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FRATERNAL ORDER OF POLICE
OLD PUEBLO LODGE #51

Development of Peer Support Programs in Native American and Campus Police Departments

Development of Peer Support Programs in Native American and Campus Police Departments

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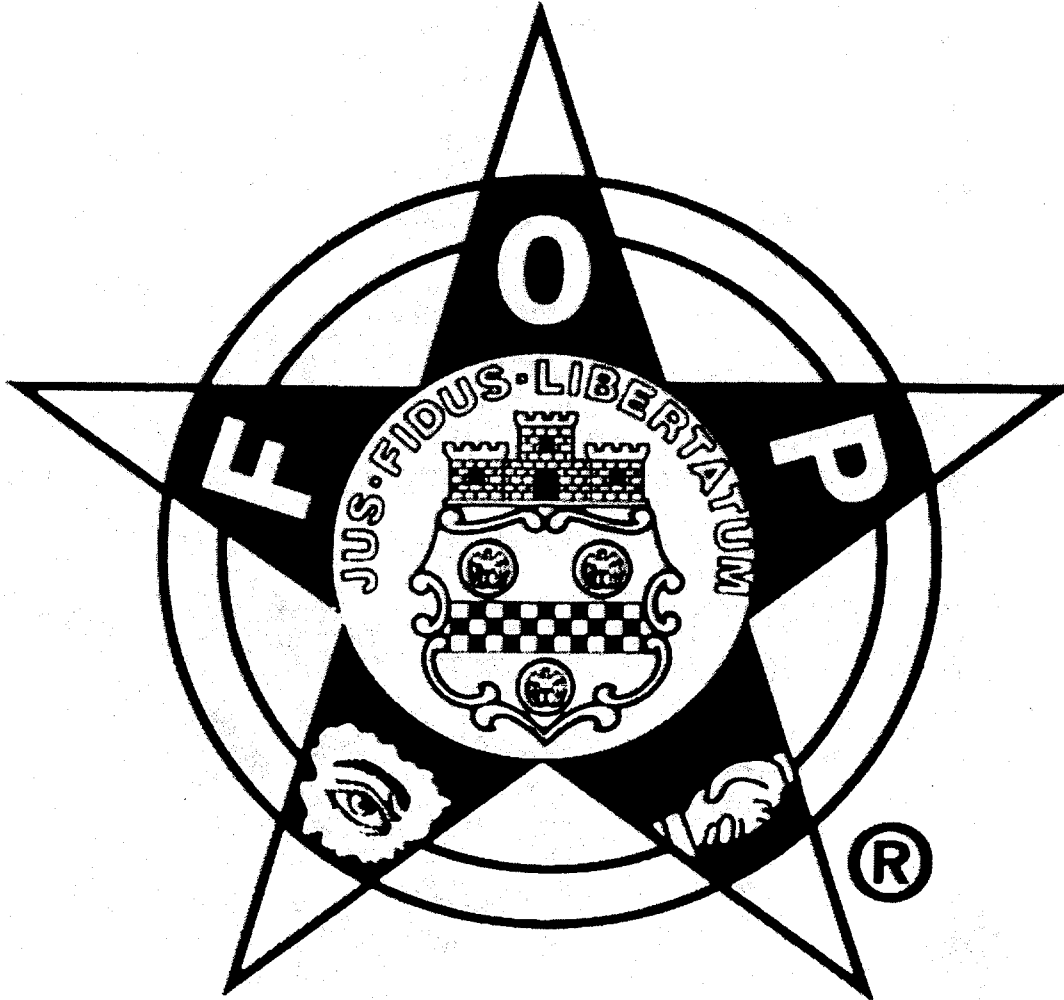
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FRATERNAL ORDER OF POLICE
OLD PUEBLO LODGE #51

Development of Peer Support Programs in Native American and Campus Police Departments

Executive Summary

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INTRODUCTION

In 1998, the Fraternal Order of Police, Old Pueblo Lodge #51, Tucson, Arizona, was awarded a grant from the National Institute of Justice, Law Enforcement and Corrections Family Support program, to develop effective methods for reducing stress in two under-served law enforcement groups: Native American police departments and campus police departments.

The purpose of this summary is to provide an overview about the development, implementation and evaluation of a peer support stress identification and reduction program within four non-traditional law enforcement agencies:

1. White Mountain Apache Tribal Police Department

2. Tohono O'odham Nation Police Department

3. The University of Arizona Police Department

4. Pima Community College Department of Safety

JURISDICTIONS

Fort Apache Reservation

Located in the northern plateau region of Arizona, the Fort Apache Reservation contains 1,664,972 acres (about 25% larger than the sate of Delaware) with a population of approximately 11,000. This independent Native American jurisdiction is policed by the White Mountain Apache Tribal Police Department (WMATPD) consisting of 50 Arizona certified police officers, the majority of which are Native American.

Tohono O'odham Nation

The Tohono O'odham Nation, located southwest of Tucson, Arizona, is the second largest independent Native American reservation in the United States. It contains 2,774,370 acres (about the size of Connecticut) and a population of approximately 19,000. The reservation

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is policed by The Tohono O'odham Nation Police Department (TOPD), which consists of 62 Arizona certified police officers. While the Police Chief is not Native American, the majority of the police officers are listed on the tribal register.

The University of Arizona

With an enrollment of approximately 35,000 students, The University of Arizona occupies a geographic area of approximately 2.5 miles located northeast of the central business and government center in Tucson, Arizona. The University of Arizona Police Department (UAPD) polices the campus with 52 Arizona certified officers.

Pima Community College

Pima Community College is a multi-site community college with the fourth largest enrollment (approximately 64,000 to 80,000 students) in the United States. Ten major campuses are located throughout the Tucson, Arizona, metropolitan area and Green Valley, a smaller community about 25 miles south of Tucson. The Pima Community College Department of Public Safety (PCCDPS) polices the various campuses with 20 Arizona certified law enforcement officers.

PROGRAM GOALS AND OBJECTIVES

The primary purpose of the program was to demonstrate the utility of peer support principles in Native American and campus law enforcement agencies. For officers and their families, overall goals related to decreasing job-related emotional and behavioral symptoms and to increasing marital/family satisfaction. For Peer Support Team members, overall goals related to increasing knowledge about and skills in detecting stress-related symptoms, as well as increasing skills in providing effective intervention strategies.

METHODOLOGY

The Demonstration Project consisted of five major components:

1. Liaison with Command Staff and other Administrators

2. Officer and Family Members Involvement

3. Peer Support Team Member Selection

4. Peer Support Team Member Intensive Training

5. Peer Support Team Member Supervision

Liaison with Command Staff and Other Administrators

Program staff established and maintained liaison with Department Chiefs and other appropriate administrative personnel at each jurisdiction. Activities included formal and informal meetings, as well as follow-up telephone contacts.

Officer and Family Members Involvement

Program staff conducted community meetings for officers, family members, and a variety of administrative or governance personnel, at or near each site, in order to provide information about the Demonstration Program.

Peer Support Team Member Selection

At each site, departmental and/or other appropriate administrative staff selected Peer Support Team members. To assist in the selection, program staff provided guidelines related to basic qualifications for performing peer support activities successfully. Six Peer Support Team members were selected by each of three sites: White Mountain Apache Tribe, The University of Arizona, and Pima Community College. The Tohono O'odham Nation selected 11 Peer Support Team members.

Peer Support Team Member Intensive Training

Once Peer Support Team members were selected, an intensive three-phase training program was developed and implemented by program staff. The training included a wide range of training techniques including didactic, demonstrations, group exercises, dyad exercises, informal discussions, questions and answers, and audiovisual materials. A Law Enforcement Peer Support Training Manual was also developed for Peer Support Team members to use during the intensive training phases and as a resource following their completion of the formal training program.

The primary topics addressed during Phase One (5 consecutive days) were: active listening skills, effective interviewing and evaluation procedures, identification and understanding various types of traumatic stress, detecting the various warning signals of traumatic stress, providing effective intervention strategies, and understanding the intensity and complexity of traumatic stress in the law enforcement profession. Approximately 2 months after trainees completed Phase One , they participated in Phase Two training (2 consecutive days). The primary topics addressed in Phase Two were substance abuse, domestic violence, sexual abuse, and death and grieving. Phase Three training (2 consecutive days) was conducted approximately 6 weeks following Phase Two. The primary topic addressed during Phase Three was critical incident stress management.

Primary trainers included two clinical psychologists, one psychologist/retired law enforcement officer and one retired Behavioral Sciences Unit Police Sergeant, each with over 20 years experience working with law enforcement officers. To include important cultural factors and to expand the trainees' experiences, additional law enforcement trainers from other agencies,

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as well as Native Americans were employed to address specialized topics such as substance abuse, spirituality, domestic violence, and death and dying.

Peer Support Team Member Supervision

Each site was assigned one Demonstration Project staff member (Site Supervisor) who was responsible for the coordination of peer support activities and supervision of Peer Support Team members. Following the intensive training phases, rosters were developed assigning approximately six officers to each Peer Support Team member at each site. Each Team member was instructed to initiate and maintain one contact each month with each officer on his/her roster. Once rosters were developed and contacts made, Site Supervisors attempted to maintain regularly scheduled monthly meetings with each Peer Support Team member. The purpose of the monthly supervision meetings was to provide consultation, support, and additional individualized training related to providing effective peer support activities to officers and family members listed on the rosters, as well as assistance with critical incidents as they occurred.

PROGRAM EVALUATION

The impact of the Demonstration Project was evaluated along four major dimensions:

1. Peer Support Team Members' Evaluation of the Training

2. Participating Officers' Evaluation of the Peer Support Programs

3. Site Supervisors' Qualitative Evaluation of Each Site

4. Demonstration Project's Impact on Stress-Related Factors

Peer Support Team Members' Evaluation of the Training

To assess the perceived value of the intensive training, a Training Evaluation Survey was developed and administered to participants at the conclusion of each training phase. Peer Support Team members' responses reflected significant approval of the training. For each

training phase, a majority of participants indicated that the training was relevant, beneficial. and met or exceeded their expectations. A majority of participants also affirmed that the content level of each training phase was appropriate, the presenter's style was clear and interesting, and the presenters were knowledgeable.

Participating Officers' Evaluation of the Peer Support Programs

A Program Satisfaction Survey was developed and administered at the conclusion of the program to participating officers at each site in order to assess their perceived value of the program. Overall, two sites, PCCDPS and WMATPD, presented the most favorable ratings by indicating that the program was either *Very Good* or *Good*. A majority of these participants also *Strongly Agreed* or *Agreed* that the program was helpful to them, they learned how to deal with stress more appropriately, the program helped them become a better police officer, and the program will help their families in dealing with stress more appropriately. While the officers at TOPD also presented mostly favorable ratings of the program, approximately 30 to 40% of the participants rated the program as *Average*, were *Unsure* about how helpful the program was, or if they or their families learned how to deal with stress more appropriately. A majority (64%) of PCCDPS officers indicated that the program was relevant to their ethnic/cultural background, while participants at the two Native American sites were less certain. For example, approximately one third of the officers at the two Native American sites indicated that the program was relevant, while 58% of WMATPD officers and 47% of TOPD officers indicated that the program was *Somewhat* relevant to their ethnic/cultural background. Over 90% of officers at PCCDPS and WMATPD indicated that they wanted their peer support programs to continue in their agencies. Although a majority (69%) of the officers at TOPD also expressed a desire for the continuation of the program, 25% were *Unsure*.

Site Supervisors' Qualitative Evaluations of Each Site

Site Supervisors agreed that issues associated with administrative and /or governance personnel and policies had an impact on the selection of Peer Support Team members and the implementation of data collection procedures and peer support activities at each site. Competitive organizational conflicts within the departments, frequent changes in command staff, and conflicts between departmental personnel and individuals in outside regulatory positions were common. In spite of these factors, most Peer Support Team members remained enthusiastic about the program and worked closely with Site Supervisors to establish a peer support program within the prevailing political atmosphere. At the conclusion of the Demonstration Project, two sites, (TOPD and PCCDPS) had well-established peer support programs with bright futures. Peer Support Team members at UAPD were committed to maintaining their program by working closely with the agency's new Chief of Police who has experience with peer support programs. A severe lack of resources at WMATPD continued to severely hamper peer support activities at this site.

Demonstration Project's Impact on Stress-Related Factors

To assess the impact of the program, participating officers and Peer Support Team members at each site were evaluated on a pre- and post-intervention basis along several dimensions related to law enforcement stress, such as knowledge, symptoms, coping skills, type and frequency of stressful events experienced, and other historical factors. Several evaluation instruments were utilized to obtain evaluation information: *Quickview Social History* (QSH), *Brief Symptom Inventory* (BSI), *Dyadic Adjustment Scale* (DAS), *Traumatic Life Events Questionnaire* (TLEQ), *Distressing Events Questionnaire* (DEQ), *Social Readjustment Rating Scale* (SRRS), and the *Police Stress Survey* (PSS).

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The results of pre-post data analyses point to the value of developing peer support programs in non-traditional law enforcement agencies. Specifically, the results indicate that peer support intervention had a positive impact on the overall psychological adjustment of many officers, especially Native American officers, involved in the Demonstration Project. Further, the results indicate that many officers had a reduction in their perception of traumatic events and the development of specific symptoms associated with Post-Traumatic Stress Disorder (PTSD). This change was particularly evident with older officers who reported a significant reduction in PTSD-related symptoms at the conclusion of the program.

In contrast to the overall positive effect of the Demonstration Project with Native American officers, WMATPD officers were clearly impacted negatively by experiencing this department's first line of duty death. This tragic event produced an increased level of broad psychological symptoms as well as an increase in specific trauma-related symptomatology. This finding suggests that a much greater level of intervention may be required in order to help reduce the level of distress caused by the death of a fellow officer. That is, the Demonstration Project, in general, and the Site Supervisor, specifically, were helpful to the officers yet unable to fully ameliorate the devastating effects of the first line of duty death in this consanguineous Native American community.

Another important finding is that trauma exposure is job related even in law enforcement settings often considered as less stressful due to a lower frequency of critical incidents. Although this discovery was not unexpected, it serves to remind that there is an increasing vulnerability to PTSD symptoms through the ongoing exposure to stressful events by police officers as they accumulate years in their career. It also supports the need for ongoing stress-reduction programs for all law enforcement officers, regardless of jurisdictional characteristics.

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The finding that lower levels of relationship satisfaction are significantly related to higher levels of other symptoms of psychological distress appears to identify marital maladjustment as a likely contributor to an overall lowered job performance. In addition, females had even lower relationship satisfaction than males. This finding seems most likely related to gender-role conflicts for women in policing and may be even more pronounced for females in some Native American departments, depending upon the prevailing cultural roles assigned to women. The finding that relationship dissatisfaction was not impacted by peer support activities is sobering and may indicate that interventions need to be more focused and that additional efforts need to be made to further explore ways to improve relationships with significant others.

Some caution in generalization of the results is necessary due to a relatively small sample that also contained a small percentage of persons, such as dispatchers and detention officers, who were not Certified Police Officers. The small sample size also prohibited a number of comparisons of interest among even smaller subsets of subjects.

CONCLUSIONS

Information from the four evaluation components suggest nine major conclusions:

1. The impact of police work in non-traditional jurisdictions often results in a variety of stress symptoms similar to those found in more traditional law enforcement agencies.

2. Training materials and techniques used in the Demonstration Project were successful in increasing Peer Support Team member's awareness, knowledge and skill associated with stress and peer support principles.

3. Peer support programs can have a beneficial effect on the psychological functioning and stress levels of law enforcement personnel in non-traditional jurisdictions.

4. Peer support programs may be especially beneficial for Native American law enforcement officers.

5. Peer support programs can be a valuable addition to law enforcement departments with limited mental health resources.

6. Critical agency components to a successful peer support program in a non-traditional setting are administrative stability and commitment

7. Critical peer support components to a successful peer support program are selection of appropriate personnel, comprehensive training and supervision, and an on-site peer support coordinator.

8. Many officers are reluctant to involve their loved ones in department programs or work-related issues of a sensitive nature.

9. Line of duty death is devastating for most officers in any law enforcement agency.

RECOMMENDATIONS

Based upon the information obtained from the program evaluation, a model for establishing and maintaining peer support programs in Native American and campus police departments emerged. Recommended is a model containing the following major components:

1. Administrative Support

2. Officer and Family Support

3. Peer Support Team Member Selection

4. Peer Support Team Member Training

5. Peer Support Team Coordination and Supervision

6. Mandated Officer Evaluation Sessions

7. Additional Resources

8. Patience

Administrative Support

The first step in implementing a successful peer support program in non-traditional law enforcement settings begins with developing an understanding and full acceptance of peer support principles by the Chief of Police and Command Staff within the agency. Gaining support and approval from other appropriate administrative departments, such as campus risk management, or governing bodies, such as Native American tribal councils, is also essential to maintaining support for the program. At least one person representing line officers should be included in the process.

Officer and Family Support

Once a proposed peer support program is developed, it can be presented to line officers and families via a combination of several procedures. Some examples are community meetings for officers and family members, presentations at regularly scheduled briefings, presentations at Union or Fraternal organizations, and the distribution of brochures or other material containing details about the program to all current employees and new hires.

Peer Support Team Member Selection

The selection of competent Peer Support Team members is crucial to the success of any program. Some of the most important criteria include respect within the agency by other officers, ability to maintain confidentiality, commitment to the well-being of other officers, good interpersonal skills, good problem solving skills, and the motivation and ability to successfully complete peer support officer training and supervision. Input from experienced peer support personnel about candidates for Peer Support Team positions also appears crucial to the selection process.

Peer Support Team Member Training

Primary trainers and supervisors must be experienced in working with a broad range of law enforcement personnel related to stress-related problems, as well as other mental health issues. Additional instructors should be employed to assist in specialized areas unique to campus settings and Native American culture. A full range of training techniques should be employed, including ample opportunities for guided practice. Major content areas include active listening skills, interviewing and evaluation procedures, types of traumatic stress, chronic police stress, warning signs of stress, intervention strategies, substance abuse, domestic violence, death and dying, and critical incident stress management. In addition, the role of mental health services in Native American settings needs to be addressed.

Peer Support Team Coordination and Supervision

In addition to professional overview by a competent mental health professional, coordination of the program by a Peer Support Team supervisor is necessary for the program to succeed. While the mental health professional may be external, the Peer Support Team supervisor is selected from Peer Support Team members within the agency. The Peer Support Team supervisor must have full administrative support, as well as freedom and responsibility to manage the program as part of this person's job description.

Mandated Officer Evaluation Sessions

Although many officers resist the concept, mandated evaluation sessions by a Peer Support Team member is recommended as one of the best first-line defenses against stress-related problems. Since mandated monthly evaluation sessions appear too intrusive for most officers, mandated quarterly sessions seem an appropriate alternative. If stress-related symptoms are detected, additional and more frequent sessions can be scheduled for the officer

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and family members in order to intervene early and provide effective prevention of future problems.

Additional Resources

Although most campus departments have additional resources available, many Native American sites are often distant from mental health providers experienced in working with officer stress. Often, traditional Indian Health Services or other service agencies located on or near reservations are poorly prepared to intervene effectively in matters of police officer stress. Even so, efforts must be made to locate, contact, and coordinate all possible resources within a short geographic distance.

Patience

Most peer support programs, as well as broader behavioral science services, may require 3 to 4 years to become established and an integral part of an agency's organization and culture.

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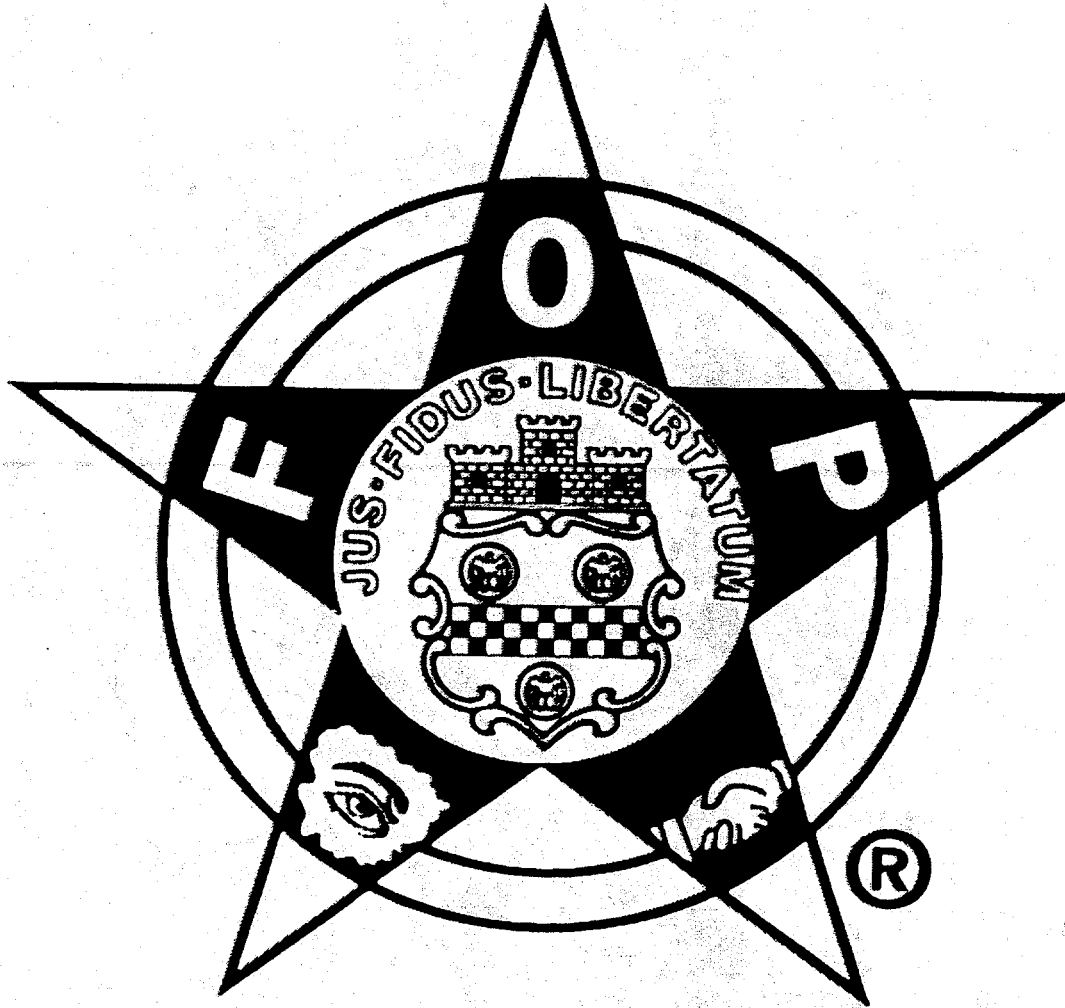
Development of Peer Support Programs in Native American and Campus Police Departments

Final Report

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INTRODUCTION

Under Title XXI of the Violent Crime Control and Law Enforcement Act of 1994,

Congress established a Law Enforcement Family Support program. In response to this

legislation, the National Institute of Justice (NIJ) established a Law Enforcement and Corrections

Family Support program. Three major purposes of the program were identified:

1. To develop, demonstrate, and test innovative stress prevention or treatment programs

   for State or local law enforcement and/or correctional personnel and their families.

2. To conduct research on the nature, extent, causes, and consequences of stress

   experienced by correctional officers and their families, or to evaluate the

   effectiveness of law enforcement and/or correctional officer prevention or treatment

   programs.

3. To develop, demonstrate, and test effective ways to change law enforcement or

   correctional agency policies practices, and organizational culture to ameliorate stress

   experienced by law enforcement and correctional officers and their families.

In response to NIJ's 1998 Solicitation for Research, Evaluation, Development and

Demonstration Projects, the Fraternal Order of Police, Old Pueblo Lodge #51, Tucson, Arizona

was awarded a grant to develop effective methods for reducing stress in two under-served law

enforcement groups: Native American police departments and campus police departments.

The purpose of this report is to present information about the development,

implementation and evaluation of a peer support stress identification and reduction program

within four participating law enforcement agencies:

1. White Mountain Apache Tribal Police Department

2. Tohono O'odham Nation Police Department

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or below the poverty level. The Nation is policed by The Tohono O'odham Police Department (TOPD), which consists of 62 Arizona certified police officers. While the Police Chief is not Native American, the majority of the police officers are listed on the tribal register. Liquor law violations and crimes associated with substance abuse are the most frequent crimes on the reservation. Cases involving domestic violence, child sexual abuse, and illegal aliens are also frequent.

The University of Arizona

The University of Arizona is located near the central business district in Tucson, Arizona. With an enrollment of approximately 35,000 students, the campus occupies a geographic area of approximately 2.5 miles. The University of Arizona Police Department (UAPD), with 52 Arizona certified officers, polices the campus. Theft and burglary are the most frequent crimes with violent crimes showing an increase over the past 5 years.

Pima Community College

Pima Community College is a multi-site community college with the fourth largest enrollment (approximately 64,000 to 80,000 students) in the United States. Ten major campuses are located throughout the Tucson, Arizona metropolitan area and Green Valley, a smaller community about 25 miles south of Tucson. Pima Community College is currently renovating or expanding all sites, as well as building a new campus in the rapidly growing northwest part of Tucson. The Pima Community College Department of Public Safety (PCCDPS) polices the various campuses with 20 certified law enforcement officers. The most frequently reported crimes are larceny (theft) and burglary and motor vehicle theft. Other frequently occurring violations are related to alcohol or illegal drugs.

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PROGRAM GOALS AND OBJECTIVES

The primary purpose of the program was to demonstrate the utility of peer support

principles in under-served Native American and campus police departments. To accomplish this

task two categories of specific goals and objectives were identified:

1. Goals Proposed for Officers and Their Families

2. Goals Proposed for Peer Support Team Members

Goals Proposed for Officers and Their Families

- Decrease officer stress-related emotional and behavioral symptoms

- Increase marital satisfaction

- Increase morale and level of job satisfaction

- Decrease specific trauma-related symptoms

- Decrease indirect measures of job stress

Goals Proposed for Peer Support Team Members

- Learn active listening skills, effective interviewing and evaluation procedures

- Increase knowledge and understanding about various types of traumatic stress

- Increase skills in detecting the various warning signals of traumatic stress

- Increase skills in providing effective intervention strategies once traumatic stress is

  detected

- Increase understanding of the frequency, intensity and complexity of traumatic stress

  in the police officer population

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METHODOLOGY

The demonstration project consisted of five major components:

1. Liaison with Command Staff and Other Administrators

2. Officer and Family Members Involvement

3. Peer Support Team Member Selection

4. Peer Support Team Member Intensive Training

5. Peer Support Team Member Supervision

Liaison with Command Staff and Other Administrators

Program staff established and maintained liaison with Department Chiefs and other

appropriate administrative personnel at each site. Activities included formal and informal

meetings, as well as follow-up telephone contacts. Topics discussed included purpose of the

program, schedule of program activities, and administrative concerns found at each site.

Officer and Family Members Involvement

Program staff conducted several community meetings, at or near each site, in order to

explain the program to officers and family members. Officers, spouses, children, and a variety of

administrative or governance personnel were invited to attend the community meetings.

Following a presentation about the program by demonstration project staff, an informal

discussion with active participation from attendees was conducted.

Peer Support Team Member Selection

At each site, departmental and/or other appropriate administrative staff selected Peer

Support Team members. To assist in the selection, program staff provided guidelines related to

basic qualifications for performing peer support activities successfully. These guidelines

included the following major areas:

- General acceptance by and good relationships with the majority of fellow officers

- Motivation to assist fellow officers with stress-related problems

- Willingness to devote additional hours to implement effective Peer Support activities for officers and their families

- Perceived ability to successfully complete Peer Support Officer intensive training

- Willingness and ability to accept supervision by program staff

Six Peer Support Team members were selected by each of three sites, White Mountain Apache, The University of Arizona, and Pima Community College. The Tohono O'odham Nation selected 11 Peer Support Team members. The rank and/or job description of the 29 persons selected to participate in the peer support training program included Line Officer (11), Sergeant (5), Corporal (3), Corrections Officer (2), Dispatcher (2), Counselor (2), Officer/Chaplain (1), Ranger (1), Truant Officer (1), and Security Officer (1).

Peer Support Team Member Intensive Training

Once Peer Support Team Members were selected, an intensive three-phase training program was developed and implemented by demonstration project staff. The first phase consisted of 5 consecutive days of training, while phases two and three consisted of 2 consecutive days each. All training activities for each intensive training phase were conducted at Pima Community College, West Campus, in Tucson, Arizona.

Primary trainers included the project's three Principal Investigators, Kevin M. Gilmartin, Ph.D, J. Michael Morgan, Ph.D., and Larry A. Morris, Ph.D., as well as Robert Easton, a retired Tucson Police Department Behavioral Sciences Unit Police Sergeant. (See Appendix A for summaries of each primary trainer's experience.) To include important cultural factors and to expand the trainees' experiences, additional law enforcement trainers from other agencies, as

3. The University of Arizona Police Department

4. Pima Community College Department of Public Safety

JURISDICTIONS

Fort Apache Reservation

Located in the northern plateau region of Arizona, the Fort Apache Reservation contains

1,664,972 acres (about 25% larger than the state of Delaware) with a population of

approximately 11,000. The Athabascan based native language is used by approximately 80% of

families. The unemployment rate is about 35% with nearly 50% defined as living in poverty.

This independent Native American jurisdiction is policed by the White Mountain Apache Tribal

Police Department (WMATPD) consisting of 50 Arizona certified police officers, the majority of

which are Native American. The most common crimes on the reservation appear related to

liquor law violations and public intoxication. Disorderly conduct, disturbance, domestic

violence, assault, vandalism and theft are also frequently reported crimes, some of which are

associated with substance abuse.

Tohono O'odham Nation

The Tohono O'odham Nation is the second largest independent Native American

reservation in the United States. It contains 2,774,370 acres (about the size of the state of

California) and a population of approximately 19,000. The reservation is located southwest of

Tucson, Arizona and shares a 61-mile border with Mexico. The area is lower Sonoran Desert

terrain with temperatures in the summer often exceeding 110 degrees Fahrenheit. Seventy-two

percent of families speak the native Uto-Aztecan based language rather than English. With a

history of high unemployment (approximately 23%), most families (approximately 63%) live at

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well as Native Americans were employed to address specialized topics such as substance abuse, spirituality, domestic violence, and death and dying.

A wide range of training techniques was employed, including didactic, demonstrations, group exercises, dyad exercises, informal discussions, questions and answers, and audiovisual materials. A law enforcement peer support workbook containing original material, published articles, and other training guides was also developed for use by Peer Support Team members during the training and as a resource following the completion of their participation in the formal training program. The topics of the three training phases are described next.

Phase One Training

The primary topics addressed during Phase One Training were:

- Active listening skills

- Effective interviewing and evaluation procedures

- Identifying and understanding chronic police stress

- Identifying and understanding various types of traumatic stress

- Detecting the various warning signals of chronic and traumatic stress

- Providing effective intervention strategies once chronic or traumatic stress is detected

- Understanding the intensity and complexity of stress in the law enforcement profession.

Phase Two Training

Approximately 2 months after Peer Support Team memberrs completed Phase One Training, they were gathered for the second phase of training. In addition to reviewing topics covered during the first training phase, the primary topics addressed during Phase Two Training were substance abuse, domestic violence, sexual abuse, and death and grieving. Project staff,

Trooper Jeff Atkins, Michigan State Police, one Native American traditional healer, and one

Native American University of Arizona faculty member conducted phase Two training. Trooper

Atkins utilized audiovisual materials and the manual, *A Second Chance: Troops, Alcoholism,*

Recovery, developed by the Michigan Department of State Police (1997).

Phase Three Training

Approximately 6 weeks following Phase Two Training, Project staff conducted the third

phase of training. In addition to reviewing topics covered during the first two phases of training,

the primary topic addressed during Phase Three was critical incident stress management.

Peer Support Team Member Supervision

Following the intensive training phases, rosters were developed assigning approximately

six officers to each Peer Support Team member at each site. In most cases, officers were given

the opportunity to choose their Peer Support Team member. When choices were not made,

officers were assigned a Peer Support Team member based upon other factors including

preferences expressed by the Peer Support Team member. Each Peer Support Team member

was instructed to initiate contact then schedule one session each month with each person on

his/her roster.

Once rosters were developed and contacts made, Site Supervisors initiated and attempted

to maintain regularly scheduled monthly meetings with each Peer Support Team member at the

member's work site. The Site Supervisor for the University of Arizona and the Tohono

O'odham sites was J. Michael Morgan, Ph.D., while Robert Easton was the Site Supervisor for

the White Mountain Apache and the Pima Community College sites.

The purpose of the monthly meetings was to provide consultation, support, and additional individualized training related to providing effective peer support activities to officers and family members listed on the rosters, as well as assistance with critical incidents as they occurred.

PROGRAM EVALUATION

The impact of the Peer Support Demonstration Project on Peer Support Team members, officers and family members, and the four participating agencies was evaluated along four major dimensions:

1. Peer Support Team Members' Evaluation of the Training

2. Participating Officers' Evaluation of the Peer Support Programs

3. Site Supervisors' Qualitative Evaluation of Each Site

4. Demonstration Project's Impact on Stress Related Factors

Peer Support Team Members' Evaluation of the Training

In order to assess the perceived value of the intensive training, a Training Evaluation Survey was administered to Peer Support Team members at the conclusion of each of the three training phases (see Appendix B). Peer Support Team members completed the Training Evaluation Survey anonymously to ensure their candor.

Evaluation of Phase One Training

Training evaluation surveys completed by 29 Peer Support Team member who participated in the initial five-day peer support training reflected significant approval of the training. A large majority indicated that the content level was appropriate (90%), the presenter's style was clear and interesting (93%), the presenters were knowledgeable (96%), the presentations were relevant and beneficial (90%), and the training met or exceeded expectations

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(93%). Consistent with the general satisfaction with the training, the open-ended question, *What was the least helpful part of this training?*, generated few responses with no common theme. However, two Peer Support members indicated that more time was needed for some of the training.

The question, *What was the most helpful part of the training?*, generated many more responses and they seemed thoughtful. For example, one individual wrote, "This is a new, helpful concept for our area. We have very little, if any, support services for officers with stress." Another individual wrote, "The skills involved in listening and how to do that as a peer counselor. I thought I knew how to listen, there is a grave difference." More broadly, the opportunity to role-play various skills was identified by a number of people as beneficial. Likewise, opportunities to talk to others who had actually been in various situations faced by officers was helpful to their learning. Others noted the training workbook as a very useful resource. Peer Support Team members' responses to the Training Evaluation Survey (Phase One) are summarized in Table 1.

Table 1
Peer Support Team Members' Evaluation of Phase One Training (N=29)

Item	Percent of Responses		
	Strongly Disagree or Disagree	Neutral	Agree or Strongly Agree
Given my knowledge and professional experience, the content was appropriate.	0	10	90
The presenter's style was clear and interesting.	0	7	93
The presenters were knowledgeable in content areas.	0	3	96
The presentations were relevant and beneficial to my work.	0	10	90
Overall, this program met or exceeded my expectations.	3	3	93

Evaluation of Phase Two Training

Phase Two training contained two major sections: alcoholism and domestic violence.

Alcoholism Training

Twenty-four Peer Support Team members completed the training session on alcoholism presented by an alcoholism counselor and state trooper from Michigan. This training was received very positively as a large majority of participants felt the training met or exceeded expectations (92%) and was relevant and beneficial to their work (96%). Team members also indicated that the content level was appropriate (92%), the presenter's style was clear and interesting (100%), and the presenter was knowledgeable (96%).

Perhaps reflecting the high level of satisfaction with this section of training, Peer Support Team members offered few responses to the question, *What was the least helpful part of this training?* Although one individual noted that the presentation contained no substance abuse statistics for Arizona, the typical response was "N/A." Responses to the question related to the *most helpful* aspect of this training, many Peer Support Team members noted "new information" and the concept of "exposing the need for help," which mirrored the presenter's theme of the role played by denial. Peer Support members also appreciated that the presenter not only had professional experience in the area but also shared candid personal information. Overall, comments focused on the competence of the speaker and the acquisition of new information as the most helpful parts of the training. Peer Support Team members' responses to the Training Evaluation Survey (Phase Two: Alcoholism) are summarized in Table 2.

Table 2
Peer Support Team Members' Evaluation of Training on Alcoholism (N=20)

Item	Percent of Responses		
	Strongly Disagree or Disagree '	Neutral	Agree or Strongly Agree
Given my knowledge and professional experience, the content was appropriate.	0	8	92
The presenter's style was clear and interesting.	0	0	100
The presenters were knowledgeable in content areas.	0	4	96
The presentations were relevant and beneficial to my work.	0	4	96
Overall, this program met or exceeded my expectations.	0	8	92

Domestic Violence Training

Twenty Peer Support Team members completed evaluation forms related to the domestic violence section of Phase Two. Although Peer Support Team member's ratings continued to reflect a high level of satisfaction, this section was rated as slightly less favorable than previous presentations. Even so, satisfaction with this training was high as a majority of participants indicated that the training met or exceeded their expectations (70%) and was relevant and beneficial to their work (85%). A majority of Peer Support members also responded that the content level was appropriate (75%), the presenters' styles were clear and interesting (75%) and the presenters were knowledgeable (85%).

Although few Peer Support members offered comments related to the *least helpful* part of the training, the statistical presentation on domestic violence on Native American reservations seemed to be the least liked by some participants. Comments offered by Peer Support Team members related to the most helpful part of the training were also few and reflected no theme. Some areas mentioned were domestic violence, child sexual abuse, retirement, criminal behavior on reservations, and the session with the Native American healer. Peer Support Team members'

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responses to the Training Evaluation Survey (Phase Two: Domestic Violence) are summarized in

Table 3.

Table 3
Peer Support Team Members' Evaluation of Training on Domestic Violence (N=20)

Item	Percent of Responses		
	Strongly Disagree or Disagree	Neutral	Agree or Strongly Agree
Given my knowledge and professional experience, the content was appropriate.	5	20	75
The presenter's style was clear and interesting.	10	15	75
The presenters were knowledgeable in content areas.	0	15	85
The presentations were relevant and beneficial to my work.	10	20	70
Overall, this program met or exceeded my expectations.	10	5	85

Evaluation of Phase Three Training

Although the program on critical incident debriefing was well received by all Peer

Support Team members who participated in the training, only 18 participants completed

evaluation forms. Two major reasons produced the smaller number of completed evaluation

forms. First, several Peer Support Team members were excused prior to the end of the training

in order to attend a memorial service. Second, an emergency medical problem occurred with one

of the Peer Support Team members near the end of the training which disrupted completing the

evaluation process.

The satisfaction levels for Phase Three training were more consistent with those seen in

Phase One training and the alcoholism section of Phase Two training. A large majority of Peer

Support Team members indicated that the Phase Three training met or exceeded their

expectations (89%) and was relevant and beneficial to their work (83%). Peer Support members

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also reported that the content level was appropriate (78%), the presenters' styles were clear and interesting (89%) and the presenters were knowledgeable (94%).

Nearly all of the Peer Support Team members offered no comments to the question related to the least helpful parts of the training. Two techniques, videos and role playing, were the most frequently mentioned by participants as the most helpful part of the training in Phase Three. Peer Support Team members' responses to the Training Evaluation Survey (Phase Three) are summarized in Table 4.

Table 4
Peer Support Team Members' Evaluation of Phase Three Training (N=18)

Item	Percent of Responses		
	Strongly Disagree or Disagree	Neutral	Agree or Strongly Agree
Given my knowledge and professional experience, the content was appropriate.	0	22	78
The presenter's style was clear and interesting.	0	11	89
The presenters were knowledgeable in content areas.	0	6	94
The presentations were relevant and beneficial to my work.	0	17	83
Overall, this program met or exceeded my expectations.	0	11	89

Summary of Training Evaluation

It has been our experience that police officers are fairly demanding and critical of the quality of presentations but are extremely appreciative if they feel they have really learned something that can make a difference to them in doing their job. That would seem to be the case in this series of presentations. That is, although there was some variation in the quality of the presentations, Peer Support Team members were generally very pleased with what they learned and enthusiastic about the material and their experience.

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Participating Officers' Evaluation of the Peer Support Programs

At the conclusion of the Demonstration Project, Peer Support Team members and other participating officers from TOPD (n=51), WMATPD (n=33), and PCCDPS (n= 22), as well as Peer Support Team members at UAPD (n=6), were asked to evaluate their respective peer support programs along several dimensions, such as quality, helpfulness, and relevancy. Participants were also encouraged to provide suggestions for improving their peer support programs. A Program Satisfaction Survey (see Appendix C) was developed for this purpose. The information presented next represents a summary of responses by participants from each site to the Program Satisfaction Survey.

Participants' Overall Ratings of Their Peer Support Programs

Figure 1 represents a summary of participants' responses to the incomplete statement, *Overall, I think the program was....* A large majority of participants at PCCDPS (95%) and WMATPD (87%) rated the Peer Support Program as *Very Good* or *Good*. Although ratings of the program at TOPD were also mostly positive, the ratings were somewhat less high with 45% *Very Good* or *Good* responses and 37% *Average* responses. Similarly, 57% of the UAPD Peer Support Officers rated the program as *Very Good* or *Good* and 29% rated the program as *Average*.

Fraternal Order of Police
Old Pueblo Lodge #51
Tucson, Arizona

Figure 1
Percent of Participants' Responses to Item:
Overall, I think the program was
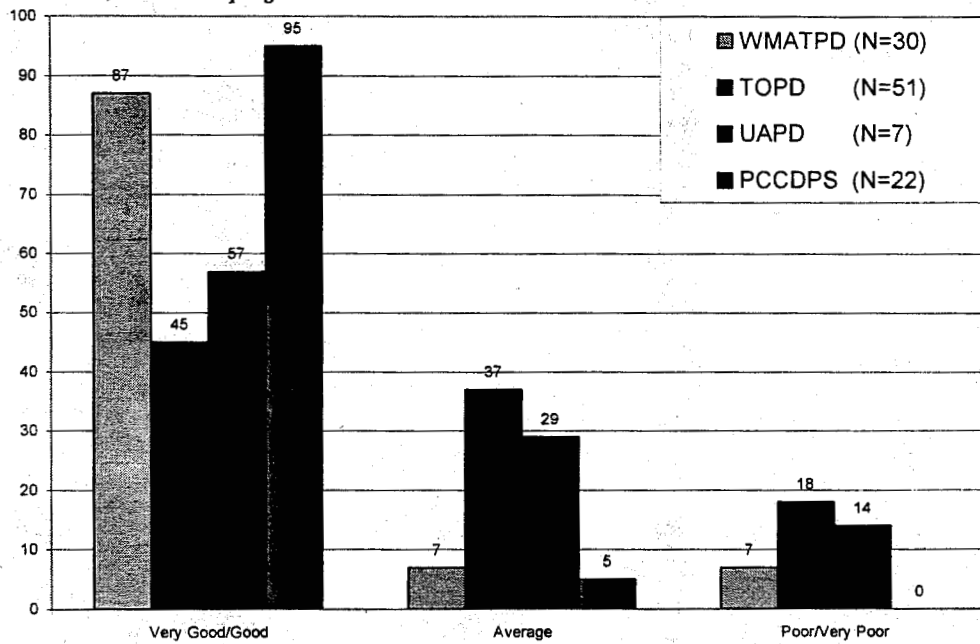
Participants' Evaluation of the Helpfulness of the Peer Support Program

Figure 2 represents a summary of participants' responses to the statement, *For me, the program was helpful.* A large majority of participants (approximately 85%) at each of the PCCDPS and WMATPD sites *Strongly Agreed* or *Agreed* that the Peer Support Program was helpful to them. Although 50% of TOPD officers *Strongly Agreed* or *Agreed* that the program was helpful to them, 42% were *Unsure.* A slight majority (57%) of UAPD Peer Support Team members *Strongly Agreed* or *Agreed* that the program was helpful to them, but 43% were *Unsure.*

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Figure 3
Percent of Participants' Responses to Item :
Through the Program, I Learned How to Deal with Stress
More Appropriately
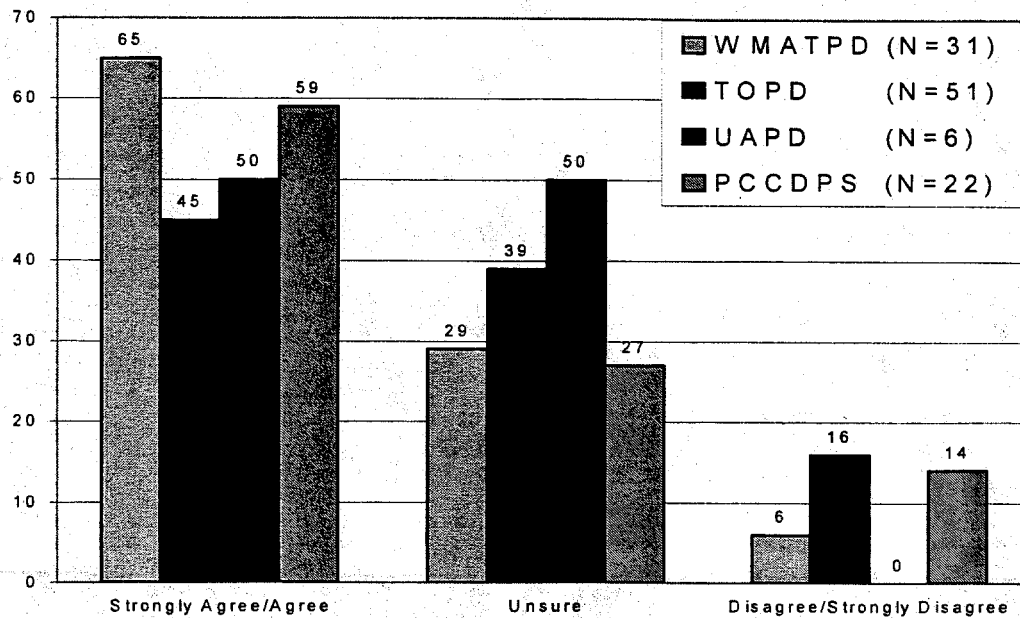
Participants Evaluation of Becoming a Better Police Officer

Figure 4 represents a summary of participants' responses to the statement, *This program*

will help me become a better police officer. A majority of participants at PCCDPS (73%) and

WMATPD (68%) but not quite a majority of officers at TOPD (50%) *Strongly Agreed* or *Agreed*

that the program will help them become better police officers. Many officers at TOPD (40%),

WMATP (26%), and PCCDPS (23%) were *Unsure.* A large majority (83%) of Peer Support

Team members at UAPD *Strongly Agreed* or *Agreed* that the program will help them become

better police officers.

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Figure 2
Percent of Participants' Responses to Item:
For Me, the Program was Helpful

Legend:
- WMATPD (N=31)
- TOPD (N=50)
- UAPD (N=7)
- PCCDPS (N=22)
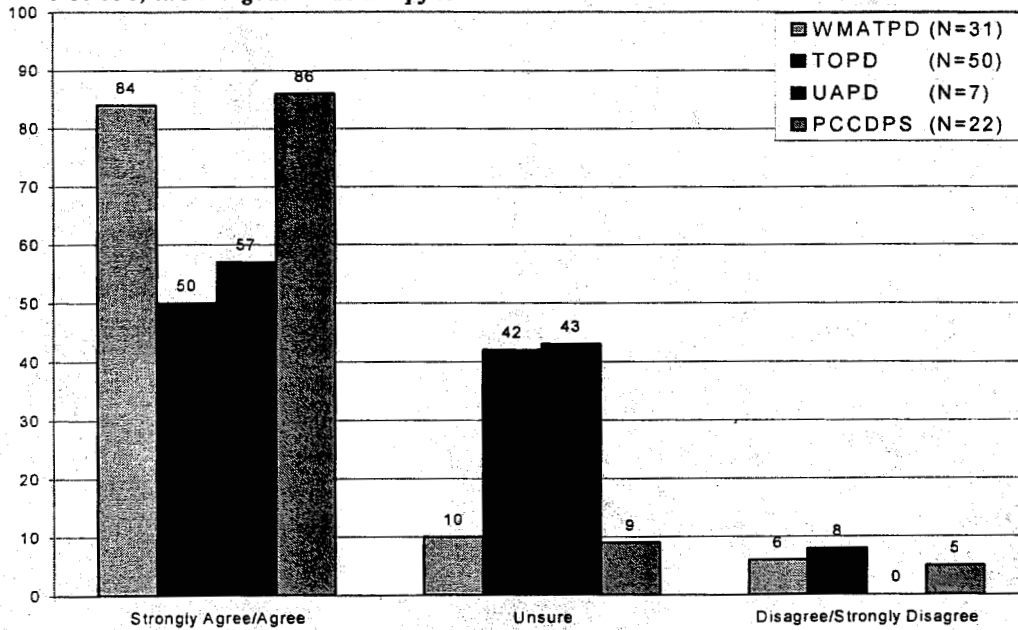
Participants' Evaluation of Learning How to Deal With Stress

Figure 3 represents a summary of participants' responses to the statement, *Through the program, I learned how to deal with stress more appropriately.* A majority of participants at WMATPD (85%) and PCCDPS (59%), but less than a majority at TOPD (45%) *Strongly Agreed* or *Agreed* that they learned how to deal with stress more effectively. In spite of overall positive responses, many participants (TOPD, 39%; WMATPD, 29%; PCCDPS, 27%) remained *Unsure.* Peer Support Team members at UAPD were split in their responses with 50% *Agreeing* that they learned how to deal with stress more effectively and 50% *Unsure.*

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Figure 4
Percent of Participants' Responses to Item:
This Program Will Help Me Become a Better Police Officer

Participants' Evaluation of Helping Families Deal with Stress

Figure 5 represents a summary of participants' responses to the statement, *This program will help my family in dealing with stress more appropriately.* A large majority of participants at WMATPD (77%) and PCCDPS (77%) *Strongly Agreed* or *Agreed* that the program will help their families deal with stress more appropriately. The majority of participants at TOPD were more mixed with their ratings with 49% *Strongly Agreeing* or *Agreeing* and 39% "Unsure." A large majority (83%) of Peer Support Team Members at UAPD *Strongly Agreed* or *Agreed* that the program will help their families in dealing with stress.
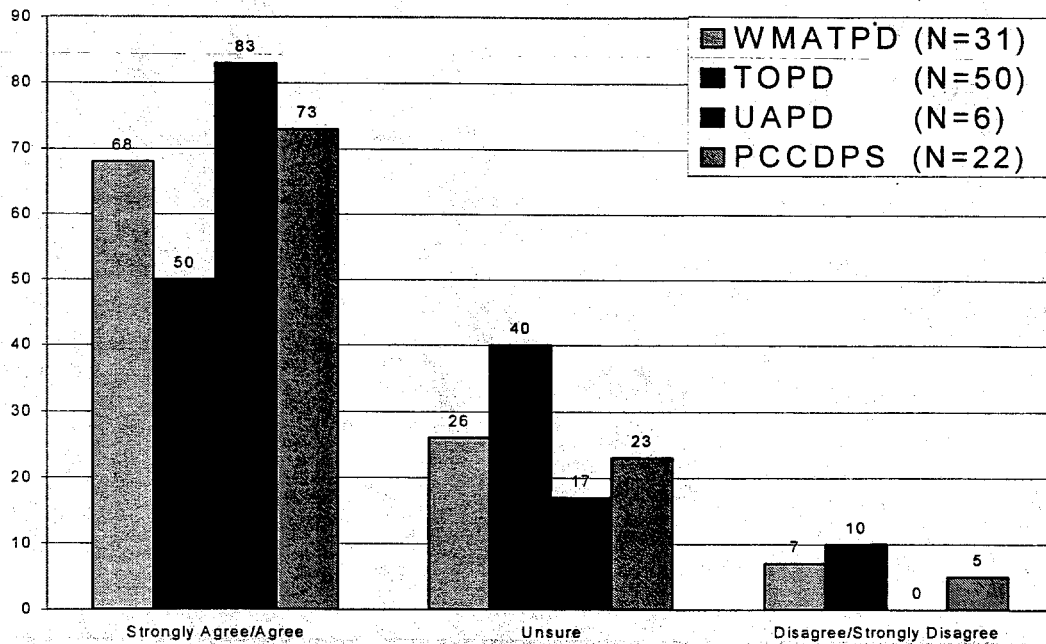
Figure 5
Percent of Participants' Responses to Item :
This Program Will Help My Family in Dealing with Stress More
Appropriately
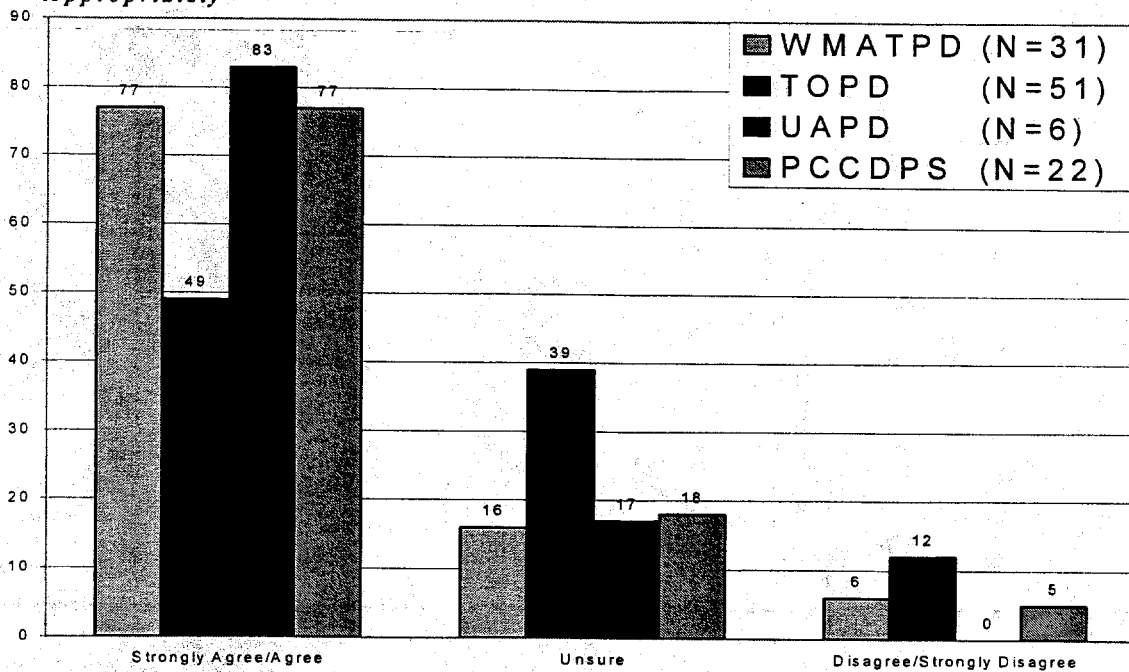
Participants' Evaluation of Ethnic/Cultural Relevance

Figure 6 represents a summary of participants' responses to the question, *Overall, was*

the program relevant to your ethnic/cultural background? A majority (64%) of participants at

PCCDPS indicated that the program was relevant, while 27% indicated the program was

Somewhat relevant to their ethnic/cultural background. Overall, the majority of participants at

the two Native American sites (WMATPD, 58%; TOPD, 48%) reported that the program was

Somewhat relevant, while slightly more than one third (TOPD, 38%; WMATPD, 36%) indicated

that the program was relevant to their ethnic/cultural background. Sixty-seven percent of Peer

Support Team members at UAPD indicated that the program was relevant and 33% reported that

the program was *Somewhat* relevant to their ethnic/cultural background.

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Figure 6
Percent of Participants' Responses to Item:
Overall, Was the Program Relevant to Your Ethnic/Cultural
Background
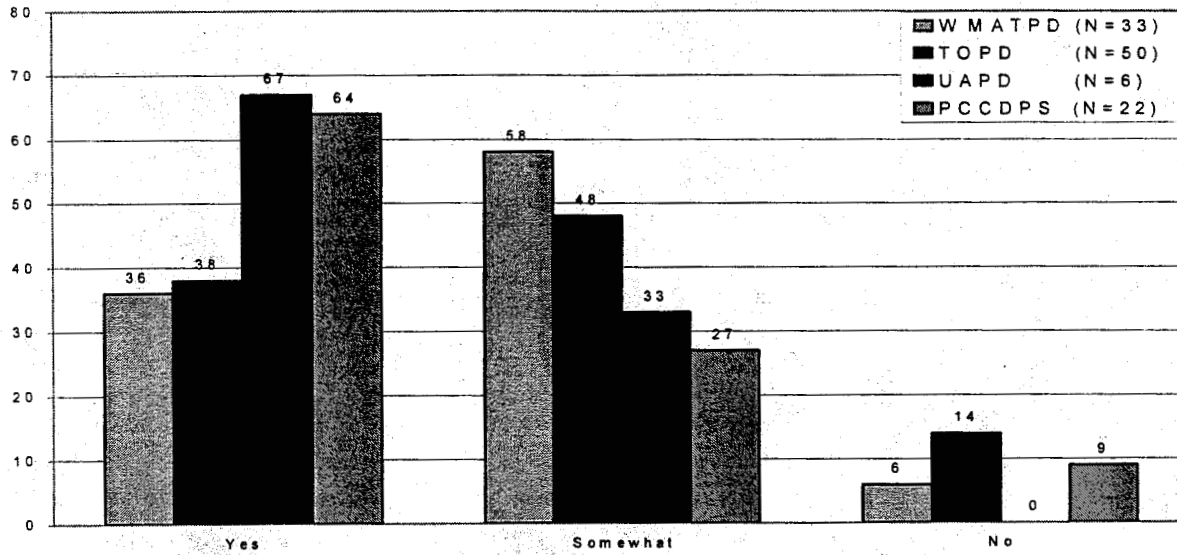
Participants' Desire for Continuation of the Peer Support Program

Figure 7 represents participants' responses to the statement, *I want the Peer Support Program to continue in my agency.* Nearly all participants at PCCDPS (95%) and WMATPD (94%) expressed a desire for continuation of the program in their agency. Although a majority (69%) of participants at TOPD also indicated they wanted the program to continue, 25% were *Unsure.* Only one Peer Support Team member at UAPD was *Unsure*, but the remaining Peer Support Officers (83%) indicated that they wanted the program to continue in their agency.

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Figure 7
Percent of Participants' Responses to Item:
I Want the Peer Support Program to Continue in My Agency
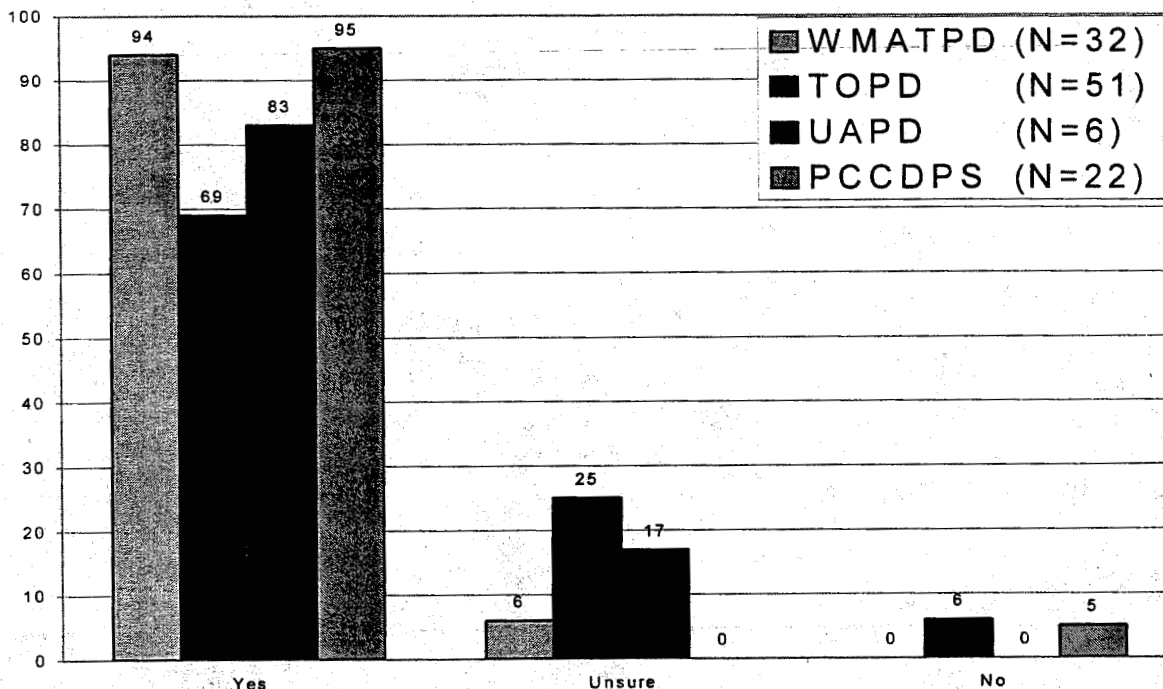
Site Supervisors' Qualitative Evaluation of Each Site

The White Mountain Apache Tribal Police Department

Jurisdictional Variables

Several weeks prior to submitting a proposal to NIJ one of the Co-Principal Investigators

discussed the proposed Demonstration Project with the WMATPD Chief of Police and his

training officer. Both were enthusiastic about the project and agreed to the general requirements

for being included as a site. Once the project was launched, the Chief traveled to Tucson to offer

support for the program at one of the training sessions for Peer Support Team Members. Thus, it

was believed that the Chief and his command staff were fully knowledgeable and supportive of

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the demonstration project. However, it was later learned that the Chief had only a vague and general understanding of the project, and the commanders knew even less.

Since the WMATPD site was located 150 miles from Tucson, much of the coordination between the Site Supervisor and activities associated with Peer Support Team members was conducted via long-distance telephone conversations and through written correspondence. A detective who was a non-tribal member and whose primary responsibility was to coordinate the agency's training was the initial contact point. Although he was extremely helpful and supportive, he too had little understanding of the intricacies of the Demonstration Project, which hampered his effectiveness with the initial scheduling. In the first of several attempts to provide more information about the project to all administrators, the Site Supervisor responsible for the WMATPD site made a presentation before the tribal council, with the Chief of Police in attendance. Overall, it required nearly 4 months, due to scheduling difficulties, to educate the commanders and other key personnel sufficiently to gain full and involved support.

In February 1999, as the Demonstration Project was still involved in the intensive training phases, the WMATPD Chief requested a debriefing for the department. The Chief's secretary, a valued Native American employee of the department for 20 years, had died unexpectedly. Coordination problems that would trouble the department and the demonstration project became apparent in this initial contact for assistance. Although the Chief requested a departmental debriefing, various contacts and negotiations resulted in a debriefing for the deceased woman's family and extended family members instead of department personnel. Approximately 18 family members graciously welcomed the debriefer, a clinical psychologist who was not the Site Supervisor. The debriefing was conducted in a traditional Native American

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family setting. No additional opportunities for debriefing were available despite a number of contacts with the Chief, the training officer, and other command staff.

The political atmosphere within the agency had an impact on the program. A large portion of the agency membership neither supported the Chief of Police, the current Tribal Council Chairman who appointed him, nor several of the council members who were politically aligned with the Chairman. The political battle lines were drawn and obvious throughout the agency and were clearly visible during any meeting or upon the issuance of any order by a supervisor or commander. Thus a keen awareness of allegiances was necessary in order to maintain support for the Demonstration Project. The Site Supervisor had to remain as politically neutral as possible when approached lest he be seen as an agent for one side or another.

This political intrigue impacted the basic function of the peer support program. When the assignment of employees to Peer Support Team members began, political ideology was a major consideration. To establish an assignment list for each Peer Team member, the general membership of the agency was polled via a memorandum. The memo briefly explained the program, identified the Peer Support Team members and asked the reader to indicate in order of preference that they wished for their peer team contact. It advised that within reason, a strong attempt would be made to match their wishes with that Peer Support Team member. It further informed the reader that a failure to select or return the memo would result in a matching that would be determined by an attempt to balance the workload between team members. Only 10 forms were returned from a membership of 50 employees. Therefore, the vast majority of personnel were assigned to a Peer Support Team member based upon consideration of three factors: location of assignment, hours of work and compatibility due to political leanings.

As a result of the negative strength of the political atmosphere, often the first order of business for the Site Supervisor during each monthly visit was to investigate the political fallout since the last visit and to proceed accordingly. Due to the political divisions it was decided that the Site Supervisor would act as the peer support contact for the administration. He met the Chief of Police and with each commander on a monthly basis to provide the same measure of support as that intended to the other members of the department by the peer team. This decision was openly comfortable for all parties at the site. When contacts were made and meetings did take place, the comfort and productivity of the meeting was very high, both for the line personnel as well as the command staff.

The variety of issues discussed throughout the program covered a wide spectrum of personal as well as professional concerns. They included, but were not limited to personnel conflicts with peers, subordinates or supervisors; marital / relationship issues; divorce recovery; depression; serious family problems; child rearing difficulties; career choices; financial difficulties; alcoholism and other dependency issues and health issues. Issues were handled properly and any follow-up meetings or referrals made appropriately to the mutual satisfaction of both parties and of the Site Supervisor. There was only one minor instance of a conflict arising out of a peer contact and it was mediated successfully by the Site Supervisor during a subsequent visit.

Line of Duty Death

It took most of the allotted demonstration period to gain a solid foothold for the basic processes of peer support. Sadly, the most significant gains were achieved following the line of duty death of a WMATPD officer. On December 9, 1999 one of the Peer Support Team members called the Site Supervisor in Tucson advising that one of their officers had been shot to

death during an investigation. The Site Supervisor responded and upon arriving hours later at the reservation began to assess the needs of the agency. It was immediately apparent that every member of the agency was deeply affected and marginally functional. Logistically, the neighboring local agencies as well as the Federal Bureau of Investigation (FBI) and the Bureau of Indian Affairs (BIA) were providing tactical assistance with the search for and eventual apprehension of the perpetrators.

As expected, the Peer Support Team was not a post-trauma asset due to the severity of the critical incident and the close-knit relationships within this small agency. Additional assistance was needed and the Site Supervisor enlisted the aid of the state police agency's C.I.S.M. team to help with formal debriefings and support during the following couple of days. A large and very lengthy debriefing was conducted as well as many smaller meetings and defusings during the next three days. The subsequent support work provided by the Site Supervisor concentrated on several areas:

- The individual emotional wellbeing of all department members and their families
- Assisting the agency and family through the funeral planning stages
- Guiding the agency toward the formulation of a formal procedure/policy regarding line of duty death
- Working toward the resumption of the peer support program

This was the first line-of-duty death suffered by this agency. The impact of this tragedy was evident individually, collectively and continuously throughout the remaining year of the Demonstration Project. During the next several monthly visits by the Site Supervisor, a great deal of time was required to provide individual contact for not only Peer Support Team members

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to continue to process the personal and professional impact of this death, but for the command staff as well.

The intensive and extensive follow-up by the Site Supervisor through individual meetings with department personnel, family members, community leaders, tribal council members, coupled with a series of formal debriefings, allowed for an opportunity to "sell" the peer support program during an obvious time of need. Naturally this tragedy spawned new contacts and broke down some of the existing barriers within the agency and tribal political scene. Predictably, it also unleashed many hidden or stifled issues previously held to be "too personal" for the Peer Team to handle. The rates of contact and the intensity of the visits with the Peer Team members increased dramatically in the wake of this officer's murder, allowing for a greater degree of assistance. Nevertheless, due to the geographic distance between the reservation and the Site Supervisor's home in Tucson, sustained assistance from him was impossible. Complicating the healing process was the lack of a referral resource. One psychologist working out of the Tribal Behavioral Health Office serves the entire community, and she was already overwhelmed with the daily issues within the reservation. The residual effects of this line of duty tragedy were still apparent at the end of the Demonstration Project and will most likely have a profound impact on the personnel and families of this agency for many years.

Peer Support Team

Although the six individuals selected by the department as Peer Support Team members were caring people, it was a constant concern to keep them interested enough in the program to follow through with their obligations. The Site Supervisor allowed the Peer Support Team to determine a leader or coordinator and that person was very effective initially. Then, during the course of the project, the Peer Support Team began to disintegrate. Of the initial six members,

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three were lost. One left for employment elsewhere, one was fired for domestic violence, and one left the agency when appointed as a tribal magistrate. Of the remaining three, one missed many months of work with injuries suffered off-duty and another became non-functional due to a chronic illness. The department replaced only one Peer Support Team member during the course of the Demonstration Project. Due to time and distance constraints, the training for this person was fragmented and minimally effective.

The Peer Support Team members each had other duties that naturally superceded the peer program responsibilities. Even when motivated and well intentioned, the time available for peer support responsibilities was severely impacted. They were limited by severely depleted staffing levels, a high call load, inconsistent schedules powered by covering "holes" in the staffing levels, and a never ending addition of other department and tribal assignments and duties to each person. The Peer Support Team members were at times only able to keep themselves on a shaky but somewhat stable plane.

Adding to the frustrations, when the Peer Support Team actively attempted to provide the necessary peer support, the response from the personnel assigned to them was disappointing. Initially, in accordance with the Demonstration Project requirements, officers were assigned and mandated to meet with their Peer Support Team member monthly. Due to heavy resistance by nearly all personnel against the "mandatory" meeting concept, the format was adjusted to place the contact mandate on the Peer Support Team and not on the employee. Thus each Peer Support Team member was required to make contact with an assigned employee to schedule a monthly meeting. Even with this more voluntary concept most of the officers did not respond to the monthly requests by their Peer Support Team member, and those that did, often refused to meet. Officers offered various reasons for their resistance to meeting with Peer Support Team

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members. The most frequent reasons cited included a lack of information about the purpose of the Demonstration Project, no problems to discuss, and confidentiality issues related to political factions.

Officer and Family Involvement

Following the training process held in Tucson, Arizona, the Site Supervisor and one Co-Principal Investigator traveled to the WMATPD site. The purpose for the vist was twofold: to initiate the pre-testing process and to conduct community meetings in order to introduce and provide information about the Demonstration Project to tribal members, officers and family members. Over the course of two days, two community meetings were hosted by the WMATPD at the tribe's hotel and casino. Although several officers, spouses, children and one Tribal Council Representative participated in the meetings, the attendance was lower than expected. The reasons for the low attendance appeared to be departmental administrative problems associated with providing detailed information about the meetings to appropriate personnel on a timely basis.

Data Collection

In the first few months of on-site supervision, while attempting to continue testing, two factors came into play that interfered with a smooth and timely data collection process. First, it became obvious that a greater understanding by the agency command and tribal leaders was immediately necessary for any significant positive response. For the first several months the Site Supervisor worked against both this lack of knowledge and the resulting rumors about the Demonstration Project and how it would involve/impact the agency and the individual.

The second limiting factor concerned the occurrences of unforeseen emergencies in the community requiring a full response from the agency personnel, in effect canceling the

scheduled testing process. One was a large forest fire that destroyed many structures within the town limits and another was a traditional community event requiring every available officer. In spite of the initial lack of cooperation and scheduling issues, pre-testing was accomplished. At the end of the project, enough acceptance and cooperation had been established to allow for post-testing.

The Future

The Site Supervisor was able to note a very positive change in behaviors and hear supporting testimony concerning behavior changes from the officers, supervisors, command staff and most importantly from family members. Throughout the course of the Demonstration Project, observations and volunteered information verified specific positive impacts on the lives of these individuals and family members. Reports included first person accounts of initiating healthier levels of anger management when dealing with prisoners, supervisors, subordinates, as well as spouses and children; open discussion about grief and loss; and several instances of seeking assistance for alcoholism. In each case, either the Demonstration Project, in general, or a Peer Support Team member, specifically, was cited by the involved individual as responsible or highly influential in his or her decision to change.

Mental health services are provided by one Behavioral Health Clinic staffed by one Ph.D. and a few tribal member volunteers who possess only rudimentary skills and little if any formal training in mental health issues. This unit administers all counseling and intervention for the entire tribal population. Prior to the arrival of the Demonstration Project, the members of the WMATPD rarely, if ever, utilized the services. Although the availability of professional mental health counseling on the reservation is extremely limited, voluntary inquiries and the trust level

for this type of mental health service appears higher than ever as a function of the education provided by the site supervisor and the peer team.

In spite of many positive results, it is unlikely that the fledgling WMATPD peer support program will survive beyond a couple of months. Some of the basic characteristics and principles of the program, such as listening skills, a respect for confidentiality, and a working knowledge of referral resources, will carry on with the Peer Support Team members who remain with the agency. And, despite all the hurdles, the Project has, without question, made a significant impact on various individuals within the agency by assisting them during personally and professionally challenging times. But the program itself, as a stand-alone function, faces many obstacles that are germane to other small agencies and some that are specific to this particular tribal agency. While it is unclear that additional and more intensive preparation at the onset would have insured long-term success, it is clear that the lack of administrative understanding hampered the development of the program and made the supervisory job during the demonstration project more difficult.

For this program to survive and to maintain a reasonable level of effectiveness, it is believed that nothing less than assigning a person as an on-site, full-time peer support program coordinator is necessary. Unfortunately, a severe lack of resources precludes this from happening. Given that this particular agency is lacking other key personnel positions and resources that so severely impact it's basic service capabilities, a long-term peer support program can only exist as a luxury provided by the hard work and dedication of a stable force of peer support volunteers.

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Tohono O'odham Nation Police Department

Jurisdictional Variables

In terms of the grant process, the original agreement for participation in the Peer Support Demonstration Project was made with the most recently appointed Chief of Police. This Chief, a retired 25-year veteran of the Pennsylvania State Police, was the sixth chief executive officer of TOPD in 10 years. Like most of his predecessors, the Chief became embroiled in tribal conflict and resigned under fire. The conflict was so intense nine officers left a 50-officer department within the year prior to his resignation. The police department was also being used politically in a conflict that involved the Tribal Chairman.

Shortly before the grant for the Demonstration Project was approved, a new TOPD Chief of Police, a retired Sheriff's commander from a county that borders the Tohono O'odham Nation, was appointed. One of the Co-Principal Investigators met with the new Chief and his Captain to discuss the Peer Support Demonstration Project and solicit his support. Since the new Chief was previously employed for 24 years by a department that had its own psychologist (one of the Demonstration Project's Co-Principal Investigators) and a Behavioral Sciences Unit (BSU), he was quite familiar with peer support concepts. In fact, his presentation at a subsequent peer support training about his own experiences with stress as a young officer prior to the advent of peer support was inspirational. His Captain was also a firm supporter of the program and psychological services in general. After the meeting, the new Chief reaffirmed his department's willingness to fully participate in the Demonstration Project. Although conflict was certainly not stilled, the new Chief's interest in healing the department allowed for gradual

quelling of the most intense aspects of the strife over time which allowed their peer support program to grow at its own pace without undue external pressures.

During the first quarter of the Demonstration Project, a number of critical incidents occurred on the Nation. One was an accident with multiple fatalities involving a vehicle loaded with illegal aliens in a remote part of the reservation in the middle of the night. The second was a situation in which a father cut his 10-year-old boy's throat, stabbed to death the boy's mother and hanged himself outside their residence from a large tree. The boy survived to walk over a mile the next morning past the bodies of his mother and father to his grandfather's home. The third was seemingly the most disturbing and unusual. A middle-aged woman was attacked at night by two dogs in the San Xavier District and mauled to such a degree that she eventually died. This incident was described by a senior TOPD officer as the most hideous incident that he had ever worked. The final incident was a vehicular rollover with two fatalities. The timing of this incident allowed for the routine debriefing of two young officers just four weeks out of the academy and the attendance at that debriefing by two Peer Support Team members.

These events allowed the Site Supervisor and, later, the TOPD Peer Support Team opportunities to further explore crisis intervention principles with a wide mixture and range of officers. More importantly, the Peer Support Team was introduced into the process during one debriefing. This course of events, along with the interest of the individual Peer Support Team members, allowed them to begin doing some debriefings independently. Although they subsequently described their activities as consultation, at least three TOPD police officers had the confidence to engage their fellow officers in some form of debriefing process. Even more strikingly, the U.S. Border Patrol, which patrols the Nation's 61 mile border with Mexico, informally requested someone to conduct a debriefing for some of their officers and one of the

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Peer Support Team members was able to respond promptly on-scene to that request. This critical incident aspect of the program seemed quite successful, as it was one the Peer Support Team related to most easily and was one that seemed more readily accepted by the other officers within the department. These incidents and the Peer Support Team's response allowed for a very positive start to the training/supervision process and credibility to the program.

In the more routine aspects of the program, a number of issues were apparent early on. The first was that at least three of the Peer Support Team members were really unable to organize themselves in a way that would allow them to reach out to others. These individuals had too many of their own individual challenges in their personal life to be expected to contribute on a department-wide basis. While they participated in the group consultations with other officers, they were limited outside of that arena. As the program progressed, another Peer Support Team member was lost to the program for eight months with a work-related injury. Another individual became pregnant and had a baby who reduced her involvement in the program. The department, on two separate occasions, disciplined another Peer Support Team member; his disappointment and anger interfered with his participation until toward the end of the program. On the other hand, during the course of the program one Peer Support Team member was promoted to Sergeant and two were promoted to Lieutenant.

Peer Support Team

In a meeting with the Chief of Police, the Co-Principal Investigator responsible for the TOPD site reviewed recommended criteria for police officers who would become members of the Peer Support Team. These criteria are discussed elsewhere but include respect by other officers, a reputation for being someone who could maintain confidences, an interest in serving

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his/her fellow officers, and other characteristics consistent with being a good police officer such as good judgment, self-control, maturity, and integrity.

Although police officers were originally requested, the list of 11 personnel selected by the Chief included six police officers, three detention officers, one ranger, and one dispatcher. Eight were Native Americans. Overall, the list supplied a variety and diversity of characteristics as to ethnicity, sex, rank, position and experience. Although offered by the Chief, who had no tribal affiliation, the diverse positions from which these people were selected appeared to reflect at least one common tribal characteristic. That is, if there is a resource, it should be shared with others, not hoarded for one's own individual use, exploitation, or profit. This sense of community sharing seems to be a strong feature of the Tohono O'odham Nation and contributes to the natural integration of community policing as a way to share community resources and solve community problems.

On the other hand, some departmental personnel selected by the Chief seemed to lack other characteristics known to be helpful in the functioning of a Peer Support Team as previously recommended by the Site Supervisor. Some had been very vocal and political during the tenure of the previous Chief. Some had been disciplined significantly during that same time frame. Some displayed significant personal problems that required their full attention to allow them to continue to function in their job and their personal life without being further encumbered by additional burdens. In a casual conversation with some of the personnel regarding the criteria for selection, one of the most antagonistic officers to the prior administration quipped that the Peer Support Team members were selected because of their opposition to the prior administration. That observation did not apply to all Team members but certainly fit some. Another Peer

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Support Team member, an officer who had served as a peer support officer in another jurisdiction, was informally added to this group toward the end of the Demonstration Project.

In spite of some problems in the selection process and a somewhat low frequency of supervisory sessions, most TOPD Peer Support Team members performed extremely well in their role as a peer support person. The Team's dedication is reflected in the overall positive impact of the Peer Support Program on Native American officers.

Officer and Family Involvement

Three months after the Peer Support Team's intensive training had been initiated and was nearing completion, attempts were made to provide TOPD officers and family members information about the peer support program. This initial attempt included invitations to officers and their families for dinner meetings at the Nation's capital, Sells, about 65 miles from Tucson. As the date for the event came closer, however, there had been very little interest or commitments from officers and their families. In discussion with some of the officers and administration, it was decided that despite the format and the convenience of the planned meetings in Sells, officers would be reluctant to bring their families to attend a psychologically oriented program. This attitude, although not boding well for the future of the program, was not surprising from previous descriptions of perceptions toward psychological services by TOPD personnel. The consensus was that although acceptable under some conditions, psychological services were relatively unknown to officers and their families outside of debriefings for critical incidents.

TOPD officers and family members were also invited, along with officers and family members from the two Tucson-based demonstration sites, to community meetings held at four different times at a popular Mexican restaurant in Tucson. Although many TOPD officers and

Peer Support Team members lived in the Tucson metropolitan area, few attended the dinner meetings.

Discussions were held with the Peer Support Team members about how to better introduce the program to the families. It was the consensus that families were unlikely to be receptive to a direct approach both as part of their Native American culture but probably more strongly as a function of their police culture's attitudes toward mental health issues. Publicly aligning oneself with psychological services and seeking assistance in what could be perceived as a one-down position was probably considered as a position of weakness. It was apparent that the Peer Support Team felt that any attempts to directly approach the families was clearly inappropriate in terms of respect for privacy and for maintaining boundaries around families that was culturally appropriate. Thus, it became clear that attempts to directly approach families would be self-defeating. Instead, officers and family members needed to see the program work and develop trust over time before they could feel safe in utilizing the resources of the program.

Data Collection

Pre- and post-testing was conducted at two locations. The first was on the outskirts of Tucson in the San Xavier District of the Nation. The second was at Sells, the Nation's governmental center. Times were organized to accommodate shift schedules and minimize overtime. Post-test scheduling and attendance was organized by a Peer Support Team member who had been promoted from Sergeant to Lieutenant during the Demonstration Project period and who was administratively responsible for coordinating the program's needs with the department's needs. Participation in the data collection process was excellent. For example, 53 of 59 officers actually completed the process, a 90% response rate.

During the 16 months of the program, contacts by the Site Supervisor with the Peer Support Team members occurred about every 5 or 6 weeks. Not all Team members were seen on every occasion for a variety of reasons. Six members of the Peer Support Team seemed especially active and made about six to eight contacts per 6-week period. Other than five of the six Team members were female, they were not particularly identifiable in any demographic way. They had a variety of job titles. They were mixed in terms of ethnicity, although three were Tohono O'odham. The content of their contacts reflected the distribution of issues seen in other peer support based programs in law enforcement agencies. That is, there was a preponderance of relationship issues with losses and concerns about relatives' health part of those relationship issues. Concerns related to the job were also common themes. On one occasion there were suicidal issues involved and the situation was dealt with appropriately in terms of the interaction with the person. This incident, however, prompted a review with the Peer Support Team about guidelines associated with suicidal issues, including the necessity to call a mental health consultant.

The issue of mandatory contacts was problematic for the Peer Support Team following the first contacts with officers to discuss the program. Officers were assigned primarily as a function of shift and geographic proximity, given the distances involved. The impression was that very early on, Peer Support Team members found out who was approachable and who appreciated their concern and involvement. With those who appreciated their interest, they maintained regular contact. But it became apparent that a number of other issues were involved in determining those contacts. Very early on, some of the officers, typically the Native American Peer Support Team members, were reluctant to share details of the contacts with the Site Supervisor and seemed to be protecting those with whom they spoke from breaking the

confidence of the contact. This tendency seemed to be irrespective of their own issues because they clearly felt free to talk about their own feelings in a forthright manner. Thus, the issue appeared neither a police cultural issue, where no one was allowed to have feelings, nor related to the fact that the Site Supervisor was an outsider. The impression was that they had made some type of commitment to the confidentiality with which their communications with the other person were to be held and that they were carrying through with that commitment. From a speculative point of view, it did appear that these communications were being handled in a respectful manner that may have been a cultural issue combined with the seriousness with which they had made their commitment to the other person in their own mind.

The Future

The Peer Support program at TOPD was well established and functioning appropriately at the end of the Demonstration Project. It will need ongoing support to function well, but some of the officers clearly integrated their training and brought that training to their contacts with other officers within the department. This application and involvement was facilitated for some officers through critical incident involvement. For other Team members, however, they were content to make the individual contacts and they only needed the training and administrative sanction to contribute comfortably in that type of process. Those who were not as productive seemed to appreciate their involvement and maintained their contact with the Site Supervisor despite their relative lack of participation in being able to reach out to other officers.

University of Arizona Police Department

Jurisdictional Variables

The University of Arizona Police Department had an administratively initiated change in the chief executive officer in 1998. The new Chief, who had previously been an assistant chief

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at UAPD, had expressed a desire to implement programs to help police officers and their families better manage job related stress even before the Demonstration Project was conceived. When approached about participating in a proposed peer support program under the auspices of the National Institute of Justice, he was enthusiastic and offered UAPD as a site. Although most of the officers at UAPD were also supportive of the proposed project, a significant faction in the department was not supportive of the new Chief, overall. This conflict, as in most departments, sucked energy into the conflict and away from the business at hand, including peer support activities. As a result of this conflict and other issues, the Chief resigned in May 2000, while UAPD was still a Demonstration Project site. A replacement was not selected until the end of 2000, leaving the UAPD and the Demonstration Project site without a chief executive officer for nearly 6 months.

Although competitive organizational conflicts are not unusual in police agencies, three changes in the chief administrative position at UAPD during a 2-year span clearly added stress to officers, as well as administrators within the organization. The Peer Support Team reported a wide range of reactions from other officers within the Department, including distrust and suspiciousness resulting in officers being guarded about feelings and cautious about the information they shared.

As the process of implementing the first phase of the program at UAPD began, the University of Arizona Legal Department presented concerns about UAPD's participation in the Demonstration Project and the informed consent form developed for all participating officers. (A copy of the original Consent to Participate Form can be found in Appendix D.)

Risk Management's concerns were extensive and initially expressed in a March 16, 1999, meeting attended by the Chief, two Co-Principal Investigators, a University of Arizona Human

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Resources representative and an attorney for the University's Risk Management section. The meeting focused on two primary issues. The first was the extent to which research data and personal communications could be kept confidential. The second issue was related to risk management's concerns about preserving and enforcing procedures directly connected to University mandates and requirements related to information about sexual harassment, discrimination or disability. To address these issues the attorneys requested that UAPD officers be informed that one of the reasons for the grantee to violate confidentiality would be as follows: "if there is reasonable suspicion that I am engaged in sexual harassment against a co-worker." In addition, the academic institution advised that any discussion of discrimination, sexual harassment or a disability within the Peer Support contact would not constitute a formal grievance. Regarding the confidentiality of the assessment data, the attornneys requested that a change from simply saying that it will not be possible to track individual data, to the following: "I understand that data will be collected from my participation in the Program and may be reported, but that, to the extent permitted by law, I will not be personally identified with the data." The wording of another exclusion to confidentiality required by the attorneys became particularly problematic as well. They advised that confidentiality would not be maintained "if there is an adversarial relationship between me and my employer relating to certain reportable issues, including, but not limited to sexual harassment and discrimination to the extent mandated by law." An ongoing negotiation process about these issues required a number of months and was further complicated and delayed by a change, in mid-stream, of attorneys assigned to investigate the situation. Eventually a new consent form was approved. (A copy of the revised Consent to Participate Form is included in Appendix E.)

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When the revised Consent to Participate Form was offered to the officers and solicited by the Peer Support Team, only four police officers signed the form. It appeared that the program was moribund. Contact with the Peer Support Team was discontinued in compliance with the spirit of the agreement with Risk Management. Discussions were held among the Co-Principal Investigators who decided to again approach Risk Management to see if some form of the program might be salvaged. Negotiations with Risk Management personnel eventually resulted in the program being given permission to conduct peer support activities with UAPD personnel but not collect any pre- and post-intervention data. In this regard, the officers were free to participate without signing any type of consent form. However, Risk Management stipulated that the Site Supervisor responsible for clinical management of the peer support efforts at UAPD could not know the names of individuals who discussed issues with the Peer Support Team members. The attorney initially suggested that Peer Support Team members could not even describe the actual events but would have to present essentially a redacted, generic description of the problems for review and discussion. Eventually it was worked out that as long as the officer's identity was not disclosed that the program could function under those restraints. The attorneys offered that they would be comfortable with that arrangement and consequently that was the procedure that was followed.

One of the most important and problematic consequences of this set of issues was that an agency that, in fact, had early on been eager to cooperate and participate now was unavailable for the collection of data. On a more subjective level, issues associated with the exclusions to confidentiality aggravated officers' concerns regarding the educational institution's potential for exploiting and disrespecting them through the peer support program. Therefore, it introduced a connection between what was perceived as some of the more intrusive aspects of the

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University's management policies and the Demonstration Project. Unfortunately, the police administrators, Co-Principal Investigators, and Peer Support Team members were unable to alter these beliefs.

Officer Suicides

Two other major events influenced the course of peer support activities at the UAPD site. The first was the suicide of a respected and well-liked UAPD officer in October 1999. He also had a very large network of friendships within the broader law enforcement community in the Tucson metropolitan area. He had been at UAPD for 4 or 5 years, had served in the USMC in Saudi Arabia during Desert Storm, and had recently been unsuccessful at a large, urban police department where he had gone to get more variety and challenge. His suicide was about 1 year following his return to UAPD. He left no note and was not in any type of treatment that anyone could identify. Although appearing subdued following his return to UAPD, he maintained friendships and good work performance. In essence, his suicide came as a terrible shock and surprise to members of the Department.

A department wide debriefing was held a few days following this officer's suicide. Although not mandatory, approximately 50 UAPD personnel attended, including most line officers and some dispatch and security personnel. Command officers volunteered to take patrol responsibilities to allow on-duty officers to attend. The Site Supervisor conducted the debriefing as part of the peer support program activities. Although this tragedy was an opportunity to include some members of the UAPD Peer Support Team as facilitators and at the debriefing, their emotional involvement in the situation made it too difficult for them to have an appropriate level of distance from the death of this popular co-worker. Instead, two Sergeants from the Tucson Police Department's Behavioral Science Unit served as peer facilitators. The UAPD

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Peer Support Team was able, however, to help with follow-up from the debriefing over the next few weeks and months. The Site Supervisor performed the formal and longer-term follow-up contacts with the UAPD family. Contact was also maintained with Peer Support Team members to monitor how they were coping with this tragic loss but also to serve as a trainer/supervisor for their contacts with other officers. These contacts were numerous, especially during the first week following the suicide. Although an actual tally was not kept, it is estimated that probably over 100 contacts occurred, with a primary focus on the suicide, during the first month following his death. It appeared that Peer Support Team members had contact with every officer during this period. Many of these contacts were frequent for those officers who seemed to be having more difficulty with this suicide than for others who were experiencing fewer problems.

Only 3 months following the suicide of the popular UAPD officer, a UAPD officer's spouse, a veteran police officer with the Tucson Police Department, committed suicide. The Site Supervisor who provided the debriefing associated with the UAPD officer's suicide provided emergency psychology services on the day of the suicide. Officers from Tucson Police Department's Behavioral Science Unit provided most of the debriefing and follow-up connected with the loss of one of their own officers. Although known by many UAPD officers, this man did not appear to have any close ties within UAPD except by marriage. Consequently, most of the programmatic services were offered to his wife and other officers from UAPD who had some immediate involvement. Contacts with the Peer Support Team following this suicide primarily revolved around the officers talking with them about the connections and feelings that were still fresh from the first officer's suicide. Perhaps as many as 40 contacts were made around this event. These two tragedies allowed Peer Support Team members to see the contribution that they could make to their Department at a stressful time.

Peer Support Team

Prior to the selection of candidates for the Peer Support Team, the Site Supervisor assigned to the UAPD discussed with the Chief a written list of characteristics shown to be important in the selection of effective Peer Support Team members. The criteria included respect by other officers, ability to maintain confidences, genuine commitment to other officers, and the other characteristics that make good police officers such as maturity, good judgment, and self-control. The Chief then asked for volunteers. Although the Chief served as a potential veto for any of the officers, he accepted the only persons (five police officers and one security officer) who expressed interest in performing the peer support function within the Department. Although the six candidates selected represented diversity regarding age, sex, experience, ethnicity, rank, and factions within the department, the selection did not appear to be governed significantly by the suggested criteria presented to the Chief.

Once the issues regarding the structuring of the program and confidentiality were resolved, each officer in the Department was assigned to a Peer Support Team member. These assignments were done naturally among the officers expressing and anticipating an ability to communicate with some officers and not with others. The original thrust of this process was to establish a monthly contact between each Team member and each of the officers on his/her roster.

Although more than willing to involve their fellow officers in the program, the Peer Support Team resisted mandatory monthly contacts. Even when reminded of their initial commitment to this particular structure of the program, Team members reported that UAPD officers would find the mandatory meetings too intrusive and would not comply. Peer Support Team members recommended a less structured schedule based upon their assessment of the

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officers. The choice for the Site Supervisor was to either bring more power to bear on the Peer Support Team to insure compliance or to accept the accuracy of their assessment and their recommendation. Since the program was fragile at best, given the various alterations and restrictions placed on the program by University administrators, it was decided to accept their judgment and recommendations.

Despite an improved sense of privacy and security offered by the individual contacts, the Peer Support Team continued to feel as if the mandatory elements of the program were counter-productive. This assessment was partially based on their own reluctance and unfamiliarity with their role as Peer Support Team members. At the same time, it clearly came from the discomfort that was generated by some officers who were disdainful of the process and claimed, in effect, to be paragons of mental health. This resistant minority is present in probably most departments and unduly influences the use of behavioral services in general and this type of peer based program in particular. This type of minimization and denial of affect, although slowly eroding in most departments is still a strong force that contributes to the culture of a department and feeds the type of officer isolation that can be so deadly.

At times, contacts with Peer Support Team members were relatively minimal. Thus on occasion, several weeks would pass with each Team member reporting only a few contacts; however, following the suicides, each reported upwards of 20 contacts. This same pattern was also reflected in the contacts between the Site Supervisor and the Peer Support Team. That is, Team members were relatively available for meetings when events had a clear psychological component, at other times it was difficult to organize and complete contacts.

Early on in the process it seemed compatible with the Peer Support Team's comfort level to make contacts with officers in a group. This approach also allowed some decisions to be

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made that involved group experiences and preferences. In retrospect, group contacts ceased to be functional early in the program and probably contributed to scheduling problems and more delays even after risk management issues were resolved. Furthermore, as was apparent from the outset, Peer Support Team members were also operating within the same political atmosphere as every other officer within UAPD and, consequently, also seemed reluctant to fully express their views in the group setting. However, when individual meetings commenced within the last 6 months of the program, expressions of opinions and concerns became more free flowing.

Officer and Family Involvement

Following the intensive training phases for Peer Support Team members, all UAPD officers were introduced to the program by letter. As part of the introduction, all officers and family members were invited to attend one of four dinners hosted by the demonstration project at a popular Mexican restaurant located about 2 miles from the Department. Officers were informed that the Demonstration Project would be described and the officers and family members would have an opportunity to ask questions and offer suggestions. The Chief was supportive of the plan and encouraged officers to attend. Similar invitations were mailed to officers at two other sites, PCCDPS and TOPD. Only one UAPD officer, an executive board member of the sponsoring FOP, attended the meeting. Discussions of this poor turnout with the UAPD Peer Support Team resulted in the explanation that most officers seem interested in dealing with psychological issues only if the need is immediate, such as occurs with critical incidents. This explanation seemed consistent with our experience with other Behavioral Science Unit services.

On October 2, 1999, a special community meeting related to the first officer's suicide was held on campus for all UAPD officers and their spouses or significant others. Although all

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officers were encouraged to attend, the meeting was not mandatory. Command staff covered shifts for on-duty personnel who wished to attend. At the meeting two Co-Principal Investigators discussed the Peer Support Program and one, Dr. Kevin Gilmartin, presented a program on family survival in police work. Approximately 45 individuals, mostly as couples, attended this community meeting.

Data Collection

Due to the unique problems associated with confidentiality and consent to participate in the program at UAPD, pre- and post-testing was completed only by members of the Peer Support Team.

The Future

The problems with risk management issues associated with the Peer Support Program at UAPD significantly interfered with the smooth functioning of supervision of the Peer Support Team. In fact, during 7 months of the program there was not a format under which the program could be implemented at UAPD. Earlier, the problems working out the consent form had shut down the program for 5 months. In each of these instances, it did not appear as if any contact would be allowed. Thus, no meetings were held with the Peer Support Team following an explanation for the anticipated premature termination of the program. These delays and alterations to the original intent and focus of the program were felt to significantly and materially interfere with the initial momentum that might have been built through the enthusiasm of the Peer Support Team and the prospect of establishing a long-term special program to UAPD. On the other hand, the two suicides clearly offered an opportunity and motivation for peer support services. These two suicides, probably more than any other process, allowed Peer Support Team

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members to see how their contacts with their fellow officers could contribute to reducing stress and easing future crises.

The present Chief at UAPD appears receptive to the peer support program, but he is still learning about his Department. His previous 25 years of experience with a large urban police department with a behavioral science unit, seems to have established an understanding about how peer support services are supposed to work. This familiarity can only facilitate his integrating his own view of the role of peer support into the organization and the fledgling peer support program. Peer Support Team members remain committed to maintaining the program and appear hopeful.

Pima Community College Department of Public Safety

Jurisdictional Variables

Although The Pima Community College Department of Public Safety did not enter into an agreement to become one of the original sites selected for participation in the demonstration project, the department offered one of the Pima College campuses as a training site. The department also requested and was given permission for six PCCDPS officers to participate in the intensive training phases of the Demonstration Project, with the understanding that these officers would not receive additional training or supervision through the Demonstration Project. Near the conclusion of the intensive training phases, the PCCDPS officers attending the training requested that PCCDPS be included in the Demonstration Project as an official site. Through separate negotiations with the Chief of Police and NIJ following the intensive training phases, PCCDPS was approved as a fourth site of the Demonstration Project and a Site Supervisor was assigned.

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The Site Supervisor conducted initial meetings with the PCCDPS Peer Support Team members in order to formalize the Team and begin the pre-test process. Despite the fact that PCCDPS was a late addition to the project and out of sequence with the other sites, this delay turned out to be good fortune. It allowed the Site Supervisor to avoid most issues related to a lack of information and understanding of the project by administrators and line officers and thus to approach the formation and launching of this peer program much differently than at the other sites. As a result, scheduling, assignments, meetings and compliance were more easily accomplished.

The problems encountered during the course of supervising the PCCDPS Peer Support Team were anticipated, infrequent and easily solved. Although part-time supervision of a program such as this creates special issues, it was still far easier to deal with developing problems from within the same city, than it was to supervise from a distance. Aside from the obvious benefits of the proximity of the site, subtle influences aided the communication, trust and self-confidence of the Team as well. As one Peer Support Team member said, "It's nice to know if we really need assistance from the grant staff, it's only a few minutes away".

Even so, politics was a major issue within this agency as well. The Chief and his second-in-command were under tremendous political pressure; support for the two of them was eroding rapidly. The majority of departmental personnel were quick to be critical of the policies and direction of the agency and supportive of a change in command. During the course of the Demonstration Project, the Captain was forced into retirement and the Chief's retirement was believed to be imminent within the next few months. The membership, including Peer Support Team members, spent a considerable amount of energy and time on this issue and the political lines were becoming more defined and uncomfortable. These issues appeared similar to those

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experienced at other sites as well as many small agencies during politically tumultuous times. In order to help defuse some of the emerging conflicts, it was decided, with full and mutual agreement among command staff, the Peer Support Team, and the Site Supervisor, that the Site Supervisor would be the peer support person for the command staff at this agency, as well as providing supervisory functions for the Peer Support Team.

The Peer Support Team

Assignment of personnel to peer team members was done just as it was at the WMATPD site. That is, information was sent to each employee reviewing the basics of the program and identifying Peer Support Team members. The employees were instructed to select, in order of preference, three of the Peer Support Team members and submit their selection to the Site Supervisor for review and assignment. It was explained that preferences would be honored, if possible, and deviations would be made based upon equally balancing the entire agency among the Peer Team. It was also noted that failure to respond within the time allotted would result in an assignment convenient to the Team. Once in position and functioning, the Peer Support Team had little difficulty in setting up and getting compliance with a meeting schedule for the assigned department members.

Matters discussed by officers with the Peer Support Team during scheduled and requested supplemental meetings included nearly the same range of issues found at the other three sites such as relationship problems and stress related to police work. Peer Support Team members quickly gained acceptance by fellow officers and the comfort level concerning peer support activities at PCCDPS was high. Only two minor issues within the Peer Team surfaced during the Demonstration Project period and both required very little involvement by the Site Supervisor to correct.

PCCDPS chose to have a rotating peer program supervisor selected from the Peer Support Team ranks. That Peer Team member will be responsible for the maintenance of the peer support unit for a year. It is understood and openly supported by the command staff that during that period of time, the peer support unit supervisor will be devoting a large amount of on duty time to the needs of the peer program.

Of the original six Peer Support Team members, five were still active and strongly involved in the program at the conclusion of the Demonstration Project. The lone drop out (personal reasons, not program/department related) will likely rejoin in the next several months. All Team members were very professional and went to all reasonable lengths to insure that their assigned officers made the monthly appointments. Each Team member stayed in close contact with the Site Supervisor throughout the Demonstration Project period. As a problem or question arose or an idea surfaced about the program, Team members never hesitated in initiating contact with the Site Supervisor. Each Team member expressed a desire to stay with the peer support program, expand it and "develop it into a model for other campus agencies." Although the political intrigue surrounded them, Team members did not let it affect them as they performed their respective duties within the agency and as Peer Support Team members.

Officer and Family Involvement

PCCDPS officers and family members were invited, along with officers and family members from the TOPD and UAPD sites, to attend community meetings held at four different times at a popular Mexican restaurant in Tucson. The purpose of the meetings was to provide officers and family members the opportunity to learn more about the Demonstration Project and how it could be beneficial to them. Although attendance by PCCDPS officers and family members was higher than from other sites, overall attendance was much lower than expected.

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Data Collection

With the assistance of the Peer Support Team, the scheduling of pre- and post-testing sessions at PCCDPS went very smoothly.

The Future

When the program was being turned over to the agency to run independently from Demonstration Project overview, the Peer Support Team was working closely with the command staff to secure additional Peer Team slots. Negotiations were also being conducted for additional training programs, including the formation and training of a Critical Incident Response Team. The Peer Support Team has strong support from the Chief and Lieutenant, and they both openly and enthusiastically support the program as a vital piece of the agency's future health. Both expressed a strong desire to expand peer support activities and provide sufficient training and resources to keep a peer support program at top operational strength. The likelihood of the peer support program initiated at PCCDPS by the Demonstration Project surviving for a long period of time is very high.

Demonstration Project's Impact on Stress Related Factors

To assess the impact of the program on stress related factors, Officers and Peer Support Team members at each site were evaluated on a pre- and post-basis along several dimensions associated with law enforcement stress. For example, major categories included symptoms of stress, coping skills, and type and frequency of stressful events experienced.

Evaluation Instruments

Program evaluation instruments were administered to Peer Support Team members prior to the first phase of training and at the conclusion of the Demonstration Project. Evaluation

instruments were administered to law enforcement personnel at each site prior to formal intervention by Peer Support Teams and at the conclusion of the Demonstration Project. Prior to administering program evaluation instruments, all participants were asked to read and sign an informed consent form describing the purpose of the program, the program evaluation and procedures used to protect confidentiality (see Appendix D).

The following instrument was administered to Peer Support Team members and participating law enforcement personnel on a Pre-Intervention basis only:

- *Quickview Social History (QSH)*. This instrument is essentially a social history data-gathering tool rather than a psychological measure. The instrument has a sixth grade reading level and requires approximately 45 minutes to complete. Experience in the current setting, however, revealed that this instrument required approximately 1 hour to administer. Data was read by an optical scanner and appropriate software generated a narrative that covered nine areas including demographics, developmental history, family of origin, education, marital history, occupational history, legal history, military history and a symptom screen (National Computer System, 1993).

The following evaluation instruments were administered to Peer Support Team members and participating law enforcement personnel on a Pre- and Post-Intervention basis:

- *Brief Symptom Inventory (BSI)*. This test is a shortened version of the Symptom Checklist 90-Revised. This instrument was chosen because of its frequent use in research that can benefit from repeated measures to assess outcome (National Computer Systems, 1982). It has a sixth grade reading level and can be completed in approximately 10 minutes. It also is scanable and the appropriate software generates a brief summary of nine symptom dimensions and three global indices of distress.

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- *Dyadic Adjustment Scale (DAS).* This scale has excellent psychometric properties in terms of its ability to accurately identify couples who are satisfied with their marital relationship and those whose relationships are troubled (Spanier, 1976). It has 32 items with each rated on a 6-point scale. The DAS affords an overview of global marital satisfaction.

- *Traumatic Life Events Questionnaire (TLEQ).* This instrument elicits information about Criteria A from the DSM-IV (American Psychiatric Association, 1994) for the diagnosis of Posttraumatic Stress Disorder (Kubany, 1995). That is, it elicits 17 highly stressful life events that a person might have experienced and asks individuals to indicate which of these events they have experienced. This instrument has been found to correlate highly with other estimates of trauma exposure as well as other assessment tools used in identifying PTSD. This particular instrument was chosen for a law-enforcement population, as the events were generally ones that could have occurred while on the job or in one's private life. Other similar measures were narrow in scope or normed on special populations that were not relevant to the current research. The readministration of this instrument was designed to afford an opportunity to measure the level of trauma across time as experienced by police officers.

- *Distressing Events Questionnaire (DEQ).* This instrument is a brief tool for assessing Posttraumatic Stress Disorder (PTSD) symptoms according to criteria provided in DSM-IV (Kubany, 1995). The DEQ possesses high internal consistency and has exhibited satisfactory short-term temporal stability. It has demonstrated good discriminative validity when judged against structured interview assessment of PTSD.

This instrument assesses 17 symptoms necessary for review in establishing a PTSD diagnosis and also includes items for assessing, trauma- related guilt, trauma-related anger, and unresolved grief over trauma-related losses. It has a seventh grade reading level.

- *Social Readjustment Rating Scale (SRRS)*. This Holmes and Rahe (1967) checklist offers another simple way for officers to communicate about changes that have taken place in their lives. This checklist is based on the assumption that change is the essence of stress. High scores have been found to be predictive of increased probability of medical problems in the general population in the development of this instrument. This checklist is brief and particularly easy to complete.

- *Police Stress Survey (PSS)*. This instrument is a 60-item survey that asks officers to give a rating of items previously identified as representing police stress (Spielberger, Westberry, & Greenfield, 1981). These ratings are to reflect the amount of stress connected to each event as it is likely to be experienced by the average officer. Finally, they are required to estimate the number of times that the event occurred to them personally in the past year. This survey has been used in the past for measuring police stress, primarily in terms of identifying the stressful events themselves and their relationship to other stressful events in an officer's experience. This questionnaire was included to try to provide a more specific focus for officers communicating their stress rather than only through broader measures of psychological distress as represented by the BSI.

Participant Characteristics

A total of 139 law enforcement officers and other personnel participated in the pre-test

assessment phase of the project. One hundred seventeen (117) subjects participated in the post-test assessment measures. Matched pre- and post-data were available for 75 law enforcement personnel (certified Arizona police officers, dispatchers, detention officers, and Peer Support Team members). This reduction was a result of several factors, such as personnel turnover at each site, exclusion of ancillary personnel mistakenly included in the pre-test process at the two Native American sites, and invalid responses on some of the evaluation instruments. For example, 4% of the pre-test and 9% of the post-test BSIs were excluded by following rules for invalidity on the BSI as recommended by Derogatis (2001). In addition, the PSS proved to be particularly difficult to administer and capture useable data with this population.

Consistent with most law enforcement agencies, the majority of participants (75%) in the matched sample were males. Seventy-three percent were Arizona Certified Police Officers, 24% were dispatchers or detention officers and the remainder were Native American counselors. With regard to ethnicity, 44% were Native American, while 55% were of other ethnicity, almost all Anglo or Hispanic. Forty percent of the participants were from TOPD, 30% from PCCDPS, 17% from WMATPD, and 8% from UAPD. Thirty-six percent were between 20 and 30 years of age, 40% were between 30 and 40 years, and 24% were over 40 years. Considering experience in law enforcement, 26% had 2 years or fewer, 39% had 2 to 10 years, and 35% reported over 10 years of experience. Demographic variables for matched participants are summarized in Table 5.

Table 5
Demographic Variables for Matched Participants (N=75)

Age Range (Years)	Percent	Experience Range (Years)	Percent
21-25	12	0-2	26
26-30	24	2-5	18
31-35	24	5-10	21
36-40	16	10+	35
40+	24		
Male	75	Female	25
Native American	44	Anglo/Hispanic	55

Data Entry and Analysis

The raw data was entered into a Microsoft Access database format that allowed for quick entry of numerical and qualitative responses to each of the measures used in evaluating the impact of the demonstration project. For analysis purposes, however, the data was imported into Microsoft Excel spreadsheet format for use in a SAS software program. While the Microsoft Access database still entails the original responses of each subject, it was in Excel that several rules were applied to coding the data. For example, the marked variability in some of the participant's responses called for substitution rules, especially when coding the Police Stress Survey (PSS). As such, a "minimum possible" rule was implemented for responses that indicated an event had occurred but did not suggest how often. For example, responses that stated "everyday," "always," "continuous" were coded as occurring 365 times in one year. Responses that stated "every other time" were thus coded as 183. Responses that merely stated "yes", "normal," "sometimes," "hardly ever" were too vague to assign a specific number to and were thus coded as "1" because the only fair assumption that could be made was that these events had occurred *at least* once. In addition, the absence of relevant marital status information required that responses to the Dyadic Adjustment Scale be coded as T-scores for married individuals across all respondents. That is, if a respondent answered the questionnaire, the assumption was made that they were judging their current relationship – whether married, cohabiting, or dating. As such, the Dyadic Adjustment Scale serves more as a relationship satisfaction measure in this study than as an absolute measure of marital satisfaction. See Appendix F for a list of the measures and the variables included in the study and the analyses.

All demographic variables, with the exception of "Department," were used as integer variables. That is, using the minimum possible standards described above, the nominal variables

of "Experience," and "Age" were replaced for each subject with the number that represented the lower end of each experience or age bracket. This was so that these variables could be used as continuous values instead of categorical values that otherwise would not be included in the regression model. The variables of "Gender," "Ethnicity," "Rank, "and "Peer" were coded as either 1 (for Male, Native American, Officer, and Peer respectively) or zero (for Female, Non-Native American, Non-officer, and Non-Peer). This process was used for two reasons: (1) given the limited sample size of 75 subjects who participated in the pre-test and the post-test, comparisons across other ranks or ethnicities would have been jeopardized by too few subjects in those categories, and (2) this coding allowed for the most efficient means of testing some of the most salient hypotheses. The variable concerning "Department" was invoked to examine the difference between WMATPD and all other departments by creating a new variable ("killed") during the analysis stage to represent WMATPD officers' unique exposure to the death of a fellow officer in the line of duty.

Responses to rating and frequency (i.e. how many times a given event occurred within a 12-month period) items on the Police Stress Survey were included in the analyses as well as an additional variable that was created to weight each stress rating by its frequency (i.e. rating x frequency).

The Traumatic Life Events Questionnaire was used to measure how many different types of traumas each individual had been exposed over their lifetime as well as how many traumas overall. Other information gleaned from this measure contributed to a qualitative understanding of traumas specific to police work as well as establishing whether DSM-IV Criterion A1 for PTSD was met by each subject.

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The Distressing Event Questionnaire was an additional tool for establishing whether each subject met the clinical requirements for PTSD. However, the DEQ was also used in the analysis stage to calculate a continuous score so that PTSD was also measured on a continuum (i.e. how many of the criteria qualified an individual for PTSD) rather than restricted to a categorical score based solely on a clinical determination.

Given that subtests of any given measure tend to be highly correlated with one another, thereby diminishing the significance of information that can be gleaned from using subtest scores in a regression model, only the total T-score for dyadic adjustment was used as the measure of marital satisfaction from the Dyadic Adjustment Scale.

Scores from the Brief Symptom Inventory were entered as nonpatient T-scores. Profiles were declared invalid if all responses to every item were marked the same, i.e. all symptoms were given a zero ranking in terms of occurrence. Invalid profiles were coded as missing data. The T-scores for valid profiles were summed to create a total BSI score per subject for the purposes of the model.

The Social Readjustment Rating Scale produced a single score representing life stressors experienced during the prior twelve months before administration and given weights consistent with instructions from Holmes and Rahe (1967).

All data were analyzed by examining correlations among demographic variables, between pre-test scores, and between post-test scores. Analysis also included comparisons across scores from the pre-test and post-test conditions using difference *t*-tests (i.e. t-test for correlated groups) on all of the measures. In addition, a series of multivariate hierarchical regressions (i.e. sequential canonical analysis) was used to examine the relationships between multiple dependent and multiple independent variables. For example, using simple sequential canonical analysis

partials out pre-test effects in that it predicts pre-test scores based solely on demographics but predicts post-test scores by controlling for pre-test scores and demographics. Finally, an overview of the qualitative nature of responses to the Traumatic Life Events Questionnaire provides a narrative background to the trauma experienced by the law enforcement personnel in this demonstration project.

Limitations of the Data

Complete data sets were available for only 75 officers in terms of complete pre-test and post-test measures. As such, increasing the sample size of subjects included in the study who were exposed to the peer counseling intervention would increase the accuracy of these results. It would also increase the number of hypotheses that could be tested as well as the power of any results gleaned from such analyses. Furthermore, how often and to what extent each of those 75 individuals engaged in the intervention were not collected and therefore not in the analyses. As such, the results reported here are based on the most parsimonious and precise predictions that could be examined given some of the restrictions inherent in the data.

Results of Pre-Post Assessment Measures

Demographic Correlations

Not surprisingly, age and years of experience revealed a positive association ($r = .67, p < .05$) indicating that older officers tended to have significantly more experience than younger officers. Also, Native American ethnicity was significantly related to the White Mountain Apache Tribal Police ($r = .54, p < .05$), indicating that WMATPD officers were more likely to be Native American. All other demographic correlations were minor (i.e. $r < .4$) or insignificant.

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Test Correlations

Of the pre-test measures, the BSI symptom scores were positively associated with DEQ ($r = .68, p < .05$). This significant correlation reflected that officers who endorsed symptoms connected with PTSD on the DEQ also tended to report a broader and more frequent set of symptoms in their BSI profile. The association on the post-test was smaller but still significant ($r = .49, p < .05$).

Pre-test dyadic adjustment as measured by the DAS was negatively associated with BSI scores ($r = -.42, p < .05$). This significant finding suggests that officers with problematic marital relationships tended to also report broader emotional and psychological symptoms as reflected in the BSI scores. All other test correlations did not reach the level of statistical significance (i.e. $p < .05$).

Impact of Peer Support Programs

Hierarchical Regression Analysis (Sequential Canonical Analysis) and difference t-tests revealed a number of statistically significant findings related to the impact of the Demonstration Project. Significant differences ($p < .05$) between pre- and post-test responses using t-tests are summarized in Table 6.

Table 6
Significant Pre-test vs. Post-test Differences ($p < .05$)

Variable	N	Mean	t-value
A1 criteria required for PTSD	75	-.15	-2.99
A2 criteria required for PTSD	69	-.16	-2.63
SRRS	67	74.63	2.44

Table 7 presents a summary of the analysis of participants' responses to the pre-test measurements and demographic variables (pre-test model). Table 8 presents a summary of the analysis of responses to pre-test measurements, post-test measurements and demographic variables (post-test model). Following the tables, significant results are discussed within the following areas:

- Broad Psychological Symptoms
- Stress Associated with Line of Duty Death
- Posttraumatic Stress Disorder
- Relationship Satisfaction
- Social Readjustment Demands

Table 7

Standardized regression weights and Adjusted R^2 for Pre-test Model

Variables	BSI		DAS		DEQ		SRRS		TLEQ		PSS	
	β	R^2	β	R^2	β	R^2	β	R^2	β	R^2	β	R^2
Age	.01	0.39	.19	0.15	-.10	0.29	.05	0.07	.07	0.16	-.03	-0.01
Sex	.15		.23*		.10		-.04		-.15		-.01	
Ethnicity	.20*		-.04		.11		-.27*		.12		-.21	
Experience	.03		-.17		.24*		.01		.25*		.11	
Rank	.07		-.12		.04		.03		.12		.11	
Peer	.18*		.06		.34*		.00		.16		.10	
Killed	.54*		-.30*		.43*		.41*		.17		.05	

Note: * denotes significant beta-weights at $p < .05$

Table 8

Standardized regression weights and Adjusted R^2 for Post-test Model

Variables	BSI		DAS		DEQ		SRRS		TLEQ		PSS	
	β	R^2	β	R^2	β	R^2	β	R^2	β	R^2	β	R^2
BSI pre-test	.92*	0.74	-.17	0.22	.22	0.31	-.08	0.22	.02	0.65	.02	0.06
DADJ pre-test	.10		.56*		-.04		.44*		.08		-.05	
DEQ pre-test	.14		-.06		.48*		.06		.01		.37	
SRRS pre-test	-.11		-.15		-.13		.13		-.09		.15	
TLEQ pre-test	-.14		.12		.25		.15		.86*		.04	
PSS pre-test	.17		-.01		.36*		-.13		.13		.11	
Age	-.08		.16		-.40*		.40*		-.05		-.09	
Sex	-.02		.22		-.08		-.21		.18		.03	
Ethnicity	-.32*		.06		-.28		-.22		-.13		-.11	
Experience	.09		.00		-.14		-.21		-.20		-.10	
Rank	.06		.00		-.06		-.07		-.02		.10	
Peer	-.00		.18		.02		-.24		.00		-.04	
Killed	.32*		.22		.01		.70*		.33*		.30	

Note: * denotes significant beta-weights at $p < .05$

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Broad Psychological Symptoms. Native American officers ($t = 2.27$, $p = 0.025$), Peer Support Officers ($t = 2.31$, $p = 0.023$), and WMATPD officers ($t = 5.94$, $p = 0.0001$) had significantly higher BSI scores at baseline, suggesting that these three groups were more psychologically distressed on broad psychological symptoms at pre-testing than any other group of participants.

When Ethnicity was analyzed, Native Americans showed a lower set of BSI scores post-test as they indorsed significantly fewer broad psychological symptoms when compared to the other ethnic group ($t = -2.68$, $p = 0.0115$). This finding suggests that Native Americans, overall, benefited significantly from the Peer Support Program. Given this documentation of Native American officers' comparatively greater level of distress and their overall positive response to peer support intervention, support for a focus on stress related issues in Native American departments seems warranted.

Stress Associated with Line of Duty Death. When department comparisons were made, a clear and significant increase in broad psychological symptomatology was found as reflected in increased BSI scores for the officers of the WMATPD ($t = 2.64$, $p = 0.0128$). Similarly, there was a significantly higher incidence of PTSD trauma reported by WMATPD officers at post-test as reflected in higher TLEQ scores ($t = 2.37$, $p = 0.0239$). In effect what this group of findings appears to represent is that despite the positive impact of the Peer Support Program on Native American officers overall, the WMATP officers were markedly traumatized by the events surrounding their department's first line of duty death. This finding is unlikely to be replicated except in the same serendipitous manner such as that which occurred in this research. That is, it is unlikely that there will be pre-test measures available in a department in which there is a subsequent line of duty death that would afford a post-test opportunity to explore and better

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understand this type of devastating event on a law enforcement agency.

Posttraumatic Stress Disorder. According to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), the essential feature of Posttraumatic Stress Disorder is the development of characteristic symptoms following exposure to an extreme traumatic stressor involving direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate (Criterion A1). An adult's response to the event must involve intense fear, helplessness, or horror (Criterion A2). Additional criteria include persistent re-experiencing of the traumatic event, persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness, and persistent symptoms of increased arousal. The symptoms must be present for more than 1 month, and the disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning (American Psychiatric Association, 1994, p. 424).

According to pre-test DEQ scores, peer counselors ($t = 3.92, p = 0.0002$), WMATPD officers ($t = 4.43, p < 0.0001$) and officers with more experience ($t = 2.15, p = 0.0337$) had significantly higher PTSD-related symptomatology at baseline than any other group of participants. It was also found that exposure to types of trauma and to frequency of traumatic events as measured by the TLEQ was significantly correlated with experience ($t = 2.12, p = 0.0362$). This common sense finding is important simply as reflecting the validity of the TLEQ as being specifically helpful in understanding officer experiences. It also leads to the obvious conclusion, consistent with clinical experience, that trauma exposure is job related.

At post-test the older set of officers had significantly lower PTSD scores ($t = -2.19, p =$

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0.036), a finding consistent with their benefiting from the Peer Support Program intervention.

As reported above, the WMATPD officers had significantly greater PTSD-related symptoms at

post-test ($t = 2.37, p = 0.0239$), a finding consistent with experiencing a line of duty death.

While Peer Support Team members showed a reduction of PTSD related symptoms at post-test,

their score reductions were not statistically significant. Some improvement in their PTSD related

symptoms may have been a function of the peer support experience but this conclusion is not

strongly supported by the data.

Fewer participants qualified at post-test for the DSM-IV A1 criteria required for PTSD

($N = 75$, M = -.15; $t = -2.99, p < .05$) as measured by the TLEQ. That is, fewer officers endorsed

items indicating that they had been involved in or witnessed or heard of an event that involved

"actual or threatened death or serious injury or a threat to the physical integrity of self or others."

In addition, significantly fewer participants qualified at post-test for the A2 criteria required for a

PTSD diagnosis ($N = 69$, M = -.16; $t = -2.63, p < .05$). That is, fewer participants reported

experiencing "intense fear, helplessness, or horror" to a traumatic event.

Also of interest is that by simple count, 11 officers (7%) of the original 139 subjects at

pre-test qualified for a PTSD diagnosis through meeting all of the DSM-IV criteria as assessed

by the TLEQ and DEQ. At post-test, however, only five officers met criteria for PTSD.

Inspection of the original 11 officers revealed that six were no longer with their department. The

remaining five no longer endorsed items that were sufficient to result in a PTSD diagnosis. It

seems likely that several officers with genuine PTSD at pre-test were not able to maintain

themselves in a policing environment and were either terminated or left of their own volition.

This finding is consistent with the loss of personnel due to stress related factors often

experienced by many law enforcement agencies. It also appears that officers who endorsed

fewer symptoms consistent with a PTSD diagnosis on the post-test benefited by the Peer Support Program.

Relationship Satisfaction. At baseline, female participants appeared less satisfied in their relationships than males, according to DAS scores. This finding is consistent with the stress of gender role conflicts for females posed by working in traditionally male dominated professions such as law enforcement. WMATPD officers, with males and females combined, had lower dyadic adjustment than males overall. Other than unique factors associated with relationships at the WMATPD site, it is unclear why officers at WMATPD reported low relationship satisfaction.

No treatment effect was found for dyadic adjustment. That is, no significant differences from pre- to post-test on the DAS was found for any category of participants. Thus, although the Peer Support Program was found to have a beneficial effect on broad psychological symptomatology and trauma–specific symptoms, dyadic adjustment problems persisted. Specifically, females' very low relationship satisfaction appears less susceptible to improvement through broad based programs such as found in peer support programs and may require more gender-specific intervention strategies. It is also possible that family members must become more involved in peer support programs than was effected with the agencies in the Demonstration Project in order for improvements in relationships to occur.

Social Readjustment Demands. Pre-test SRRS scores suggest that Native Americans had lower social readjustment demands, whereas WMATPD officers had higher social readjustment demands than other participants prior to intervention. According to the overall difference between the pre-test and post-test scores on the SRRS, social readjustment demands through changes in life events increased at post-test ($N = 67$, M $= 74.63$; $t = 2.44, p < .05$). This

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finding suggests that participants, as a group, experienced a number of important changes in their lives during the course of the Peer Support Program. However, these life-changes did not seem to increase stress significantly as measured by the remainder of the instrument package used in this study. That is, SRRS scores did not have a significant correlation with any of the stress-related symptom-based measures.

While the instrument package may not have been sensitive to stress specifically associated with increased life demands, it is also possible that the Peer Support Program provided a stabilizing influence on stress produced by social readjustment demands. That is, the Peer Support Program may have assisted participants in dealing with life changes in more effective ways. One finding suggests that some form of stabilizing process may have occurred, at least for one group of participants. That is, at post-test, older officers had higher SRRS scores consistent with higher social demands for change and adaptation, but other measures revealed an overall decrease of PTSD symptoms for this group. Thus, while this older group of participants reported an increase in social readjustment demands during the Peer Support intervention, stress-related symptoms actually decreased at post-test. Since this finding only infers an effect on stress associated with life-changes for one group of participants, additional research will be necessary to confirm a positive influence on social readjustment demands, as measured by the SRRS, through peer support intervention.

Assessment of Qualitative Responses and PTSD

Participants' responses to instructions on the Traumatic Life Experiences Questionnaire to describe other traumatic events (Question #22), produced events identified as the most distressing on both the pre- and post-test. This finding demonstrates that the TLEQ, while capturing many important traumatic experiences overall, may fall short of representing specific

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types of traumas that are part of law enforcement. That is, descriptions of the most distressing events reported by participants in this study were more often related to police work than to other experiences. Common themes included being exposed to adult or child victims of homicide, suicide, accidents and physical assault. Additional themes involved events associated with line of duty shootings and death of an officer. Some examples of participants' responses follow:

- "Seeing disfigured body of murdered child"

- "Dead bodies that have been exposed where animals have eaten them, people assaulted with blunt weapons"

- "Suicide, head blown off by a gun, hanging on a tree"

- "Vehicle pursuit that ended in a roll-over, two triple fatality accidents, one pedestrian fatality accident, rammed head-on by vehicle attempting to evade"

- "I was involved in a shooting and took a life in the line of duty"

- "Saw fellow officer's dead body at the crime scene"

Summary of Pre-Post Results

The results of pre-post data analyses point to the value of developing peer support programs in non-traditional law enforcement agencies. Specifically, the results indicate that peer support intervention had a positive impact on the overall psychological adjustment of many officers, especially Native American officers, involved in the demonstration project. Further, the results indicate that many officers had a reduction in their perception of traumatic events and the development of specific symptoms associated with PTSD. Although involvement in incidents related to PTSD diagnostic criteria was beyond the control of the demonstration project, the officers' perception of these events seems to have been altered in a positive manner which appears to have reduced the risk of developing subsequent PTSD symptoms. This change was

particularly evident with older officers who reported a significant reduction in PTSD-related symptoms at the conclusion of the program. Some reduction of symptoms may also be attributable to the prompt attention given by personnel within the four departments and the additional support of demonstration project personnel during critical incidents.

With regard to experiencing a line of duty death, WMATPD officers remained deeply distressed by this tragedy in their department, in spite of the overall significant improvement in stress-related variables for Native American officers as a group. This finding suggests that a much greater level of intervention may be required in order to help reduce the level of distress caused by such a tragic loss of life. That is, it may well be that the Peer Support Program, overall, and the Site Supervisor, specifically, were helpful to the officers yet unable to fully ameliorate the devastating effects of the first line of duty death in this consanguineous Native American community. Although line of duty deaths at a certain level of frequency are broadly predictable, the documentation of the impact on fellow officers through pre- and post-death quantitative responses is unlikely to be replicated.

Another important finding is that trauma exposure is job related even in law enforcement settings often considered as less stressful due to a lower frequency of critical incidents. Although this discovery was not unexpected, it serves to remind that there is an increasing vulnerability to PTSD symptoms through the ongoing exposure to stressful events by police officers as they accumulate years in their career. It also supports the need for ongoing stress-reduction programs for all law enforcement officers, regardless of jurisdictional characteristics.

The data related to marital satisfaction was also informative. The finding that lower levels of marital satisfaction are significantly related to higher levels of other symptoms of psychological distress appears to identify marital maladjustment as a likely contributor to an

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overall lowered job performance. In addition, females had lower marital satisfaction than males. This finding seems most likely related to gender-role conflicts for women in policing and may be even more pronounced for females in some Native American departments, depending upon the prevailing cultural roles assigned to women. The finding that relationship dissatisfaction was not impacted by the demonstration project is sobering and may indicate that interventions need to be more focused and that additional efforts need to be made to further explore ways to improve relationships with significant others and, hence, officer functioning on the job.

Some caution in generalization is necessary due to a relatively small sample that also contained a small percentage of persons who were not Certified Arizona Police Officers, such as dispatchers and detention officers. The small sample size also prohibited a number of comparisons of interest among even smaller subsets of subjects. For example, it was not statistically feasible to compare responses by the small number of Native American female officers with other sets of officers. Despite the need for a larger sample size, it is still apparent from these results that the Demonstration Project was effective in revealing stress-related issues that impact individuals working in non-traditional law enforcement agencies, as well as demonstrating that peer support programs can be an effective intervention strategy in these jurisdictions.

CONCLUSIONS

Based on the findings of the four evaluation components, a number of conclusions can be drawn about developing peer support programs in non-traditional law enforcement agencies. Nine major conclusions are presented next along with a brief explanation.

1. *The impact of police work in non-traditional jurisdictions often results in a variety of stress symptoms similar to those found in more traditional law enforcement agencies.*

   Contrary to popular belief, officers in non-traditional settings display diverse symptoms of stress often thought common only to officers working in more traditional agencies. It appears that cumulative stress may be a result of police work and police culture, in general, rather than just high-call police work found in most traditional settings. In addition, calls in some non-traditional settings often strike closer to the officer's heart because they frequently involve a close friend, a family member, or other relatives.

2. *Training materials and techniques used in the demonstration project were successful in increasing Peer Support Team members' awareness, knowledge and skills associated with stress and peer support principles.*

   A large majority of Peer Support Team members gave the training program high marks, overall, and reported that the information was relevant and beneficial. At the conclusion of the Demonstration Project, on-site supervision confirmed that a majority of Peer Support Team members displayed an improved understanding of stress-related issues and an increase in skills associated with the application of appropriate peer support strategies.

3. *Peer support programs can have a beneficial effect on the psychological functioning and stress levels of law enforcement personnel in non-traditional jurisdictions.*

   The evaluation revealed that the Demonstration Project produced a number of positive changes in officer stress-related emotional and behavioral symptoms. However, while the changes were positive, there was considerable variability in the

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extent to which some officers and some stress-related areas showed improvements. Even so, the majority of participants viewed their fledgling peer support programs as helpful to themselves and their families.

4. *Peer support programs may be especially beneficial for Native American law enforcement officers.*

Some of the more striking results of the evaluation suggests that Native American officers, overall, showed a reduction in many stress-related symptoms at the conclusion of the Demonstration Project. It should be noted that the peer support model used in the Demonstration Project was based on principles consistent with many Native American cultural values related to sharing resources and using community solutions to problems.

5. *Peer support programs can be a valuable addition to law enforcement departments with limited mental health resources.*

This conclusion emphasizes the need for continuing and expanding peer support programs in law enforcement agencies that do not have mental health resources readily available. In some cases, Peer Support Team members can serve as the first line of help for officers and their families until mental health personnel become available. In other cases, the Peer Support Team may provide the bulk of assistance in the department. The absence of a peer support program in some jurisdictions leaves officers without any help at all.

6. *Critical agency components to a successful peer support program in a non-traditional setting are administrative stability and commitment.*

Non-essential or new programs are often the first victims of administrative upheaval and conflict. Even a well developed, effective peer support program is at risk if command staff and other administrators fail to provide open and continuing strong support for the program.

7. *Critical peer support components to a successful peer support program are selection of appropriate personnel, comprehensive training and supervision, and an on-site peer support coordinator.*

Peer Support Team Members who are well motivated, organized, able to maintain confidentiality, have a commitment to the peer support philosophy and have the respect of other officers are most likely to be effective over the long run in making a peer support program functional and effective. Regardless of background, most peer support personnel require a comprehensive training program, such as was offered by the Demonstration Project, in order to increase their knowledge and skills associated with detecting and reducing stress experienced by law enforcement officers and their families. And a peer support coordinator within the agency was found to be necessary in order to maintain the program and assure its long-term success.

8. *Many officers are reluctant to involve their loved ones in department programs or work-related issues of a sensitive nature.*

Law enforcement officers, in greater numbers than individuals in lower-risk occupations, tend to shield their families and loved ones from their work. Concerned with introducing new stresses, sharing painful exposures and opening old or stifled emotional injuries, many officers limit information and communication concerning work-related subjects. This includes even neutral or seemingly helpful information

such as the availability of a peer support program such as offered by the

Demonstration Project.

9. *Line of duty death is devastating for most officers in any law enforcement agency.*

While less frequent in non-traditional jurisdictions, critical incidents such as a line

of duty death still impact nearly all officers in a department in terms of general

psychological dysfunction, as well as with increases in specific trauma related

symptoms.

RECOMMENDATIONS

As discussed, a number of conclusions about establishing peer support programs,

especially in Native American and campus police departments, are apparent from this project.

Recommendations are presented next within the context of a proposed model peer support

program for law enforcement agencies with limited experiences with peer support concepts.

A Model Peer Support Program

The proposed model incorporates eight major components:

1. Administrative Support

2. Officer and Family Support

3. Peer Support Team Member Selection

4. Peer Support Team Member Training

5. Peer Support Team Coordination and Supervision

6. Mandated Evaluation Sessions

7. Additional Resources

8. Patience

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Administrative Support

The first step in implementing a successful peer support program begins with developing an understanding and full acceptance of peer support principles within the agency, as well as gaining support and approval, if necessary, from other appropriate administrative departments or governing bodies. This includes conducting comprehensive meetings with the Chief of Police, the command staff, and at least one person who represents line officers. Once an acceptable overall peer support program is developed for the agency, the program can be discussed with other departmental supervisors and administrators such as risk management personnel, tribal council members, and health care departments to work out logistics and final approval by the top governing body. The purpose of the meetings is to generate the following:

- An agreement on the description of the program parameters, including goals and limitations

- A thorough understanding of the limits of confidentiality

- A full examination of liability issues with the legal staff of the agency

- Written guidelines to be added to the formal part of the departments existing rules and procedures manual

- An overview of the training process with an invitation to the command staff and other appropriate administrative personnel to attend

- A mechanism to replace or add peer support team members as needed

- Supervision of the peer team by a qualified mental health practitioner for technical assistance, referral and support

- Supervision of the peer team by a commander for logistic, training, staffing support

- Guidelines for use of the peer support services such as overtime hours, callout procedures and prioritization of duties

Officer and Family Support

Once the overall peer support program is developed and approved, it can be presented to officers and family members via several procedures:

- Advance information via email, paper memorandum, or bulletin

- Schedule a series of meetings for officers and family members over a period of several days/shifts to accommodate hours and days off

- Presentations at regularly scheduled briefings

- Presentations at Union or Fraternal organizations

- Distribution of program description material to each employee and family member at each community meeting, through the mail, and to all incoming new hires as part of their orientation package.

The culture, environment and personnel in any one agency are obviously different from the next. The specific requirements for establishing a peer program will therefore vary from site to site accordingly. However, the basic foundations listed above are necessary regardless of any of those factors

Peer Support Team Member Selection

Selection of appropriate Peer Support Team members is absolutely crucial. This issue needs to be fully discussed with the Chief Executive Officer and an agreement developed about how these individuals will be selected. One of the most important issues appears to be that the individuals who are selected are well respected within the department by other officers. Although not employed in this demonstration project, having Peer Support Team members

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nominated by peers could be considered. The second, and perhaps equally important criteria, is that the officers are seen as people with integrity who can maintain confidentiality. Issues related to confidentiality continue to be of paramount concern to officers in law-enforcement agencies regarding various behavioral science services. Thirdly, interest in the well being of other officers and a genuine commitment to the growth of other officers has also been found to be helpful. Finally, other characteristics consistent with good police work can be of benefit in this assignment as well such as patience, good interpersonal skills, self-control, maturity, and good problem solving abilities. Contrary to concerns about departmental acceptance, many supervisory staff can function as peer support officers. Most of these individuals seemed to be mature, capable, respectful, and willing to maintain confidentiality. Thus, for supervisors with good peer support qualities, rank becomes much less of an issue. The option for line officers who have concerns or obvious conflicts with a supervisor is to select a different Peer Support Team member or someone outside of the department.

Peer Support Team Member Training

Excellent instruction for Peer Support Team members directed toward providing quality services to law-enforcement personnel is crucial to subsequent success of any peer support program. As with most training programs for law enforcement agencies, trainers must be experienced in working with a broad range of law-enforcement personnel. Instructors must also project credibility. A crucial aspect of the training is hands-on opportunities for practice and acquisition of the various skills. Content is also very important but officers can use content only when they begin to feel comfortable with their new peer support skills such as the active listening process. We recommend using the training model similar to the one developed for the

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present Demonstration Project and described in detail under the Methodology section in this report.

Peer Support Team Coordination and Supervision

One of the most obvious conclusions is that peer support programs function best within a broader context of established behavioral science services unit with an in-place, experienced mental health/behavioral science individual who can serve as consultant to the program. While professional overview by a competent mental health professional is an important link in many peer support programs, equally important is some type of administratively supported working supervisor within the peer support program. However, most Native American and campus police departments neither have established behavioral sciences units nor available supervisory staff. Yet, our experience has shown that some type of resource is necessary to assist Peer Support Team members following the intensive training period and during the period when the Peer Support Team begins to provide services to officers and family members.

Two options appear to have merit. One is an on-site rotating "peer program supervisor" selected from the peer team ranks. Each designated peer program supervisor will be responsible for the "maintenance" of the unit for a specified period of time, such as 1 year. Command staff provides the support for each peer program supervisor to devote the necessary amount of on-duty time to the needs of the peer program. A second option, for somewhat larger departments, is to select an individual whose duties will be strictly peer support related and will operate as a full time unit manager. Either way, the working supervisor within the program must have the freedom and responsibility to manage the program on a day-to-day basis, overseeing the needs of the rest of the Peer Team and of the agency pertaining to the Team's involvement. The Peer Team supervisor's duties must have a high priority in this person's job description. Having a

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person from within the agency charged with the supervision of the unit, as opposed to someone from outside visiting the issues occasionally, appears to offer the best opportunities for a stable and productive peer support team. To have the Team merely floating as a voluntary group, without a day to day coordinator could be fatal to any fledgling peer support program.

A good place for initial insertion of Peer Support Team members is to use them with other officers who experience distressing events but that those events are not clearly of the quality or intensity necessary to be defined as a Critical Incident. This type of intervention can be particularly helpful with new officers and can help them accept and take as common practice the involvement of Peer Support members in various distressing events. Conversely, Peer Support members are able to offer assistance and be of real aid if they have experienced similar distressing events and can communicate those experiences in a healthy fashion. This process thus can build Peer Support members' confidence while serving as a benefit to other officers in a very concrete, immediate way.

Mandated Evaluation Sessions

Although our agreement with each site in the Demonstration Project included establishing mandated monthly evaluation/support sessions for each officer in the department, this process proved to be difficult to implement. Even so, we maintain our position that mandated sessions on a regularly scheduled basis is the best procedure for detecting the beginning of stress related symptoms and preventing more serious problems. Since we found that monthly meetings were too intrusive for most officers, we recommend that each officer be mandated to meet with a Peer Support Team member on a quarterly basis. If stress-related symptoms are detected, additional and more frequent sessions can be scheduled for the officer and family members in order to intervene early and provide effective prevention of future

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problems. It is likely that resistance to mandated sessions will be proportionate to the length of time that other behavioral science services have been in the department. The amount of resistance will also be related to officers' respect for Peer Support Team members.

Additional Resources

Even with a Behavioral Sciences Unit and/or a peer support program, no department can provide all the services necessary for their officers and family members. Although most Native American sites are often distant from mental health providers, some services are available through the traditional Indian Health Services or other service agencies located on reservations or nearby. While most of these health-care agencies appear to be mostly overburdened and understaffed, it is still worthwhile to establish liaison with any agency providing health-care services to the site in order to solicit consultations and to establish referral sources. This behavioral science resource could function best from a short geographic distance.

Patience

Peer support programs, as well as broader behavioral science services, probably need 3 to 4 years to become established and become an integral part of an agency's organization and culture.

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APPENDIXES

APPENDIX A
Summary of Primary Trainers' Experience

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APPENDIX A

Summary of Primary Trainers' Experience

SUMMARY OF PRIMARY TRAINERS' EXPERIENCE

Kevin Gilmartin, Ph.D.

Kevin Gilmartin, Ph.D., is a Licensed Psychologist practicing in Arizona since 1974. He has worked in a law enforcement capacity since 1970. From 1977 through 1995, Dr. Gilmartin supervised the Behavioral Sciences Unit for the Pima County Sheriff's Department. In that capacity he performed consultations with management, field operations and investigative operations. He supervised the Peer Counselors and the Hostage Negotiations Team. He created the Peer Support Team for the National Parks Service Western Region. In 1982, Dr. Gilmartin received the International Association of Chiefs of Police Service Award for his work in the areas of police psychology and hostage negotiations. He consults to Federal, State, Local and Tribal law enforcement agencies throughout the country. His publications and interests include law enforcement integrity, peer counseling, counseling the problem employee, and workplace violence. He is a frequent contributor to Police Chief on a variety of issues.

J. Michael Morgan, Ph.D.

J. Michael Morgan, Ph.D., is a Licensed Psychologist in the State of Arizona and has been in practice since 1970. He has been involved with providing clinical services, training and consultation for law-enforcement agencies since 1975. He and Dr. Kevin Gilmartin created and trained the Peer Support Team for the Tucson Police Department in 1993. Dr. Morgan supervised that team from its inception until 1998. He is the clinical director of the Southeast Arizona Critical Incident Stress Management Team. He has contractual and consulting relationships with a broad range of City, State, Native American, and Federal law enforcement agencies.

Larry A. Morris, Ph.D.

Larry A. Morris, Ph.D., is a Licensed Psychologist in the State of Arizona. Since 1970 he has specialized in evaluating and treating victims and perpetrators of interpersonal violence, including law-enforcement officers and their families. Dr. Morris has been the director of, or consultant to, several national, regional and local programs designed to evaluate the effectiveness of social action projects. He has made presentations and conducted training programs on a national basis. Dr. Morris is the author or co-author of three books, as well as numerous articles, reports and book chapters. He also brings to the project extensive experience in training Native American paraprofessionals to work as counselors on reservations or urban settings.

Robert M. Easton

Robert M. Easton is a retired Sergeant from the Tucson Police Department. During his 27 years with the department he served in a variety of assignments. For the last 6 years of his career at Tucson Police Department, Sergeant Easton managed the Behavioral Sciences Unit, during which he responded to the needs of all of the agency's personnel and their families in both personal and professional crisis situations. He developed and assisted with the training of an extensive peer support program, as well the Department's C.I.S.D. support team. Sergeant Easton has conducted several dozen formal critical incident debriefings for his agency, as well as many others in Arizona and across the country. He has conducted hundreds of one-on-one defusings following traumatic events. Since 1991, Sergeant Easton has worked with Dr. Kevin Gilmartin of Gilmartin, Harris & Associates providing training, consultation and critical incident response to law enforcement agencies nationally. He has an undergraduate degree in psychology and is currently pursuing a post-graduate degree.

APPENDIX B

Training Evaluation Survey

PROGRAM EVALUATION

PEER SUPPORT TRAINING
NATIONAL INSTITUTE OF JUSTICE

Please circle the number which best reflects your evaluation of this program.

	Strongly Disagree				Strongly Agree
1. Given my level of knowledge and professional experience, the content level was appropriate.	1	2	3	4	5
2. The presenters' style was clear and interesting.	1	2	3	4	5
3. The presenters' were knowledgeable in content areas.	1	2	3	4	5
4. The presentations were relevant and beneficial to my work.	1	2	3	4	5
5. Overall, this program met or exceeded my expectations.	1	2	3	4	5

6. What was the least helpful part of this training?

7. What was the most helpful part of this training?

Please Circle: Agency: UAPD   WMATPD   TOPD   PCCDPS

                Job: Officer   Other

Please make any additional comments or suggestions on the reverse side of this form.

APPENDIX C

Program Satisfaction Survey

APPENDIX D

Consent to Participate Form (Original: WMATPD, TOPD, PCCDPS)

WHAT DO YOU THINK ABOUT THE PEER SUPPORT PROGRAM?

1. Overall, I think the program was:

Very Good _____
Good _____
Average _____
Poor _____
Very Poor _____

2. For me, the program was helpful:

I strongly agree _____
I agree _____
I am unsure _____
I disagree _____
I strongly disagree _____

3. Through the program, I learned how to deal with stress more appropriately:

I strongly agree _____
I agree _____
I am unsure _____
I disagree _____
I strongly disagree _____

4. This program will help me become a better police officer:

I strongly agree _____
I agree _____
I am unsure _____
I disagree _____
I strongly disagree _____

5. This program will help my family in dealing with stress more appropriately:

I strongly agree _____
I agree _____
I am unsure _____
I disagree _____
I strongly disagree _____

6. Overall, was the program relevant to your ethnic/cultural background?

Yes _____
Somewhat _____
No _____

7. I want the Peer Support Program to continue in my agency:

Yes _____
I am unsure _____
No _____

8. On the back of this form, please offer suggestions for improving the Peer Support Program in your agency.

OFFICER AGREEMENT FOR PARTICPANT IN RESEARCH ON POLICE
STRESS AND PEER SUPPORT EFFORTS TO REDUCE STRESS

The Fraternal Order of Police Lodge # 51, in conjunction with psychologists Larry Morris, Ph.D., J. Michael Morgan, Ph.D., and Kevin Gilmartin, Ph.D., was awarded a grant from the U.S. Justice Department to conduct a demonstrtion project on the results of peer support services for three police departments in Arizona: Tohono O'odham Nation Police Department, University of Arizona Police Department and the White Mountain Apache Tribal Police. The purpose of this demonstration is to explore how best to help officers through peer support services. In order to investigate this issue, it is necessary to collect data on various aspects of police stress. The paper and pencil tests that you are asked to complete are the way this stress wil be measured. You will also be asked to meet with a peer support officer once a month through the twelve months of this project. At the end of the project you will again complete a small portion of these same psychological instruments in order to see the impact of the project over the year. At that time you will also be asked to express your opinion of the project as your feedback may be particularly important and helpful in determining the direction of this type of program in other jurisdictions.

This data will be used to evaluate the demonstration project, it is **not** designed to evaluate individual officers. Data will be grouped by department and possibly then analyzed by other variables such as age, rank, sex, department, etc. You will be given a number so that it can be determined if everyone has completed all the necessary questionnaires but that will not allow the tracking of an individual's data. The personal history questionaire will be kept by the psycholgists and will be held in confidence. That information will not be released to the Departments. That information will also not be released to the Peer Support personnel either. At the conclusion of the study, that information will be destroyed.

We feel fortunate to have been selected from all of the applicants for this type of grant to assist in developing ways to deal with police stress. You have an opportunity to contribute to the effort of investigating and developing ways to assist in dealing with police stress and particularly in dealing with police stress in Native American departments and campus police departments. We thank you for your help and participation in this important research. Please sign below to indicate that you have read and understand the foregoing and your willingness to particpate. Thank you.

Signature_____ Date_____

Print Name_____

APPENDIX E

Consent to Participate Form (Revised: UAPD)

CONSENT TO PARTICIPATE

NATIONAL INSTITUTE OF JUSTICE PEER SUPPORT PROGRAM

UNIVERSITY OF ARIZONA POLICE DEPARTMENT

I, _____, hereby agree to participate in the National Institute of Justice Peer Support Program. I understand that the purpose of the program is to maximize my performance as a Law Enforcement Officer at the University of Arizona. I further understand that this program is a research project designed to contribute to and support Peer Support training and implementation nationwide.

I also represent that my participation in this program is entirely voluntary , and that I understand that I can withdraw my participation at any time without adverse employment consequences.

Further, I understand that, although confidentiality will be maintained to whatever extent possible, it is not guaranteed and that certain revelations that I might make to either the researchers or the Peer Support personnel during the Peer Support program may require disclosure of those representations to appropriate law enforcement agencies or my employer. Such disclosures include, but are not limited to:

1. If I report my participation in felonious activity;
2. If I pose a danger to either myself or others;
3. If there is reasonable suspicion of my psychological, physical or sexual abuse of children, incapacitated adults, or the elderly;
4. If there is reasonable suspicion that I am engaged in sexual harassment against a co-worker;
5. If there is an adversarial relationship between me and my employer relating to certain reportable issues, including, but not limited to sexual harassment and discrimination to the extent mandated by law;
6. and, upon my written consent at the request of either the Peer Support personnel or the researchers; or upon my written consent and direction for any other purpose.

Additionally, I understand that, should I claim discrimination or sexual harassment against me or a disability which I believe adversely affects my job performance during a session with a Peer Support person, that claim does **not** constitute a formal University grievance. I understand that to file such a formal grievance I must follow University policies and procedures.

Finally, I understand that data will be collected from my participation in the Program and may be reported, but that, to the extent permitted by law, I will not be personally identified with the data. *Furthermore, I understand that my participation can contribute to understanding police stress, particularly in campus police departments nationwide.*

_____   _____
Participant Signature   Date

_____   _____
Witness Signature   Date

Thank you for your participation.
J. Michael Morgan, Ph. D.

APPENDIX F

Variables used in Analysis

Variables used in Analysis

The following is a list of the measures involved in this study. Each underlined subheading describes one of the measures used (followed by the abbreviation of that file in the dataset). For purposes of organizing the data, the pre-test measures were denoted as Info1, for example, while the post-test measures were denoted as Info2. In the analyses, however, all scores from both the pre-test and the post-test were merged and sorted by ID# so as to run the regression model on all scores. Note that new variables were created in order to test specific hypotheses. Those are listed below as well. The terms in bold represent the abbreviations used for each variable in the statistical analyses.

Demographics (Info)
ID # = **id**
Dept = **dept**
Rank = **rank**
Experience = **exprnc**
Gender = **sex**
Ethnicity = **ethn**
Age = **age**
Peer/Non-peer = **peer**
* Created new variable to represent White River dept = **killed**

Police Stress Survey (PSS)
ID # = **id**
Q#1-60 Ratings = **str#1-60**
Q#1-60 Frequencies (in 12 month period) = **stf#1-60**
* Created new variable summing all ratings = **rstress**
* Created new variable summing all frequencies = **fstress**
* Created new variable to weight stress rating by frequency of summed totals: rating * frequency = **tstress**

Traumatic Life Events Questionnaire (TLEQ)
ID # = **id**
Type total (Total number of types of traumas experienced per officer) = **type**
Frequency total (Total number of times traumas experienced per officer) = **freqy**
Q#22 description of "other" trauma (omitted from analysis due to qualitative nature)
Q#23 most distressing event from Q#1-22 = **worst**
A1 criteria for PTSD met -Yes/No (1/0) = **a1c**
* Created new variable to weight trauma type by frequency: type * frequency = **wtrauma**
* Created variable to represent difference between pre-test and post-test: wtrauma2 – wtrauma2 = **wtrdif**

Distressing Event Questionnaire (DEQ)
ID # = **id_**
A2 criteria met for PTSD - Yes/No (1/0) = **a2c**
B criteria met for PTSD - Yes/No (1/0) = **b**
C criteria met for PTSD - Yes/No (1/0) = **c**
D criteria met for PTSD - Yes/No (1/0) = **d**
E criteria met for PTSD - Yes/No (1/0) = **e**
F criteria met for PTSD - Yes/No (1/0) = **f**
Guilt (Q#18) = **guilt/4**
Anger (Q#19) = **anger/4**
Loss (Q#20) = **loss/4**
Time (Q#22) (omitted)
Age (Q#23) (omitted)
Event (from top of questionnaire) (omitted)
PTSD diagnosis - Yes/No (1/0) = **ptsd**
* Created new variable to represent total DEQ score: mean of (a2c+b+c+d+e+f+guilt/4+anger/4+loss/4) = **deq**
* Created variable to represent difference between pre-test and post-test: deq2 – deq1 = **deqdif**

Dyadic Adjustment Scale (DAS)
ID # = **id_**
DAS I = **dc**
DAS II = **ds**
DAS III = **ae**
DAS IV = **dcn**
Total = **dadj**

Brief Symptom Inventory (BSI)
ID # = **id_**
SOM = **som**
O-C = **oc**
I-S = **is**
DEP = **dep**
ANX = **anx**
HOS = **hos**
PHOB = **phob**
PAR = **par**
PSY = **psy**
GSI = **gsi**
PSDI = **psdi**
PST = **pst**
* Created scale for total BSI score per subject: mean of (som + oc + is + dep + anx + hos + phob + par + psy + gsi + psdi + pst) = **bsi**

Social Readjustment Rating Scale (SRRS)
ID # = **id_**
SRRS total = **srrs**