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**FRATERNAL ORDER OF POLICE
OLD PUEBLO LODGE #51**



***Behavioral Sciences Video Resources for
Native American, Rural and Other
Under-Served Police Departments***

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Native American, Rural and Other
Under-Served Police Departments***

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February 2003

FINAL REPORT

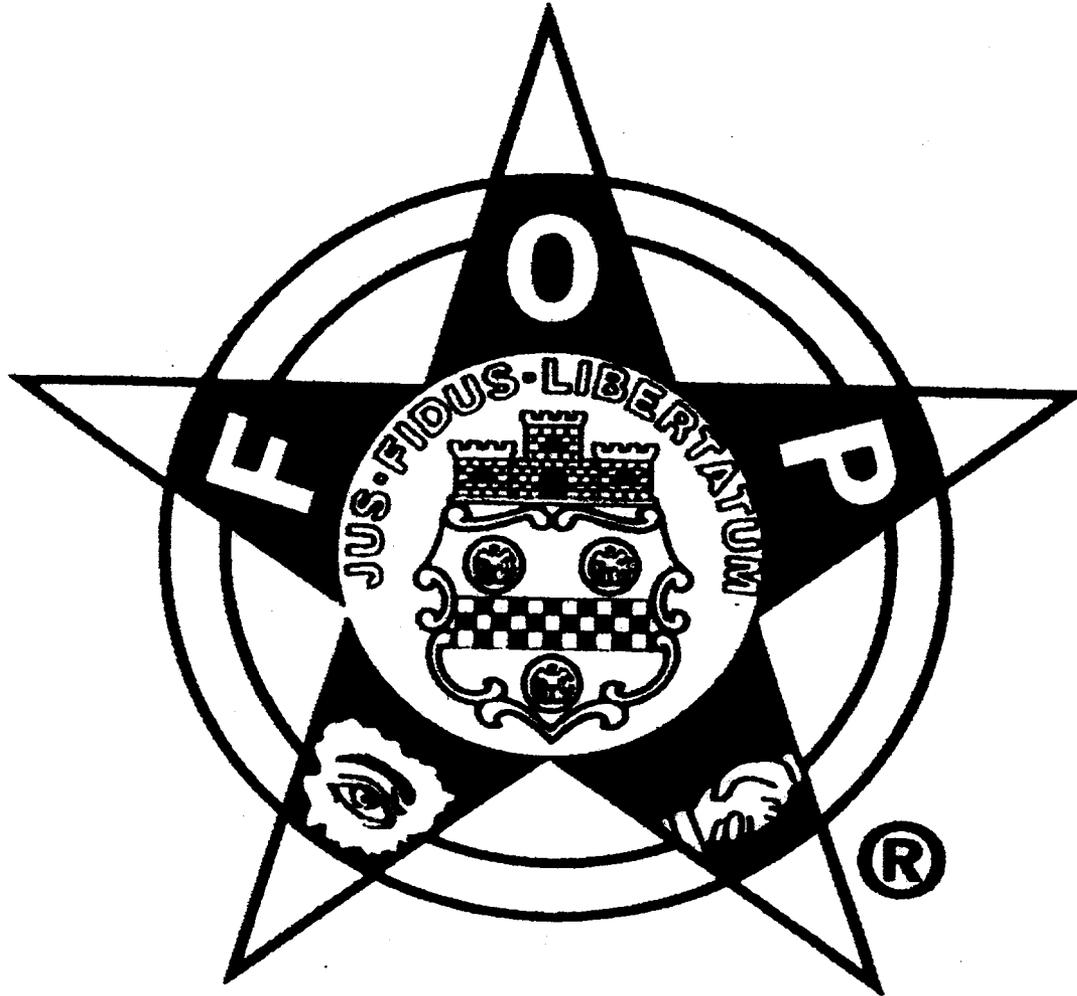
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**FRATERNAL ORDER OF POLICE
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***Behavioral Sciences Video Resources for
Native American, Rural and Other
Under-Served Police Departments***

Executive Summary

INTRODUCTION

In response to the National Institute of Justice's (NIJ) 2000 Solicitation for Research, Evaluation, Development and Demonstration Projects, the Fraternal Order of Police, Old Pueblo Lodge #51, Tucson, Arizona, submitted a proposal to develop one command officer training video and eight officer/family member videos addressing various types of stress in under-served law enforcement groups. Due to the expense and logistics of developing, evaluating and distributing a large number of videos during one grant period, NIJ recommended conducting a smaller pilot study with two videos and a strong evaluation component. If the evaluation of the pilot materials proved favorable, NIJ would consider future funding for the remaining videos. An addendum to the original proposal, incorporating NIJ's recommendations, was submitted and approved.

The purpose of this summary is to present an overview about the development and evaluation of pilot drafts of two stress-related video resources and written guides designed specifically for law enforcement officers and family members within Native American, campus, small town and rural jurisdictions. The two video resources, *Responding to Officer Stress: A Training Video for Command Officers* and *Cumulative Stress in the Law Enforcement Career* and companion guides are described next.

Responding to Officer Stress: A Training Video for Command Officers

This training video for command officers is a 16-minute film, which introduces a series of seven videos each designed to assist command staff in responding effectively to stress-related problems in their agencies. The training video also describes how to use the seven videos with officers and family members. The companion guide, of the same title, is an 8-page summary of material presented in the video.

Cumulative Stress in the Law Enforcement Career

This video is a 38-minute film designed for use by any member of a law enforcement agency and their family members. The video covers three essential areas related to understanding and responding effectively to officer stress throughout a career in law enforcement:

1. Hypervigilance
2. Disparity
3. Trauma

The guide, *Cumulative Stress in the Law Enforcement Career: A Police Officer and Family Member Guide*, is a reader-friendly 12-page summary of the material presented in the video.

PROGRAM GOALS AND OBJECTIVES

The primary purpose of the project was to demonstrate the utility of video resources in under-served law enforcement jurisdictions. To accomplish this task specific goals were identified for command officers, law enforcement officers and family members. The overriding goals for command officers were related to increasing knowledge and skills associated with effective stress detection and reduction procedures within a law enforcement agency. For law enforcement officers and family members, the overall goals were related to increasing knowledge and skills in detecting and reducing cumulative stress.

PROCEDURES

Four major steps were used to produce the two pilot video resources and companion written guides:

1. Coordination Activities with Production Staff
2. Participation of Focus Groups
3. Production of Cumulative Stress Video and Guide
4. Production of Command Officer Video and Guide

Coordination with Production Staff

Project staff initiated a series of planning meetings with production staff from the project's subcontractor. The purpose of the meetings was to explore the overall parameters of the videos, develop preliminary content areas for script development, explore possible visual effects and other graphics, prepare for meetings with focus groups and establish schedules and locations for production activities. As production of the videos progressed, project co-directors and production staff met frequently to address any issues relevant to developing quality products.

Participation of Focus Groups

A crucial process in developing scripts for the videos was the formation of focus groups reasonably representative of command and law enforcement officers serving in Native American, campus, small town and rural jurisdictions. Project co-directors and production staff solicited ideas and recommendations about preliminary scripts during focus group meetings, follow-up telephone conversations and personal contact.

Using the information provided by focus group members and the experience of project staff and consultants, as well as production staff, preliminary scripts for each of the videos were prepared and submitted to focus group members individually for review and comments. Final recommendations by focus group members, project staff, consultants and production staff were then incorporated into production scripts.

Production of Cumulative Stress Video and Guide

Three experts in law enforcement stress, including one of the project's co-directors, were selected as primary presenters in the video, *Cumulative Stress in the Law Enforcement Career*. A second project co-director, who is a police department training administrator and a retired behavioral sciences unit police sergeant, was selected to narrate the video. Law enforcement personnel selected for on-camera interviews included a small town police chief, a Native American officer, a university police commander and a community college campus officer.

The majority of locations for filming were selected to include sites consistent with the target population's jurisdictional characteristics, such as rural areas, campus settings and Native American reservations. Some segments of two expert's presentations were filmed in a studio or in a professional office setting. File footage of law enforcement activities was also used as background scenes. Production staff conducted initial editing of the video. Project co-directors and production staff accomplished final editing of the pilot video.

The guide, *Cumulative Stress in the Law Enforcement Career: A Police Officer and Family Member Guide*, was developed by summarizing material presented in the video. Some material from the video was reorganized into a more reader-friendly format.

Production of Command Officer Video and Guide

Six command officers representing small town, rural, campus and Native American jurisdictions were selected as primary presenters in the video, *Responding to Officer Stress: A Training Video for Command Officers*. The majority of the video was filmed in a studio or nearby exterior locations staged to resemble various command

officers' working environments. One segment of the video was filmed on location on the Fort Apache Reservation located in northeastern Arizona. Production staff conducted the initial editing. Production staff and project co-directors completed the final editing of the pilot video.

The guide, *Responding to Officer Stress: A Training Video for Command Officers*, was developed by summarizing the material presented in the command officer video about the video set and guides for officers and family members.

EVALUATION OF VIDEOS AND GUIDES

Law enforcement personnel and family members independently evaluated the pilot videos and guides in the field. A total of 24 evaluation sites were recruited from agencies located throughout the United States, which were reasonably representative of the target jurisdictions, such as rural, campus, small town and Native American law enforcement departments. Each participating agency received copies of the pilot videos and guides for use and evaluation. The videos and guides were evaluated along five major dimensions:

1. Overall Effectiveness
2. Overall Content
3. Value of Material to Consumer
4. Ease of Use/Level of Difficulty
5. Cultural/Working Environment Appropriateness

Evaluation Instruments

Three categories of consumers at each evaluation site were identified:

1. Command Officers

- Evaluated *Cumulative Stress in the Law Enforcement Career* materials
 - Evaluated *Responding to Officer Stress: A Training Video for Command Officers* materials
2. Officers/Deputies
 - Evaluated *Cumulative Stress in the Law Enforcement Career* materials
 3. Family Members/Relationships
 - Evaluated *Cumulative Stress in the Law Enforcement Career* materials

A set of evaluation instruments was developed for each category of consumer.

Each set contained detailed instructions for evaluating the videos and guides, a section for recording information about the agency and respondent, various rating scales and open-ended questions.

Description of Field Testing Sites

Of 24 agencies receiving evaluation materials, 13 (54%) completed the evaluation process. The geographic distribution of the responding agencies was reasonably balanced: Three agencies were from the western area of the United States (Oregon, Nevada and Colorado), two from the central area (Kentucky and Kansas), four from the southern area (Texas, Arkansas and Louisiana) and one from the eastern area (Pennsylvania). The target population was also reasonably represented: Four sheriff's departments, three smaller town police departments, three Native American police departments and three campus law enforcement agencies. About one-half of the sites reported in-house mental health personnel and/or a chaplain.

Description of Respondents

A total of 121 completed evaluation instruments were returned. A description of

respondents who returned completed evaluation instruments follows. The information is divided into three major categories of respondents:

1. Command Officers
2. Officers/Deputies
3. Family Members/Relationships

Command Officers

Twenty Command Officers completed evaluation forms. The majority of Command Officers were white, male, married and college educated. All Command Officers were over 30 years old. About one-half had from one to three children. Although the majority of Command Officers reported 10 years or less experience in law enforcement, many had 20 years or more. Nearly all Command Officers reported experiencing an on-duty critical incident.

Officers/Deputies

Seventy-four Officers/Deputies completed evaluation forms. The majority of respondents were male, white and college educated. The age of respondents was fairly equally distributed between the ages of 20 and 50 years. Most Officers/Deputies were married, but many were either single or divorced. Although the majority of Officers/Deputies reported 5 or fewer years of law enforcement experience, many had between 6 and 15 years. Very few had 20 years or more of law enforcement experience. A large majority of Officers/Deputies reported experiencing an on-duty critical incident.

Family Members/Relationships

Twenty-seven Family Members/Relationships evaluation forms were completed. The majority of respondents were female, white, married and college educated. The

majority had from one to three children. The age distribution was fairly equal among the age categories between 20 and 60 years. The majority of Family Members/Relationships were employed as professionals, clerical workers or educators.

Evaluation of Command Officer Video and Guide

Only officers identified by the evaluation agency as a command officer evaluated the Command Officer Video and Guide.

Command Officer Video Evaluation

Command Officers' responses reflected significant overall approval of the Command Officer Video. A large majority of respondents also reported the following:

1. Respondents gained a better understanding of law enforcement stress
2. The Video addressed relevant issues
3. The Video is a useful tool for finding helpful resources about managing law enforcement stress
4. The Video was relevant to the respondent's ethnic/cultural background

Command Officer Guide Evaluation

The majority of Command Officers gave the companion written Guide favorable ratings, overall. A large majority of respondents also reported that the Guide helped in understanding the information on the Command Officer Video

Evaluation of the Cumulative Stress Video and Guide

Command Officers, Officers/Deputies and Family Members/Relationships evaluated the Cumulative Stress Video and Guide.

Command Officer Evaluation of Cumulative Stress Video

Sixteen Command Officer Cumulative Stress Video and Guide Evaluation forms

were completed. Overall, Command Officers' responses reflected significant approval of the Cumulative Stress Video. A large majority of respondents reported the following:

1. Respondents learned how to deal with law enforcement stress more appropriately
2. The Video will help respondent's family deal with cumulative stress more appropriately
3. The Video will help respondents become better law enforcement officers
4. The Video was relevant to the respondent's ethnic/cultural background
5. The Video addressed issues relevant to the respondents' working environments

Command Officer Evaluation of Cumulative Stress Guide

The majority of respondents gave the Cumulative Stress Guide favorable overall ratings. A large majority of respondents also reported the following:

1. The Guide helped respondents understand the information in the Cumulative Stress Video
2. Written Guides should accompany videos on law enforcement stress

Officers/Deputies Evaluation of Cumulative Stress Video

Overall responses by Officers/Deputies reflected their significant approval of the Cumulative Stress Video. A majority of respondents also reported the following:

1. Respondents learned how to deal with cumulative stress more appropriately
2. The Video addressed issues relevant to the respondent's working environment
3. The Video will help respondent's family deal with cumulative stress more appropriately

4. The Video will help respondent become a better law enforcement officer
5. The Video will help respondent deal with family matters more appropriately

Officers/Deputies Evaluation of Cumulative Stress Guide

The majority of respondents gave the Cumulative Stress Guide overall favorable ratings. A large majority also reported the following:

1. The Guide helped respondents understand the information in the Cumulative Stress Video
2. Written guides should accompany each video on law enforcement stress

Family Members/Relationships Evaluation of Cumulative Stress Video

Family Members/Relationships' responses indicated significant approval of the Cumulative Stress Video, overall. A large majority of respondents reported the following:

1. Respondents gained a better understanding of cumulative stress
2. The Video will help respondent's family deal with cumulative stress more appropriately
3. The Video will help respondent deal with family matters more appropriately
4. The Video addressed issues relevant to respondent and respondent's family

Family Members/Relationships Evaluation of Cumulative Stress Guide

The majority of Family Members/Relationships gave favorable overall ratings of the Cumulative Stress Guide. A large majority reported the following:

1. The Guide helped respondent understand the information in the Cumulative Stress Video
2. Written guides should accompany each video on law enforcement stress

EVALUATION OF NEED FOR ADDITIONAL VIDEOS

To assess the need for additional video resources on law enforcement stress, Command Officers were asked: *Would you use the videos described in the Command Officer Video or additional videos on law enforcement stress?* Officers/Deputies and Family Members/Relationships were presented with a similar question. If respondents answered, *Yes*, to the questions, they were instructed to select topics that would be helpful to them from a list of six topics and/or recommend additional topics.

Command Officers Evaluation of Need for Additional Videos

Nearly all Command Officers indicated that they would use additional videos on law enforcement stress. Topics, in the rank order selected by Command Officers, follow:

1. Traumatic Events (82%)
1. Depression (82%)
1. Adult Relationships (82%)
4. Retirement and Career Planning (71%)
5. Parenting in the Law Enforcement Family (65%)
6. Substance Abuse (59%)

Officers/Deputies Evaluation of Need for Additional Videos

A large majority of Officers/Deputies indicated that additional videos would be helpful to them or their family. The six topics, in the rank order selected by Officers/Deputies, follow:

1. Traumatic Events (60%)
1. Depression (60%)
3. Parenting in the Law Enforcement Family (51%)

4. Retirement and Career Planning (49%)
5. Adult Relationships (47%)
6. Substance Abuse (25%)

Family Members Evaluation of Need for Additional Videos

A large majority of Family Members/Relationships indicated that additional videos on law enforcement stress would be helpful to them or their family. The rank order of topics selected by Family Members follows:

1. Parenting in the Law Enforcement Family (71%)
2. Depression (38%)
3. Traumatic Events (33%)
4. Adult Relationships (29%)
5. Retirement and Career Planning (21%)
6. Substance Abuse (8%)

CONCLUSIONS

Information from the Field Testing Sites suggests five major conclusions:

1. *Video resources with written guides addressing law enforcement stress can be valuable additions to law enforcement departments with limited mental health services.*
2. *Video resources with written guides can be effective in increasing law enforcement officers' and family members' awareness, knowledge and skills associated with addressing law enforcement stress effectively.*
3. *Video resources with written guides can be effective in increasing command officers' knowledge and skills associated with addressing law enforcement*

stress in their agencies.

4. *The formats used for the Cumulative Stress Video and written Guide were appropriate.*
5. *The formats used for the Command Officer Video and written Guide were appropriate.*

RECOMMENDATIONS

This project clearly demonstrated that videos and written guides are needed by and could be an effective means of providing assistance in dealing with law enforcement stress in Native American, campus, rural and small town agencies. The absence of mental health services in many jurisdictions and limited services in other jurisdictions leaves command officers, law enforcement officers and family members with little or no assistance in dealing with law enforcement stress effectively. Even in agencies with some form of in-house mental health services, additional resources on law enforcement stress, such as videos and guides, could expand their arsenal of effective prevention and intervention strategies. The obvious recommendation is to produce additional videos and companion guides with a focus on law enforcement stress in agencies with limited mental health services. Specific recommendations about future video resources follow.

Topics

In addition to the present pilot video on cumulative stress, three topic areas associated with law enforcement stress are highly recommended, two are recommended and one is marginally recommended.

Highly Recommended Topics

Two topics, Traumatic Events and Depression, were rated within the top three by

Command Officers, Officers/Deputies and Family Members. A third topic, Parenting in the Law Enforcement Family, was the number one choice of Family Members, and the number three choice of Officers/Deputies. Therefore, it is **Highly Recommended** that videos be produced on the following topics:

Traumatic Events

Depression

Parenting in the Law Enforcement Family

Recommended Topics

One topic, Adult Relationships, was in a three-way tie for first by Command Officers, but ranked fourth by Family Members, and fifth by Officers/Deputies. A second topic, Retirement and Career Planning, was rated fourth by Command Officers and Officers/Deputies, but fifth by Family Members. Since a majority of respondents, overall, found merit in these topics, it is **Recommended** that videos be produced on the following topics:

Adult Relationships

Retirement and Career Planning

Marginally Recommended Topic

Although a majority of Command Officers selected Substance Abuse as a preferred topic, it was selected by only about one-quarter of Officers/Deputies and even fewer Family Members. Even though substance abuse is a documented problem in many law enforcement agencies, the present assessment of need revealed a fairly low interest in this type of video. Therefore, it is only **Marginally Recommended** that a video on Substance Abuse be produced.

Format

Based upon evaluation data from Field Testing Sites, as well as information provided by focus groups, the follow format is recommended:

1. Length of Videos

Videos developed specifically for Command Officers should be limited to 15 to 30 minutes. Videos developed primarily for officers and family members should be between 30 to 45 minutes.

2. Presenters

Primary presenters should be experts in law enforcement stress with a good film presence. Law enforcement officers and family members should be used for interview material and action shots. Other than narration purposes, actors should not be used.

3. Scenarios

Scenarios must be realistic and representative of law enforcement work and family relationships.

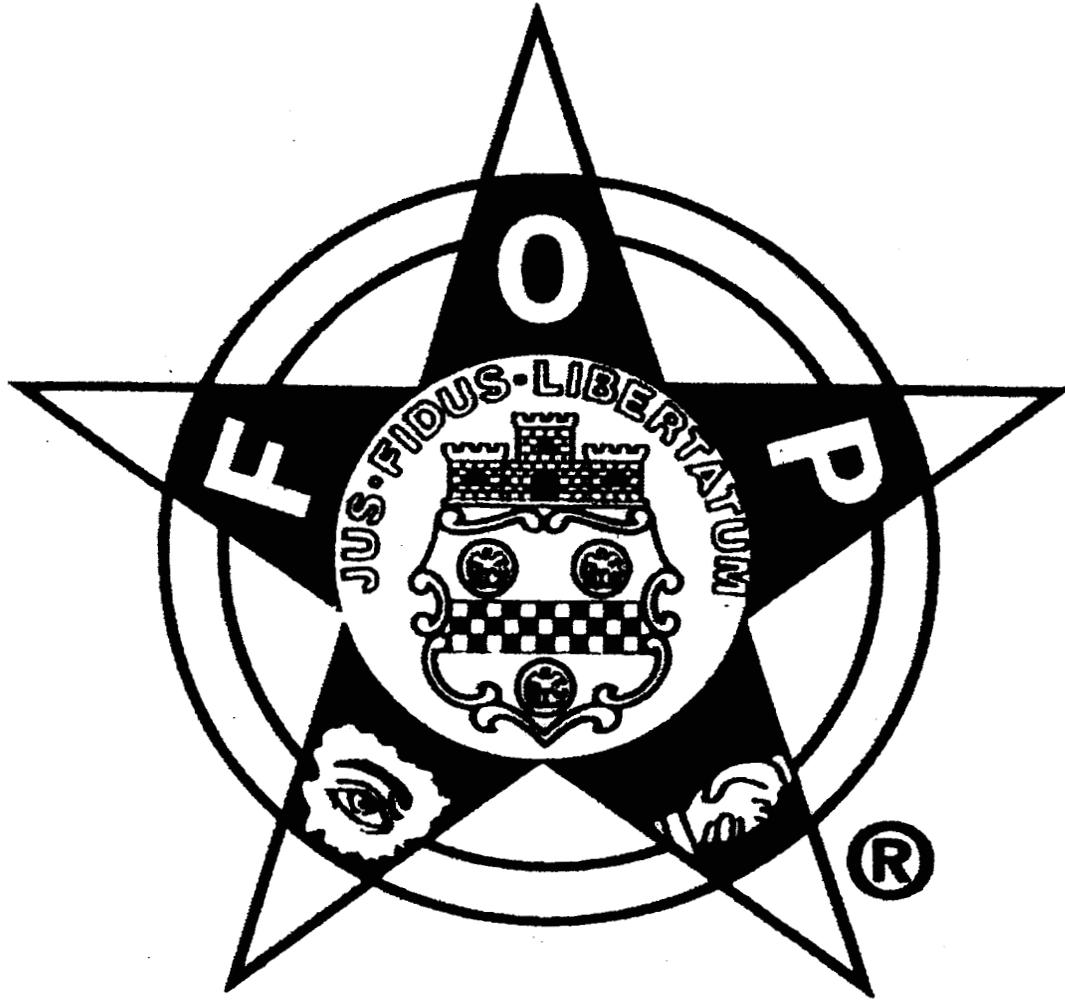
4. Graphic Design

The use of well-designed graphics, special effects and music will improve the overall presentation.

5. Problem Solving

In addition to providing information about the problems of law enforcement stress, each video should present alternative solutions to the problems. Each solution must be realistic and consistent with solutions proven successful with law enforcement officers and family members.

**FRATERNAL ORDER OF POLICE
OLD PUEBLO LODGE #51**



***Behavioral Sciences Video Resources for
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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 2000 Solicitation for Research, Evaluation, Development and Demonstration Projects, the Fraternal Order of Police, Old Pueblo Lodge #51, Tucson, Arizona, submitted a proposal to develop one command officer training video and eight officer/family member videos addressing various types of stress in under-served law enforcement groups. Due to the expense and logistics of developing, evaluating and distributing a large number of videos during one grant period, NIJ recommended

conducting a smaller pilot study with two videos and a strong evaluation component. If the evaluation of the pilot materials proved favorable, NIJ would consider future funding for the remaining videos. An addendum to the original proposal with the NIJ recommendations was submitted and approved.

The purpose of this report is to present information about the development and evaluation of pilot drafts of two stress-related video resources and written guides designed specifically for law enforcement officers and family members within Native American, campus, small town and rural jurisdictions. The two video resources, *Responding to Officer Stress: A Training Video for Command Officers* and *Cumulative Stress in the Law Enforcement Career* and companion guides are described next.

Responding to Officer Stress: A Training Video for Command Officers

This training video for command officers is a 16-minute film, which introduces a series of seven videos each designed to assist command staff in responding effectively to stress related problems in their agencies. The training video also describes how to use the seven videos on law enforcement stress with officers and family members.

The companion guide, of the same title, is an 8-page summary of material presented in the video. It is printed in a 5 ½ x 8 ½ inch format.

Cumulative Stress in the Law Enforcement Career

This video is a 38-minute film designed for use by any member of a law enforcement agency and their family members. The video covers three essential areas related to understanding and responding effectively to officer stress throughout a career in law enforcement:

1. Hypervigilance

2. Disparity
3. Trauma

The guide, *Cumulative Stress in the Law Enforcement Career: A Police Officer and Family Member Guide*, is a reader-friendly 12-page summary of the material presented in the video. The guide is printed in a 5 ½ x 8 ½ inch format.

PROGRAM GOALS AND OBJECTIVES

The primary purpose of the project was to demonstrate the utility of video resources in under-served law enforcement jurisdictions. To accomplish this task three categories of specific goals and objectives were identified:

1. Goals Proposed for Command Officers
2. Goals Proposed for Law Enforcement Officers
3. Goals Proposed for Law Enforcement Family Members

Goals Proposed for Command Officers

- Increase knowledge about the importance of stress detection and reduction procedures
- Increase knowledge and understanding about various types of stress
- Increase skills in detecting warning signs of various types of stress
- Increase skills in using appropriate stress prevention strategies
- Increase skills in using effective stress management strategies
- Increase understanding of the frequency, intensity and complexity of various types of stress in the law-enforcement population
- Increase understanding of the impact of law-enforcement stress on family members

- Increase knowledge about additional resources related to law-enforcement stress

Goals Proposed for Law Enforcement Officers

- Increase knowledge and understanding about cumulative stress
- Increase skills in detecting warning signs of cumulative stress
- Increase skills in using appropriate stress prevention strategies
- Increase skills in using effective stress management strategies
- Increase understanding of the frequency, intensity and complexity of cumulative stress in the law-enforcement population
- Increase understanding of the impact of law-enforcement stress on family members

Goals Proposed for Law Enforcement Family Members

- Increase knowledge and understanding about cumulative stress
- Increase understanding of the frequency, intensity and complexity of cumulative stress in the law-enforcement population
- Increase understanding of the impact of law-enforcement stress on family members
- Increase skills in detecting warning signs of cumulative stress in officers and family members
- Increase skills in using appropriate stress prevention strategies for officers and family members
- Increase skills in using effective stress management strategies with officers and family members

PROCEDURES

Four major steps were used to produce the two pilot video resources and companion written guides:

1. Coordination Activities with Production Staff
2. Participation of Focus Groups
3. Production of Cumulative Stress Video and Guide
4. Production of Command Officer Video and Guide

Coordination with Production Staff

Project staff initiated a series of planning meetings with production staff from the project's subcontractor, Pima Community College, Telecommunications and Production Services Department. (See Appendix A for information about the subcontractor; Appendix B for resumes of key project personnel.) The purpose of the meetings was to explore the overall parameters of the videos, develop preliminary content areas for script development, explore possible visual effects and other graphics, prepare for meetings with focus groups and establish schedules and locations for production activities. As production of the videos progressed, project co-directors and production staff met frequently to address any issues relevant to developing quality products.

Participation of Focus Groups

A crucial process in developing scripts for the videos was the formation of focus groups reasonably representative of command and law enforcement officers serving in Native American, campus, small town and rural jurisdictions. (The composition of the focus groups is presented in Appendix C.)

Project co-directors and production staff solicited ideas and recommendations about preliminary scripts during focus group meetings, follow-up telephone conversations and personal contact. A summary of major concepts presented by the focus groups follows:

1. Length of Videos

- Approximately 30 to 45 minutes for the video on cumulative stress
- Approximately 10 to 20 minutes for the command officer video

2. Type of Presentation

- Use a combination of presentations by experts in law enforcement stress with interviews of law enforcement officers (no actors)
- Scenarios must be realistic and representative of the target population
- Present alternative probable solutions to law enforcement stress

3. Content

- Stress issues related to ethnic factors
- Cop culture
- Disparity in resources between smaller and larger agencies
- Jurisdictional conflicts and snobbery
- Types of stress over the career
- Organizational conflict
- Balance between cop role and other interests
- Conflict between cop-role and family relationships
- Conflict between cop-role and community relationships
- Always a high profile in small communities

- Warning signs for stress
- Balance between command duties and supporting officers
- Resources such as peer support and chaplains

Using the information provided by focus group members and the experience of project staff and consultants, as well as production staff, preliminary scripts for each of the videos were prepared and submitted to focus group members individually for review and comments. Final recommendations by focus group members, project staff, consultants and production staff were then incorporated into production scripts. The production script for the cumulative stress video was completed and filming initiated prior to completing the script for the command officer video.

Production of Cumulative Stress Video and Guide

Three experts in law enforcement stress were selected as primary presenters in the video, *Cumulative Stress in the Law Enforcement Career*: Kevin Gilmartin, Ph.D., psychologist, retired sheriff's deputy and the project's special consultant; J. Michael Morgan, Ph.D., clinical psychologist and one of the project's co-directors; and Sara Hallet, Ph.D., psychologist and police officer. Officer Robert Easton, a police department training administrator, a retired behavioral sciences unit police sergeant and one of the project's co-directors, was selected to narrate the video.

Law enforcement personnel selected for on-camera interviews included a small town police chief, a Native American officer, a university police commander and a community college campus officer. Responses to interview questions were not scripted.

The majority of locations for filming were selected to include sites consistent with the target population's jurisdictional characteristics, such as rural areas, campus settings

and Native American reservations. Segments of two expert's presentations were filmed in a studio or in a professional office setting. Some file footage of law enforcement activities was also used as background scenes.

Production staff conducted initial editing of the video. Project co-directors and production staff accomplished final editing of the pilot video through a cooperative effort.

The guide, *Cumulative Stress in the Law Enforcement Career: A Police Officer and Family Member Guide*, was developed by summarizing material presented in the video. When appropriate, some material from the video was reorganized into a more reader-friendly format.

Production of Command Officer Video and Guide

Six command officers representing small town, rural, campus and Native American jurisdictions were selected as primary presenters in the video, *Responding to Officer Stress: A Training Video for Command Officers*. In addition, one command officer from a Native American jurisdiction was selected to narrate the video. (See Appendix D for information about the command officers and their jurisdictions.)

The majority of the video was filmed in a studio or nearby exterior locations staged to resemble various command officers' working environments. One segment of the video was filmed on location on the Fort Apache Reservation located in northeastern Arizona.

Production staff conducted initial editing of the video. Final editing of the pilot video was accomplished through a cooperative effort by production staff and project co-directors.

The guide, *Responding to Officer Stress: A Training Video for Command Officers*, was developed by summarizing the material presented in the command officer video about the video set and guides for officers and family members.

EVALUATION OF VIDEOS AND GUIDES

In addition to the ongoing review of the pilot materials by focus group members, the pilot videos and guides were independently evaluated in the field by law enforcement personnel and family members. A total of 24 evaluation sites were recruited from agencies located throughout the United States which were reasonably representative of the target jurisdictions, such as rural, campus, small town and Native American law enforcement departments. Each participating agency received copies of the pilot videos and guides for use and evaluation. The videos and guides were evaluated along five major dimensions:

1. Overall Effectiveness
2. Overall Content
3. Value of Material to Consumer
4. Ease of Use/Level of Difficulty
5. Cultural/Working Environment Appropriateness

Evaluation Instruments

Three categories of consumers at each evaluation site were identified:

1. Command Officers
 - Evaluated *Cumulative Stress in the Law Enforcement Career* materials
 - Evaluated *Responding to Officer Stress: A Training Video for Command Officers* materials

2. Officers/Deputies

- Evaluated *Cumulative Stress in the Law Enforcement Career* materials

3. Family Members/Relationships

- Evaluated *Cumulative Stress in the Law Enforcement Career* materials

A set of evaluation instruments was developed for each category of consumer.

Each set contained detailed instructions for evaluating the videos and guides, a section for recording information about the agency and respondent, various rating scales and open-ended questions. (See Appendix E for the Command Officer Evaluation Form, Appendix F for the Officer/Deputy Evaluation Form and Appendix G for the Family Member/Relationship Evaluation Form.)

Description of Field Testing Sites

Of 24 agencies receiving evaluation materials, 13 (54%) completed the evaluation process. The geographic distribution of the responding agencies was reasonably balanced: Three agencies were from the western area of the United States (Oregon, Nevada and Colorado), two from the central area (Kentucky and Kansas), four from the southern area (Texas, Arkansas and Louisiana) and one from the eastern area (Pennsylvania). The target population was also reasonably represented: Four sheriff's departments, three smaller town police departments, three Native American police departments and three campus law enforcement agencies. (See Appendix H for location of field-testing sites.)

About one-half of the sites reported in-house mental health personnel such as a psychologist, psychiatrist or counselor (54%) and/or a chaplain (54%). Twenty-nine percent had peer support programs and 8% had a CISM team. Thirteen percent of sites

reported having no mental health personnel or related services available in-house; however, some respondents at about one-half (42%) of the sites seemed unaware of in-house resources reported by other officers in their agencies.

Description of Respondents

A total of 121 completed evaluation instruments were returned. A description of respondents who returned completed evaluation instruments follows. The information is divided into three major categories of respondents:

1. Command Officers
2. Officers/Deputies
3. Family Members/Relationships

Command Officers

Twenty Command Officers completed evaluation forms. The majority of Command Officers were white (95%) and male (95%). The age distribution tended toward the mature age categories with no command officers 30 years or younger:

- 31 to 40 Years (20%)
- 41 to 50 Years (35%)
- 51 to 60 Years (45%)

Most Command Officers were married (90%). Fifty percent had from one to three children, while the other one-half reported none. The majority of Command Officers attended college (65% undergraduate, 20% postgraduate), while 15% reported a high school education. Although the majority of Command Officers reported 10 years or less experience at their present agency (75%) or previous agencies (50%), many had 20 years or more experience at their present agency (25%) or previous agencies (44%).

Nearly all Command Officers reported experiencing an on-duty critical incident such as responding to a suicide, homicide, child death, officer involved shooting, officer injury, line of duty death or other gruesome events (95%).

Officers/Deputies

Seventy-four Officers/Deputies (not designated by evaluation site as a Command Officer) completed evaluation forms. The majority of respondents were male (91%) and white (86%). The age of respondents was fairly equally distributed between the ages of 20 and 50 years:

- 20 to 30 Years (27%)
- 31 to 40 Years (36%)
- 41 to 50 Years (27%)
- 51 to 60 Years (10%)

Although most Officers/Deputies were married (77%), many were either single (12%) or divorced (10%). The majority had one to four children (62%). Seventy-two percent reported attending college (68% undergraduate, 4% postgraduate), while 28% had a high school or equivalent education. The majority of Officers/Deputies had 5 or fewer years of experience at either their present agency (67%) or previous agencies (75%). Although some had between 6 and 15 years at their present agency (25%) or previous agencies (18%), very few had 20 years or more at any agency (4 to 8%).

A large majority of Officers/Deputies reported experiencing an on-duty critical incident such as responding to a suicide, homicide, child death, officer involved shooting, officer injury, line of duty death or other gruesome events (81%).

Family Members/Relationships

Twenty-seven Family Members/Relationships evaluation forms were completed. The majority of respondents were female (81%) and white (74%). The age distribution was fairly equal among the age categories between 20 and 60 years:

- 20 to 30 Years (22%)
- 31 to 40 Years (30%)
- 41 to 50 Years (26%)
- 51 to 60 Years (22%)

Most Family Members/Relationships were married (96%). The majority had from one to three children (74%). Twenty-seven percent reported a high school or equivalent education, 54% an undergraduate college education, and 19% a postgraduate college education. The majority (76%) of respondents were employed as professionals (30%), clerical workers (27%) or educators (19%).

Evaluation of Command Officer Video and Guide

Only officers designated by the evaluation agency as a command officer evaluated the Command Officer Video and Guide.

Command Officer Video Evaluation

The majority (80%) of respondents gave the Video an overall rating of *Very Good* (25%) or *Good* (55%), while 15% offered an *Average* overall rating. Sixty-five percent of respondents rated the Video's overall level of difficulty as *Just Right*, while 35% rated the level of difficulty as *Somewhat Easy*.

A large majority (80 to 95%) of the respondents also reported the following:

1. Respondents gained a better understanding of law enforcement stress (85%)

2. The Video addressed relevant issues (95%)
3. The Video is a useful tool for finding helpful resources about managing law enforcement stress (90%)
4. The Video was relevant to the respondent's ethnic/cultural background (80%)
5. The information about the Video Set was clear and concise (95%)
6. The information about how to use the Video Set was clear and concise (90%)
7. The length of the Video was *Just Right* (80%)

Although many respondents (30 to 40%) offered no comments about the *Most Helpful* and *Least Helpful* aspects of the Command Video, most respondents (70%) offered a variety of positive comments such as "refreshing insight," "easy to follow," "relation to personal life" and "addresses serious issues." Thirty-five percent stated that the Video had no *Least Helpful* parts. When asked to offer any additional comments about the Command Video, nearly all respondents offered no responses (95%).

Command Officer Guide Evaluation

The majority (70%) of respondents gave the Guide an overall rating of *Very Good* (30%) or *Good* (40%), while 25% offered an overall rating of *Average*. Seventy percent of respondents rated the Guide's overall level of difficulty as *Just Right*, while 25% rated the level of difficulty as *Somewhat Easy*. A large majority (80 to 95%) of the respondents also reported the following:

1. The information about the Video Set was clear and concise (80%)
2. The information about how to use the Video Set was clear and concise (95%)
3. The Guide helped in understanding the information on the Command Officer Video (95%)

4. The length of the Guide was “*Just Right*” (80%)

Eighty percent of Command Officers listed a variety of *Most Helpful* aspects of the Command Guide such as “good companion to video,” “quick reference,” “understandable,” “focus very relevant” and “anyone can use it.” A large majority (85%) of respondents either listed no *Least Helpful* aspects (75%) or responded with “nothing” (10%). When asked to offer any additional comments about the Guide, nearly all Command Officers offered no responses (95%).

Evaluation of Cumulative Stress Video and Guide

Command Officers, Officers/Deputies and Family Members/Relationships evaluated the Cumulative Stress Video and Guide. Each category of respondent is presented next.

Command Officer Evaluation of Cumulative Stress Video

Sixteen Command Officer Cumulative Stress Video and Guide Evaluation forms were completed. A large majority (82%) of respondents rated the Cumulative Stress Video as either *Very Good* (18%) or *Good* (65%), while 12% presented an *Average* rating. A large majority (81 to 94%) of the respondents also reported the following:

1. Respondents learned how to deal with law enforcement stress more appropriately (94%)
2. The Video will help respondents’ families deal with cumulative stress more appropriately (87%)
3. The information about Hypervigilance, Disparity and Traumatic Stress was clear and concise (94%, 81%, and 94% respectively)

4. The Video will help respondents become better law enforcement officers (81%)
5. The Video was relevant to the respondents' ethnic/cultural background (87%)
6. The Video addressed issues relevant to the respondents' working environments (87%)
7. The level of difficulty was *Just Right* (81%)
8. The length of the Video was *Just Right* (81%)

When asked to identify the *Most Helpful* aspects of the Stress Video, 45% of Command Officers provided a variety of general responses such as “understandable” and “all.” Thirty percent indicated topic areas such as “hypervigilance,” “sense of self” and “family issues.” A large majority (75%) listed no items under *Least Helpful*. When asked to provide any additional comments about the Stress Video, 89% offered no responses.

Command Officer Evaluation of Cumulative Stress Guide

The majority (93%) of respondents gave the Cumulative Stress Guide an overall rating of *Very Good* (13%) or *Good* (80%), while 7% rated the Guide as *Average*. A large majority (80 to 100%) of respondents also reported the following:

1. The information about Hypervigilance, Disparity, Traumatic Stress and Becoming a Survivor was clear and concise (100%, 100%, 93% and 93% respectively)
2. The Guide helped respondents understand the information in the Cumulative Stress Video (100%)
3. Written Guides should accompany Videos on law enforcement stress (100%)

4. The level of difficulty was *Just Right* (87%)
5. The length of the Guide was *Just Right* (87%)

One-half of the Command Officers offered no comments about the *Most Helpful* aspects of the Stress Guide, while one-half listed a variety of items such as “quick reference,” “convenient” and “concise.” The majority of Command Officers did not identify any aspects as *Least Helpful* (85%). And no Command Officer offered additional comments about the Cumulative Stress Guide.

Officers/Deputies Evaluation of Cumulative Stress Video

The majority (69%) of respondents rated the Cumulative Stress Video, overall, as *Very Good* (16%) or *Good* (53%), while 28% gave the Video an overall rating of *Average*. A large majority (75 to 93%) of respondents also reported the following:

1. Respondents learned how to deal with cumulative stress more appropriately (75%)
2. The information about Hypervigilance, Disparity and Traumatic Stress was clear and concise (93%, 89% and 93% respectively)
3. The Video addressed issues relevant to the respondents’ working environment (84%)
4. The length of the Video was *Just Right* (76%)

Although still generally positive, a smaller percentage of Officers/Deputies reported:

1. The Video will help respondent’s family deal with cumulative stress more appropriately (58% *Strongly Agree* or *Agree*, 35% *Unsure*)

2. The Video will help respondent become a better law enforcement officer
(53% *Strongly Agree* or *Agree*, 38% *Unsure*)
3. The Video will help respondent deal with family matters more appropriately
(59% *Strongly Agree* or *Agree*, 35% *Unsure*)
4. The Video was relevant to the respondents' ethnic/cultural background (49%
Strongly Agree or *Agree*, 36% *Unsure*)
5. The level of difficulty was *Just Right* (56%) or *Somewhat Easy* (31%)

A majority (64%) of Officers/Deputies identified a variety of *Most Helpful* aspects of the Stress Video such as "relevant to life," "plain language," "identifying stressors," "good overview," explained symptoms" and "the whole video." Sixteen percent identified topics such as "hypervigilance" and "traumatic stress" as *Most Helpful*. A majority (59%) of Officers/Deputies listed no aspects of the Stress Video that was *Least Helpful*, while 41% offered a variety of *Least Helpful* aspects such as "not enough information," "traumatic stress," "talking heads," or seemingly conflicting comments such as "too short," "too long," "too quick" and "too slow." Although 77% of Officers/Deputies offered no additional comments about the Stress Video, some (16%) provided positive comments such as "very good," "outstanding" and "helpful."

Officers/Deputies Evaluation of Cumulative Stress Guide

The majority (66%) of respondents gave the Cumulative Stress Guide an overall rating of *Very Good* (16%) or *Good* (49%), while 33% rated the Guide as *Average*. Similarly, a majority (66%) rated the Guide's level of difficulty as *Just Right*, while 27% rated the Guide as *Somewhat Easy*. A large majority (82 to 96%) reported the following:

1. The information about Hypervigilance, Disparity, Traumatic Stress and

- Becoming a Survivor was clear and concise (96%, 90%, 94% and 94% respectively)
2. The Guide helped respondent understand the information in the Cumulative Stress Video (87%)
 3. Written guides should accompany each video on law enforcement stress (82%)

Forty-six percent of Officers/Deputies listed a variety of *Most Helpful* aspects of the Cumulative Stress Guide such as “good review,” “helped understand the video,” “proactive advice,” “great reference,” “picked overlooked topics” and “clear.” A majority of respondents (78%) identified no *Least Helpful* aspects of the Stress Guide, while 22% gave a variety of responses of *Least Helpful* aspects such as “traumatic stress,” “disparity,” “not enough information,” “no pictures” and “nothing on shift-work.” Nearly all Officers/Deputies offered no additional comments about the Stress Guide (94%).

Family Members/Relationships Evaluation of Cumulative Stress Video

The majority (71%) of respondents gave the Cumulative Stress Video an overall rating of *Very Good* (15%) or *Good* (56%), while 30% rated the Video as *Average*. A large majority (74 to 100%) of respondents reported the following:

1. Respondents gained a better understanding of cumulative stress (100%)
2. The Video will help respondent’s family deal with cumulative stress more appropriately (78%)
3. The information about Hypervigilance, Disparity and Traumatic Stress was clear and concise (93%, 89% and 96% respectively)

4. The Video will help respondent deal with family matters more appropriately (74%)
5. The Video addressed issues relevant to respondent and respondent's family (85%)
6. The length of the Video was *Just Right* (85%)

Although 59% of respondents rated the Video's level of difficulty as *Just Right*, many reported that the Video was *Somewhat Difficult* (11%), *Somewhat Easy* (22%) or *Too Easy* (7%). The majority (69%) of respondents reported that the Video will help them deal with cumulative stress more appropriately but many were *Unsure* (27%). Similarly, 67% of respondents found the Video relevant to their ethnic/cultural background but 26% were *Unsure*.

Approximately one-half (52%) of Family Members/Relationships identified a variety of *Most Helpful* aspects of the Stress Video such as "realistic," "broad overview," "saw things that he deals with are normal," "shows what police go through" and "ways to prevent stress." Twenty-six percent listed "hypervigilance," "disparity" or "traumatic stress" as *Most Helpful*. The remainder offered no responses. A majority of respondents (66%) listed no aspects of the Stress Video as *Least Helpful*, while about one-third identified a variety of *Least Helpful* aspects such as "disparity," "more examples needed" and "presentation too fast, too short."

Sixty-eight percent of Family Members/Relationships offered no additional comments about the Stress Video, while 23% presented suggestions such as adding more personal stories and community expectations. Nine percent wrote thank you notes or other positive comments.

Family Members/Relationships Evaluation of Cumulative Stress Guide

The majority (83%) of respondents rated the Cumulative Stress Guide, overall, as *Very Good* (13%) or *Good* (70%), while 17% rated the Guide as *Average*. Although the majority of respondents rated the Guide's level of difficulty as *Just Right*, some found the Guide *Somewhat Difficult* (14%), *Somewhat Easy* (19%) or *Too Easy* (5%). A large majority (77 to 100%) reported the following:

1. The information about Hypervigilance, Disparity, Traumatic Stress and Becoming a Survivor was clear and concise (100%, 91%, 100% and 95% respectively)
2. The Guide helped respondent understand the information in the Cumulative Stress Video (86%)
3. Written guides should accompany each video on law enforcement stress (82%)
4. The length of the Guide was *Just Right* (77%)

Forty-one percent of Family Members/Relationships identified a variety of *Most Helpful* aspects of the guide such as "quick reference," "material easier when read," "helped clarify video" and "preventing stress." Some Family Members/ Relationships (18%) identified topics, such as "hypervigilance," "disparity" and "traumatic stress," as *Most Helpful*. A large majority of Family Members/Relationships listed no *Least Helpful* aspects of the Cumulative Stress Guide (91%). And nearly all Family Members/Relationships offered no additional comments about the Cumulative Stress Guide (95%).

EVALUATION OF NEED FOR ADDITIONAL VIDEOS ON LAW ENFORCEMENT STRESS

To assess the need for additional video resources on law enforcement stress, Command Officers were asked: *Would you use the videos described in the Command Officer Video or additional videos on law enforcement stress?* Officers/Deputies and Family Members/Relationships were presented with a similar question: *Would additional videos on law enforcement stress be helpful to you or your family?* If respondents answered, “Yes” to the questions, they were instructed to select topics that would be helpful to them from a list of six topics. In addition, respondents could recommend additional topics.

Command Officers Evaluation of Need for Additional Videos

Nearly all Command Officers indicated that they would use additional videos on law enforcement stress (95%). Three topics from the list were selected the most by Command Officers: Traumatic Stress, Depression and Adult Relationships. Respondents offered no topics beyond the six on the list. The topics, in the rank order selected by Command Officers, follow:

1. Traumatic Events (82%)
1. Depression (82%)
1. Adult Relationships (82%)
4. Retirement and Career Planning (71%)
5. Parenting in the Law Enforcement Family (65%)
6. Substance Abuse (59%)

Officers/Deputies Evaluation of Need for Additional Videos

A large majority of Officers/Deputies indicated that additional videos would be helpful to them or their family (78%). Two topics were selected the most by respondents: Traumatic Events and Depression. A very small number of respondents suggested additional topics, most of which are subtopics of one or more of the six topics on the list.

The six topics, in the rank order selected by Officers/Deputies, follow:

1. Traumatic Events (60%)
1. Depression (60%)
3. Parenting in the Law Enforcement Family (51%)
4. Retirement and Career Planning (49%)
5. Adult Relationships (47%)
6. Substance Abuse (25%)

Family Members Evaluation of Need for Additional Videos

A large majority of Family Members/Relationships indicated that additional videos on law enforcement stress would be helpful to them or their family (89%). One topic was selected most by Family Members: Parenting in the Law Enforcement Family. Additional topics suggested by one respondent, critical incidents and posttraumatic stress syndrome, are actually included as part of the Traumatic Events topic. The rank order of topics selected by Family Members from the list follows:

1. Parenting in the Law Enforcement Family (71%)
2. Depression (38%)
3. Traumatic Events (33%)
4. Adult Relationships (29%)

5. Retirement and Career Planning (21%)
6. Substance Abuse (8%)

CONCLUSIONS

Based upon the responses from the Field Testing Sites, a number of conclusions can be drawn about the role video resources can play in reducing stress in Native American, campus, rural and small town law enforcement agencies. Five major conclusions are presented next along with a brief explanation of each.

1. *Video resources with written guides addressing law enforcement stress can be valuable additions to law enforcement departments with limited mental health services.*

This conclusion emphasizes the need for alternative resources in law enforcement agencies that have no or few mental health professionals readily available. The absence of mental health services in many jurisdictions and limited services in other jurisdictions leaves command officers, law enforcement officers and family members with no or little assistance in dealing with law enforcement stress effectively. Even in agencies with some form of in-house mental health services, additional resources on law enforcement stress, such as videos and guides, could expand their arsenal of effective prevention and intervention strategies. A large majority of command officers, law enforcement officers and family members reported that additional videos on law enforcement stress would be helpful.

2. *Video resources with written guides can be effective in increasing law*

enforcement officers' and family members' awareness, knowledge and skills associated with addressing law enforcement stress effectively.

A large majority of law enforcement officers and family members gave the Cumulative Stress Video and Guide high marks, overall, and reported that the information and suggestions were relevant and beneficial.

- 3. Video resources with written guides can be effective in increasing command officers' knowledge and skills associated with addressing law enforcement stress in their agencies.*

A large majority of command officers not only rated the Cumulative Stress Video and Guide highly, they also found the materials helpful in increasing their understanding of law enforcement stress and how to use the video resources effectively.

- 4. The formats used for the Cumulative Stress Video and written Guide were appropriate.*

A large majority of command officers, law enforcement officers and family members presented favorable ratings of the length, level of difficulty and overall format of the Cumulative Stress Video and companion Guide.

- 5. The formats used for the Command Officer Video and written Guide were appropriate.*

A large majority of command officers presented favorable ratings of the length, level of difficulty and overall presentation of the Command Officer Video and companion guide.

RECOMMENDATIONS

This project clearly demonstrated that videos and written guides could be an effective means of providing assistance in dealing with law enforcement stress in Native American, campus, rural and small town agencies. As reported, a large majority of respondents gave the video resources high marks and expressed a need for additional videos on law enforcement stress. Even with a Behavioral Sciences Unit and /or a peer support program, few departments can provide all the services necessary for their officers and family members. The obvious recommendation is to produce additional videos and companion guides with a focus on law enforcement stress in agencies with limited mental health services. Specific recommendations about future video resources follow.

Topics

In addition to the present pilot video on cumulative stress, three topic areas associated with law enforcement stress are highly recommended, two are recommended and one is marginally recommended.

Highly Recommended Topics

Two topics, Traumatic Events and Depression, were rated within the top three by Command Officers, Officers/Deputies and Family Members. A third topic, Parenting in the Law Enforcement Family, was the number one choice of Family Members, and the number three choice of Officers/Deputies. It is **Highly Recommended** that these videos be produced. A description of the three topic areas follows:

Traumatic Events

Many officers experience the ugly side of law enforcement, such as threats, shootings, grotesque events, violence to children and injury or death to fellow

officers. The short- and long-term effects of traumatic experiences and how an officer copes with the stress have a significant impact on officers' careers, family lives and contributions to their communities.

Depression

FBI statistics show that each year more officers take their own lives by suicide than are feloniously killed in the line of duty. There is also information suggesting the suicide rate in law enforcement families is greater than the general population. In addition to the emotional costs to the officer and family members, depression is costly to an officer's agency in terms of officer performance and legal liability issues. And a police suicide is devastating to any law enforcement agency.

Parenting in the Law Enforcement Family

When many law enforcement officers go home, they experience a significant conflict between the police role at work and the parenting role at home. It is difficult to transition from the suspicious, hypervigilant police officer that the job requires, to a calm, supportive and compromising parent and partner at home. In some law enforcement families, children feel as though they are "suspects," and partners feel stripped of parenting roles.

Recommended Topics

One topic, Adult Relationships, was in a three-way tie for first by Command Officers, but ranked fourth by Family Members, and fifth by Officers/Deputies. A second topic, Retirement and Career Planning, was rated fourth by Command Officers and Officers/Deputies, but fifth by Family Members. Since a majority of respondents,

overall, found merit in these topics, it is **Recommended** that these videos be produced.

The two topics are described next:

Adult Relationships

The most frequent reason law enforcement officers are referred for fitness for duty evaluations is relationship problems. Referrals to counseling and peer support programs also identify relationship problems as the most frequent cause for referral. For some officers, serious relationship problems escalate to domestic violence, which could result in legal action and the loss of a career in law enforcement. Even more tragically, relationship problems and officer suicide are often linked.

Retirement and Career Planning

Research shows that when many law enforcement officers reach about 15 years in their career, productivity decreases and conflict with management may increase. Although agencies often attribute this change to cynicism and laziness, the more likely major contributing factors are issues related to facing the end of a career in law enforcement. Many officers become so invested in the job that they have difficulty seeing themselves as being anything but a cop. Most officers neither focus on education nor on developing occupational skills, financial resources and social interest to retire the way they want to. Often, denial prevents realistic and timely planning. But, officers who address issues of retirement throughout the law enforcement career often become some of the most productive members of an agency.

Marginally Recommended Topic

Although a majority of Command Officers selected Substance Abuse as a preferred topic, it was selected by only about one-quarter of Officers/Deputies and even fewer Family Members. Even though substance abuse is a documented problem in many law enforcement agencies, the present assessment of need revealed a fairly low interest in this type of video. Therefore, it is only **Marginally Recommended** that a video on substance abuse be produced. A description of the topic area follows:

Substance Abuse

Alcohol abuse is the most common, and can be one of the most destructive forces, in a law enforcement career. Most officers with alcohol problems deny that they have a serious problem. Denial within the agency is also common, and can make recovery more difficult, as well as creating a serious liability for the department. Abuse of alcohol and other substances by family members also produces additional stress for officers and their agencies.

Format

Based upon information provided by focus groups and evaluation data, the following format is recommended:

1. Length of Command Officer Video

Videos developed specifically for command officers should be limited to 15 to 30 minutes.

2. Length of Officer and Family Videos

Videos developed primarily for officers and family members should be between 30 to 45 minutes.

3. *Presenters*

Primary presenters should be experts in law enforcement stress with a good film presence. Law enforcement officers and family members should be used for interview material and action shots. Other than narration purposes, actors should not be used.

4. *Scenarios*

Scenarios must be realistic and representative of law enforcement work and family relationships.

5. *Graphic Design*

The use of well-designed graphics, special effects and music will improve the overall presentation.

6. *Problem Solving*

In addition to providing information about specific aspects of law enforcement stress, each video should present alternative solutions to the problems presented. Each solution must be realistic and consistent with solutions proven successful with law enforcement officers and family members.

APPENDIXES

APPENDIX A

Production Subcontractor

APPENDIX B

Key Project Personnel

APPENDIX C

Focus Group Members

APPENDIX D

Command Officers/Presenters

APPENDIX E

Command Officer Evaluation Form

APPENDIX F

Officer/Deputy Evaluation Form

APPENDIX G

Family Member/Relationship Evaluation Form

APPENDIX H

Field Testing Sites

APPENDIX A

Production Subcontractor



PimaCountyCommunityCollegeDistrict

Community Campus

*Office of Telecommunications and Production Services
401 North Bonita Avenue
Tucson, Arizona 85709-5080
Telephone (520) 884-6410
Fax (520) 884-6542*

The Telecommunications and Production Services Department at the Community Campus provides distance learning opportunities on live, tape delay and interactive modes for students and business partners statewide. Courses are distributed via cable, internet, T-1, microwave, satellite and through a tape checkout system.

The department also operates a (satellite downlink) teleconference site and produces telecourse and promotional videotape programs for the college and local non-profit organizations in a professional facility utilizing the latest digital and analog equipment.

PCC Telecommunications and Production Services



Products and Services

Content Delivery

- Videoconference
- Cable TV
- Satellite
- Teleconference
- Live TV
- Interactive TV
- Multi-format Duplication
- Interstitial Insertion



Products and Services

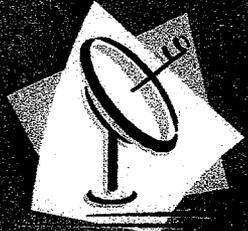


Audio, Video & Multi-Media

- Instructional Telecourses
- Promotional and Image Projects
- Web Development
- Electronic Graphics
- Animation

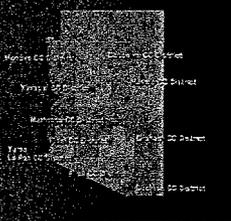
Delivery Systems

- Compressed Video
- Videoconference
- Cable TV
- Addressable Cable
- Digital Satellite
- Satellite Downlink
- Audio Conference



Compressed & Videoconference

- Arizona Learning Systems
- NAU-Net
- PCC ITV Sites
 - Nogales
 - Northeast Learning Center
 - Northwest Learning Center



Cable and Addressable TV

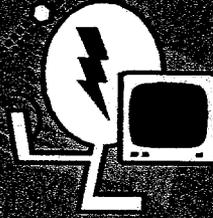
Comcast coverage area



- 2 Channels 24 x 7 on Cox and Comcast
- 190,000 Homes in Metro Area
- Addressable on People's Choice

Satellite Services

Telecourses on Dish Network
4 C/Ku Band
Satellite Downlinks
PBS Digital Downlink
Uplink Available



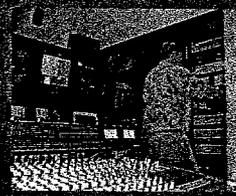
Production Services

Broadcast-Quality Audio & Video
Professional Production Studio
Lighting & Set Design
Events Management
Multi-Media
Electronic Graphics and Animation



Production Services

Field Production
Non-Linear Editing
Mobile Production Services
Professional Crew
Closed Captioning
Voice-Over & Translation Services
Broadcast & Network Engineering



Partnerships

U of A
NAU
Hospitals
Access Tucson
City of Tucson
Pima County
Amphi Schools
TUSD



Partnerships

Arizona Sonora
Desert Museum
Tohono O'odham
Community College
Pasqua Yaqui Tribe
Santa Cruz County
State of Arizona



Cooperative Ventures

Funding Proposal Development
Grant Writing
Project Initiatives
Curriculum Development
Customized Content Delivery
Instruction, Training & Certification
Target Populations
Marketing & Promotions



APPENDIX B

Key Project Personnel

RESUMES OF KEY PERSONNEL

Project Directors

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 brings to the proposed project extensive experience in training Native American paraprofessionals to work as counselors on reservations or urban settings. Dr. Morris is also a Co-Principal Investigator for an National Institute of Justice grant, Development of Peer Support Programs in Two Native American Police Departments and a University Police Department (98-FS-VX-0005).

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. Dr. Morgan is also a Co-Principal Investigator for a National Institute of Justice grant entitled, Development of Peer Support Programs in Two Native American Police Departments and a University Police Department (98-FS-VX-0005).

Sergeant Robert M. Easton retired from the Tucson Police Department two years ago. During his 27 years with the department he served in a variety of assignments. For the last six 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 defusing 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. Retired Sergeant Easton is also working with Dr. Larry Morris, Dr. Michael Morgan, and Dr. Kevin Gilmartin as a trainer and site supervisor on a National Institute of Justice grant, Development of Peer Support Programs in Two Native American Police Departments and a University Police Department (98-FS-VX-0005).

Consultant

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 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. Dr. Gilmartin is also a Co-Principal Investigator for a National Institute of Justice grant, Development of Peer Support Programs in Two Native American Police Departments and University Police Department (98-FS-VX-0005).

APPENDIX C

Focus Group Members

FOCUS GROUP MEMBERS

Michael Blevins
Officer/Chaplain
Pima College Department of Public Safety

Raymond B. Burnette
Chief of Police
White Mountain Apache Tribal Police

Joseph Delgado
Lieutenant
Tohono O'odham Nation Police Department

Robert J. Gruber
Director
Pima College Department of Public Safety

Collier M. Hill
Chief of Police
Pascua Yaqui Police

Dave Holaway
Chief of Police
Sahuarita Police Department

Robert M. Ingulli
Chief of Police
Florence Police Department

Doreen A. Manuel
Detective
Tohono O'odham Nation Police Department

Pablo O. Sanchez, Jr.
President
Fraternal Order of Police
Old Pueblo Lodge #51

Brian A. Seastone
Commander
The University of Arizona Police Department

Lawrence Seligman
Chief of Police
Tohono O'odham Nation Police Department

Daniel G. Sharp
Chief of Police
Oro Valley Police Department

Robert J. Sommerfeld
Sergeant
The University of Arizona Police Department

Roger Vanderpool
Sheriff
Pinal County Sheriff's Office

APPENDIX D

Command Officers/Presenters

**COMMAND OFFICER PRESENTERS
ON COMMAND OFFICER VIDEO**

Raymond B. Burnette
Chief of Police
White Mountain Apache Tribal Police

Collier M. Hill
Chief of Police
Pascua Yaqui Police

Robert M. Ingulli
Chief of Police
Florence Police Department

Brian A. Seastone
Commander
The University of Arizona Police Department

Lawrence Seligman
Chief of Police
Tohono O'odham Nation Police Department

Daniel G. Sharp
Chief of Police
Oro Valley Police Department

Roger Vanderpool
Sheriff
Pinal County Sheriff's Office

APPENDIX E

Command Officer Evaluation Form

NATIONAL INSTITUTE OF JUSTICE VIDEO RESOURCES PROJECT EVALUATION

Command Officer Evaluation Form

About the Evaluation

As a command officer serving in a small town, rural, campus, or Native American jurisdiction, you are being asked to participate in a national evaluation of new videos and written guides about law enforcement stress. Your evaluation is very important to the final development of these materials. It will also be helpful in producing additional video resources about law enforcement stress in jurisdictions such as yours. Thank you for participating in the evaluation.

Instructions for Evaluating the Videos and Written Guides

Step One:

Watch the Command Officer Video in its entirety.

Step Two:

Read the Command Officer Guide. You may use the Command Officer Guide during the time you watch the Command Officer Video or you may read the Guide after you view the Video.

Step Three:

Complete evaluation forms for the Command Officer Video and Command Officer Guide.

Step Four:

Watch the Cumulative Stress Video in its entirety.

Step Five:

Read the Cumulative Stress Guide. You may use the Cumulative Stress Guide during the time you watch the Cumulative Stress Video or you may read the Guide after you view the Video.

Step Six:

Complete evaluation forms for the Cumulative Stress Video and Cumulative Stress Guide.

Step Seven:

Return your completed evaluation to the person in your agency responsible for the distribution and collection of the evaluation.

Agency Name:

IT WILL BE HELPFUL IF WE KNEW A LITTLE ABOUT YOU**Please CIRCLE or CHECK suitable responses****About You**

Age: 20-30 31-40 41-50 51-60 61-70

Gender: Male Female

Marital Status: Married Single Divorced Widowed Cohabiting

Highest Educational Level:

GED

High School Diploma

Undergraduate College (Years) 1 2 3 4 4+

Postgraduate College (Years) 1 2 3 4 4+

Ethnicity:

White

Black

Hispanic

Native American

Other (*please describe*)

Number of Minor Children in Household: 0 1 2 3 4 5+

About Your Experience in Law Enforcement**Rank:**

Lieutenant Captain

Major Commander

Assistant Chief Assistant Sheriff Assistant Director

Chief Sheriff Director

Other (*please describe*)

Years at Present Agency: 0-5 6-10 11-15 16-20 20+

Years at Previous Agencies: 0-5 6-10 11-15 16-20 20+

Have you ever been involved in an **ON-DUTY** critical incident? (Includes responding to a suicide, homicide, child death, officer involved shooting, officer injury, line of duty death or other gruesome events.) Yes No

About Your Agency**Which of the following are available *IN-HOUSE* at your agency?**

Mental Health Professional (e.g., psychologist, psychiatrist, counselor)

Peer Support Team

CISM Team

Chaplain

None of the Above

WHAT IS YOUR EVALUATION OF THE COMMAND OFFICER VIDEO?

For each statement below, please **CIRCLE** the **NUMBER** that most accurately describes your evaluation.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. Through this video, I gained a better understanding of law enforcement stress.	1	2	3	4	5
B. Overall, the Command Officer Video addressed issues relevant to me and my agency.	1	2	3	4	5
C. Overall, this Video is a useful tool for Command Officers interested in finding resources to assist in managing law enforcement stress.	1	2	3	4	5
D. Overall, this Video was relevant to my ethnic/cultural background.	1	2	3	4	5
E. The information about the Video Set was presented in a clear and concise manner.	1	2	3	4	5
F. The information about How to Use the Videos was presented in a clear and concise manner.	1	2	3	4	5

Please **CIRCLE** the **Command Officer Video's** overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (**CIRCLE**) the **Command Officer Video's** length:

Too Long Just Right Too Short

Please **CIRCLE** your overall rating of the **Command Officer video**:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Command Officer video?

What did you find LEAST HELPFUL about the Command Officer video?

Would you use the videos described in the Command Officer Video or additional videos on law enforcement stress?

Yes No

If YES, please CIRCLE the following topics that you would be helpful to you and your agency. (You may circle as many as you wish.)

- Traumatic Events
- Substance Abuse
- Depression
- Adult Relationships
- Parenting in the Law Enforcement Family
- Retirement and Career Planning
- Other (Please describe)

Please offer any additional comments about the Command Officer Video.

WHAT IS YOUR EVALUATION OF THE *COMMAND OFFICER GUIDE*?

Please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. The information about the Video Set was presented in a clear and concise manner.	1	2	3	4	5
B. The information about How to Use the Videos was presented in a clear and concise manner.	1	2	3	4	5
C. Overall, the Guide helped me understand the information on the Command Officer Video	1	2	3	4	5
D. Overall, the Guide is a useful tool for Command Officers interested in finding resources to assist in managing law enforcement stress	1	2	3	4	5

Please **CIRCLE** the *Command Officer Guide's* overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (**CIRCLE**) the *Command Officer Guide's* length:

Too Long Just Right Too Short

Please **CIRCLE** your overall rating of the *Command Officer Guide*:

Very Good Good Average Poor Very Poor

What did you find **MOST HELPFUL** about the *Command Officer Guide*?

What did you find **LEAST HELPFUL** about the *Command Officer Guide*?

On the back of this sheet, please offer additional comments about the *Command Officer Guide*

WHAT IS YOUR EVALUATION OF THE *CUMULATIVE STRESS* VIDEO?

or each statement below, please CIRCLE the NUMBER that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. Through this video, I learned how to deal with cumulative stress more appropriately.	1	2	3	4	5
B. This video will help my family deal with cumulative stress more appropriately.	1	2	3	4	5
C. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
D. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
E. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
F. Overall, this video will help me become a better law enforcement officer.	1	2	3	4	5
G. Overall, this video will help me deal with family matters more appropriately.	1	2	3	4	5
H. Overall, this video was relevant to my ethnic/cultural background.	1	2	3	4	5
I. Overall, this video addressed issues relevant to me in my working environment.	1	2	3	4	5

Please CIRCLE the video's overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (CIRCLE) the length of the video:

Too Long Just Right Too Short

Please CIRCLE your overall rating of the video:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Cumulative Stress video?

What did you find LEAST HELPFUL about the Cumulative Stress video?

As a Command Officer would you recommend that your officers use the Cumulative Stress Video?

Yes No

As a Command Officer would you recommend the Cumulative Stress Video for use by family members?

Yes No

Please offer any additional comments about the Cumulative Stress Video.

WHAT IS YOUR EVALUATION OF THE *CUMULATIVE STRESS GUIDE*?

Please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
B. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
C. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
D. The information about Becoming a Survivor was presented in a clear and concise manner.	1	2	3	4	5
E. Overall, the Guide helped me understand the information in the Cumulative Stress Video	1	2	3	4	5
F. Written guides should accompany each new video on law enforcement stress	1	2	3	4	5

Please **CIRCLE** the *Cumulative Stress Guide's* overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (**CIRCLE**) the *Cumulative Stress Guide's* length:

Too Long Just Right Too Short

Please **CIRCLE** your overall rating of the *Cumulative Stress Guide*:

Very Good Good Average Poor Very Poor

What did you find **MOST HELPFUL** about the *Cumulative Stress Guide*?

What did you find **LEAST HELPFUL** about the *Cumulative Stress Guide*?

On the back of this sheet, please offer additional comments about the *Cumulative Stress Guide*

APPENDIX F

Officer/Deputy Evaluation Form

NATIONAL INSTITUTE OF JUSTICE VIDEO RESOURCES PROJECT EVALUATION

Officer/Deputy Evaluation Form

About the Evaluation

As a law enforcement officer serving in a small town, rural, campus, or Native American jurisdiction, you are being asked to participate in a national evaluation of a new video and written guide about law enforcement stress. Your evaluation is very important to the final development of these materials. It will also be helpful in producing additional video resources about law enforcement stress in jurisdictions such as yours. Thank you for participating in this evaluation.

Instructions for Evaluating the Video and Written Guide

Step One:

Watch the Cumulative Stress Video in its entirety.

Step Two:

Read the Cumulative Stress Guide. You may use the Guide during the time you watch the Video or you may read the Guide after you view the Video.

Step Three:

Complete evaluation forms for the Video and Guide.

Step Four:

Return your completed evaluation to the person in your agency responsible for the distribution and collection of the evaluation.

Agency Name:

IT WILL BE HELPFUL IF WE KNEW A LITTLE ABOUT YOU

Please CIRCLE or CHECK suitable responses

About You

Age: 20-30 31-40 41-50 51-60 61-70

Gender: Male Female

Marital Status: Married Single Divorced Widowed Cohabiting

Highest Educational Level:

GED

High School Diploma

Undergraduate College (Years) 1 2 3 4 4+

Postgraduate College (Years) 1 2 3 4 4+

Ethnicity:

White

Black

Hispanic

Native American

Other (*please describe*)

Number of Minor Children in Household: 0 1 2 3 4 5+

About Your Experience in Law Enforcement

Rank:

Officer Deputy

Corporal Sergeant

Detective Investigator

Other (*please describe*)

Years at Present Agency: 0-5 6-10 11-15 16-20 20+

Years at Previous Agencies: 0-5 6-10 11-15 16-20 20+

Have you ever been involved in an *ON-DUTY* critical incident? (Includes responding to a suicide, homicide, child death, officer involved shooting, officer injury, line of duty death or other gruesome events.)

Yes No

About Your Agency

Which of the following are available *IN-HOUSE* at your agency?

Mental Health Professional (e.g., psychologist, psychiatrist, counselor)

Peer Support Team

CISM Team

Chaplain

None of the Above

WHAT IS YOUR EVALUATION OF THE *CUMULATIVE STRESS* VIDEO?

For each statement below, please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. Through this video, I learned how to deal with cumulative stress more appropriately.	1	2	3	4	5
B. This video will help my family deal with cumulative stress more appropriately.	1	2	3	4	5
C. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
D. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
E. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
F. Overall, this video will help me become a better law enforcement officer.	1	2	3	4	5
G. Overall, this video will help me deal with family matters more appropriately.	1	2	3	4	5
H. Overall, this video was relevant to my ethnic/cultural background.	1	2	3	4	5
I. Overall, this video addressed issues relevant to me in my working environment.	1	2	3	4	5

Please **CIRCLE** the video's overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (**CIRCLE**) the length of the video:

Too Long Just Right Too Short

Please **CIRCLE** your overall rating of the video:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Cumulative Stress Video?

What did you find LEAST HELPFUL about the Cumulative Stress Video?

Would additional videos on law enforcement stress be helpful to you or your family?

Yes No

**If YES, please CIRCLE the following topics that you would like to see featured:
(You may select as many as you wish.)**

- Traumatic Events
- Substance Abuse
- Depression
- Adult Relationships
- Parenting in the Law Enforcement Family
- Retirement and Career Planning
- Other (Please describe)

Please offer any additional comments about the Cumulative Stress Video.

WHAT IS YOUR EVALUATION OF THE CUMULATIVE STRESS GUIDE?

Please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
B. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
C. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
D. The information about Becoming a Survivor was presented in a clear and concise manner.	1	2	3	4	5
E. Overall, the Guide helped me understand the information In the Cumulative Stress Video	1	2	3	4	5
F. Written guides should accompany each new video on law enforcement stress	1	2	3	4	5

Please CIRCLE the Cumulative Stress Guide's overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (CIRCLE) the Cumulative Stress Guide's length:

Too Long Just Right Too Short

Please CIRCLE your overall rating of the Cumulative Stress Guide:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Cumulative Stress Guide?

What did you find LEAST HELPFUL about the Cumulative Stress Guide?

On the back of this sheet, please offer additional comments about the Cumulative Stress Guide

APPENDIX G

Family Member/Relationship Evaluation Form

NATIONAL INSTITUTE OF JUSTICE VIDEO RESOURCES PROJECT EVALUATION

Family Member/ Relationship Evaluation Form

About the Evaluation

As a family member of or a person involved in a significant relationship with a law enforcement officer serving in a small town, rural, campus, or Native American jurisdiction, you are being asked to participate in a national evaluation of a new video and written guide about law enforcement stress. Your evaluation is very important to the final development of these materials. It will also be helpful in producing additional video resources about law enforcement stress in jurisdictions such as yours. Thank you for participating in the evaluation.

Instructions for Evaluating the Video and Written Guide

Step One:

Watch the Cumulative Stress Video in its entirety.

Step Two:

Read the Cumulative Stress Guide. You may use the Guide during the time you watch the Video or you may read the Guide after you view the Video.

Step Three:

Complete evaluation forms for the Video and Guide.

Step Four:

Return your completed evaluation to the person at your officer's agency responsible for the distribution and collection of the evaluation.

Name of Your Officer's Agency:

IT WILL BE HELPFUL IF WE KNEW A LITTLE ABOUT YOU
Please CIRCLE suitable responses.

Age: 20-30 31-40 41-50 51-60 61-70

Gender: Male Female

Marital Status: Married Cohabiting

Ethnicity:

- White
- Black
- Hispanic
- Native American
- Other (*please describe*)

Highest Educational Level:

Elementary/Middle School Grades	1	2	3	4	5	6	7	8
High School Grades	9	10	11	12				
GED								
Undergraduate College (Years)	1	2	3	4	4+			
Postgraduate College (Years)	1	2	3	4	4+			

Primary Occupation:

- Professional (e.g., *health care provider, attorney, accountant*)
- Business Owner
- Educator
- Clerical
- Sales
- Laborer
- Homemaker
- Other (*please describe*):

Number of Minor Children in Household: 0 1 2 3 4 5+

WHAT IS YOUR EVALUATION OF THE CUMULATIVE STRESS VIDEO?

For each statement below, please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. Through this video, I gained a better understanding of cumulative stress.	1	2	3	4	5
B. This video will help me deal with cumulative stress more appropriately.	1	2	3	4	5
C. This video will help my family deal with cumulative stress more appropriately.	1	2	3	4	5
D. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
E. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
F. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
G. Overall, this video will help me deal with family matters more appropriately.	1	2	3	4	5
H. Overall, this video was relevant to my ethnic/cultural background.	1	2	3	4	5
I. Overall, this video addressed issues relevant to me and my family.	1	2	3	4	5

Please CIRCLE the video's overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (CIRCLE) the length of the video:

Too Long Just Right Too Short

Please CIRCLE your overall rating of the video:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Cumulative Stress Video?

What did you find LEAST HELPFUL about the Cumulative Stress Video?

Would additional videos on law enforcement stress be helpful to you or your family?

Yes No

**If YES, please CIRCLE the following topics that you would like to see featured:
(You may select as many as you wish.)**

- Traumatic Events
- Substance Abuse
- Depression
- Adult Relationships
- Parenting in the Law Enforcement Family
- Retirement and Career Planning
- Other (Please describe)

Please offer any additional comments about the Cumulative Stress Video.

WHAT IS YOUR EVALUATION OF THE CUMULATIVE STRESS GUIDE?

Please **CIRCLE** the **NUMBER** that most accurately describes your opinion.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A. The information about Hypervigilance was presented in a clear and concise manner.	1	2	3	4	5
B. The information about Disparity was presented in a clear and concise manner.	1	2	3	4	5
C. The information about Traumatic Stress was presented in a clear and concise manner.	1	2	3	4	5
D. The information about Becoming a Survivor was presented in a clear and concise manner.	1	2	3	4	5
E. Overall, the Guide helped me understand the information In the Cumulative Stress Video	1	2	3	4	5
<input type="radio"/> F. Written guides should accompany each new video on law enforcement stress	1	2	3	4	5

Please CIRCLE the Cumulative Stress Guide's overall level of difficulty for you:

Too Difficult Somewhat Difficult Just Right Somewhat Easy Too Easy

Please rate (CIRCLE) the Cumulative Stress Guide's length:

Too Long Just Right Too Short

Please CIRCLE your overall rating of the Cumulative Stress Guide:

Very Good Good Average Poor Very Poor

What did you find MOST HELPFUL about the Cumulative Stress Guide?

What did you find LEAST HELPFUL about the Cumulative Stress Guide?

On the back of this sheet, please offer additional comments about the Cumulative Stress Guide

APPENDIX H

Field Testing Sites

PARTICIPATING AGENCIES

Arkansas St. Univ. Chief Ken Cooper
(mail: P.O. Box 2767 State University, Arkansas)
501 S. Robinson, State University, Arkansas 72467

Bayfield Co. S.O. Sheriff Robert K. Follis
(mail: P.O. Box 115) 117 E. 6th St. Washburn, Wisc. 54891

Chitimacha Tribal P.D. Chief Ronald Vidalia
211 Coushatta Dr. Charenton, LA 70523

Colorado State Univ. P.D. Chief Donn Hopkins
Green Hall 750 Meridian Ave. Ft. Collins, CO 80523

Coquille Tribal P.D. Chief Scott Lafevre
2602 Mexeye Loop Coos Bay, OR 97420

Esmeralda Co.S.O. Sheriff Kenneth Elgan
PO Box 520 Golffield, NV 89013

Hardin Co. S.O. Sheriff Ed Cain
(mail: P.O. Box 1990) 255 W. Monroe Kountze, Texas 77625

Lewis Co. S.O. Sheriff William D. Lewis
514 2nd St. Vanceburg, KY 41179

Prairie Band of Potawatomi Tribal P.D
(Acting Chief of Police Terry J. Scott)
16344 Q Rd. Mayetta, KS 66509

St. Marys P.D. Chief Gary G. Eckert
(mail: P.O. Box 72) State Street, St. Marys, Pa. 15857

Thermopolis P.D. Chief Jim Weisbeck
417 Arapahoe St. Thermopolis, WY 82443

Univ. Texas Health/Sciences San Antonio Chief Robert K. Bratton
Police, Parking & Transportation
The Univ. of Texas Health Science Center at San Antonio
Mail Code 7953
7703 Floyd Curl Dr. San Antonio, TX 78229-3900

Williston North Dakota P.D. Capt. Jim Lokken
PO Box 1083 Williston, N.D. 58801