



ROCKVILLE CITY POLICE DEPARTMENT LESSON PLAN



COURSE TITLE: Mental Wellness

LESSON TITLE: Mental Wellness for Law Enforcement

PREPARED BY: CPL J. Pfaehler

DATE: 20 July 2015

TIME FRAME

Hours: 8.0 hours

PARAMETERS

Audience: Sworn Police Officers

Number: TBD

Space: Indoor Classroom

PERFORMANCE OBJECTIVES

1. Discuss recent police officer-related suicide and other mental health incidents.
2. Discuss mental health issues.
3. Identify warning signs and symptoms of mental health issues.
4. Discuss physiological responses to stress and other related mental trauma.
5. Identify self-help tools individuals can use.
6. Demonstrate self-help tools.
7. Discuss the benefits of utilizing outside help.
8. Discuss the benefits of total wellness.
9. Identify ways to improve total wellness.
10. Discuss importance of family/loved one support.
11. Discuss need for intervention.
12. Identify intervention techniques.
13. Discuss available support resources.
14. Identify available support resources.

EVALUATION TECHNIQUE

1. Through a facilitated discussion, student's level of comprehension will be defined through feedback.
2. Through a facilitated discussion, student's level of comprehension will be defined through feedback.
3. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
4. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
5. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
6. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
7. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
8. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.
9. Through a facilitated discussion, student's level

	<p>of comprehension will be defined through feedback and demonstration.</p> <p>10. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.</p> <p>11. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.</p> <p>12. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.</p> <p>13. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.</p> <p>14. Through a facilitated discussion, student's level of comprehension will be defined through feedback and demonstration.</p>
--	---

INSTRUCTOR MATERIALS

- ☒ PowerPoint Presentation: Mental Health for Law Enforcement
- ☒ Videos:
 - 1) Managing Your Stress: Techniques for Law Enforcement (The Neurosculpting Institute)
 - 2) To Protect, Serve, and Not Suffer: PTSD in the Line of Duty (NBC 7 San Diego)
 - 3) Breaking the Silence: Suicide Prevention in Law Enforcement (CopsAlive.com)
 - 4) Code 9: Officer Needs Assistance trailer 3 (YouTube.com)
 - 5) Shedding the Light on PTSD and Police (CBS 5 Phoenix)
- ☒ White dry erase board and markers
- ☒ Reference Documents:
 - 1) Breaking the Silence: A National Symposium on Law Enforcement Suicide and Mental Health (International Association of Chiefs of Police, 2014)
 - 2) Buffalo Cardio-Metabolic Occupational Police Stress (BCOPS)
 - 3) Cumulative Career Traumatic Stress (CCTS): A Pilot Study of Traumatic Stress in Law Enforcement (Ellen Marshall, 2002)

EQUIPMENT / SUPPLIES NEEDED

None

STUDENT HANDOUTS

<u># Needed</u>	<u>Title</u>
TBD	Rockville Police Department Mental Wellness Program

METHODS / TECHNIQUES

This lesson will be instructed through lecture with questions, demonstration, and lead-through practical exercise.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

- 1) Breaking the Silence: A National Symposium on Law Enforcement Suicide and Mental Health (International Association of Chiefs of Police, 2014)
- 2) Buffalo Cardio-Metabolic Occupational Police Stress (BCOPS)
- 3) Cumulative Career Traumatic Stress (CCTS): A Pilot Study of Traumatic Stress in Law Enforcement (Ellen Marshall, 2002)
- 4) A Guide to Utilizing Police Training as a Tool to Promote Resilience and Improve Health Outcomes Among Police Officers (Online First Publication, 2014)
- 5) Effects of a Comprehensive Police Suicide Prevention Program (B. Mishara & N. Martin, 2012)
- 6) Neurosculpting: A Whole-Brain Approach to Heal Trauma, Rewrite Limiting Beliefs, and Find Wholeness (L. Wimberger, 2015)

GENERAL COMMENTS

Before teaching this material, the instructor should take into consideration the following comments or suggestions.

This lesson plan is intended for use with experienced instructors in the areas of mental health, therapy, and physiology.

PRESENTATION GUIDE

TRAINER NOTES

ANTICIPATORY SET

5 – 10 minutes

Play video (*Shedding the Light on PTSD and Police*)

Discuss my personal situation

In 2012, the Badge of Life, a nonprofit police suicide prevention organization, documented 126 police officer related suicides. In that same year, the National Law Enforcement Officers Memorial Fund recorded 50 officers killed in the line of duty by gunfire. Suicide is the leading cause of death for police officers.

On June 4, 2012, Phoenix Police Officer Craig Tiger and another officer shot and killed a man after responding to a disturbance at a park where the man threatened them and others with a bat. Immediately, Tiger began drinking heavily. He developed posttraumatic stress, but was cleared for duty in about a week after only a one-hour session with a psychologist.

Around the anniversary of the shooting, the haunting pain became too much for Tiger. He loaded up his car with his guns, consumed a lot of alcohol, and headed to his family's remote cabin to commit suicide. Tiger was subsequently stopped for DUI and arrested. He sought treatment and was diagnosed with PTSD. The new chief of police was determined to punish officers arrested for DUI and, so, Tiger was fired. Tiger appealed with the chief about his mental wellness issues, bringing in medical evidence, but he was still terminated. Within six months of his firing, Tiger committed suicide.

PERFORMANCE OBJECTIVES

At the end of this module, you will be able to:

1. Discuss recent police officer-related suicide and other mental health incidents.
 2. Discuss mental health issues.
 3. Identify warning signs and symptoms of mental health issues.
 4. Discuss physiological responses to stress and other related mental trauma.
 5. Identify self-help tools individuals can use.
 6. Review Cognitive Thought Distortions
 7. Review therapy options
 8. Examine coping skills and techniques
 9. Discuss the benefits of utilizing outside help.
-

<ul style="list-style-type: none"> 10. Discuss the benefits of total wellness. 11. Identify ways to improve total wellness. 12. Discuss importance of family/loved one support. 13. Discuss need for intervention. 14. Identify intervention techniques. 15. Discuss available support resources. 16. Identify available support resources. 	
<p style="text-align: center;">INSTRUCTIONAL INPUT (CONTENT)</p>	
<ul style="list-style-type: none"> I. Discuss other police suicide related incidents. (15 mins) II. Discuss statistics from organizations III. Discuss department study IV. Discuss mental health issues (60-90 mins) <ul style="list-style-type: none"> a. Definitions <ul style="list-style-type: none"> i. Posttraumatic stress ii. Depression iii. Anxiety iv. Hypervigilance v. Alcoholism/drug addiction (pain meds) vi. Suicide b. Warning signs c. Symptoms V. Discuss physiology (120 mins) <ul style="list-style-type: none"> a. Introduction to the Brain on Stress <ul style="list-style-type: none"> i. Brain as initiator ii. Pattern generator b. Limbic Response Signs in the Body <ul style="list-style-type: none"> i. Stress awareness exercise ii. Muscle contraction iii. Digestion iv. Heart rate c. Limbic Activation in the Brain <ul style="list-style-type: none"> i. Identification of the brain structures involved ii. How these structures hijack reasoning and 	<p>Badge of Life 2012 study</p> <p>Highlight results</p> <p><i>*Instructor for this section shall have received training from the Neurosculpting Institute</i></p> <p>Chronically elevated cortisol levels = more wear and tear on the heart = more heart disease = early death.</p> <p>3 separate areas of the brain</p> <p>Class exercise</p>

<p>initiate body responses</p> <p>d. Limbic Control Processes in the Body</p> <ol style="list-style-type: none"> i. Tremor shaking ii. Square breathing iii. Mental exercises <p>e. Dietary Support</p> <ol style="list-style-type: none"> i. The fat, protein, carbohydrate formula <p>VI. Review Cognitive Thought Distortions (60 mins)</p> <p>VII. Review therapy options</p> <p>VIII. Examine coping skills and exercises</p> <ol style="list-style-type: none"> a. Grounding b. Cognitive Behavioral Therapy c. Visualization d. Mindfulness <p>IX. Discuss benefits of outside help (60 mins)</p> <ol style="list-style-type: none"> a. Peer support b. Mental health professional <ol style="list-style-type: none"> i. Therapist ii. Phycologist c. Medication <p>X. Discuss benefit of total wellness (30 mins)</p> <ol style="list-style-type: none"> a. Healthy eating habits b. Exercise program <p>XI. Discuss importance of family/loved one support (30 mins)</p> <p>XII. Discuss intervention (60 mins)</p> <ol style="list-style-type: none"> a. Identify intervention techniques <p>XIII. Discuss available support resources (15 mins)</p> <ol style="list-style-type: none"> a. Employer sponsored <ol style="list-style-type: none"> i. Employee Assistance Program (EAP) ii. Peer Support Team iii. Therapist b. Outside of the department 	<p>Ask for individual to participate in exercise</p> <p>Department fitness equipment and voluntary prowess test</p> <p>Yoga, triathlon, kayaking</p> <ul style="list-style-type: none"> • Safe Call Now • Serve & Protect • National Police Suicide Foundation
<p>EVALUATION / CLOSURE</p> <p>Written end of course exam (10 mins)</p>	