise is complete, they will be able to participate in the discussion just as well as the actual participants.

Basically, you should give each team the materials, let them decide who will fulfill each of the roles and begin the exercise by telling them to construct as many "Toppers" as they can based on the prototype.

Remind them they are in competition with the other team as to who can make the most "Toppers" while paying particular attention to quality.

They should also be told that the quality assurance representatives have the right to reject the "Toppers" that do not meet with their approval of quality. Quality is subjective. However, "Toppers" produced should look exactly like the prototype.

The quality assurance representatives should be instructed to provide feedback to the Supervisor who should then provide feedback to their subordinates.

Any "Topper" that they reject should not be given back to the supervisor. Rather, the quality assurance representative should keep the "rejected Toppers" separate from the "quality assured Toppers."

There is no specific time limit. However, you should allow enough time for each team to make enough "Toppers" as to give them the opportunity to refine the assembly process and experience some amount of discussion and frustration.

Supervisors should be reminded to communicate effectively with their subordinates and be told that they are allowed to reassign and reorganize.

If there are participants left in the audience, they should be told to observe and note the behavior of the participants in the simulation.

After the Simulation - Upon completion of the simulation, a group discussion should follow that allows time for comments on the behaviors that all participants observed. It is also useful to ask them what they could have changed to improve the quality as well as quantity of the product.   continued…

Once this discussion has concluded, you should guide a discussion that leads to the following discoveries:

- **how they could improve communication**
- **the importance of working as a team**
- **how the work of one person can affect another person**
- *others you might identify*

It is often very useful to point out how one small problem can grow significantly as it moves through the line.

Slide 10 – stress buddy

Stress Buddy

There are many tools one can use within the organization to alleviate or reduce stress.

One easy way to address stress in the work environment would be to find a stress buddy.

By establishing a stress buddy, you are building relationships that will positively impact your ability to manage stress constructively and effectively.

STRESS BUDDY:

Explain the concept of "stress buddy."

Participants will write their name, department location and work phone number on an index card. He will then trade cards with someone in the room. (If the class prefers, the cards can be taken up, with the instructor randomly assigning the buddies.) The person who gave him a card will be his "stress buddy," in addition to the person who received the card. These two people will serve as his/her "life preserver" in times of high stress.

Basically, each participant will be asked to call his/her stress buddy whenever they are feeling stressed.

Regardless, each buddy team should communicate with their buddy at least every week.

Contacts do not have to be lengthy and may not even be centered around a discussion of how stressed they are feeling.

The buddy system will allow you to communicate with a "neutral" party within the organization in order to secure social support when you are highly stressed.

Dealing with Stress at HCCSCD: An Applied Perspective (Peer Trainer):

This portion of the session is devoted to the presentation by a peer trainer. The peer trainers are officers within the organization that have demonstrated that they are able to effectively handle stress as indicated by their work history and a recommendation from a manager. The trainers will cover certain common topics, but will also be asked to interject some of their own personal opinions and experiences about how they manage their work and personal life while being associated with what can be a highly stressful job.

Below you will find a number of topics that can be discussed by peer trainers. The topics are divided into two lists, one for officers and one for managers, as the needs of these work groups are often different.

Slide 11 – stress at HCCSCD

- Setting priorities
- Dealing with complaining employees
- Putting your best into the job
- Accepting your limitations – you can't help every staff member
- Taking breaks/lunch to rejuvenate

Slide 12 – form support group

- Form support group at work to talk about issues not related to work
- Practicing good management skills to minimize crises
- Manage time effectively
- Use "to-do" lists
- Set an example for other staff by having a good attitude
- Work consistently and steadily
- Leave the job at work
- Get involved in significant, fulfilling activities away from work

Slide 13 – attend relevant trainings

- Attend relevant and helpful trainings
- Accept those things you cannot change (at work and home)
- Ask a peer what you need to change about yourself – accountability
- Think as a team (team mentality) at work
- Remind yourself that you DO have choices – about how you view your job, where you work, how you do your job, etc.
- Forgive yourself for prior mistakes and poor decisions
- Ask yourself what YOU have done to make a bad situation better

Slide 14 – practice a spiritual faith

- Practice a spiritual faith of your choice
- Improve family interactions – learn when to talk to your spouse and about what; don't always talk about the negative things at work; don't treat your family as if they were subordinates (giving orders, etc.). The instructor may choose to have the trainees brainstorm about how they communicate with their significant other and the negative impact it may be having on the relationship.

Organizational Module:
Understanding Work Related Stress (Significant Other)

Time Allocation: 4 hours

Handouts: Organizational Contributors to Stress; Field Visit Video Instructor
                     Guidelines; Slides; Notes pages; course evaluation form

Equipment: Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper;
                     Permanent Markers; Screen; Projector; Laptop or Desktop Computer

Slide 1 – organizational module

I.   Review Individual Module

Slide 2 - review

II.   Review of Organizational Module

III.   Review the Officer's Organizational Model (Key points)

IV.   Understanding Your Significant Other's Job

Slide 3 – understanding the job

A. What do you think your significant other's job entails? (Discussion)

> **FOR DISCUSSION:**
>
> **Ask participants to state their understanding of what their significant others do at work.**
>
> **After the discussion is exhausted, ask them to estimate the amount of time the officer spends at those activities.**

B. The typical day in the life of a community supervision officer

Slide 4 - videos

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1. "A Day in the Life of a CSO" (Video)

    This video captures the daily activities of an officer in the office setting.

2. "Conducting Field Visits" (Video)

    This film was produced by the United States Probation Service for the Southern District of Texas and the Harris County Community Supervision and Corrections Department. The film is an overview of the various safety issues officers face and how to best secure his/her safety.

> **FOR DISCUSSION:**
>
> **Have participants compare and contrast what the significant others thought their partners do on a daily basis with those they have observed in the film.**

C. General Discussion Points

> Slide 5 – organizational issues
> Handout

In every organization there are issues that cause stress in employees.

In the planning stages of this program, we met with all levels of staff from the Community Supervision and Corrections Department to brainstorm what some of the issues were in terms of addressing job satisfaction and officer stress.

That group came up with a list of organizational causes of stress within the department.

Let's review and discuss some of the issues your spouses and significant others have reported that they face on a daily basis that cause stress in their daily lives.

Your ability to understand these issues or hassles will assist you in communicating more effectively with your spouse or significant other and may also allow you to be more empathic when work issues begin to impact your family life.

Management Problems
        Inconsistency in decisions between managers
        Lack of support from managers
        Poor communications skills
        Favoritism

Inadequate equipment
        Computer workstations

Software
Office furnishings (chairs)

Workload
Excessive paperwork
Computer entry demands

Administrative Issues
Lack of vertical and lateral communication
Lack of understanding of officer responsibilities
Lack of professionalism
Reactive rather than proactive posture

Offender Issues
Field work concerns (e.g., safety)
Lack of treatment resources

Personal issues that impact work
Work schedule
Childcare
Aging parents

Of the things that can be changed, your significant other must understand that there are only so many resources, including the chief resources of time and money.

Obviously, these are resources over which they have no control.

Slide 6 – organizational issues discussion

Admittedly, there are elements of their job function that they cannot change, but they can change how they deal with these elements, and you can help them do that.

The real question becomes what THEY can do to resolve their own stress.

The focus of this session is to establish how they can deal with their health within the context of the current work environment.

Through your understanding their work environment, you may be able to positively impact how they function.

The focus of our training so far has been to help you understand what stress is, how you as an individual respond, and how you might mediate stress.

Now, we are going to look at stress as it relates to your significant other as a member of their organization. (You might be thinking of yourself in your own job, also!)

> Slide 7 – social support quote

As we established in previous sessions, one of the greatest mediators of stress is social support.

> Slide 8 – sources of social support

With that said, a person's greatest support comes from co-workers.

Our goal in this session is to provide your significant others with skills that allow them to more effectively deal with their work environment.

We are talking with them about team building in order to develop relationships within the organization that can serve as "on-site" social support. You are their "off-site" social support.

We also are looking at ways stress might be mediated by reviewing daily operations and how they go about performing their job.

Now that you understand their jobs better, you might be able to help them develop systems for conducting their job assignments more efficiently and effectively.

D.   Additional Areas

We are going to briefly look at some more areas that the trainers are discussing with the officers and managers in their Organizational session.

> Slide 9 – stress at HCCSCD

- Setting priorities
- Dealing with complaining employees
- Putting your best into the job
- Accepting your limitations – you can't help every staff member
- Taking breaks/lunch to rejuvenate

> Slide 10 - form support group

- Form support group at work to talk about issues not related to work
- Practicing good management skills to minimize crises
- Manage time effectively
- Use "to-do" lists

- Set an example for other staff by having a good attitude
- Work consistently and steadily
- Leave the job at work
- Get involved in significant, fulfilling activities away from work

> Slide 11 – attend relevant trainings

- Attend relevant and helpful trainings
- Accept those things you cannot change (at work and home)
- Ask a peer what you need to change about yourself – accountability
- Think as a team (team mentality) at work
- Remind yourself that you DO have choices – about how you view your job, where you work, how you do your job, etc.
- Forgive yourself for prior mistakes and poor decisions
- Ask yourself what YOU have done to make a bad situation better

> Slide 12 – practice a spiritual faith

- Practice a spiritual faith of your choice
- Improve family interactions – learn when to talk to your spouse and about what; don't always talk about the negative things at work; don't treat your family as if they were subordinates (giving orders, etc.). The instructor may choose to have the trainees brainstorm about how they communicate with their significant other and the negative impact it may be having on the relationship.

> Slide 13 – impact at home

V. Dealing with the Impact of On-the-Job Stress at Home

Hopefully, you have gained a better understanding of the job and the work environment of your significant other. Each day is different, but you have a general picture of what the daily activities are.

You have also learned about your own personalities as they relate to stress management, as well as about various stress interventions.

The key now is to APPLY this knowledge to your home environment.

The application process, of course, starts with you applying the appropriate information and techniques to how YOU deal with stress.

In the next module on communication, we will bring you and your significant other together to discuss and practice ways to improve your communication. This, combined with the other knowledge you have gained, should assist you in lowering the stress that is experienced in your home, as well as in your working environments.

Communication Module

Time Allocation: 4 hours

Resources: "Creating the Life That Lives Between Us – The Seven Challenges
Communication Skills Workbook and Reader"

Handouts: Fulfilling Conversational Intentions; Unfulfilling Conversational
Intentions; Five Messages Examples; Five Messages in Action; Exercise
for Challenge 3; "Saying What's in Our Hearts"; Examples of Open-
Ended Questions; Open Ended Questions Optional Exercise; Five
Messages Model; Exploring Examples of Three-Part Appreciations;
Conversation: Creating the Life that Lives Between Us; Learning to Bring
Out the Best; Appendix One; Slides; Notes pages; course evaluation form

Equipment: Dry Erase Board; Dry Erase Markers; Flip Chart Stand and Paper;
Permanent Markers; Screen; Projector; Laptop or Desktop Computer;
4 tables, at least 8 feet in length

Slide 1 – communication module

I.   Review Organizational Module

Slide 2 - review

II. Overview of Communication Module

In relation to stress, when an adult has only so much time and emotion to share in their life and
the job consumes a large portion, by the time the adult divides this time between work, kids, and
other commitments there is little time for the partner.

So, the family system can either cause additional stress or assist in reducing or managing stress.

Improving communication within the family can not only reduce the amount of stress
experienced by its members but can also provide for an optimal source of social support.

We have made many points throughout this program about how stress not only impacts the
individual officer, but also the officer's family.

Slide 3 - discussion

> **FOR DISCUSSSION: WHAT WOULD YOU DO IF YOU FOUND OUT THAT YOU HAD BEEN INFECTED BY A FLU VIRUS THAT MADE YOU VERY SICK?**
>
> **WHAT STEPS OR SPECIFIC BEHAVIORS WOULD YOU PERSONALLY TAKE TO PREVENT THE VIRUS FROM SPREADING?**
>
> *The point of this dialogue is to get the class to see that they take a number of steps to insure that the disease does not spread and why we generally do not follow that same course of action against things that are not as clearly seen, such as stress.*
>
> *Generally speaking, the class should mention the steps they would take to prevent infection to their family, including: communicating to them about the illness, what the family members may have to do to avoid infection, monitoring family health to detect early signs of infection, etc.*

Strengthening communication within the family will provide a sort of vaccine against the foreign invader of stress.

Another benefit of strengthening communication is the improved amount of social support one can receive from those in the family.

Professionals in the criminal justice system often feel like they cannot discuss their work at home.

Many have reported that they do not want to bring the negative aspects of their work into their home environment.

Certainly there are details that are confidential or even developmentally inappropriate for children.

However, when work is such a major part of who and what we are as adults and has such a strong influence on our emotions can you really successfully build this brick wall to keep the two separate?

II. Why is Communication Important to the Family Unit During Times of Stress?

> Slide 4 - communication

Communicating during times of stress is not always easy.

Individual differences in personality, communication styles and skills, and expectations all play a part.

Sometimes it is best to let issues rest for a while before trying to communicate.

Other times, lack of communication can interfere with regular daily living.

After all, the family is a team, and communication is essential for the family to function.

In addition, without communication, individual family members may be unaware of differing expectations and perceptions of the stressors in their lives.

For many families, stressful situations bring about issues not previously addressed.

For example, two-generation families may need to communicate about equity and decision-making powers within the family.

Often in two-generation families, the older generation maintains a great deal of decision-making power.

However, in times of financial stress, younger generation family members may feel the need for more equitable decision-making power.

This perceived inequality could lead to problems and miscommunication if left unresolved.

Similarly, the family operates systematically with each member maintaining different roles and responsibilities.

However, often during stressful times, individual differences and values may raise concerns that can lead to strained relationships.

Slide 5 - relationships

For example, many women play the role of peacemaker in the family.

However, during difficult times, women report feeling a great deal of stress as they maintain the role of peacemaker.

Similarly, often one family member oversees the finances.

This person may have a long history of operating the family expenses, but in bad times, finds it difficult to know what to do or which way to turn.

In this example, the family member may feel as if it is their "job" to find a way out of the current situation on their own.

Feeling backed against the wall, they may begin to resent the lack of support or understanding by other family members.

Thus, understanding individual issues and perceptions of the same situations is extremely important.

In short, the lack of communication can lead to increased stress, strained relationships, and problems.

Conversely, effective communication can help families pull together, understand one another, and cope with the short- and long-term stressors.

Slide 6 – seven challenges

III. Skills to Improve Communication

NOTE: For this portion of the program, we will adopt an existing communication improvement curriculum entitled Creating the Life That Lives Between Us: Seven Challenges to Communication Skills Workbook and Reader by Dennis Rivers (1999). This curriculum is free to all users as it was funded under a grant that required its use be available without a fee.

This curriculum follows this page.

Appendix H

Focus Group
Issues Identification

<u>Causes and Factors of Stress</u>
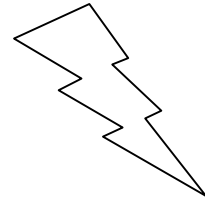
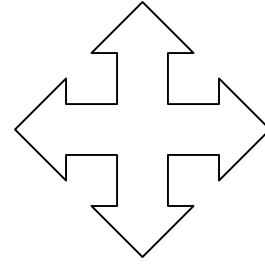## Provide a solution for each problem

Things to consider:

       Employment – i.e., burnout, close to retirement, dislike job assignment, etc.

       Personal issues – i.e., health, goals, interests, etc.

       Family – i.e., children, aging parents, spouse, single parenting, etc.

Logistics of the Program

Provide a solution for each problem

Things to consider:
- How often to have the classes
- When to have classes (time of day, day[s] of the week)
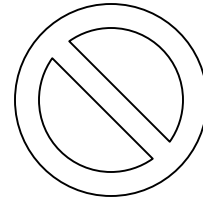- How many times to offer each module
- Whether to have make-up classes
- How many participants per class
- Student to instructor ratio
- Length of each module

<u>Obstacles to Participation</u>

Provide a solution for each problem

Things to consider:
   Time away from regularly scheduled work
   Attending after hours
   Other's perception of why they are participating
   Don't believe it will help
   Don't believe in research
   Not enough time
   Manager won't let them
   Schedule interferes with their other responsibilities
   Don't believe it will be confidential

Motivation for Family Participation
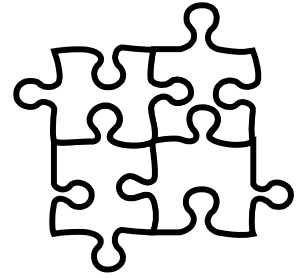
Provide a solution for each problem

Things to consider:

      What will make family members want to participate?

      How to encourage them to participate?

      What incentives can be given to them?

      How can the schedule of classes accommodate their personal schedules?

      What is in it for them?

<u>Motivation for Staff Participation</u>
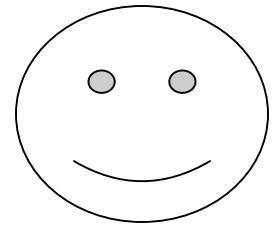
Provide a solution for each problem

Things to consider:
        Use of incentives
        What is in it for them?
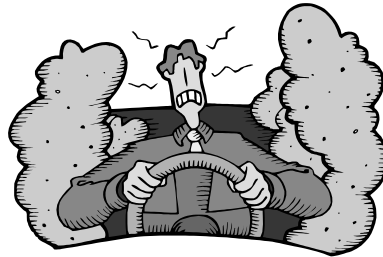   How will it benefit the Department?
        Recognition
        Diversion from normal job functions

Appendix I

Stomp Out Stress (S.O.S) Signs

Have you taken time for yourself lately?

Be a part of a group of CSOs who have made the choice to take care of themselves by participating in SOS (Stomp Out Stress) classes.

Bring a family member or "significant other" and join us!

Dates to be announced soon.

S.O.S.

STOMP
OUT
STRESS

A program for CSOs (and a family member of significant other) designed to address and reduce the level of burnout and stress CSOs experience Every day.

Details coming soon to a region near You!!!

STRESS

It affects your...
- ✓ Health
- ✓ Job performance and satisfaction
- ✓ Personal well being
- ✓ Morale
- ✓ Moods
- ✓ Relationships

Have you done ALL you can to constructively cope with the stressors that affect you and your family?

CSOs are invited to participate in our SOS (Stomp Out Stress) classes which begin in early 2001. Details coming soon.

CSOs: In the last two weeks, have you made any of these statements?

✓   **I am so burned out!**
✓   **My job is really getting to me!**
✓   **I need a vacation!**
✓   **I can't handle all of this stress anymore!**
✓   **I am so tired all of the time!**

If so, plan to bring a spouse or significant other to the upcoming SOS (STOMP OUT STRESS) classes. Learn about stress and burnout and what you can do to get control of your live and improve your situations.

Dates to be announced soon!

Appendix J

Stress Inventory Questionnaire

Questionnaire

Are you wondering if you could benefit from attending the S.O.S. (Stomp Out Stress) training series that is being offered in June? Take this short questionnaire and get some insight into what you could be doing to improve your job satisfaction. Put a check mark by all that apply.

1. _____ Do you find yourself counting the days to retirement (even if it is 5+ years away?)

2. _____ Has your significant other asked/begged you to find a new job that won't have you coming home tense every day?

3. _____ Do you call in sick more often that you did a year ago?

4. _____ Are you getting angry with probationers and then realizing you aren't really mad at them; you are just taking your frustrations out on them?

5. _____ Have you gained/lost weight recently because of your reaction to things that go on at the job?

6. _____ Are you feeling overwhelmed by the piles of paperwork that seem to be taking on a life of their own on your desk, floor, etc.?

7. _____ Do you sometimes feel resentful that you spent 4+ years in college to shuffle paper and collect money?

8. _____ Do you ever feel trapped in your career and feel frustrated that you can't be happy at work?

9. _____ In the last year, have you lost sleep over worry about your job/career?

10. ___ Do you want to experience satisfaction in your job, a more positive outlook on your professional future, and (where applicable) a better relationship with your significant other?

Take a look at your responses. If you checked even just a few, the S.O.S. sessions being offered have the potential to help you improve your life and job situation. Come join us and learn about stress and burnout and – most importantly – what YOU can do to increase your satisfaction with your job and with your life.

Appendix K

Registration for S.O.S. Classes

REGISTRATION FOR S.O.S. CLASSES

CSO Name: _____ Region/Program: _____

Dates of Attendance Requested (Circle ONE for each module):

Education (8 hours)	6/6, 8-5 p	6/8, 8-5 p	6-11, 8-5 p
Individual Module (4 hours)	6/13, 1-5 p	6/14, 8-12n	6/19, 1-5 p
Organization Module (4 hours)	6/20, 1-5 p	6/21, 8-12n	6/25, 1-5 p
Communication (4 hours)	6/26, 8-12n	6/27, 8-12n	6/27, 1-5 p

_____   _____
CSO Signature   Date

_____   _____
Supervisor Signature   Date

* *

Would your significant other be interested in participating in the program?

_____   I do not have a significant other who would want to participate.

_____   I do have a significant other who would want to participate.

      _____   I will deliver the invitation to them.

      _____   UHD may mail the invitation letter to them.

    Name of significant other: _____

    Address: _____

    Phone: _____

Estimated best time for significant other to attend classes (circle one):

8:00-5:00 Weekdays	5:30-9:30 p.m. Weekdays	Saturdays 9:00 am-1:00 pm	Saturdays 1:00-5:00 pm	Any of the times listed

Submit completed form to HCCSCD Staff Development.

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