

LOS ANGELES POLICE DEPARTMENT
Peer Support School - 40 hours
1850-22639
Expanded Course Outline

Coordinator: BSS, (213) 486-0790

Purpose and Goal: The course is designed to develop a cadre of police personnel to become peer support members providing support and services to the members of the Department

Day 1

I. Introduction and Course Overview

0700-0900 (120 Min)

A. Opening Remarks

1. Introduction of facilitator and course coordinator
2. Class logistics
 - a. Restroom locations
 - b. Breaks on the hour
 - c. No texting/phone calls during instruction
 - d. Parking
3. Class Expectations
 - a. Binders
 - b. Handouts
 - c. Role Play Scenarios
 - d. Homework
 - e. Test
 - f. Certificate
 - g. Feedback
 - h. Handouts¹

B. Program Goals and Guidelines

1. What is Peer Support?
 - a. Provide assistance to co-workers or peers
 - b. Knowledge of the job
 - c. Unique connection
 - d. Accessibility and availability
 - e. Bridge to professionals as necessary
 - f. Good Listeners
2. What Peer Support is NOT
 - a. Judgmental
 - b. Advice giving
 - c. Arguing
 - d. Interrogation
 - e. Gossip material
 - f. "I can top that"
 - g. Sharing personal matters with others
3. Qualities of a good Peer Support Member
 - a. Good Listener
 - b. Caring

¹ LAPD Special Order No. 20. July 1998

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- c. Helpful
 - d. Appropriate self-disclosure
 - e. Calming
 - f. Leading by Example
 - g. Empathy and Compassion
 - h. Recognizing the Signs and Symptoms
4. Who do Officers' feel comfortable talking to about problems or issues?
- a. Peers
 - b. Family
 - c. Friends
 - d. Mental Health Professionals
 - e. Chaplains
- C. Guidelines
- 1. Respect
 - 2. Communication
 - 3. Confidential
 - 4. Resources
- Video #1:** *The Office-Season 9 Episode 7 (Teaching Dwight active listening)*²
Video #2: *Ray Romano-Active Listening*³
- D. Review Goals of Course:
- 1. To understand the intent and purpose of the program
 - 2. Understand the difference between psychotherapy and crisis counseling
 - 3. Understand when and how crisis occur and to be able to identify behaviors that indicate a high level of stress and poor adaptation by an individual
 - 4. Develop strong and effective listening skills: develop trust & rapport, assist others in expressing & confronting feelings, exhibit effective verbal and non-verbal skills, use reflective & summarizing skill techniques.
 - 5. Develop assessment skills necessary to obtain personal information to assist in differentiating between chronic or short-term problems
 - 6. Ability to choose the proper level of action needed based on your assessment, choose appropriate referrals and seek expert assistance if necessary
- E. **Learning Activity**
- Purpose:** Ice Breaker (one minute, one second) and for students get to know one another
- Procedure:** In pairs
- 1. Name
 - 2. Assignment
 - 3. Division/Area
 - 4. Position or rank
 - 5. Time on the job
 - 6. Three personal things

² Taylor (2013, November 1). Youtube. *The Office Season 9 Episode 7; Teaching Dwight active listening.* Podcast retrieved from <http://youtu.be/Qg8PIK74KO4>.

³ Parent Effective Training (2013, February 21). Youtube. *Everybody Loves Raymond Uses Active Listening - from Parent Effectiveness Training.* Podcast retrieved from <http://youtu.be/4VOubVB4CTU>

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7. Share each other's information in front of class

F. Learning Activity

Purpose: For students to define the meaning of rapport

Procedure: In groups

1. Discuss in their own words the meaning of rapport
2. Write onto easel board their definitions
3. Each table share their definitions in front of class

II. Emotional Intelligence (E.I.)

0900-1130 (150 Min)

A. Learning Activity

Purpose: For students to define emotional intelligence, in their own words

Procedure: In groups

1. Have students define E.I and write it on easel board
2. Each group will present their in class
3. Facilitator will circle key words that define E.I.

B. Emotional intelligence defined

1. The term emotional intelligence refers to the skills that people use to understand and manage their own emotions, to understand the emotions of others and to manage their relationships
2. Refers to the ability to perceive, control and evaluate emotions
3. The capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and others
4. Key points
 - a. Understanding yourself
 - b. Governing yourself
 - c. Understanding others
 - d. Managing your relationships with others

C. External elements or circumstances that affect E.I. (stressors that add to triggers)

1. Lack of sleep
2. Hunger
3. Weather
4. Stress
 - a. Family
 - b. Boss
 - c. Chaotic event

D. These external factors act like a flame under us

1. Increasing the intensity of emotional triggers
2. The higher the flame (of stressful elements) the more likely the E.I. trigger gets switched

E. Fundamental Attribution Error

1. Also known as the correspondence bias or attribution effect
2. Defined
 - a. Human tendency to place an undue emphasis on internal characteristics to explain another's behavior in a given situation
 - b. Rather than considering external factors

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- c. It does not explain interpretations of one's own behavior, where situational factors are more easily recognized and can thus be taken into consideration
- d. The flip side of this error is the actor–observer bias, in which people tend to overemphasize the role of a situation in their behaviors and underemphasize the role of their own personalities.
 - 1) Judging oneself by one's intentions (I am driving fast/crazy because I have to get to work or I'll be fired)
 - 2) Judging other by their behaviors ("Idiot!!!" he doesn't care about me as he cut me off/drove too fast, he doesn't care about anyone else)
- 3. Passive-Assertive-Aggressive swings
- 4. Typically caused by emotional "triggers" that are deeper than the perceived slight
 - a. Seemingly overreactions based on deeper issues
 - b. Can be from personal history with the individual that set off the trigger ("last straw")
 - c. Can be from unrelated personal history (I was never good enough for mom/dad) that manifests on innocent (or at least semi-innocent) victim

F. Learning Activity

Purpose: For students to discuss the common things that annoy or trigger the emotional anger and determine the underlying factor

Procedure: In groups

- 1. Instructor will provide an example and discuss the situation
- 2. Students will discuss their own situation within their groups
- 3. Come up with one particular situation
- 4. One person in the group will discuss in front of class
- 5. Instructor will facilitate discussion
- 6. Have students identify underlying issues of the particular situation
- 7. Instructor will write down answer of students on easel board
- 8. Common Triggers (Issues students should be identifying)
 - a. Undervalued
 - 1) General disregard of personal worth however slight (usually more perceived than intended)
 - 2) Can be minor slights like cutting in line, hording by others (took that last two slices of pizza instead of leaving one)
 - b. Unappreciated
 - 1) Similar to undervalued, it is seen when hard or significant work is done but is seemingly discarded
 - 2) Can be particularly painful when extra efforts of kindness and unselfishness are unnoticed or otherwise dismissed
 - c. Disrespected
 - 1) Not acknowledged at an achieved/earned station or rank
 - 2) A perceived attempt to usurp authority (however small)
 - d. Helpless
 - 1) Often tied to fear

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- 2) Anything that one has a sensation of little or no control over that adversely affects them and/or others
 - a) The government is doubling my taxes, taking my property, etc
 - b) I was very active my whole life, now suddenly, I can't even walk up stairs
- e. Misunderstood
 - 1) Anytime clear lines of communication are not flowing
 - 2) Can range in levels of frustration (from "whatever" to full tantrum/outburst)
 - 3) Sometimes tied to helplessness when persons of authority make judgments drawn from erroneous information, but nothing will change that

G. Learning Activity

Purpose: For students to develop strategies based on one particular scenario discussed from previous learning activity

Procedure: In groups

- 1. Group #1 Identify how this can be prevented
- 2. Group #2 How can it be management in heat of the moment (while it's happening)
- 3. Group #3 What can you do after the situation
- 4. Group #4 Overall strategies for workplace
- 5. Group #5 Overall strategies for life
- 6. One student from each group write down their answers on easel board and discuss with class

H. Strategies (issues that students should be addressing)

- 1. Must be analyzed beyond the obvious
- 2. Prevention of E.I. events
 - a. Well balanced life
 - 1) Fitness
 - 2) Involved and connected with many people, groups
 - 3) Being a part of a greater purpose (church, country, worthy causes)
 - a. Be proactive⁴
 - 1) Don't be controlled by circumstances
 - 2) Last human freedom
 - b. Anticipating likely events
 - 1) Knowing own triggers
 - 2) Watching to learn other's triggers
 - 3) Planning for potential "trigger" events for self and from others
 - a) Identify relationships
 - b) Develop specific strategies based on your awareness of self/others EI

⁴ Covey, S (1989), *The 7 Habits of Highly Effective People: Powerful Lesson of Personal Change*. US. Simon & Schuster (Free Press)

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- c) Think the event all the way through – may not be perfect, but you will not be caught off guard when triggers occur

I. Incident management

1. You were triggered
 - a. Stop
 - b. Breathe
 - c. Depending on your ability
 - 1) Explain that you felt (insert trigger) and that you need to calm down or
 - 2) Just say excuse me and follow up later
2. Another was triggered by you
 - a. State to them how you have triggered them (“I have disrespected you.”)
 - b. Apologize and listen
 - c. Paraphrase back their message
 - 1) DO NOT Parrot the words used
 - 2) Must identify the underlining meaning, the message – not the words as they are often different (Them: “Damn it, I can’t believe that you did that!” You: “this is something that is important to you.”)
3. Post incident
 - a. Reconcile
 - b. May have to wait a day or two, but don’t let too much time elapse
 - c. Overall for instructors
 - d. Same strategies for overall EI
 - e. Consider likely classroom events and develop strategies
 - f. Unique/difficult as relationships are not as evolved

III. Application of Communication Skills

1230-1430 (120 Min)

A. **Video:** *Seinfeld - Listening Challenges*⁵

1. **Ask:** What is active listening? (Facilitate class discussion)
2. Active Listening starts when you stop talking and you start really listening
3. Talking and listening is what peer support is all about
4. Most effective Peer Support skill you can develop is
 - a. REALLY LISTENING to people
 - b. In order to figure out what they are
 - 1) Thinking,
 - 2) Feeling, and
 - 3) Going through
5. Establish rapport and trust
 - a. Be available
 - b. Make environment conducive for conversation

⁵ The English Bubble (2011, Oct 17), Youtube. "SEINFELD S05E13 The Dinner Party - Season 5 - Episode 13" Seinfeld - Listening Challenges. Podcast retrieved from <https://youtu.be/JMzhd7hu0>

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- c. Listen and respond appropriate
 - d. Be tolerant of peers pace, language, and random thoughts
 - e. Be Supportive and empathetic
 - f. You don't know all the answers
 - g. Refer when necessary
6. Active Listening is a process in which the listener takes an active approach to understand:
- a. The content... what the words mean
 - b. The process...how the person really feels
 - c. Check in with the speaker to see if what was heard, was what the speaker intended to communicate
7. Hearing but not really listening
- a. Most people think they listen quite well, they might hear well, they might not listen well
 - b. Effective listening requires more concentration and clarification than people usually give to daily communications
 - c. Listening means focusing on the speaker and not about what we are going to say next
8. Listening Involves the following
- a. Concentrate on what they are saying
 - b. Listen now, clarify later
 - c. Be aware of your own reactions
9. Active listening skills
- a. Paraphrasing...“It sounds like you are saying...”
 - b. Clarification ...”Do you mean...”
 - c. Mirroring (Repeating the last word)
 - d. Reflection ...”You are telling me you feel”
 - e. Emotional Labeling ...”You sound upset...”
 - f. Open-Ended Questions...”Tell me more...”
 - g. Self-Disclosure (Conveying RELEVANT personal information)
 - h. Reinforcing (Encouraging the person to continue)
- B. Learning Activity**
- Purpose:** For students to match each phrase to corresponding word
- Procedure:** In groups
- 1. Refer to handout provided
 - 2. Match each phrase to the corresponding word
 - 3. Discuss and review the exercise with each group
- C. Ineffective Listening**
- 1. Sometimes we act as though we have listened carefully, but we are really thinking about something else
 - 2. Sometimes people purposely listen poorly so they avoid an hearing an unpleasant truth
 - 3. Sometimes our “pushed button” interferes with our ability to listen
- D. Respecting Physical Space**
- 1. Intimate distance- 0 - 1.5 feet
 - 2. Personal distance- 1.5 - 4 feet
 - 3. Social distance – 4 – 12 feet

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4. Public distance – over 12 feet
 5. Don't violate personal space
 6. Don't sit on a person's desk
 7. Maintain the same level as the other person, don't stand while they sit, or vise-versa
- E. Non-Verbal Communication
1. It's estimated between 63-90% of communication is done without words
 2. Body Language
 - a. We read body language all the time and take clues from it
 - b. Some typical body language includes:
 - 1) Eye contact
 - 2) Posture
 - 3) Gestures
 - 4) Facial expressions
 3. Body language reveals a lot about us and them
 4. Facial Non –verbal communication
 - a. Eyes
 - b. Eyebrows
 - c. Forehead
 - d. Nose
 - e. Mouth
 - f. Lips
 - g. Facial lines
 5. Typical Non-verbal messages
 - a. Looking at your cell phone (Not interested)
 - b. Stepping back or away (Not interested)
 - c. Throat clearing (Expression of doubt)
 - d. Rolling eyes (Disbelief)
 - e. Exhaling (Tired or bored)
 - f. Shifting positions (Other thoughts on their mind)
 - 1) Erratic eye contact,
 - 2) Playing with hair
 - 3) Tugging at ear
 - g. Sitting forward (Involved, engaged, caring, willing)
 - 1) Tilted head
 - 2) Good eye contact
- F. Suspend Assumptions
1. Set aside personal beliefs
 2. Be open minded to others ideas
 3. Ask for clarification before responding
 4. Don't judge (We never know what it is like to be in someone else's shoes)
 5. Remain neutral
 6. Formulate your ideas,
 - a. NOT based on comments from others but;
 - b. On what the person is telling you
 7. Allow them to explain
 - a. Listen with an intent to understand

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- b. Don't speak over them
- c. Avoid overreacting to certain words or phrases
- d. Stay focused on them and their problem
- 8. Think before speaking
 - a. Know the issues
 - b. Anticipate response- prepare for the unexpected
 - c. Focus on the issues
- 9. When appropriate ask questions
 - a. Gain understanding by asking open ended questions which provide more information
 - b. Don't make assumptions get clarification
 - c. Ask questions in a non-threatening manner, open ended ones
- 10. Paraphrase
 - a. Help them speak, it is very difficult to be articulate when under duress
 - b. Restate what they have said
 - c. Summarize
- 11. Active listening
 - a. Active listening requires a response
 - b. Be mindful of the stress your peer is experiencing
 - c. If necessary offer feedback not criticism
- G. Verbal Communication
 - 1. Keep your emotions in check
 - 2. Realize the impact of your words
 - 3. Be empathic
 - 4. Use "I" messages
 - 5. Correct tone of voice
 - 6. Speak to be understood not to impress
 - 7. Use simple clear language
 - 8. Speak at the appropriate pace
 - 9. Don't jump to new topics or interrupt the person
 - 10. Use encouraging phrases such as
 - a. "I see"
 - b. "um-hum" or
 - c. repeat key phrases
 - 11. Be more positive than negative
 - a. Avoid these negative phrases
 - 1) "Don't do this..."
 - 2) "Other people do that..."
 - 3) "Why don't you..."
 - 4) "Why are you doing that?"
 - 5) "Are you serious?"
 - b. Consider using these positive phrases
 - 1) "Please consider ..."
 - 2) "This has worked for me..."
 - 3) "Something I learned the hard way..."
- H. Communication Style
 - 1. Congruence VS Incongruence

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- a. When a person's verbal and non-verbal communications match we say their communication is congruent
- b. We tend to relax, trust and believe a person more when they are congruent.
- c. Being in- congruent tends to create
 - 1) Distrust
 - 2) Doubt
 - 3) Suspect

2. **Learning Activity**

Purpose: For student to demonstrate effective communication skills with a peer (another group member) as a peer support member

Procedure: In pairs

- a. You are at your division for a training day. The training has just ended and you are talking with the watch commander who tells you this P1 is having a lot of problems with his training officer, and asks if you could talk with him. You agree
- b. How do you build rapport?
- c. How do you ask about their training?
- d. What can you offer this P1?

I. Key Points

1. Provide a safe environment in which your peer can vent
2. Be helpful
3. Be authentic and genuine and sincere
4. Respectful
5. Be hopeful
6. Non judgmental
7. Use positive statements
8. LISTEN (Actively listen)
9. Clarify what you are hearing
10. Be encouraging
11. Be ALL EARS!
12. Have referrals available
13. Take care of yourself

IV. Communications Skills Role Play Practice

1430-1600 (90 Min)

1. **Learning Activity**

Purpose: Students will practice using active listening skills to develop greater ease and comfort in their peer support interactions.

Procedure: Students break up into pairs and practice employing "Active Listening Skills" using prepared scenarios in which an individual is seeking peer support services. Each pair practices incorporating the listening skills to obtain build rapport and obtain more information about the nature of the problem. Activity is debriefed to discuss the use and effectiveness of active listening skills.

2. **Homework Assignment:** Students are provided with the journal topic for them to write in their journal.

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Journal Entry #1

Given what you now know what about Peer Support work, please write about your Strengths, Challenges, Behaviors, Characteristics, and Personality that will help you and also possibly hinder your work as a Peer Support member

Journals are turned into the course coordinator the next morning. Journal entries are read by course coordinator and returned to the students.

Day 2

V. Review and Discussion

0700-0800 (60 Min)

Homework Review and Discuss: (Journal Entry #1), For each group to write their experiences (based on assignment) on easel board (Facilitate class discussion)

Review and Practice Active Listening Skills

1. Review the definitions and examples of active listening skills. Have volunteers present examples of responses using the different types of active listening skills.

VI. How People React to Crisis

0800-0930 (90 Min)

A. Affects⁶

1. Nature of Crisis
 - a. Severity
 - b. Timing
 - c. Duration
 - d. Consequences
 - e. Expected vs. Anticipated
 - f. Relationship to loss
2. Social
 - a. Perceived support
 - b. Availability of resources
3. Individual
 - a. Personality
 - b. History of dealing with crisis/past losses
 - c. Coping resources/strategies
 - d. Other stressors
4. Identify the emotions (Pictures on slide)

B. **Learning Activity:**

Purpose: For students to reflect on a time of personal crisis in their lives

Procedure: In Pairs

1. Have students think of a crisis
 - a. Death of a loved one

⁶ Worden, J. William (2009). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (4th ed). Springer Publishing: NY.

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- b. Loss of significant relationship
 - c. Job problems
 - d. Financial problems
 - e. Serious family conflict, etc...
 - 2. Discuss with a partner how they felt?
 - 3. What they did?
 - 4. How they responded?
 - 5. Instructor will facilitate discussion with student experiences
- C. Emotional Responses⁷
- 1. Grief
 - 2. Sadness
 - 3. Sorrow
 - 4. Depression
 - 5. Guilt
 - 6. Shame
 - 7. Anger
 - 8. Irritability
 - 9. Frustration
 - 10. Anxiety
 - 11. Horror
 - 12. Terror
 - 13. Fear
 - 14. Shock
 - 15. Numbness
 - 16. Ambivalences
 - 17. Hopelessness
 - 18. Helplessness
 - 19. Yearning
 - 20. Loneliness
 - 21. Relief
 - 22. Emancipation
 - 23. Unburdened
 - 24. Feeling Involved
 - 25. Challenged
 - 26. Mobilized
- D. **Video:** *Star Trek The Next Generation*⁸
(Facilitation class discussion based on video)
- 1. **Ask:** What emotions are being experienced by
 - a. Worf
 - b. Riker
 - c. Alexander
 - d. Troi

⁷ National Child Traumatic Stress Network. (n.d.).2014, from <http://www.nctsnet.org/trauma-types/complex-trauma/effects-of-complex-trauma>

⁸ Tarnationsauce2 (2011, April 5). Youtube. We want Star Trek: Captain Worf! - We won't deny you Mr. Worf.. Podcast retrieved from <https://youtu.be/edflm7Hh3hs>

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2. **Ask:** what thoughts do each of them have
- E. Cognitive Response
 1. Confusion
 2. Disorientation
 3. Inability to
 - a. Accept
 - b. Denial
 4. Self-Blame
 5. Worry
 6. Unwanted
 - a. Memories
 - b. Images
 - c. Thoughts
 7. Paranoia/Suspiciousness
 8. Slow Thinking
 9. Difficulty
 - a. Concentration
 - b. Remembering
 - c. Making Decisions
 10. Preoccupation with death
 11. Determination and resolve
 12. Sharper perception
 13. Courage
 14. Optimism
 15. Faith
 16. Greater appreciation
 17. Shifting expectations/ priorities
- F. Common Thoughts
 1. "Should Statements"
 - a. I/They should have...
 - b. I/They shouldn't have...
 2. Magnification/Overgeneralization
 - a. This pain will never end...
 - b. I can't handle/take this...
 - c. My life is ruined/will never be the same...
 - d. I'll never get better, feel strong, good about life again...
 3. Jumping to Conclusions
 - a. This is going to lead to that, which is going to lead to the other...
 - b. I know for certain what's going to happen...
 4. Finding Meaning
 - a. Where can I go for help
 - 1) Support
 - 2) Guidance
 - b. Why did this happen to me?
 - c. Who is at fault for this?
 - d. Life is not fair...
 - e. Everything happens for a reason...

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- f. What can I learn from this experience
- 5. Optimism/Resilience
 - a. I can regain some sense of control in my life...
 - b. I'll get through this...
 - c. What doesn't kill me can make me stronger...
- 6. Altered Worldview
 - a. How do I view or experience...differently?
 - b. Self
 - c. Others
 - d. The Department
 - e. The world
 - f. God/my faith
- G. Behavioral
 - 1. Crying
 - 2. Misuse or overuse of substances
 - 3. Avoidance
 - a. Not talking
 - b. Thinking
 - c. Having feelings about the crisis event
 - 4. Avoidance of reminders of event
 - 5. Restless hyperactivity
 - 6. Overworking
 - 7. Decreased engagement in pleasurable activities
 - 8. Sleep changes
 - 9. Eating/appetite changes
 - 10. Panic attacks
 - 11. High-risk activities
 - 12. Behavioral-Interpersonal
 - a. Extreme withdrawal
 - b. Anger outbursts
 - c. Controlling behavior
 - d. Interpersonal
 - e. Help-seeking
 - f. Social connectedness
 - g. Altruistic helping
- H. Key Points
 - 1. Be aware of the wide spectrum of individual differences in crisis response
 - 2. Be cognizant of how you might respond, yet don't impose that expectation on others
 - 3. Allow the other to respond in their own ways

VII. Self-Awareness and Unbiased Peer Support
Video (*Ice Breaker*)-*Good Morning Vietnam*⁹

0930-1100 (90 Min)

⁹ DPSimulation (2013, December 10). Youtube. *Good Morning Vietnam* (1987) - Official Trailer. Podcast retrieved from <http://youtu.be/v04ZV8aFmmM>

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Review: Homework Assignment

For each group to write their experiences (based on assignment) on easel board
(*Facilitate class discussion*)

A. **Learning Activity:** Role Play

Purpose: For students to demonstrate active listening skills

Procedures: In groups

1. Given a scenario (Relationship issues)
2. Choose one member to be a peer support
3. One member to be the peer
4. Remaining group members to critique and ensure that peer support is utilizing the following:
 - a. Paraphrasing
 - b. Mirroring
 - c. Clarification
 - d. Reflection
 - e. Emotional Labeling
 - f. Ask open-ended questions
 - g. Self-disclosure
5. Have group members rotate roles
6. Review and discuss exercise with class

B. Ice Breaker- Picture of a dog (*Power Point*)

1. **Ask:** What goes in your mind when you see the word dog? (*Facilitate a discussion*)
2. Have Students discuss
 - a. Loving
 - b. Loyal
 - c. Playful

C. Biases

1. Preference for or against someone,
2. Something,
3. Behavior or
4. Belief

D. Stereotypes

1. Oversimplification of a group membership
2. Generalization
 - a. "Cops are..."
 - b. "Psychologists are..."

E. Prejudice-Negative beliefs about an individual based on group membership

F. Discrimination

1. Inequitable treatment of a person
2. Group of individuals
3. Culture
4. **Ask:** What pops in your mind when you think of (*Facilitate discussion-Based on slides*)
 - a. Kids
 - 1) Cute
 - 2) Expensive

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- 3) Loving
- 4) Stubborn
- 5) Honest
- b. Car (Prius)
 - 1) Green
 - 2) Environmental Friendly
 - 3) Secure
 - 4) Long Commute
- c. Cops
 - 1) Arrogant
 - 2) "Type A" personality
 - 3) Confident
 - 4) Team
 - 5) Listener
- d. Gang member
 - 1) Criminal
 - 2) Dangerous
 - 3) Fear
 - 4) Intimidation
- e. Martha Stewart
 - 1) Good Cook
 - 2) All American Housewife
 - 3) Sweet
- f. Mexicans
 - 1) Hardworking
 - 2) Good food
 - 3) Proud of culture
 - 4) Loyal
 - 5) Prideful
 - 6) Family Oriented
- g. Christians
 - 1) Conservative
 - 2) Fanatic
 - 3) Self-Righteous
- h. Muslims
 - 1) Fanatic
 - 2) Terrorist
 - 3) Misunderstood
 - 4) Extremist
- i. Gays/Lesbians
- 5. Measure of Degree
 - a. Bias/Stereotypes
 - 1) Not Bad
 - 2) Wrong
 - b. Discrimination
 - 1) Ignorance
 - 2) Lack of knowledge/information

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- c. Prejudice
 - 1) Dangerous
 - 2) Harmful
- 6. Minimize Impact of Bias/Stereotypes
 - a. Recognize everyone has it
 - b. Know what trigger your BS
 - c. Follow Golden rule
 - 1) Love God
 - 2) Love your neighbor
 - 3) Treat others the way you would like to be treated
 - d. Focus on peers needs and not your own
 - e. Monitor your actions/reactions
 - f. Spend time getting to know your peer on an individual level
- G. Self-Awareness
 - 1. As a peer support member, people will talk about categories we're
 - a. Bias
 - b. Stereotypes
 - c. Prejudice
 - d. Discrimination about
 - 2. Therefore, we need to challenge ourselves through
 - a. Active Listening
 - b. Undivided Attention
 - c. Be engaged
 - d. Open
 - e. Understanding
 - f. Not being judgmental
 - g. Unbiased
 - h. Help that person in time of need
 - i. Treat them the way you would like to be treated
 - j. Show respect
 - k. Putting your biases, stereotypes, discrimination, prejudice aside
- H. Key Points
 - 1. Don't let your bias to guide your work
 - 2. Learn about different
 - a. Cultures
 - b. People
 - c. Traditions
 - 3. Intentionally affiliate with and engage others who are "different" from you
 - 4. Be respectful of individual differences
 - 5. Find common ground
 - 6. Transference
 - a. Consider feelings peer triggers in you
 - b. Consider the possibility of over-identifying with peer
 - c. Consider spending time and energy in helping peer
 - d. Question assumptions you have
 - e. LISTEN and ASK QUESTION!
 - f. Your job is not to "fix" other's problems

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- g. Role model good self-care

VIII. Suicide and Depression

1100-1300 (120 Min)

A. Suicide

- 1. Prevalence
 - a. 300,000 attempts each year
 - b. 38,00 people kill themselves each year
 - c. Every 16 minutes someone in the U.S dies by suicide
 - d. 10th leading cause of death in the US (2013)
- 2. Who makes more attempts?
 - a. Women more than men
 - b. Utilizes pills
 - 1) Pain pills
 - 2) Sleeping pills
- 3. Who commonly completes suicide?
 - a. Men
 - b. Utilize weapons
 - 1) Guns
 - 2) Knives
 - 3) Other weapons
- 4. Facilitate
 - a. **Ask:** If a person is intent on killing themselves, there is nothing anyone can do to prevent their suicide.
 - b. *Facilitate class discussion*
 - c. **Answer:** Yes, people can be stopped
 - 1) When people intervene
 - a) Prior to attempt or
 - b) Even after a failure attempt
 - 2) If they get appropriate help (ON TIME)

B. Reason people commit suicide

- 1. Terminal Illness/Disease
- 2. Burdensomeness
 - a. Family
 - b. Friends
 - c. Loved ones
 - d. Society
- 3. Alcoholism
- 4. Drug abuse
- 5. Mental Illness
 - a. Depression
 - b. Schizophrenia
 - c. Manic Depression
- 6. Psychological Pain

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Video- *TEDXtalks (Kevin Briggs)*¹⁰

- a. **Ask:** What did you guys think of that video?
- b. **Answer:**
 - 1) Utilize Active Listening
 - 2) Understanding
 - 3) Build Rapport
- c. **Ask:** Do you think that someone has to be mentally ill to be suicidal?
- d. **Answer:** No
- e. **Ask:** Do you think that relationship issues is a significant factors in committing suicide?
- f. *Facilitate Discussion*
- g. **Answer:** Yes
- h. **Ask:** Do you think substance abuse is a significant factor in committing suicide
- i. *Facilitate Discussion*
- j. **Answer:** Yes
- k. **SLIDE of Triad Slide of Suicide**

C. Warning Signs

1. Talking about suicide or death
2. Withdrawing from family and friends
3. Agitation
4. Sad/Depressed
5. Significant change of mood
6. Period of calm or improvement after a period of distress/depression
7. **Video:** *Suicide Prevention*¹¹

D. What to say to people who think may be suicidal

Note: Focus more on what not to say, than thinking of what to say

1. "Are you thinking of killing yourself?"
2. Have you been feeling hopeless?
3. Have you been thinking that loved ones would be better off if you weren't alive?
4. Have you thought about how you would kill yourself?

E. What to do?

1. Be empathic
2. Offer hope
3. Express your concern
4. Listen without judgment

F. Confidentiality (Suicidal)

1. Are they a danger (5150 H&S)
 - a. To themselves
 - b. Others
 - c. Gravely disabled, unable to care for themselves

¹⁰ TEDTalks (2014, May 14). Youtube. Kevin Briggs: The bridge between suicide and life. Podcast retrieved from <http://youtu.be/7CIq4mtiamY>

¹¹ U.S. Army (2010, July 15). Youtube. Shoulder to Shoulder: I will never quit on life. Podcast retrieved from <https://youtu.be/RzceLmVnj6A>

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- 2. Base of Risk of individual
- G. Prevention-ACT (Ask, Care, Transport)
 - 1. ASK
 - a. Get them to talk about their feelings
 - b. What
 - c. Why
 - d. How
 - 2. CARE
 - a. Show your concern
 - b. Be understanding
 - c. Don't be judgmental
 - 3. TRANSPORT
 - a. Don't leave them alone
 - b. Take them to a hospital
 - c. Ensure to provide help
- H. Resources/Referrals
 - 1. Behavioral Science Services
 - a. Confidential
 - b. Couples Counseling
 - c. Directed Referrals
 - 2. www.lapdbluelife.com
 - 3. Mental Health Service
- I. Key Points
 - 1. Identify roadblocks
 - 2. Identify sources of resistance
 - 3. Identify the goal of the referral first

IX. Resiliency and Post-Traumatic Growth

1400-1600 (120 Min)

- A. Trauma
 - 1. Actual or threatened death or injury
 - 2. Response involving
 - a. Fear
 - b. Helplessness or
 - c. Horror
 - 3. Not everyone develops Post-Traumatic Stress Disorder (PTSD)
 - 4. Ranges between 15-30%
 - 5. 70% do NOT have PTSD
- B. Qualification of Traumatic Stress
 - 1. Direct experienced
 - 2. Witnessed events
 - 3. Learning of events
- C. Research on Trauma
 - 1. Common Study Populations
 - 2. Combat veterans
 - 3. Personal injury victims
 - 4. Rape
 - 5. Assault

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6. Motor vehicle accidents (#1 cause of trauma)
7. Disaster victims
- D. Signature of Stress (Refer to Power Point)
- E. Trajectories of Response to Trauma (Refer to Power Point)
- F. Resiliency
 1. Negative Effects
 - a. Anxiety
 - b. Anger
 - c. Substance use
 - d. Depression
 - e. Suicide
 - f. Posttraumatic Stress
 - g. Disorder (PTSD)
 2. Positive Effects
 - a. Pride
 - b. Sense of honor and self-respect
 - c. Tight bonds with others
 - d. New confidence in abilities
 - e. Appreciation for comforts/blessings
 3. **Video:** *THIS EMOTIONAL LIFE | Resilience | PBS*¹²
 4. Definitions of Resilience
 - a. Resilience is the process of adapting well in the
 - b. Face of
 - 1) Adversity
 - 2) Trauma
 - 3) Tragedy
 - 4) Threats or
 - 5) Significant sources of stress, such as
 - a) Family
 - b) Relationship problems
 - c) Serious health
 - d) Problems or
 - e) Workplace and
 - f) Financial stressors
 - 6) It means 'bouncing back' from difficult experiences
 5. Resiliency Research
 - a. "Resilience is ordinary, not extraordinary"
 - b. People commonly demonstrate resilience
 - c. E.g., 9/11 Bombing in New York
 - d. Doesn't mean no difficulty or distress!
 - e. Not a trait that people either have or do not have
 - f. Involves behaviors, thoughts and actions that anyone can develop
 6. Factors of Resilience
 - a. Multiple factors

¹² PBS (2009, November 10). Youtube. *THIS EMOTIONAL LIFE | Resilience | PBS*. Podcast retrieved from <https://youtu.be/7ybe5GkMLyg>

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- b. Primary factor
- c. Having caring & supportive relationships
- 7. Building Resilience
 - a. Personal journey
 - b. No “one size fits all” approach
 - c. Cultural factors
 - d. Law Enforcement culture?
 - e. 10 key factors
 - f. Accepting change
 - g. Goals
 - 1) Working towards it
 - 2) Give sense of meaning/purpose
 - h. Take action
 - 1) Situation
 - 2) Taking Control
 - i. Growth
 - 1) Look for it
 - 2) Make yourself better
 - 3) Accept feedback
 - j. Reflect on strengths
 - k. Keep Perspective
 - 1) Dispell false presumption
 - 2) Broad perspective
 - 3) Sense of reality
 - 4) Maintain optimism
 - l. Engage in self-care (Doing nice things for yourself)
 - 1) Vacation
 - 2) Working out
 - 3) Therapy
 - 4) Nutrition/Diet
 - 5) Sleep
 - 6) Rewarding yourself
 - a) Buying nice things
 - b) Eating a nice restaurant
 - m. Be creative
- G. Posttraumatic Growth
 - 1. A change in people
 - a. That goes beyond an ability to resist and
 - b. Not be damaged by highly stressful circumstances
 - c. Involves a movement beyond pre-trauma levels of adaptation
 - 2. **Video:** *Amatuzio on AMSOIL: Persistence & Innovation*¹³
 - 3. The Power of Suffering
 - a. Historically referenced
 - 1) All major religions

¹³ Amsoil, Inc. (2014, August 11). Youtube. *Al Amatuzio on AMSOIL: Persistence & Innovation*. Podcast retrieved from https://youtu.be/8ippAz_UWrC

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- 2) Philosophers
- 3) Across cultures
- b. Scholarly interest in late 20th century
 - 1) Robust findings
 - 2) For Individuals & families/systems
- 4. Posttraumatic growth can coexist with negative psychological adjustment after traumatic events. So, even when dealing with issues of grief, it's important to look for positive responses.
Note: It's not the trauma, it's the struggle. People first struggle to survive, not grow
 - a. Confront it
 - b. Accept it
 - c. Move on
- H. Major Areas of Growth¹⁴
 - 1. Greater appreciation of life
 - 2. Changed sense of priorities
 - 3. Warmer, more intimate relationships
 - 4. Greater sense of personal strength
 - 5. Recognition of new possibilities for life and spiritual development
- I. Appreciation of Life
 - 1. Living each day more fully
 - 2. Rethinking values and priorities
 - 3. Acting differently
 - 4. Spend more time with family
- J. Changed Priorities
 - 1. Reevaluating personal beliefs
 - 2. Associating with a community of similar believers
 - 3. Connecting with spiritual roots
- K. Improved Relationships
 - 1. Stronger bonds with loved ones
 - 2. Reestablishing relationships with estranged others
 - 3. Having more compassion for others
 - 4. Esp. for those who have suffered similarly
- L. Personal Strength
 - 1. Having greater self-reliance
 - 2. Being better able to accept how things turn out
 - 3. Seeing self as more capable of handling future hardships
- M. New Possibilities
 - 1. Making choices in a more conscious manner
 - 2. According to a plan!
 - 3. Being more likely to change things that need changing
- N. **Video:** *Amputee vets reach out to Boston bombing victims*¹⁵

¹⁴ Tedeshi, R.G., & Calhoun, L.G. (2004). *Posttraumatic Growth: Conceptual Foundation and Empirical Evidence*. Philadelphia, PA: Lawrence Erlbaum Associates

¹⁵ CNN (2013, April 23). Youtube. *Amputee vets reach out to Boston bombing victims*. Podcast retrieved from <https://youtu.be/RmYNH6XNYiQ>

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O. Resources

1. American Psychological Association
2. <http://www.apa.org/helpcenter>

P. Key Points: The Road To Resilience...

1. Resilience in a time of war: Wartime stress and teens
2. Resilience in a time of war: Tips for parents and teachers of teens
3. Resilience for teens: Got bounce?

Q. **Journal Entry #2:**

As a Peer Support Member we ask that you select an area or areas you feel that you have experience in and can be of help to others. This might include substance abuse, grief, divorce, etc. Please write about your personal experiences and areas which you feel you can assist others. What did you learn from your personal experience?

Day 3

Review and Discuss: (Journal Entry #2), For each group to write their experiences (based on assignment) on easel board (*Facilitate class discussion*)

X. **Relationship Issues**

0700-1000 (150 Min)

A. **Learning Activity**-Role Play

Purpose: For students to demonstrate active listening skills

Procedures: In groups

1. Given a scenario (Relationship issues)
2. Choose one member to be a peer support
3. One member to be the peer
4. Remaining group members to critique and ensure that peer support is utilizing the following:
 - a. Paraphrasing
 - b. Mirroring
 - c. Clarification
 - d. Reflection
 - e. Emotional Labeling
 - f. Ask open-ended questions
 - g. Self-disclosure
5. Have group members rotate roles
6. Review and discuss exercise with class

B. **Video:** *The Big Fight - Fireproof*¹⁶

1. **Ask:** Why this topic matter? (Relationship Issues)
2. Facilitate class discussion

C. Why are relationships important to cops?

1. Buffer against work
 - a. Stress

¹⁶ Hmm0411 (2012, February 16). Youtube. The Big Fight - Fireproof. Podcast retrieved from <https://youtu.be/rdgQkF4iIv4>

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- b. Outlet
 - c. Decompress
 - 2. Identity
 - a. Protector
 - b. Hero
 - c. Failure is NOT an option
 - 3. Stability
 - 4. Predictability
 - 5. Love and sense of belonging
- D. Relationship Myths
 - 1. Great relationships
 - 2. Meeting of the minds
 - 3. Great Romance
 - 4. Great Problem Solving
 - 5. Require common interest
 - 6. Always Peaceful
 - 7. Allows you to vent all your feelings with one another
 - 8. Has nothing to do with sex
 - 9. Cannot survive a “flawed” partner (Looking for a “perfect” partner)
 - 10. Require you do things the “right way”
 - 11. Requires you to “strengthen your partner out”
- E. Impact of Police on relationships
 - 1. Long hours/Shift work
 - a. Less time together
 - b. Not being there
 - 2. Unrealistic expectation
 - a. Shall be perfect
 - b. No flaws
 - c. Unrealistic standard
 - 3. Being in control
 - a. Command presence
 - b. Taking Charge
 - c. “My way”
 - 4. Being Observant
 - a. Suspicious
 - b. Paranoid
 - c. Constantly aware of surrounding
 - 5. Emotionless
 - a. Tough Cop
 - b. Hardened by the job
 - c. No feelings
 - 6. Emotional Insensitivity
 - a. Callous
 - b. No care
 - c. Lack of affection
 - 7. No gray area at home
 - a. Right or Wrong

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- b. Black or White
- c. Followed the rules or broke them
- F. Phases of Relationships
 - 1. Honeymoon/Lust
 - a. 6months to 2 years
 - b. Increase in dopamine and norepinephrine
 - c. Decrease in serotonin (obsessive thoughts)
 - d. Partner/Spouse is perfect
 - e. Ignoring partner's imperfections or flaws
 - f. Chasing the lust
 - 2. Adjusting to reality
 - a. Intensity of feelings start dissipating
 - b. Problems emerge
 - c. Start to notice differences
 - d. Start to find fault in partner
 - e. Blaming partner
 - f. Seeing flaws and imperfection
 - 3. Disillusionment
 - a. Disagreements
 - b. Arguments
 - c. Accumulate hurt and resentment
 - d. Try to change each other
 - e. Communication becomes fraught with complaints
 - f. See partner through negative lens
 - 4. Acceptance/Mature Love
 - a. Integrating self and needs of relationship
 - b. Work together as team
 - c. Seeing partners' GOOD and bad
 - d. Seeing one's own BAD and seeing good
 - e. Not trying to change other
 - f. Consider changing one's self
 - g. Re-evaluation
 - h. Re-conciliation
- G. Elements of Unhealthy Relationships
 - 1. Expressions of antagonism (Gottman & Jacobson, 2001)
 - 2. Antagonism
 - a. Loss of respect
 - b. Increased criticism
 - 3. Toxic Communication
 - a. One "zinger" eases 10 acts of kindness
 - b. Men and women fight differently
 - c. Trying to "win" against one another
- H. Intensify Conflict
 - 1. Criticism
 - 2. Contempt
 - 3. Defensiveness
 - 4. Flooding your partner about their negative traits (place blame)

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- 5. Stonewalling
 - a. Silent treatment
 - b. Cold shoulder
 - c. No wanting to talk about issue
- 6. Alienating Partner
- 7. Verbally Abusive
- 8. Physical Abuse
- 9. "I will win" factor
- I. Resolving/ Decline Conflict
 - 1. Set boundaries
 - a. De-escalate
 - b. Stop it
 - c. No name calling
 - 2. Communication
 - a. Identify needs
 - b. Set expectations
 - c. Clearly communicate with each other
 - 3. Identify your OWN feelings
 - a. Responsible for own feelings
 - b. Self-check
 - c. Negotiate
 - 1) Learning to compromise
 - 2) Meeting in the middle
 - 3) Resolution both can live with
 - 4) Consider partner's point of view
- J. Key Points
 - 1. Don't hurt so much
 - 2. Don't let one act of hurt overshadow 10 acts of kindness
 - 3. LISTEN and COMMUNICATE

XI. Grief and Loss

1000-1200 (120 Min)

- A. Role of a Peer Support
 - 1. Integrity
 - 2. Listen and provide support
 - a. Active listening
 - b. Validation peer(s)
 - 3. Share own personal experience as appropriate
 - a. Empathize
 - b. Opening Up
 - c. Building rapport
 - 4. Refer for further assistance as indicated
- B. Line of Duty Death
 - 1. Worst case scenario
 - 2. Chaos in the beginning
 - 3. Massive impact
 - a. To family

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- b. Friends
 - c. Loved ones
 - d. Department
 - 1) Division
 - 2) Station
 - 3) Units
 - e. Current/Former Co-Workers
 - f. Academy Classmates
 - 4. Forms of Death
 - a. Multiple
 - b. Injuries
 - 5. Affect on peer support person
 - 6. Importance of coordinated efforts
 - a. Funeral
 - b. Aftermath
 - c. Following up with
 - 1) Family
 - 2) Friends
 - 3) Loved Ones
- C. Non-Line of Duty
- 1. Usually come from Illness/Accident
 - a. Heart attack
 - b. Cancer
 - c. Stroke
 - d. Traffic collision
 - 2. Sudden Impact Death
 - a. Expected
 - b. Unexpected
 - 3. Factors
 - a. Sworn
 - b. Civilian
 - c. Tenure
 - d. On leave
 - e. How well known
 - f. Leadership role
 - 4. Location
 - a. Station/Work
 - b. Home
 - 5. Anticipate wide range of reactions
- D. Grief Vs. Bereavement
- 1. Grief is the process of experiencing
 - a. Psychological
 - b. Behavioral
 - c. Social and
 - d. Physical reactions to the perception of loss.
 - 2. Bereavement
 - a. Derived from the same root as “rob”

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- b. The state of having suffered a loss
 - c. To have the experience of loss
 - d. Implies an unwilling deprivation by force
 - e. Having something withheld unjustly and injuriously
 - f. A stealing away of something valuable
 - g. Leaves the individual victimized
- E. Worden's Task of Mourning¹⁷
- 1. Task 1: Accept reality of the loss
 - a. Intellectually
 - b. Emotionally
 - c. Will never see them again
 - 2. Task 2: Process the pain of grief
 - a. Dealing with the pain
 - b. Physically
 - c. Emotionally
 - 3. Task 3: Adjust to a world without the deceased
 - a. Learn to move on
 - b. Function without that person
 - c. Don't get stuck in the moment
 - 4. Task 4: Find an enduring connection with the deceased in the midst of embarking on a new life
 - a. Takes time
 - b. Memorialize
 - 1) Keep memories alive
 - 2) Continue the tradition
 - 3) Legacy of deceased
 - c. Person (deceased) will be watching over me
 - d. Don't feel guilty (moving on)
- F. Complicated Grief
- 1. Persists over an extended period of time
 - 2. Inability to move-forward
 - a. Difficulty returning to work
 - b. Engaging in a new relationship
 - 3. Intrusive thoughts of deceased
 - 4. Painful yearning for deceased presence
 - 5. Feeling stuck
 - 6. Circumstances of loss
 - a. Sudden
 - b. Violent
 - c. Multiple
 - d. Unspeakable
 - 1) Social stigma
 - 2) Lack of social validation
 - 3) Sexual Orientation

¹⁷ Worden, Ph.D, W. (n.d.). The Four Tasks of Mourning. Retrieved from http://www.hospiceofamador.org/images/PDFs/THE_FOUR_TASKS_OF_MOURNING.pdf

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- a) Gay
 - b) Lesbian
 - c) Transgendered
 - 4) Illness
 - a) Aids
 - b) HIV
 - c) Cancer
 - e. Status of victim
- G. Trauma Mastery
- 1. Arousal reduction (Breathing)
 - 2. Medical-anti anxiety medication
 - 3. Movement
 - a. Physical Activity
 - b. Exercise
 - 4. Counseling
 - 5. Ritual
 - a. Memorialize
 - b. Good memories
- H. Key Words/Guidelines
- 1. Use words like
 - a. Dead
 - b. Died
 - c. DO NOT use words like:
 - 1) Gone away
 - 2) Passed away
 - 3) No longer with us
 - 2. What not to say
 - a. Time heals all wounds
 - b. You should...
 - c. She's in a better place, now
 - d. You'll be ok
 - e. At least he's not in pain
 - f. It could be worse
 - g. You're young, you'll have more children
 - h. Don't worry you'll get on with your life
 - 3. What to say
 - a. I'm sorry to have to tell you...
 - b. Losing a loved one is very hard
 - c. I can't imagine what you're going through
 - d. It must be unbearable
 - e. I don't know what you're feeling
 - 4. Intervention Tips
 - a. YOU CANNOT FIX/TAKE AWAY PAIN.
 - b. Don't let your own sense of helplessness
 - c. Active listening
 - d. Let them talk
 - e. Normalize/Validate feeling

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5. Goal
 - a. People mourning come to grips with death before they come alive
 - b. It takes time
 - c. Doesn't end in a year (false fantasy)
 - d. Ends when they realize they can live again
 - e. Concentrate their energies on their lives as a whole
 - f. NOT on their
 - 1) Hurt
 - 2) Pain
 - 3) Guilt
6. **Video-LAPD Memorial**¹⁸
7. Facilitate discussion of video
 - a. What students felt?
 - b. What their reaction was?

XII. Spirituality

1300-1600 (180 Min)

- A. Spiritual Resiliency
 1. Help you feel connected to something bigger than yourself
 2. A Spiritual connection of any kind helps you feel that you are on the right course in spite of the negative and bad things you have been exposed to.
 3. This connection can help you find meaning during difficult or painful times, can help
 - a. Weather the storm of adversity
 - b. Stay focused and
 - c. Stay true to your values and priorities
- B. **Learning Activity** (*Provide questionnaire handouts to fill out*)
Purpose: For student understand the and makes sense of their Spiritual Connectedness
Procedure: Individually
 1. Have students fill out questionnaire (Provide 5 minutes)
 2. After completing the questionnaire facilitate a classroom discussion
 3. **Ask** the following question and illicit answers;
 - a. What is Spiritual Resiliency/ Connectedness?
 - b. Why is it important?
 - c. What does it look like for you?
- C. **Video-Spiritual Resiliency at Lajes**¹⁹
- D. Spirituality Resiliency broadly captures an array of domains that include the most obvious that being religion, but also includes;
 1. Values
 2. Aspirations
 3. Meaning of life
 4. Morality

¹⁸ Lapd77thstreet (2014, July 11). Youtube. LAPD Memorial Street Sign Project. Podcast retrieved from <http://youtu.be/C4Sz5zVxBSo>

¹⁹ Vitecazorestv (2014, September 30) Youtube. Spiritual Resiliency at Lajes. Podcast retrieved from <https://youtu.be/mi74HVAM1eg>

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5. One's purpose in life
 6. Ethics
 7. One's relationship with God
 8. Nature
 9. Art
 10. And all that gives us strength and support to endure and go on.
- E. Key point
1. Spirituality can be called by a number of names and can exist in your life in a personal and unique way
 2. People may not identify themselves as religious or even spiritual, with this more encompassing definition they might be willing to entertain or accept the idea that they are a spiritually based person.
- F. Religion refers to spiritual institutions such as
1. Christianity
 2. Buddhism
 3. Judaism
 4. Catholicism, etc. which can include religious communities as well as
 - a. Core beliefs
 - b. Traditions, and
 - c. Values
 5. Within religions one finds different definitions of spirituality such as "being saved", "being in a state of grace", "being able to stay in the moment", or "maintaining self-transcendence" during stressful situations.
 6. Spirituality may not necessarily be the same as religion. For many their religion is their compass by which they live. But what about the people who lose their way, no longer have that compass to direct their lives? Becoming aware and then developing their spirituality will provide these people with the direction that they seek.
- G. Spiritual beliefs are basic to many people in understanding their world and their place in it;
1. Spiritual values often involve core issues of meaning and purpose in your life
 2. These belief provide support in times of stress
- H. Spiritual values are often the rules for making right decisions in life
1. Morality and ethics are sets of such values
 2. Strong morals serve as a support during difficulty times
 3. Moral wounds and wounds around decisions that are not deemed to be in line with values can be distressing
- I. Coming face to face with distressing and disturbing things can cause one to question one's purpose in life and the meaning of life
1. In law enforcement failing to prevent bad things, witnessing trauma, over-identifying with victims, being involved in an OIS, etc, can shatter one's deeply held beliefs, induce a moral conflict, precipitate an existential crisis, and raise questions about how God can allow something like this to happen.
 2. Finding answers to these kinds of questions during adversity is complex, challenging, and difficult
- J. Introspection and self-awareness can be cultivated through
1. Contemplative practice, such as

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- a. Mindfulness
 - b. Objective awareness of one's thoughts and feelings
 - c. Awareness of one's surroundings
 - d. Truly living in the moment, meditation, or prayer
2. Transcendence, one sees humanity as interdependent and interrelated so we are not individually oriented, but rather all connected by something greater than ourselves. Also included is a relationship with a higher power, allegiance to something greater than oneself, and urging of compassion and generosity
- K. Increasing spiritual resiliency increases hope and optimism directly combating the negativity that can come from this work
1. Developing and nurturing spiritual beliefs increases one's self-confidence and belief in values when encountering situations which conflict with one's beliefs.
 2. Greater acceptance of difficult situations and construing positive meaning from them, leading to greater post traumatic growth
- L. **Journal Entry #3**
1. Practice your active listening skills with a friend or family member. Ask them to tell your about their day
 2. Write a journal entry about how that communication went. Which skills were easier for you to incorporate than others? Which are challenges

Day 4

Review and Discuss: (Journal Entry #3), For each group to write their experiences (based on assignment) on easel board (*Facilitate class discussion*)

XIII. Return to work, Injury of Duty (IOD)

0700-1100 (240 Min)

A. **Learning Activity**-Role Play

Purpose: For students to demonstrate active listening skills

Procedures: In groups

1. Given a scenario (Bitter Divorce issues)
 - a. Financial problems
 - b. Child custody issues
 - c. Drinking problem due to situation
 - d. Received major complaint at work
 - e. "It's just not worth it anymore"
2. Choose one member to be a peer support
3. One member to be the peer
4. Remaining group members critique and ensure that peer support is utilizing the following:
 - a. Paraphrasing
 - b. Mirroring
 - c. Clarification
 - d. Reflection

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- e. Emotional Labeling
- f. Ask open-ended questions
- g. Self-disclosure
- 5. Have group members rotate roles
- 6. Review and discuss exercise with class
- B. Objective
 - 1. Provide immediate
 - a. Medical care
 - b. Rehabilitation
 - c. Income to employees injured at work (regardless of fault)
 - 2. Encourage workplace safety for employer and employee
- C. Supervisor's Responsibility
 - 1. Ensure employee receives medical treatment without delay
 - 2. Ensure contact is maintained with injured employee while Temporarily Totally Disabled and restricted duty
 - 3. Ensure safety is a priority
- D. Employee's Responsibility
 - 1. Report all worked-related injuries or
 - 2. Occupational illness to their supervisor immediately
- E. Support/Encouragement
 - 1. Injured/long term sick employees
 - a. Appreciate you listen
 - b. Provide support
 - c. Positive feedback
 - 2. Injured employee recognizes that you are in a unique position of offer support in their situation by virtue of your experience
- F. Steps to file claim
 - 1. Supervisor/IOD Coordinator should provide claim form to injured employee within 24 Hours of knowledge by department of a work-related injury
 - 2. Within one day after employee
 - a. File claim
 - b. Medical treatment shall be arranged/authorized immediately for the injury
 - 3. If the claim is not denied within 90 days, the injury or illness is presumed compensable (Claim is accepted)
- G. Return to Work Section (Personnel Division)
 - 1. Objective
 - a. Assist employee
 - b. Provide reasonable accommodation
 - 1) Ensure ill/injured return to work as soon as possible
 - 2) Consistent with their medical restrictions
 - c. In reality, employees WANT to come back to work
 - 2. Responsibilities:
 - a. Maintain liaison with Injury on Duty (IOD) coordinators
 - b. Monitor employees who have been off work for extended period of time
 - 1) 90 days

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- 2) 150 days
- 3) 180 days
3. Maintaining data of employee
 - a. Temporary modified duty
 - 1) Temporary accommodation
 - 2) For employees who temporarily cannot perform essential functions of their civil service position
 - b. Permanent modified duty assignment
4. Coordinating periodic training to Sick/IOD coordinator
5. Coordinating interactive process
6. Facilitating the reintegration/reclassification of sworn employees who have been away from work for over a year

XIV. Physiology of Stress

(1HR)

A. Hardware

1. Central Nervous System
 - a. Brain
 - b. Spinal Column
2. HPA Axis
 - a. Adrenalins kicks in (first 30 sec)
 - b. Cortisol
 - 1) Long term response
 - 2) Danger to body
 - a) Stress
 - b) Increase cholesterol
 - c) Causes brain damage
3. How "Hardware" affect us
 - a. Prepares us for physical threats (Fight or Flight)
 - b. Defined optimal range of performance
 - c. Mobilizes physical resources

B. Software

1. Peripheral Nervous System
 - a. Somatic Nervous System
 - 1) Affecting of the body
 - 2) Opposed to mind or body
 - b. Autonomic Nervous System
 - 1) Part of nervous system of vertebrates
 - 2) Controls involuntary action of smooth muscles
 - a) Heart
 - b) Glands
 - (1) Sympathetic (On button)
 - (2) Parasympathetic (Off Button)
2. Self-Stimulation
 - a. Highs
 - b. Lows

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Video- *How to Drive a Humvee in Iraq*²⁰

Video- *L.A. traffic 110*²¹

c. **Ask:** What the difference?

d. Facilitate discussion

C. Stress Response Gone Awry

1. Anxiety Disorders - when stress becomes debilitating
 - a. Panic Attacks
 - b. Generalized Anxiety
 - c. Obsessive Compulsive Disorder (OCD)
 - d. Post-Traumatic Stress Disorder (PTSD)
 - e. Phobia
2. Stress Related Medical Problems - The body revolts after prolonged stress
 - a. Headache
 - b. Stomach/Intestinal Distress
 - c. Pain Syndromes
3. Depression - "You have been stressed a long time"
4. Impaired Job Performance
5. Impact on Relationships
6. The road to IOD and Stress Claims
7. Careers Cut Short - Untreated Trauma
8. Lives cut short - A lifetime of stress takes its toll
9. Sick Time-The Organization Pays the Price

D. Emotional Signs and Symptoms of Stress

1. Depressed mood
2. Anxiety/ nervousness
3. Panic
4. Denial
5. Anger
6. Irritability
7. Fear
8. Feeling overwhelmed

E. Cognitive Signs and Symptoms of Stress

1. Indecisiveness
2. Impulsivity
3. Poor concentration
4. Racing thoughts
5. Excessive worrying/ ruminating
6. Confusion
7. Easily distracted
8. Poor memory

F. Resiliency Model Emphasizes

1. Social support system

²⁰ Shane Adams (2007, June 9). Youtube. How to Drive a Humvee in Iraq. Podcast retrieved from <https://youtu.be/LcdYS12hxzE>

²¹ alejorocket (2010, September 5). Youtube. L.A. traffic 110. Podcast retrieved from <https://youtu.be/YbSys96zFXA>

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2. Expression of positive emotions
3. Self-efficacy
4. Finding meaning and purpose in life
5. Perception of growth from life events

XV. Chemical Dependency

1300-1400 (60 Min)

B. Basic Stats²²

1. Next to caffeine, alcohol is 2nd most used psychoactive substance
2. Withdrawal from alcohol and benzodiazepines (ex: Xanax, Valium, and Klonopin) can result in death
 - 1) Beer
 - 2) Liquor
 - 3) Xanax
 - 4) Valium
 - 5) Klonopin
3. Both substance are LEGAL
4. Over 50/60% of suicides are related to alcohol or other substances²³
5. Divorce rate is 7 times higher among alcoholics
6. 33% of employees MISUES²⁴
7. Over 90% of LAPD suicides involve
 - a. alcohol and/or
 - b. prescription drugs
8. LAPD averages 1 driving under the influence (DUI) or other substance related event each week

C. Types of Drinking

1. Social Drinking
2. Abuse Drinking/Binge Drinking
3. Dependence Drinking
4. **Video- Three Ways to fail a DUI Test²⁵**
5. How much is ONE beer?
 - a. 12 fl oz regular beer = 5% alcohol
 - b. 8-9 fl oz malt liquor = 7% alcohol
 - c. 5 fl oz wine = 12% alcohol
 - d. 1.5 fl oz of 90-proof spirit = 40% alcohol

D. Abuse Develop

1. Drinking "a lot" certain times;
 - a. WEEKENDS or
 - b. DAYS OFF
2. Binge drinking
3. One drink, leads to
 - a. Two

²² Hersen et al., (2007). Adult Psychopathology and Diagnosis (Sixth Edition)

²³ American Institute for Preventive Medicine, 2004

²⁴ LAPD Internal Affairs Group (IAG) and Behavioral Sciences Services Statistics

²⁵ MrAirballz (2010, September 19). Youtube. Three Ways to Fail a Drunk Test. Podcast retrieved from <http://youtu.be/IW1Cc96Wykw>

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- b. Three
 - c. Loss of control
 - 4. Negative impact on person or other people
 - 5. Coping with STRESS – “Take the edge off”
 - E. Abuse become Dependence
 - 1. Tolerance
 - a. Use greater amount
 - b. In order to get high
 - 2. Withdrawal
 - a. Physiological symptoms
 - 1) Shaking
 - 2) Sweating
 - 3) Unable to sleep
 - b. Substance discontinued
 - 3. Taken larger amounts
 - a. Overtime
 - b. More than intended
 - 4. Unsuccessful efforts to control or cut down
 - 5. Cravings
 - a. Strong need
 - b. Compulsion to use
 - 6. Increase time spend recovering from substance
 - 7. Activities given up
 - a. Social
 - b. Occupational
 - c. Recreational
 - F. Addiction
 - 1. Loss of control
 - 2. Compulsive use
 - 3. Continue use despite negative consequences
 - G. Alcohol is a stress related problem²⁶
 - 1. Employees should not hesitate to seek professional assistance for themselves or to help fellow employees affected by these disorders
 - 2. There is also an accompanying moral obligation to encourage the affected employee to seek professional assistance
 - H. Self-Referral vs. Directed Referral
 - 1. Self-Referral
 - a. Voluntarily seek help
 - b. BSS
 - c. Peer Support
 - 2. Directed Referral
 - a. DUI incident
 - b. Substance abuse incident (Failed drug testing)
 - c. By Commanding Officer
 - 3. Treatment Options

²⁶ 2014 LAPD Manual, Volume 1 Section 210.55

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- a. Self-help groups (Alcohol Anonymous)
 - b. Fellowship membership (Peace Officers Fellowship)
 - c. Outpatient/Inpatient
 - d. Psychotherapy
 - 1) Individual
 - 2) Group
 - e. Peer Support
- I. Keep Points
- 1. Identifying red flags for alcoholism and substance abuse
 - 2. Overview of policy
 - 3. Department resources
 - a. External
 - b. Internal
 - 4. Goal is HELP peer and get him/her back on track as a productive member of the department and society

XVI. Mentoring

1400-1600 (120 Min)

- A. Mentor vs. Sponsor
- 1. Mentor (Positive)
 - a. Expects you to pay it forward
 - b. Transitional/Natural
 - c. Formal
 - d. Traditional
 - e. Help people see their goals and achieve them
 - f. Purpose of peer support
 - 2. Sponsor (Negative)
 - a. Expects you to pay it back
 - b. Expects a return
 - c. Keep it to yourself
 - d. Loyalty to the individual
 - e. Grooming that individual
 - f. Someday...
 - 1) May never come
 - 2) Will call upon you to do a service for me
 - 3) "You take care of me, I'll take care of you"
- B. Types of Mentoring
- 1. Short term or Long term
 - 2. Without department support or influence
 - 3. Peer to Peer
 - 4. Might be:
 - a. Former boss
 - b. Coach
 - c. Friend

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5. Formal Mentoring
 - a. Shorter duration
 - b. Single or Specific goals/objective
 - c. Often under contract
 - 1) Written or
 - 2) Stated
 - d. Requested or Ordered by organization
 - e. Used in military as recruitment
 6. Traditional Mentoring
 - a. Formal relationship
 - b. Organizational support in common
 - c. Long term
 - d. Involves rules/guidelines
 - e. LAPD mentoring program
 - 1) ?? Power Point
 - 2) ?? Power Point
 7. **Learning activity (Part #1)**

Purpose: For students to think of a time when they were mentored? What part of life? How did they touch you? What did you admire about them? What did you learn?

Procedure: Individually

 - a. Each students to write down their answers
 - a. Discuss their answers within groups
 8. **Learning activity (Part #2)**

Purpose: For students to share their answers within group (From part #1). Benefits of a mentee and benefits of mentor??

Procedure: In groups

 - a. One member of group to write down answers on easel board
 - a. Facilitate class discussion based on students answers
- C. Mentee vs. Mentor (Benefits)
1. Mentee
 - a. Knowledge
 - b. Advice
 - c. Direction
 - d. Guidance
 - e. Confidence
 - f. Positive reinforcement
 - g. Advancement
 - h. Motivation
 - i. Quality through continuous improvement (core value)
 2. Mentor
 - a. Success

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- b. Fulfillment
 - c. Sense of Pride
 - d. Drive to help others
 - e. Role model
 - f. Friendship
- D. What makes it work?
- 1. Willingness to participate and achieve
 - 2. Ability to receive and give honest feedback
 - a. Positive
 - b. Constructive criticism
 - 3. Be accessible and positive
 - 4. Show initiative and independence
 - 5. Accept that mentor
 - a. Will not do the work, but rather
 - b. Guide mentee through process
- E. Mentoring Guidelines
- 1. How often to meet
 - 2. How long each session will last
 - 3. Schedule meetings
 - 4. Determine goals of mentee
 - a. "Where do you see yourself in 5-10 years"
 - b. "Show me some of your work"
 - c. Mock orals
 - 5. Establish needs of mentee
 - 6. Mentoring topics
 - a. Career mentoring
 - 1) Promotions
 - 2) Education
 - 3) Training
 - 4) Interview strategies
 - b. Life mentoring
 - 1) Peer support
 - 2) Divorce/Marriage
 - 3) Kids
 - 4) Grief/Loss
 - 7. **Learning Activity**
 - Purpose:** For students to demonstrate mentoring (peer support) and resources they would utilize?
 - Procedure:** In groups
 - 8. Someone seeks your mentoring
 - 9. Topic(s)
 - a. Group #1: Going back to school

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- b. Group #2: Preparing for a promotional exam
 - c. Group #3: Getting into a specialized unit
 - d. Group #4: Finding a career path or goal
 - e. Group #5: Recovering from discipline
10. Write down answers
11. Discuss answers within group
12. One member write answers on easel board
13. Review and discuss groups answers

F. Mentoring Examples

- 1. Career Development Unit (Returning to School)
 - a. Family concerns
 - 1) Cost
 - 2) Time
 - 3) Location
 - b. What major?
 - c. Type of degree
 - d. Name of school
 - e. Previous schooling
 - f. Online or In-person
 - g. On the job
 - 1) Side job
 - 2) Retirement purposes
- 2. Preparing for promotional exams
 - a. Police Officer III
 - b. Detective
 - c. Sergeant
 - d. Lieutenant
 - e. Captain

G. CAPRA

- 1. Clients
 - a. Students
 - b. Family
 - c. Co-worker
 - d. Supervisors
- 2. Acquire/Analyze
 - a. Questions
 - b. Examples
- 3. Partnership
 - a. POST
 - b. College Advisor

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- c. Loan Officer
- d. Family
- 4. Response
 - a. Student Feedback
 - b. Follow-up questions
 - c. Selection
- 5. Assess
 - a. Unanswered questions
 - b. Enrollment
 - c. Attendance
 - d. Completion
- H. Key Words to Look for as a Peer Support Member
 - 1. Suicide
 - 2. Addiction
 - 3. Catchphrases
 - a. I get so mad I just want to...
 - b. I can't take this anymore
 - 4. Crossing from Professional to Personal
- I. **Assignment** (Refer to Handout-"Know and Live Your Core Values")

Day 5

Review and Discuss: Assignment-Handout exercise (Facilitate class discussion) and what to expect on the final exam (Dr. Jablonski-Kaye / Det A.Smith).

XVII. Financial Problems

0700-0900 (120 Min)

- A. LAPD Financial Counseling Team
 - 1. General Tax
 - a. Estate planning
 - b. Bankruptcy attorneys
 - 2. Certified Public Accountant (CPA)
 - 3. An Internal Revenue Service (IRS) agent
 - 4. Professional Financial advisors
 - 5. Real estate professional
- B. Objectives
 - 1. "Symptoms" that there may be a problem
 - a. Complaints about
 - 1) Spouse spending too much
 - 2) Bills
 - 3) Mortgage
 - b. Brown bag lunch
 - 1) No more "Code-7"

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- 2) No "love" at restaurant
 - c. Phone calls
 - d. Asking loans
 - e. All the toys
 - 1) Cars
 - 2) RV's
 - 3) Motorcycles
 - f. Investments
 - 2. Basic understanding of financial issues
 - a. Officer safety/ Good cop going bad
 - b. Credit card debt
 - c. Mortgage payments
 - d. Deferred Compensation loans
 - e. Pay day loans
 - f. No overtime
 - g. No off-duty work
 - h. Chemical dependency
 - 1) Alcohol
 - 2) Substance abuse
 - i. Gilmore Decision
 - 1) DROP money
 - 2) Retirement
 - 3) Ex-Spouse receives half retirement
 - j. Relationship
 - 1) Divorce
 - 2) Alimony
 - 3) Child custody
 - k. School loans
 - l. Retirement
 - 1) DROP Program
 - 2) Health Care
 - 3) Portfolio
 - 3. Financial Resources
 - a. Employee Assistance Unit
 - b. LAPD Financial Counseling Team
 - c. Los Angeles Police Federal Credit Union (LAPFCU)
 - d. Money Management International
 - 1) Debt Settlement
 - 2) Credit card repair
 - 4. Los Angeles Police Protective League
 - 5. Pensions
 - 6. Deferred Compensation
 - 7. Los Angeles Police Relief
 - 8. Eagle and Badge Foundation
- C. Budget
- 1. Monthly (Net pay checks each month)
 - 2. Expenses

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- a. Automobile
- b. Rent/Mortgage
- c. Food
- d. Household
- e. Clothing
- f. Education
- g. Child support
 - 1) Daycare
 - 2) Private school
- h. Taxes
- i. Insurance
- 3. Reduce Expenses
 - a. Monthly expenses
 - b. Net pay
 - c. Amount to cut
 - 1) Easy
 - 2) Hard
 - 3) Can't
- D. Injury on Duty (IOD)
 - 1. Officers are entitled
 - a. 261 days (1 year)
 - b. Per injury
 - 2. Tax free pay check when in(IOD)
 - 3. Entitled a lifetime medical care benefits
 - 4. Accommodate employee on restricted duty basis
 - 5. Retirement with disability pension
 - a. Settlement for injury
 - b. Obligated to payback
- E. Non-IOD or Injury
 - 1. Sick Time
 - a. 100%
 - b. 75%
 - c. 50%
 - 2. State Rate
 - 3. Catastrophic
 - 4. Filing for retirement
 - 5. IOD Coordinators
- F. Upon Death
 - 1. Instructions
 - a. Location of documents
 - 1) Will and Trust
 - a) Have both
 - b) To avoid probate
 - c) To dictate assets
 - (1) Spouse
 - (2) Children
 - (3) Family members

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- 2) Benefit information
 - 3) Life insurance
 - 4) Deed
 - 5) Bills
 - a) Paid
 - b) Unpaid
 - 6) Tax information
 - b. Notifications
 - 1) Provide who to notify
 - a) Names
 - b) Contact information
 - 2) Immediate family
 - 3) Friends
 - 4) Loved ones
 - 5) Pet
 - 6) Work
 - 7) Insurance
 - 8) Bank
 - a) Passwords
 - b) Pins
 - c) LAPFCU
 - d) Other financial institutions
 - 9) Accountant
 - 10) Credit card companies
 - c. Safe deposit box
 - 1) Bank
 - 2) Location of Key
 - d. Bank account
 - 2. Type of funeral desired
 - a. Any arrangements made
 - 1) Traditional burial
 - 2) Cremate
 - b. Religious preference
 - c. Pallbearers
 - d. Photos
 - e. Music/Song
 - f. Prayers
 - g. Who to officiate or speak
- G. Key points
- 1. Will and Trust
 - 2. Notification of family, friends, loved ones, etc.
 - 3. Life Insurance
 - 4. Keep benefits **UPDATED and CURRENT**
 - 5. Instructions
 - a. Type of funeral
 - b. Religious preference, etc.

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XVIII. Open Discussion

0900-1030 (90 Min)

- A. Introduction of Panel
 - 1. Name
 - 2. Rank
 - 3. Sworn/Civilian
 - 4. Assignment
- B. Resources Provided
 - 1. Employee Assistance Unit (EAU)
 - a. Assist employees and their families
 - 1) Death
 - 2) Injury
 - 3) Catastrophic event
 - 4) Financial issues
 - b. Funeral Coordinator
 - c. Employee wellness (Chief's goal)
 - 2. Office of the OMBUDS
 - a. Formerly known as Work Employment Liaison Division (WELDS)
 - b. Conflict mediation (amongst employees)
 - c. Reconciliation
 - d. Prevent conflicts before they arise
 - 1) Complaints
 - 2) Grievance
 - 3) Lawsuits
 - e. Monitor workplace
 - f. Completely confidential
 - 3. Wellness Coordinator
 - a. For civilian employees
 - b. Representative for Chief Beck
 - c. Assist (active) civilian employee and/or family
 - 1) In the hospital
 - 2) Addresses their needs/concerns
 - d. Works in conjunction with EAU
 - e. \$10,000 life insurance per/employee
 - f. Assist in benefit allocation
 - g. Follow-up with employee status
 - 4. Military Liaison
 - a. Works with officers and their families who are in
 - b. Military
 - c. Veterans
 - d. Activation
 - e. Provides enhanced quality of life services for those serving US Armed Forces
 - 1) Army
 - 2) Marines
 - 3) Navy
 - 4) National Guard
 - 5) Coast Guard

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- f. Informs supervisor and Command staff of employees military needs and concerns

XIX. Final Exam

1030-1130 (60 Min)

- A. Written Test (Part #1)
- B. Multiple Choice (30 questions)
- C. Provide 60 minutes for students to complete test

XX. Final Evaluation

1230-1600 (210 Min)

- A. **Learning Activity** (Role Play Scenarios)
- B. **Purpose:** For student to demonstrate and utilize all the techniques, knowledge, and skills gained in the course
Procedure: Individually
 - 1. Each student will be a peer support member in a scenario
 - 2. Peer (actor) will discuss an issue, problem, dilemma with peer support member (based on one of the scenarios)
 - 3. BSS Psychologist and Peer Support steer committee member will evaluate student's performance based on the role play scenario using the Peer Support Rubric
- C. Role Play Scenario(s)
 - 1. Sarah Conner
 - a. Relationship Issues
 - b. Break-up
 - c. Financial concerns
 - d. Sexual Orientation
 - e. With a PSR (Police Service Representative)
 - 2. Officer John Brown (15-year employee)
 - a. Gambling addiction
 - b. Relationship issues
 - c. Anger
 - d. Financial problems
 - 3. Officer Bob Street (patrol)
 - a. Relationship Issues
 - b. Divorce
 - c. Depression
 - d. Suicide
 - 4. Officer Pete Johnson (your classmate/friend)
 - a. Alcohol Issue
 - b. DUI (Driving Under the Influence)
 - c. Relationship
 - d. Family
 - e. Depression
 - f. Possibly suicidal

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5. Officer Maggie Garcia (P-1 from your division)
 - a. Grief and Loss of an officer
 - b. Confidentiality of relationship
 - c. Depression
 6. PSR Susan Smith
 - a. Financial Issue
 - b. Domestic violence
 - c. Alcoholic husband
 7. Detective Janis Jones (detective division)
 - a. Alcohol or substance abuse
 - b. Relationship
 - c. Depression
 8. Officer Ricky Garcia (Patrol)
 - a. Anger management
 - b. Possible alcoholism
- D. Dismiss Students