

# BASIC COURSE UNIT GUIDE

6

## STRESS/CAREER INFLUENCES/VICTIMOLOGY

This unit guide covers the following learning goals contained in the POST Basic Course performance objective document:

- 1.6.0 Career Influences
- 2.5.0 Stress Factors
- 2.6.0 Victimology
- 2.7.0 Hate Crimes

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THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING  
STATE OF CALIFORNIA

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**This unit of instruction is designed as a *guideline* for Performance Objective-based law enforcement basic training. This unit is part of the POST Basic Course Guidelines system developed by the California Commission on Peace Officer Standards and Training with the assistance of the law enforcement training community.**

**This Guide is designed to assist the instructor in developing an appropriate lesson plan to cover the performance objectives, which are required as minimum content of the Basic Course.**

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## Learning Goals and Performance Objectives

1.6.0

### CAREER INFLUENCES

Learning Goal: The student will understand and have a working knowledge of the influences of a law enforcement career upon an officer's personal life.

1.6.1

The student will identify the following as common satisfactions and dissatisfactions inherent in a law enforcement career:

A. Common Satisfactions

1. Training
2. Security
3. Service to the public
4. Varied duties
5. Salary and benefits
6. Excitement
7. Advancement opportunities

B. Common Dissatisfactions

1. Work assignments
2. Shift work
3. Physical and emotional hazards
4. Organization and communication
5. Report writing

1.6.2

The student will identify the importance of maintaining a balanced, long-term approach to his/her lifestyle in the following areas:

- A. Personal relationships
- B. Career developments
- C. Recreational pursuits

1.6.3

The student will identify the potential effects which his/her career choice may have upon the following:

- A. Spouse
- B. Boyfriend/girlfriend
- C. Other friends
- D. Parents
- E. Children

## Learning Goals and Performance Objectives

2.5.0

### STRESS FACTORS

Learning Goal: The student will have an understanding of psychological stress.

2.5.1 The student will identify the following reasons for officer stress:

- A. Rotating shifts
- B. Anger/Frustration
- C. Role conflict
- D. Disagreements with other components of the justice system
- E. Fear
- F. Officer evaluation criteria
- G. Time constraints

2.5.2 The student will identify the following manifestations of stress:

- A. High blood pressure, shortness of breath
- B. Marked increase in use of coffee, alcohol, tobacco
- C. Loss of appetite, nausea
- D. Trembling hands, sweating, dizziness

2.5.3 The student will identify the following techniques for combating the cumulative effects of stress:

- A. Exercise
- B. Diet
- C. Change activity
- D. Recreation
- E. Flight (escape)
- F. Prioritize work hours
- G. Religious activity
- H. Professional counseling

2.5.4 The student will identify the situations which are likely to cause severe stress or crisis for citizens:

## Learning Goals and Performance Objectives

- 2.5.5 The student will identify the following basic psychological responses to victimization:
- A. Feelings of helplessness and lack of control
  - B. Self-blame and/or blaming others, including police
  - C. Fear from attack or fear of retribution
  - D. Anger
  - E. Denial

- 2.5.6 The student will identify the emotional and psychological symptoms of persons in crisis.

- 2.5.7 The student will identify the following verbal and non-verbal techniques for defusing crisis symptoms:

- A. Acknowledge victims' ordeal and reassure their safety
- B. Provide active listening
- C. Ask diversionary reality questions
- D. Pose simple choices to help victim regain some sense of control
- E. Explain all options and procedures that will follow
- F. Maintain good eye contact and body posture
- G. Keep facial expressions appropriate

2.6.0

### VICTIMOLOGY

Learning Goal: The student will understand and have a working knowledge of crime victimology.

- 2.6.1 The student will identify the benefits of focusing attention on crime victims including:
- A. Community support
  - B. Criminal investigation/prosecution
  - C. Personal/professional satisfaction

## Learning Goals and Performance Objectives

- 2.6.2 The student will identify the most commonly accepted information which should be conveyed to crime victims including: (Cal. Government Code Chapter 1144 Section 13968(c))
- A. Victim compensation
  - B. Local victim/witness services
  - C. Access to police reports
  - D. Case follow-up procedures and responsibilities

2.7.0 HATE CRIMES

Learning Goal: The student will understand hate crimes motivated by racial, ethnic, religions, or sexual orientation.

- 2.7.1 The student will recognize indicators of hate-related crimes including:
- A. Anti-religious symbols/slurs
  - B. Racial/sexual/ethnic slurs
  - C. Racist symbols
  - D. Hate group symbols
  - E. Anti-gay/lesbian slurs
- 2.7.2 The student will identify the consequences of hate crimes including:
- A. Psychological effect on victim
  - B. Denial of basic constitutional rights
  - C. Divisiveness in the community
  - D. Potential escalation of violence

## Material/Equipment

Each training institution should develop its own list of equipment and materials for each unit. This list is dependent upon the instructional strategies methods/media considerations.

No special material or equipment needed.



**Learning Goal 1.6.0 :** The student will understand and have a working knowledge of the influences of a law enforcement career upon an officer's personal life.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>I. CAREER INFLUENCES (1.6.0)</p> <p>A. Positive Aspects of a Law Enforcement Career</p> <ol style="list-style-type: none"> <li>1. Training</li> <li>2. Security</li> <li>3. Prestige</li> </ol> <ol style="list-style-type: none"> <li>a. Contrary to popular belief, most people hold the position of police officer in high esteem.</li> <li>b. Much of negativism is a result of envy.</li> <li>c. Prestige also allows credit, service clubs.</li> </ol> <ol style="list-style-type: none"> <li>4. Job Satisfaction           <ol style="list-style-type: none"> <li>a. Truly helping profession               <ol style="list-style-type: none"> <li>(1) Save lives</li> <li>(2) Help someone in trouble</li> <li>(3) Even can help by arrest</li> </ol> </li> <li>b. Promotional Opportunities               <ol style="list-style-type: none"> <li>(1) Depends on officer's initiative and ability</li> <li>(2) Promotional opportunities are visible</li> <li>(3) Nepotism not a problem</li> <li>(4) Variation of assignments (e.g., patrol, investigation, undercover, etc.)</li> </ol> </li> </ol> </li> </ol> <p>B. Negative Aspects of Law Enforcement Career</p> <ol style="list-style-type: none"> <li>1. Work Assignments</li> </ol>	<p>1.6.1 The student will identify the following as common satisfactions and dissatisfactions inherent in a law enforcement career:</p> <p>A. Common Satisfactions</p> <ol style="list-style-type: none"> <li>1. Training</li> <li>2. Security</li> <li>3. Service to the public</li> <li>4. Varied duties</li> <li>5. Salary and benefits</li> <li>6. Excitement</li> <li>7. Advancement opportunities</li> </ol> <p>B. Common Dissatisfactions</p> <ol style="list-style-type: none"> <li>1. Work assignments</li> <li>2. Shift work</li> <li>3. Physical and motional hazards</li> <li>4. Organization and communication</li> <li>5. Report writing</li> </ol> <p>1.6.2 The student will identify the importance of maintaining a balanced, long-term approach to his/her life-style in the following areas:</p> <p>A. Personal relationships</p> <p>B. Career developments</p> <p>C. Recreational pursuits</p>

**Learning Goal 1.6.0 :** The student will understand and have a working knowledge of the influences of a law enforcement career upon an officer's personal life.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> <li>a. Work schedules often change</li> <li>b. Shift work</li> <li>c. Days off</li> </ul> <p>2. Hazards</p> <ul style="list-style-type: none"> <li>a. Physical               <ul style="list-style-type: none"> <li>(1) Ulcers</li> <li>(2) Cardiopulmonary problems</li> <li>(3) Lower back</li> </ul> </li> <li>b. Emotional               <ul style="list-style-type: none"> <li>(1) Mental fatigue</li> <li>(2) Contact with tragedy</li> <li>(3) Development of cynical view (e.g., tunnel-vision, stereotypes)</li> <li>(4) Repression of normal human emotions/responses</li> <li>(5) Conflict of "ideal" vs. "real"</li> </ul> </li> <li>c. Your Career Choice and Its Effects               <ul style="list-style-type: none"> <li>(1) Recognizing the existence of the police "culture"                   <ul style="list-style-type: none"> <li>(a) Macho image on and off duty - attitude, demeanor, language</li> <li>(b) Excessive peer influence</li> <li>(c) Substance abuse (alcohol/other drugs)</li> <li>(d) Excessive inbreeding (i.e., a "closed society")</li> </ul> </li> </ul> </li> </ul>	<p>1.6.3 The student will identify the potential effects which his/her career choice may have upon the following:</p> <ul style="list-style-type: none"> <li>A. Spouse</li> <li>B. Boyfriend/girl-friend</li> <li>C. Other friends</li> <li>D. Parents</li> <li>E. Children</li> </ul>

**Learning Goal 1.6.0 :** The student will understand and have a working knowledge of the influences of a law enforcement career upon an officer's personal life.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> <li>(2) A balanced approach               <ul style="list-style-type: none"> <li>(a) Temperance/moderation</li> <li>(b) Identification and prioritization of realistic, personal, and professional goals                   <ul style="list-style-type: none"> <li>1) Personal assessment of values and resources</li> <li>2) Career path</li> <li>3) Family environment</li> <li>4) Community involvement</li> <li>5) Health maintenance</li> <li>6) Avocations</li> <li>7) Religious/fraternal organizations</li> </ul> </li> </ul> </li> <li>(3) Personal relationships with spouse, family, and friends               <ul style="list-style-type: none"> <li>(a) Maintaining positive past relationships</li> <li>(b) Eliminating negative relationships</li> <li>(c) Two-way communication</li> <li>(d) Parenting responsibilities</li> <li>(e) Spousal considerations</li> <li>(f) "Extended family" considerations</li> </ul> </li> </ul>	

**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>II. STRESS FACTORS (2.5.0)</p> <p>A. What is Stress</p> <ol style="list-style-type: none"> <li>1. Stress is the nonspecific response of the body to any demand made on it.  Interhuman conflicts (actual or anticipated) are the most common causes of stress.</li> <li>2. Reasons for Officer Stress               <ol style="list-style-type: none"> <li>a. Fear</li> <li>b. Anger</li> <li>c. Role conflict - compassion vs. consciousness</li> <li>d. Frustration</li> <li>e. Rotating shifts</li> <li>f. Disagreement with other components of the justice system.</li> </ol> </li> <li>3. Fear               <ol style="list-style-type: none"> <li>a. The person who says, "I'm not afraid of anything" is probably afraid to admit that he or she does have fears.                   <ol style="list-style-type: none"> <li>(1) Everyone has experienced the sensation of fear.                       <ol style="list-style-type: none"> <li>(a) It is normal - even sensible.</li> </ol> </li> <li>(2) Fear is unpleasant; one might wish to conclude that he would be better if he had no fears.                       <ol style="list-style-type: none"> <li>(a) Remember, there are potential dangers in your environment that you are wise to fear.</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>2.5.1 The student will identify the following reasons for officer stress:</p> <ol style="list-style-type: none"> <li>A. Rotating shifts</li> <li>B. Anger/frustration</li> <li>C. Role conflict</li> <li>D. Disagreement with other components of the justice system</li> <li>E. Fear</li> </ol>

**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

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Unit Outline & Presentation

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Objectives &  
Instructional Cues

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b. Changing fears

(1) Our fears change with time and experience.

(a) New officer has fear of first assignment.

(b) Young fear things they don't understand, e.g. thunder.

c. Phobias

(1) Everyone has at least one abnormal illogical fear. Examples are:

(a) Acrophobia - fear of height

(b) Claustrophobia - fear of closed places

(2) Unless this fear interferes with normal living, it is not a problem.

4. Anger

a. Anger is perhaps the most difficult emotion to control.

(1) What makes you angry?

(2) How do you act when you are angry?

b. Only you can provide the answers.

c. Anger and ways of expressing it are learned.

(1) Temper-tantrums

(2) Help get you what you want

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Unit Outline & Presentation	Objectives & Instructional Cues
<p>d. What makes people angry?</p> <ul style="list-style-type: none"><li>(1) Women tend to be angered by people.</li><li>(2) Men tend to be angered by machines.</li><li>(3) People are more likely to become angry when hungry and tired.</li></ul> <p>e. Understanding yourself is the key to handling anger and stress created by anger.</p> <ul style="list-style-type: none"><li>(1) Physical understanding.</li><li>(2) Needs, wants, attitudes, values, habits.</li></ul> <p>f. Anger, like fear, can be a desirable emotion.</p> <ul style="list-style-type: none"><li>(1) How you <u>express</u> the anger is the key.<ul style="list-style-type: none"><li>(a) Constructive venting</li></ul></li></ul> <p>5. Role Conflict</p> <p>a. Another difficult emotion to control is role conflict.</p> <ul style="list-style-type: none"><li>(1) Greeted in law enforcement with mixed emotions.<ul style="list-style-type: none"><li>(a) Macho syndrome</li><li>(b) Peer pressure vs.</li><li>(c) Real feelings</li></ul></li><li>(2) Death of children<ul style="list-style-type: none"><li>(a) Officer should lend support to victim</li><li>(b) Injuries</li></ul></li><li>(3) Death notification</li></ul>	

**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>b. Produces stress because it is kept inside.</p> <p>(1) Must learn constructive ways to cope and vent stress</p> <p>6. Frustration</p> <p>a. Very difficult and dangerous</p> <p>(1) Many times you have no control over the cause</p> <p>(2) Only solution is to accept it - control it. Do not let frustrating experiences interfere with rational decision making</p> <p>b. What is frustration?</p> <p>(1) It is a situation where a problem exists that you are unhappy with but are unable to change, such as:</p> <p>(a) Court decisions</p> <p>(b) Salaries</p> <p>(c) Working conditions</p> <p>(2) May cause brooding, unhappiness and the result is stress</p> <p>(a) Keep healthy self image</p> <p>(b) Understand limitations</p> <p>(3) Learn to accept and work around problem.</p> <p>(a) Court decisions - change procedures to comply and train to overcome.</p> <p>(b) Salaries - accept and prepare for following year.</p>	

## Reference Notes

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### Police Woes

"The leading cause of workmen's compensation for policemen in California, and I think elsewhere in the nation, is cardiovascular disease," said Judith Grecnik, a psychologist who worked for the Los Angeles County Sheriff's Office under a Federal grant.

"Next come ulcers and then back problems," she said. "The cardiovascular disease and the ulcers are probably the result of job stress."

The John Wayne Syndrome is the young policeman's defense from that stress and from the bizarre, cruel, glory world he sees.

"He cannot describe it to his wife," said New York policeman John Passika, "because some of it is just too ghastly and she would only worry."

### Too Distant

"And the wives complain their husbands become too distant," said Martin Reiser of the Los Angeles Police Department. "They interrogate their wives and treat the children like suspects while trying to straighten out their identity," he said.

"Girls who married young policemen find they drift apart," agree seven psychologists who discussed the problems of police on a panel here. "The emphasis on education in most urban police departments speeds that drift. The husband becomes bitter and lives in a world few others see. The wife remains the teenager," Ms. Grecnik said.

"I've changed entirely," said Passika. "I became more prejudiced and angry. You can't take what they throw at you and not feel the hurt."

### Police Recruits

According to the psychologists, most new police recruits show better than average intelligence and ability to deal with others. They are idealistic, they want to help the community and to help people.

The move toward the John Wayne Syndrome begins in the police academy and increases with field training. This is true, in part, because of contact with other policemen.

Morton Bard, of the City College of New York, says the stress of the job comes from isolation from nonpolice society and ideological removal from the community.

But most of all, it appears, the role of the policeman has changed. In most urban areas the whole system of government services has collapsed. When someone has a problem now, he calls a cop.

The police department is open 24 hours a day. Someone always answers the phone. And generally, some action is taken.



**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(c) Working conditions - work in a positive constructive way to overcome difficult working conditions.</p> <p>(d) Seek to participate in a positive work experience.</p> <p>c. Keep in mind there are some things which you cannot control, and that things may not always seem fair.</p> <p>(1) Accept that you will make a mistake now and then.</p> <p>(2) Adopt a realistic attitude towards job, self.</p> <p>B. Learn to Identify Causes of Stress</p> <p>1. Learn to accept yourself.</p> <p>2. Remember that stress can <u>kill</u>.</p> <p>C. Stress Will Manifest Itself in Many Ways</p> <p>1. How do you feel when you are angry? What happens when you are afraid?</p> <p>a. Actually, your body reacts in very much the same way as in preparing you to act for fight or flight.</p> <p>2. Some physiological manifestations of stress are:</p> <ul style="list-style-type: none"> <li>. pupils of the eyes dilate</li> <li>. heart beats faster</li> <li>. blood pressure rises</li> <li>. breathing speeds up</li> <li>. adrenalin releases into blood stream</li> <li>. digestion slows down or stops</li> <li>. muscles tense</li> <li>. mouth turns dry</li> <li>. hands perspire</li> <li>. brain does not receive normal supply of oxygen so it, too, is affected.</li> </ul>	<p>2.5.2 The student will identify the following manifestations of stress:</p> <p>A. High blood pressure, shortness of breath</p> <p>B. Marked increase in use of coffee, alcohol, tobacco</p> <p>C. Loss of appetite, nausea</p> <p>D. Trembling hands, sweating, dizziness</p> <p>HANDOUT #1: Pass out article by Dr. Martin Reiser, <u>Stress, Distress, and Adaption in Police Work.</u></p>

## Reference Notes

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Yet police organizations are outmoded for this community-service role and the policeman who starts out with a strict concept of what a cop is supposed to be finds reality much different. He also finds his training inadequate and he is not competent to handle much of what he is called upon to do.

"He is caught in a wave of change," Ms. Grencik said.

"He cannot admit his stress because that is not the manly thing to do," said James Hilgren, a psychologist in the Dallas Police Department.

### Two-Hour Walk

Ms. Grencik said she knows of one officer who has to go for a two-hour walk when he gets off duty just to calm down. It is the only release he has.

Policemen complain about courts (they are unfair to police and too lenient with criminals, they think), about the administration in the department, and about their environment.

They also seem to believe they need help. One cure for some of the stress is to put more women in uniform, Bard said. Experience in Sweden, Israel and England show how good women police officers can be. Half the present police academy class in New York is women, he said.

"The reaction from the men is incredible," he said.

**Learning Goal 2.5.0 :** The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>3. Constant stress will create more critical symptoms.</p> <p>a. Some of the more common problems include:</p> <ul style="list-style-type: none"> <li>. Heart disease</li> <li>. Hypertension</li> <li>. Ulcers</li> <li>. Diabetes</li> <li>. Mental health suffers</li> </ul> <p>4. Think of stress as air and your body as a balloon.</p> <p>a. The more air (stress) you put into your body (balloon), the more pressure is exerted.</p> <p>b. When the body (balloon) accepts all the stress (air) it can, something must give.</p> <p>c. The body (balloon) given continual stress will give out at its weakest point. For the most part, it is usually one of the areas discussed above.</p> <p>D. It is Important That an Officer Learn to Combat The Effects of Stress</p> <p>1. First you must identify the <u>causes</u> of stress.</p> <p>a. You might need outside help.</p> <ul style="list-style-type: none"> <li>(1) Counseling</li> <li>(2) Clergy</li> <li>(3) Etc.</li> </ul> <p>2. Try to eliminate these causes.</p> <p>a. It is impossible to eliminate <u>all</u> causes. Therefore, you must find ways to alleviate stress on an individual basis.</p> <p>3. One of the most popular methods of alleviating stress is through physical activity.</p> <p>a. Organized sports</p>	<p>2.5.3</p> <p>The student will identify the following techniques for combating the cumulative effects of stress:</p> <ul style="list-style-type: none"> <li>A. Exercise</li> <li>B. Diet</li> <li>C. Change activity</li> <li>D. Recreation</li> <li>E. Flight (escape)</li> <li>F. Prioritize work hours</li> <li>G. Participate in religious activity</li> </ul>

**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> <li>b. Running</li> <li>c. Martial arts</li> <li>d. Vigorous walking</li> </ul> <p>4. Proper diet is important</p> <ul style="list-style-type: none"> <li>a. Fatty food can block the body functions which help to decrease the negative aspects of stress.</li> </ul> <p>5. Neuromuscular relaxation/biofeedback</p> <ul style="list-style-type: none"> <li>a. Techniques attempt to train individuals to control muscular stress by Progressive Relaxation Technique:               <ul style="list-style-type: none"> <li>o lie on floor with lights out and meditate.</li> </ul> </li> <li>b. Quiet time and meditation</li> <li>c. Passive and aggressive relaxation</li> </ul> <p>6. Recreation</p> <ul style="list-style-type: none"> <li>a. Fishing, golfing, jogging, bowling, etc.</li> </ul> <p>7. Flight (escape)</p> <p>8. Prioritize work hours</p> <p>9. Religious activity</p> <p>10. Professional counseling</p> <ul style="list-style-type: none"> <li>a. Peer counseling</li> </ul>	
<p>E. Victim Responses</p> <ul style="list-style-type: none"> <li>1. Understanding victims in general           <ul style="list-style-type: none"> <li>a. Mendelsohn coined the term "victimology" in 1956 and began the study of victims.</li> </ul> </li> </ul>	

**Learning Goal 2.5.0:** The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>b. A lot of research since then has shown society's response to its victims.</p> <p>c. All of us believe in an orderly, predictable world; thus when the unpredictable occurs, we're threatened - we say "why me?" "What did I do to deserve this?", etc.</p> <p>d. i.e., we "disintegrate," all of us in different degrees.</p> <p>(1) Superstitious response</p> <p>(a) Victimization may be contagious</p> <p>(b) Differentiation of victim from one's self</p> <p>(2) Rationalizing or justifying response - denial of "real" victimization.</p> <p>(a) Victim deserved it</p> <p>(b) Victim caused it</p> <p>1) Fairness forbids that bad things happen to good people; therefore, the victim either was not a good person or the victim in some way precipitated the badness.</p> <p>e. Understanding the victim's own responses</p> <p>(1) Feelings of helplessness</p> <p>(2) Out of control</p> <p>(3) Desire to gain back sense of power</p> <p>(4) Anger at offender</p> <p>(5) Self-blame; trying to figure out what should or could have been done differently</p>	<p>2.5.5 The student will identify the following basic psychological responses to victimization:</p> <p>A. Feelings of helplessness and lack of control</p> <p>B. Self-blame and/or blaming others, including police</p> <p>C. Fear from attack or fear of retribution</p> <p>D. Anger</p> <p>E. Denial</p> <p>Illustration #1</p> <p>Illustration #2</p> <p>Handout #4</p>

**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(6) Searches to make sense out of a nonsensical act</p> <p>(7) Denial - "It couldn't have happened to me.</p> <p>(a) Intellectualize - "He was just a low-class, ignorant, uneducated person; he was probably brutalized as a child."</p> <p>(b) Religiosity - "The Lord will judge him for what he did - he was just an instrument of Satan, etc."</p> <p>(c) Forgiveness - "He could have really hurt me, but he was nice to me after he did it, etc."</p> <p>2. Understanding different types of victimization</p> <p>a. All crimes against the person are violations against the self-concept at one or another layer.</p> <p>b. The closer the layer to the innermost core of the self-concept, the more trauma is created.</p> <p>c. Comparison of crimes and victims using "onionskin" approach.</p> <p>(1) Burglary - attacks outer layers; extension of self (car, clothes, etc.)</p> <p>(2) Armed robbery - attacks outer layer; threatens next layer</p> <p>(3) Assault and robbery - attacks outer two layers; takes things, an extension of self, and harms body</p> <p>(4) Rape goes beyond, into innermost layers- it harms the body and intrudes on values, cherished concepts, powerful emotions, the core of the self-concept</p>	

**Learning Goal 2.5.0 :** The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>3. Situations causing crisis</p> <ul style="list-style-type: none"> <li>a. Victims of crimes or acts affecting the innermost layer of the self-concept. Examples are:                             <ul style="list-style-type: none"> <li>(1) Rape</li> <li>(2) Death threat</li> <li>(3) Elderly victim living alone</li> <li>(4) Victim of severe auto accident</li> <li>(5) Burglary victim</li> </ul> </li> <li>b. Family disputes, particularly battered spouses, abused children.</li> <li>c. Family notification of a death victim, accident victim, molested child, etc.</li> <li>d. Family of missing persons; particularly children, mentally ill or retarded</li> <li>e. Extended response time</li> <li>f. Failure to recognize personal impact on victims</li> </ul> <p>4. Emotional symptoms</p> <p>Because the officer must act immediately in given situations, usually in an environment of limited information, the systematic observation and evaluation of a series of clues and symptoms are important to determine the proper action.</p> <p>One of the problems in identifying a crisis situation is that the person in crisis does not always display the extreme emotion generally associated with crisis (e.g., crying, hysterics). Therefore, it is important to recognize physical symptoms, any incongruences, extremes of emotions, and situations that generally connote crisis.</p> <ul style="list-style-type: none"> <li>a. Display of extreme emotions - Examples are:</li> </ul>	<p>2.5.4 The student will identify situations which are likely to cause severe stress or crisis for citizens</p> <p>Film: "Someone Else's Crisis" Motorola (role playing)</p> <p>2.5.6 The student will identify the emotional and psychological symptoms of persons in crisis.</p>

**Learning Goal 2.5.0 :** The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> <li>(1) Screaming, crying, hysterics</li> <li>(2) Severe depression</li> <li>b. Incongruence of emotions: display of two opposite emotions at same time. Examples are:               <ul style="list-style-type: none"> <li>(1) Denial of feeling, outwardly calm verbally, but uncontrolled body trembling</li> <li>(2) Claiming no anger, but clenching fists, locking jaws</li> </ul> </li> <li>5. Physical symptoms               <ul style="list-style-type: none"> <li>a. Display of extremes - Examples are:                   <ul style="list-style-type: none"> <li>(1) Frozen into immobility</li> <li>(2) Frenzied activity</li> <li>(3) Violence toward self, others, property</li> </ul> </li> <li>b. Incongruence: Display of opposites at same time. Examples are:                   <ul style="list-style-type: none"> <li>(1) Rigid body but flitting eyes</li> <li>(2) Overtly calm, but signs of physical violence in room or area</li> </ul> </li> </ul> </li> <li>6. Techniques for defusing crisis symptoms - lending psychological aid to victims               <ul style="list-style-type: none"> <li>a. Acknowledge ordeal for the victim and reassure his/her immediate safety.</li> <li>b. Be an active listener.</li> <li>c. Use diversionary reality questions.</li> <li>d. Pose simple questions to help victim regain some sense of control.</li> </ul> </li> </ul>	<p>2.5.7 The student will identify the following verbal and nonverbal techniques for defusing crisis symptoms:</p> <ul style="list-style-type: none"> <li>A. Acknowledge victims' ordeal and reassure their safety</li> <li>B. Provide active listening</li> <li>C. Ask diversionary reality questions</li> <li>D. Pose simple choices to help victim regain some sense of control</li> <li>E. Explain all options and procedures that will follow</li> </ul>



**Learning Goal 2.5.0** : The student will have an understanding of psychological stress.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"><li>e. Provide options and explain procedures.</li><li>f. Nonverbal techniques<ul style="list-style-type: none"><li>(1) Eye contact</li><li>(2) Body posture</li><li>(3) Physical opposites</li></ul></li></ul>	<ul style="list-style-type: none"><li>F. Maintain good eye contact and body posture</li><li>G. Keep facial expressions appropriate</li></ul> <p>Use Handout #2 for complete outline of techniques for diffusing crisis symptoms.</p>



**Learning Goal 2.6.0 :** The student will understand and have a working knowledge of crime victimology

Unit Outline & Presentation	Objectives & Instructional Cues
<p>D. Benefits of Focusing Attention on Crime Victims (as a value)</p> <ol style="list-style-type: none"> <li>1. First responders have an opportunity to demonstrate sensitivity and concern which leads to:               <ol style="list-style-type: none"> <li>a. Increased community support</li> <li>b. Successful criminal investigations/prosecution</li> <li>c. Improved personal/professional satisfaction</li> </ol> </li> </ol> <p>E. Officer Treatment of Victims</p> <ol style="list-style-type: none"> <li>1. The officer's response to victims and witnesses should convey:               <ol style="list-style-type: none"> <li>a. Courtesy</li> <li>b. Respect</li> <li>c. Fairness</li> </ol> </li> </ol> <p>F. Officer Limitations</p> <ol style="list-style-type: none"> <li>1. Time constraints</li> <li>2. Liability/department policy</li> </ol> <p>G. Information officers should convey to crime victims (Rights of Victims) (Legal vs. Humanistic)</p> <ol style="list-style-type: none"> <li>1. Victim compensation</li> <li>2. Local victim/witness services               <ol style="list-style-type: none"> <li>a. Fifty-one of California's fifty-eight counties are served by local victim/witness centers operated by District Attorneys, Probation Officers or community-based organizations.</li> <li>b. Provide each recruit with location of local victim/witness assistance centers.</li> </ol> </li> </ol>	<p>2.6.1 The student will identify the benefits of focusing attention on crime victims including:</p> <ol style="list-style-type: none"> <li>A. Community support</li> <li>B. Criminal investigation/prosecution</li> <li>C. Personal/professional satisfaction</li> </ol> <p>2.6.2 The student will identify the most commonly accepted information which should be conveyed to crime victims including: (Cal. Government Code Chapter 1144 Section 13968(c))</p> <ol style="list-style-type: none"> <li>A. Victim compensation</li> <li>B. Local victim/witness services</li> <li>C. Access to police reports</li> </ol>

**Learning Goal 2.6.0** : The student will understand and have a working knowledge of crime victimology

Unit Outline & Presentation	Objectives & Instructional Cues
<p>3. Access to police reports</p> <p>a. Officers should be familiar with local procedures for requesting copies of police reports.</p> <p>b. Legal considerations</p> <p>(1) Juveniles</p> <p>(2) Matters under investigation</p> <p>(3) Certain sex crimes</p> <p>4. Case follow-up procedures and responsibilities</p> <p>a. Officers should be familiar with local case follow-up procedures</p> <p>(1) Follow-up contacts</p> <p>(2) Property return</p> <p>b. Don't make promises or statements regarding follow-up over which you have no control. Some examples are:</p> <p>* "The detective will call in the morning".</p> <p>* "The report will be ready tomorrow".</p> <p>* "The D.A. will file this as a felony."</p>	<p>D. Case follow-up procedures and responsibilities</p> <p>See handout #5 on 44 victim/witness centers</p>

**Learning Goal 2.7.0 :** The student will understand hate crimes motivated by racial, ethnic, religious, or sexual orientation.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>IV. HATE CRIMES (2.7.0)</p> <p>A. Importance of Recognition</p> <p>It is important for the law enforcement officer to recognize the effects of a hate crime incident.</p> <ol style="list-style-type: none"> <li>1. These highly charged acts directly impact the victim and have a long-lasting negative impact on society.</li> <li>2. Victim reaction (Physical/Psychological)               <ol style="list-style-type: none"> <li>(a) Self-worth</li> <li>(b) Confusion</li> <li>(c) Fear</li> <li>(d) Anger</li> <li>(e) Alienation</li> <li>(f) Denial of constitutional rights</li> </ol> </li> <li>3. Socio-economic group reaction               <ol style="list-style-type: none"> <li>(a) Collective fear</li> <li>(b) Collective anger</li> <li>(c) Collective reaction</li> <li>(d) Collective retaliation (potential)</li> <li>(e) Collective alienation/mistrust</li> </ol> </li> <li>4. Community reaction               <ol style="list-style-type: none"> <li>(a) Denial</li> <li>(b) Outrage</li> <li>(c) Attention/rumor</li> </ol> </li> </ol>	<p>2.7.2</p> <p>The student will identify the consequences of hate crime including:</p> <ol style="list-style-type: none"> <li>A. Psychological effect on victim</li> <li>B. Denial of basic constitutional rights</li> <li>C. Divisiveness in the community</li> <li>D. Potential escalation of violence</li> </ol>

**Learning Goal 2.7.0 :** The student will understand hate crimes motivated by racial, ethnic, religious, or sexual orientation.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> <li>(d) Divisiveness of community</li> <li>(e) Escalation of violence</li> <li>5. Law enforcement organization               <ul style="list-style-type: none"> <li>(a) Perception as a whole to sensitivity of the incident, both internal and external</li> <li>(b) Moral deviousness</li> <li>(c) Pressure for action</li> </ul> </li> <li>B. Evaluation and Identification               <p>It is important for the law enforcement officer to evaluate and identify hate crime incidents.</p> <ul style="list-style-type: none"> <li>1. To reduce the number of incidents, the law enforcement officer should be able to identify the types of incidents, those who are responsible for these acts, and the impact upon the victim and community.                   <p>Examples of hate crimes:</p> <ul style="list-style-type: none"> <li>(a) Phone calls that intimidate or are related to ethnic hate</li> <li>(b) Mail that contains racial slurs, intimidation based upon sexual orientation</li> <li>(c) Physical assault/murder based upon religious belief</li> <li>(d) Vandalism because of national origin</li> <li>(e) Cross burnings for ethnic control/impact</li> <li>(f) Firebombings for ethnic intimidation</li> </ul> </li> <li>2. Hate crimes/hate violence can have a significant emotional and psychological impact on the victim and may effectively intimidate other members of the victim's community, leaving them feeling isolated, vulnerable, and unprotected by the law.</li> <li>3. Every person is protected by the state and federal Constitution to be free of discrimination based</li> </ul> </li> </ul>	

**Learning Goal 2.7.0 :** The student will understand hate crimes motivated by racial, ethnic, religious, or sexual orientation.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>upon race, national origin, sex, age, and disability. Hate crimes attack this basic constitutional provision.</p> <p>4. Hate crimes and hate violence have the potential to create divisiveness in any community. Recent incidents in the city of New York demonstrate this point dramatically.</p> <p>5. Hate crimes, if unchecked, can lead to increased levels of violence as those who commit the acts sense power/success, and the victims develop resentment against perceived suspect groups.</p> <p>C. The following are just a few examples of possible symbols or slurs which may qualify in this category.</p> <p>1. Anti-religious symbols</p> <ul style="list-style-type: none"> <li>* Swastika (Anti-Jewish)</li> <li>* Satanic symbols (Anti-religious)</li> </ul> <p>2. Anti-religious slurs</p> <ul style="list-style-type: none"> <li>* "Kike" (Anti-Jewish)</li> <li>* "Buddha-head" (Anti-Oriental)</li> <li>* "Mackerel Smacker" (Anti-Catholic)</li> </ul> <p>3. Racial slur</p> <ul style="list-style-type: none"> <li>* "Nigger" (Anti-Black)</li> <li>* "Chink" (Anti-Oriental)</li> <li>* "Flip" (Anti-Filipino)</li> <li>* "WOP" (Anti-Italian)</li> </ul> <p>4. Sexual</p> <ul style="list-style-type: none"> <li>* "Faggot" or "Queer" (Anti-male homosexual)</li> <li>* "Dyke" or "Butch" (Anti-female homosexual)</li> </ul>	<p>2.7.1 The student will recognize indicators of hate related crimes including:</p> <ul style="list-style-type: none"> <li>A. Anti-religious symbols/slurs</li> <li>B. Racial/sexual/ethnic slurs</li> <li>C. Racist symbols</li> <li>D. Hate group symbols</li> <li>E. Anti-gay/lesbian slurs</li> </ul>

**Learning Goal 2.7.0 :** The student will understand hate crimes motivated by racial, ethnic, religious, or sexual orientation.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>5. Racist symbols</p> <ul style="list-style-type: none"> <li>* Burning cross (Anti-Black)</li> <li>* "KKK" (Anti-Black/Jewish)</li> </ul> <p>6. Hate groups</p> <ul style="list-style-type: none"> <li>* Lightning Bolts (White Supreme Group)</li> <li>* "W.A.R." (White Aryan Resistance)</li> <li>* A.R. (Aryan Resistance)</li> </ul> <p>D. Law Enforcement Response</p> <p>1. Organizational response</p> <p>(a) Reporting of a hate crime incident is essential and must conform to specific agency procedures and state law.</p> <p>2. Preliminary investigation should be thorough and include:</p> <ul style="list-style-type: none"> <li>(a) Steps to identify and apprehend violators (establish that a crime was committed)</li> <li>(b) Broadcast of criminal information to other adjacent agencies</li> <li>(c) Proper notification</li> <li>(d) Protection of crime scene</li> <li>(e) Intervention and calming of victim/witnesses</li> <li>(f) Gathering evidence for crime report and assisting in prosecution</li> <li>(g) Conducting preliminary investigation</li> <li>(h) Referring victim to appropriate support group</li> <li>(i) Complete report</li> </ul>	<p>NOTE: Refer to Unit Guide 11 for specific hate crime laws. Performance objective 3.23.6</p>



**SUPPORTING MATERIAL**

**AND**

**REFERENCES**

FOUR EXAMPLES OF CRIMES AFFECTING THE SELF CONCEPT

1. Burglary: first layer: generally hurts the victim only at the outermost layer - the property, which is the extension of the self.
2. Armed Robbery: second layer: because of the contact with the robber and the threat to the actual physical self of the victim, armed robbery generally intrudes into the second layer of the self.
3. Assault and Robbery: third layer; generally hurts the victim through the inner self, physical pain as well as property stolen.
4. Rape: fourth layer: penetrates beyond bodily harm into victim's basic values and emotions.

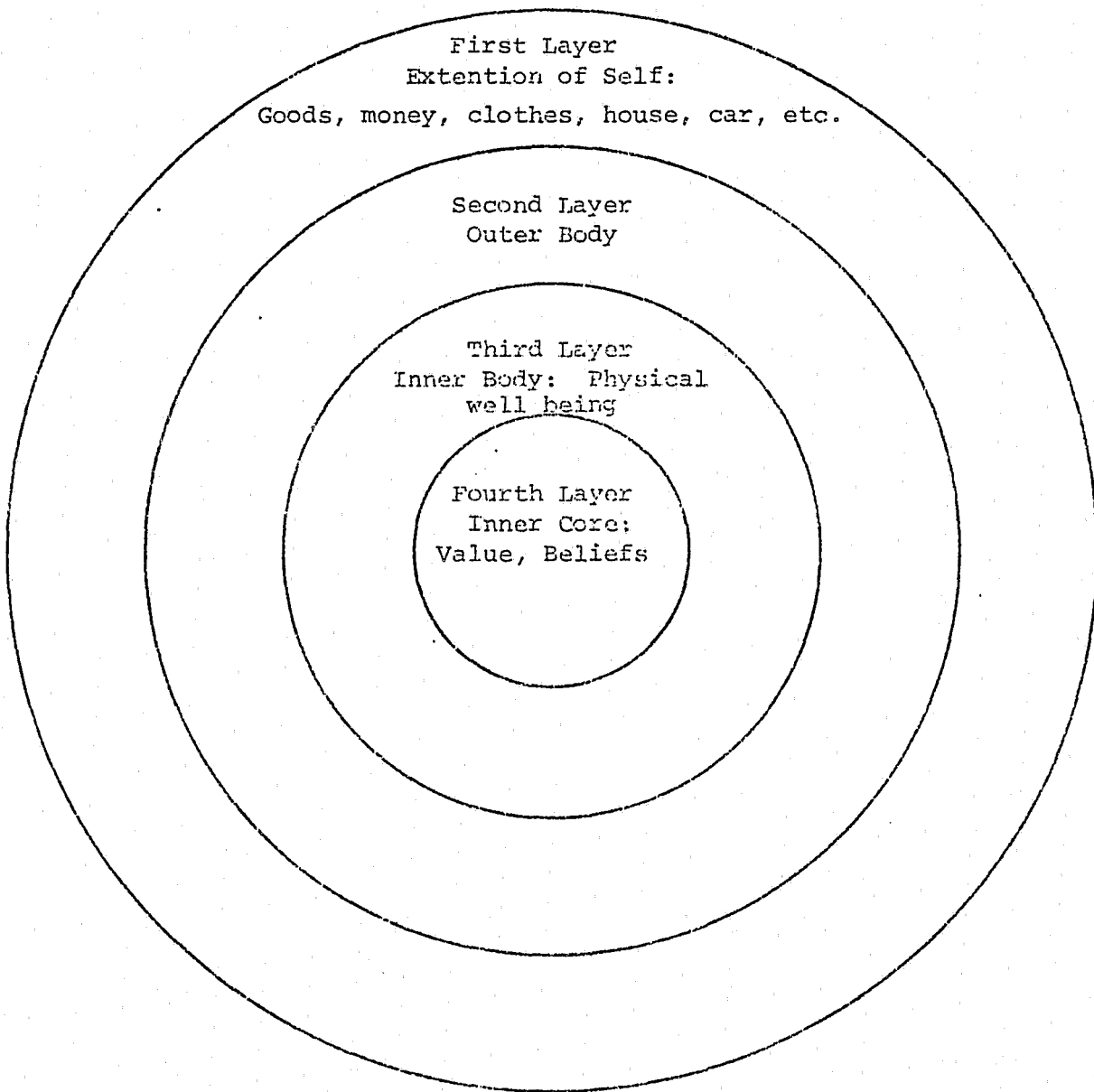


FIGURE 2

**VIOLATION OF SELF IN PERSONAL CRIMES**

BURGLARY	ROBBERY	ROBBERY WITH PHYSICAL ASSAULT	RAPE	HOMICIDE
(1) VIOLATES EXTENSION OF SELF	(1) VIOLATES EXTENSION OF SELF  (2) LOSS OF AUTONOMY	(1) VIOLATES EXTENSION OF SELF  (2) LOSS OF AUTONOMY  (3) INJURY TO EXTERNAL SELF	(1) VIOLATES EXTENSION OF SELF  (2) LOSS OF AUTONOMY  (3) INJURY TO EXTERNAL SELF  (4) VIOLATES INTERNAL SELF	(1) ULTIMATE VIOLATION: DESTRUCTION OF SELF
-----INCREASING PYSCHOLOGICAL COMPLEXITY/SEVERITY OF STRESS-----				

SOURCE: "The Psychological Impact of Personal Crime" Morton Bard, Ph.D., In Victim Witness Programs: Human Services of the 80s, Emilio C. Viano, Editor (1981)

## STRESS, DISTRESS, AND ADAPTION IN POLICE WORK

By  
MARTIN REISER

Prior to the 1930's, the field of stress research was virtually nonexistent until Hans Selye began his life's work which stimulated him and others to examine and to elucidate human reactions to stress. Selye discovered that the nonspecific effects of stressors are the same. The organism reacts to stress with what he calls the "general adaption syndrome," which consists of three stages: the stage of alarm, the stage of resistance, and the state of exhaustion. He pointed out that no living organism can exist in a continuous state of alarm and that the development of disease is actually a fight to maintain the body's homeostasis.

Serious derangements in the secretion of adaptive hormones in the resistance stage lead to what he calls "disease of adaptation." The body's faulty adaptive reactions to stress appear to encourage various maladies, including emotional disturbances, headaches, insomnia, sinus attacks, high blood pressure, gastric and duodenal ulcers, rheumatic or allergic reactions, and cardiovascular and kidney diseases.

Every stimulus produces nonspecific stress in addition to the specific characteristics. The nonspecific effects of stressors result in adrenal, cortex enlargement, shrinking of the thymus, and deep-bleeding ulcers. Selye advises that we choose carefully between what he calls syntoxic (healthy) and catatonic (unhealthy) behaviors, since each of these effects particular hormone mechanisms.

George B. Whatmore outlines a physio-pathologic state that he calls "dysponesis" meaning "faulty effort" in which errors in distribution of energy in the nervous system occur. "By affecting the nervous system function, it can alter the regulation of almost any bodily system. Among the numerous clinical manifestations are fatigue, insomnia, impotence, frigidity, and spastic colon." Like Cannon, he points out that covert arousal for fight or flight is often inappropriate and leads to increased heart rate, elevation of blood pressure, secretion of adrenalin and other hormones, mobilizations of glucose and fatty acids, and numerous other responses which prepare the organism for violent muscular excitation. However, when no such activity is called for both the arousal and the autonomic responses interfere with normal organ function. If frequent and prolonged, they may lead to tissue damage.

It is not the nature of the stress itself that is important but the person's perception of the event and his emotional responses to it. The body gives us clues to indicate when it is tense: gritted teeth, tense forehead and neck muscles, eye strain, fluttering eyelids, irregular shallow breathing, cold hands, curled toes or fingers, and butterflies in the solar plexus.

Stressors may be pleasant or painful but the common denominator to most occupational stress is change. All change involves some kind of loss which affects dependency needs and induces anxiety in dealing with the unknown. A few of the psychological stressors involve threats to the individual such as losing control of himself, a threat to his conscience, or the threat of actual physical harm. The fear of loss of control is often a consequence of perceived stress. Personal internal control seems to reduce stress and leads to better decisions in taking a more active role in seeking out more information about the threatening situation. Although cognitive control may initially induce stress through a state of vigilance, the work of rehearsal and worry involved prepares for confronting a difficult or challenging situation and yields greater objective control for achieving goals.

Police work is a high-stress occupation and officers are a definite population risk for disease of adaptation. Although police recruits are above average in intelligence, in emotional stability, and in their desire to serve the community, each has his own stress tolerance level, which when unbalanced either by stress overload or underload will lead to symptoms of distress. Optimal stress seems to be important rather than no stress since humans have a stimulus hunger and an innate need for sensory and environmental inputs. Experiments in sensory deprivation have shown that symptoms of distress will also develop rapidly in the complete absence of stress which then results in an underload.

Recently the Connecticut Supreme Court upheld a law allowing monetary rewards to the families of policemen who die from heart attacks whether at home or on the job. The court noting an unusually high rate of heart disease and hypertension felt that the officers deserved the benefits.

There are a variety of factors that influence a physiological and psychological stress reactions in persons in the police profession. Man's functioning is affected by biological rhythms related to night and day, and his emotional responses may also fluctuate with his adrenal rhythm. This suggests the possibility that maximum vulnerability to fear may occur between the hours of 4 and 8 a.m. when the human adrenal hormones reach their peak. There is also evidence that the body is capable of remembering a time of fear and continuing to anticipate and react at the same biological time in the future even though the provoking stressor has been removed.

Personality factors are also important in determining an individual's stress tolerance level. It appears that the anxiety-prone or conscientious and responsible individual is more susceptible to stress and that, paradoxically, anger reactions may help insulate against a stress overload. Heavy responsibility, fear of failure, and being responsible for other people's welfare seem to incur an excess risk which may be related to coronary disease. Diabetes, hypertension, myocardial infarction, and ulcers are more common among people subjected to close personal responsibility for the lives of other people. This seems especially pertinent to police personnel.

In one study, introverts reacted more negatively to severe conflict than extroverts; and interestingly enough, flexible people experienced more conflict than rigid ones. In this connection, positions involving creative problem solving, in contrast to routine supervision and management positions, were also more conflict ridden.

Many sources of stress in police work are role related. The officer is an authority symbol in the community and automatically the target of large amounts of anger and resentment. He often works in a dangerous and threatening environment where injury or death are real possibilities. In addition, he is the omnipresent mental health agent who is called upon to handle traumatic emergencies and crises of all types. In the course of his adaptation to a very demanding and stressful role, the officer's perceptions and attitudes will be shaped in directions which help defend him against a stress overload. Kirkham gives an excellent description of the attitudinal and value system changes that occurred in him when he switched from the role of mental health professional to police professional. It is a common reaction for persons riding in a police car for the first time to experience heightened awareness of the stresses focused on the police role.

Certain predictable events occur to many young officers as they attempt to adapt and to cope with the multitude of stressors impinging on them. The development of the "John Wayne" syndrome and its attendant conflicts has been delineated as has the "middle age syndrome" with its concomitant problems. The increase in divorce hazard for young officers with one or two years on the job and for those with ten to fifteen years of experience are likely related to these developmental events.

Reiser has previously outlined some of the organizational stresses on officers. One researcher feels that the greatest pressure on a worker comes from his superiors in his own department who are dependent on his performance. Though they care about the worker's adequacy, they are not so dependent on him that they inhibit demands. The least pressure comes from the worker's peers and from role senders outside his department.

Considerable stress derives from the officer's peer group and the pressure to conform and adopt attitudes and value systems, particularly early in his career. Supports given by the peer group help reduce outside stresses and provide reassurance and security.

West points out several other important factors. Although often overlooked in predicting success, it is helpful to ask the individual what kind of work he likes and then help him to adapt successfully. Individuals have different maturation rates on the job which affect their stress tolerance levels. This suggests that initial selection cannot completely address itself to the issue of learning over time to adapt to the job adequately. Another way of coping with nonspecific stress is to seek out danger and confront it directly in order to stay in control. This may be related to the leading cause of death in policemen which is auto accidents on and off duty.

Though stress exists at all levels in the organization, it tends to affect the middle-management executive to a somewhat greater degree, since he is on the receiving end of pressure from both above and below. Feelings of helplessness result from such factors as work ambiguity, work overload, and difficulty in dealing with community relations functions. Conflicts over the promotional system, lack of opportunity for direct participation and decision making, and interpersonal conflicts experienced by minority group members are additional sources of stress in many police organizations.

A study of a sample of male officers in Cincinnati found that there were three major sources of stress which produced a threat to the individual's sense of professionalism. These were the courts, community relations, and equipment. It was also found that work tended to affect the officer's home life, particularly shift work, which had considerable bearing on the types and quality of friendships developed. In this connection, relatively little administrative attention has been paid in police organizations to the effects of marital and family stress on the officer's functioning.

Miller suggests that it is possible for learning to influence the amount and duration of the fear elicited in a given danger situation. He says that observations of combat indicate that fear in situations of intermittent danger can be reduced by learning exactly what to expect and what to do.

The best response to uncertain threat is the contingency response which is possible when one has a knowledge of the danger agents and their effects so that proper steps can be taken when alerting occurs. Bourine points out that providing support that enhances the adaptive capacity of the soldier increases his adaptation to combat at both a psychological and physiological level.

A variety of traditional and innovative programs have been developed for use in police organizations to reduce stress using cognitive and behavioral approaches. Traditional training programs emphasize the development of technical skills which can support the individual and be a center of focus in critical incident situations. For this reason, tactical and how-to approaches have been most common in police training. More recently, the usual lecture approach has been supplemented by self-paced, multimedia instructional programming techniques. However, adequate evaluative comparisons of the two approaches still remain to be done.

Human relations training programs and experiments with encounter and sensitivity training groups have gained some vogue in police circles in recent years. However, current research indicates that the typical human relations training program may result in more negative attitudes than before. For this and other reasons, variants of sensitivity training have been developed with the intent of having greater impact on and appeal to the officer.

Police identity workshops utilizing role playing, cognitive inputs, simulation of critical incidents, personality measurement feedback, and social psychology including nonverbal behaviors were designed to impact the difficulty of officers in dealing with the psychological pressures arising from their authority role and to help them deal with the constant assault on their personal identities.

Another recent approach involves the team-building format. In this paradigm, a group of officers is trained as a unit to counter the tension and loneliness of facing hazardous situations and to provide group supports. Inputs on the effects of stress and psychological tests are used to enhance the individual's self-perception. Self-disclosure is emphasized as a tension-reduction technique, and simulated tactical situations are utilized for desensitization purposes.

Crisis-intervention training and interpersonal conflict management training have gained considerable popularity in many police agencies. In addition to teaching officers to cope with crises in the field, the intervention training provides them with skills to reduce personal stress and to prevent injury in disturbance situations. Interpersonal conflict training also focuses on the ambivalence of the policeman's role in regard to making arrests as opposed to doing social work. Additionally, the ambiguity of his role as generalist or as specialist is explored.

In addition to the approaches and programs discussed thus far, more attention should be paid in police departments to approaches and programs having preventive value in regard to stress problems. Although physical training, self-defense, and exercise are usually highly valued in most police departments, and physical recreation activities have always been popular on an off-duty basis, the benefits of these approaches for stress reduction have not been fully utilized as specific vehicles to enhance coping among police personnel. Ideally, programs should be designed which recognize the legitimacy of on-duty exercise and recreation as useful vehicles for stress reduction. In addition, there should be planned rest and recuperation opportunities and facilities for officers serving in high-stress divisions and extra-hazardous assignments.

Proper nutritional balance and diet significantly affecting body chemistry and functioning have long been ignored by both health professionals and lay people alike. However, recent research studies increasingly point to the significance of the biochemistry of metabolism of nutrients to physiological and psychological well-being. In addition providing personnel with applied training in this area, department cafeterias, dispensing machines, and other food sources would need to comply with up-to-date precepts of healthful nutrition in providing foods. One related research study found that nicotinic acid could block stress-induced mobilization of fatty acids and prevent an increase in plasma triglycerides.

A recent trend in organizational strategies has included a movement toward participative management and the team-policing model. These concepts may provide for greater involvement and participation of employees at all levels in the organization. Personal participation in problem identification, problem solving, performance evaluation, and decision making increases the likelihood of job satisfaction and reduction in some of the underlying organizational stresses otherwise active.

Administration in the Los Angeles Police Department has long been aware of the stresses and strains inherent in police work and the need for specific programs to confront the myriad human problems which result. For the past



seven years, the department has had a full-time psychologist and a counseling program available to its employees and families for personal, marital, and job-related problems. Individuals may come to the department psychologist's office on a voluntary, self-referred basis knowing it is confidential and off-the-record.

However, officers may also be referred through channels by supervisors or managers on a nonconfidential basis. This typically involves a complaint against an officer or some difficulty or inability in functioning on the job.

Because of limited staff resources, the counseling provided tends to be short-term and crisis-oriented with provisions for referral out to other community resources if longer-term help is indicated. In most instances, it has been found that from one to eight sessions seem adequate to deal with presenting problem situations. In addition to individual and marital counseling, there are programs for drinking abuse problems, a discussion group for officer's wives, and a counseling group for officers identified as liability prone.

Recently, considerable fascination and attention have been focused on physiological approaches affecting stress levels and relaxation. One such program involves neuromuscular relaxation as a form of stress conditioning. This technique attempts to train individuals to recognize and control muscular stress by progressive relaxation techniques which serve to reduce residual tension.

A related innovative approach is currently being designed for implementation in the L.A.P.D. which will utilize biofeedback techniques for stress management. In collaboration with outside expert consultants, the department will participate in a three-year research project to demonstrate the feasibility of training officers to control their physical responses through conditioning of autonomic functions. Theoretically, this should raise the individual's stress tolerance level and lead to better decision making in high-stress situations and in improved overall functioning. Feeding back signals of officer's muscle tension, skin conductivity, blood pressure, pulse rate, and body temperature will allow them to learn to better control these physiological functions on the job and in stress situations. Recruits as well as experienced field officers will be used in this experiment for comparison purposes and control groups will be utilized for intercorrelation of significant variables. Officers in the experimental groups will be trained on the biofeedback equipment for approximately 20 hours over a period of several months. At the end of this time, the machines should no longer be necessary for the learned responses to have become permanent.

If this program proves successful, it may well open the door to a whole host of additional possibilities which combine physiological training parameters with cognitive and behavioral modes which can result in more effective ways of helping officers cope with the many strains which exist in their unique high-stress occupation.

## TECHNIQUES FOR DEFUSING CRISIS SYMPTOMS

### A. Acknowledge Ordeal for the Victim and Reassure His/Her Immediate Safety

This is a particularly important step in the early moments of a police encounter with victims in crises. Victims are often in a state of confusion and upset, and are often unable to become aware of their safety even after a police officer has arrived. This can be done by stating, "I am here now. You are safe now;" or, "The police are here now. We have officers in the area now, and you are safe." The use of the word "now" is important to bringing the victim back to the reality of the situation and reassuring safety.

Another important point in the initial moments of a victim's encounter with the police is that the victim considers his/her particular crisis extremely important at the time it occurs. Because the police may very well be viewed with mixed emotions (e.g., society's punisher or blamer), it is extremely important for the police officer to show empathy (i.e., understanding for the victim's experience) immediately. By acknowledging the ordeal the victim has been through, the officer establishes empathy and avoids being cast in the role of blamer. The consequence of this empathic stance is the likelihood of better, and clearer, information and a more cooperative victim.

Example: "You've been through a terrible ordeal. You're safe now" (do not blame victim); "I am going to have to get some facts to help you."

### B. Active Listening

Police officers should demonstrate active listening to people in crisis situations, particularly when they demonstrate some obvious need to ventilate crisis emotions to a concerned listener. Allowing silence, offering reflective comments, and providing timely clarifications and summaries are three major tools in active listening.

Allowing silence is extremely important to a person in a crisis situation. Silence allows the victim a moment to collect his/her thoughts after a question from the police officer. Officers should be particularly careful to not follow one question with another question. Oftentimes the person in crisis is confused and will require a moment to orient him/herself to the question and think of the answer.

Reflective comments are yet another means of demonstrating to a person in crisis that the officer is actively listening, thus allowing the victim to ventilate to a concerned listener. Officers should reflect back to the person some of what he or she said to the officer, in summary form. This reflecting back will encourage them to keep talking, and thus to continue ventilating. Officers should reflect back with an expectant tone.

Example: V: "...he jumped right through the window..."  
O: "... he just burst right in...?"  
V: "...yes. Then he..."

Timely clarification and summaries are yet another means of demonstrating to victims and witnesses that the police officer is actively listening. Moreover, timely clarifications and summaries help to "tie up random emotions" for the person in crisis. Officers should clarify and summarize what they have been hearing from a victim/witness after the victim/witness has finished a segment of a story. Officers should not interrupt repeatedly to clarify; however, they should verify the summary by ending with: "Is that the heart of it?" Or, "Do I have it right?"

#### C. Diversionary Reality Questions

Diversionary reality questions are another potent means of defusing crisis situations. Such questions force people to deal with reality in a situation where the crisis which they are undergoing may tend to remove them from reality. If it appears to a police officer that a person in crisis cannot concentrate, or does not want to ventilate (through active listening, interaction), the person should be asked simple, realistic, and non-threatening questions. These will often help the victims snap out of their emoting and deal with reality.

Example: The officer might ask: "How many people live here with you?" "Where are the children?" "How many children do you have?"

#### D. Pose Simple Choices to Help Victim Regain Some Sense of Control

It is important to remember that throughout any victim encounter, and especially those that take place in a crisis situation, victims have lost some sense of their control over their environment. Any and all possibilities for providing simple choices to them should be pursued by a police officer. This technique is a major tool in psychological first aid, for it provides the victim with some immediate evidence of and possibilities for, regaining control over his/her environment.

Example: "Would you like a friend or victim/witness advocate called?" Another example would be asking rape victims whether they would like a female police officer to interview them. Simple choices, such as "Would you like a glass of water?" Or, "Can I make a call for you?" Or, "Would you like a friend to bring some clothes down to the hospital?" Such questions make a big difference in aiding victims in recovering from the initial crisis and regaining some sense of control over their environment.

## E. Provide Options & Explain Procedures That Will Follow

Explaining police procedures and procedures that will follow in the criminal justice process for the victim or witness is a critical element in crisis management. All too often police officers forget that they themselves are extremely aware of the procedures that will follow and the reason for those procedures, while victims or witnesses are not familiar with the procedures at all. In crisis, understanding what will happen and why is even more important, since helplessness is so predominant. Even if the victim does not ask what will happen next, it is important for the police officer to simply and affirmatively go through the steps: that a follow-up investigator will call, and when; that certain other proceedings will occur, and when and why.

Explaining options to victims is equally important to both officer and victim. For example, in cases of domestic violence, the officer could explain the details of the option of citizen arrest to the victim.

### Nonverbal

#### 1. Eye Contract

The most important nonverbal crisis diversion technique is eye contact.

Police officers should look directly at the person, even if he/she is unable to make eye contact with the officer. Eye contact is important because it allows officers to observe him/her, in case of danger, and to present a "beacon" for the person in crisis. (Exceptions might be made for some who have culturally been taught to avoid constant and direct eye contact). Officers should nonetheless avoid staring, peering, or glaring; the technique here that will be most effective is to simply "be there" in a strong, yet relatively stable, manner.

#### 2. Body Posture

Body posture is extremely important to police officers in attempts to defuse a crisis. The distance that a police officer takes in standing near or sitting near a person who is about to be interviewed will have a significant impact on the situation. Sitting down with the victim can help to downplay the situation and relax the person. If sitting down is inappropriate, a police officer should stand close enough and informally enough to him/her so as to express concern; yet far enough back to avoid being threatening.

Touching can be a crucial technique for defusing a crisis situation, or for stimulating an upset. Police officers should facilitate the person's initiation of touching, rather than initiating touching themselves. Where appropriate, officers should put forth a hand or place a hand close to the person (for example, on a table) so as to allow him/her to reach out and touch, if that is

appropriate. Officers should avoid overtly reaching out and touching because touching in a crisis situation may very well stimulate an upset. By reaching out and allowing oneself to be touched, officers provide yet another choice to the person in crisis.

### 3. Encouraging Physical Opposites

Encouraging physical opposites is one of the most potent techniques for defusing a crisis situation. People in crisis tend to display extreme emotional and physical responses. Oftentimes emotions respond to physical cues; therefore, if the person continues in extreme physical symptoms of a crisis, the police officer should encourage him/her to change. If, for example, the person is working him/herself into more hysteria by frenzied activity, then the police officer should encourage him/her to sit down with the officer.

## GUIDELINES FOR VICTIM INTERVIEWS

1. Introduce yourself by full name and title.
2. Explain your role and purpose.
3. Acknowledge the ordeal the victim has been through, and reassure immediate safety.
4. Determine whether the victim has any physical injuries.
5. Provide privacy for the victim during the interview.
6. Explain what you need to do and why before you do it. This includes describing procedures, explaining the reasons for questions that are asked, and informing the victim about how the information you are requesting will be used.
7. Allow the victim to relate what happened in his/her own words. Form an outline of the events as you listen. Follow the outline when you question the victim further to fill in the details, e.g., to establish the elements of the crime and to obtain a description of the offender.
8. Validate the feelings and reactions the victim expresses that are a normal and usual response to victimization. Do not cut off the expression of these reactions.
9. Give the victim choices. Allow him/her to make decisions.
10. Preserve the crime scene and collect evidence.
11. Determine any special needs and immediate concerns of the victim and help with problem-solving. Be particularly alert to issues related to personal safety.
12. Prepare the victim for future reactions and feelings related to the victimization.
13. Mobilize support systems for the victim, such as friends, family, and campus and community services.
14. Give the victim information about follow-up investigation procedures and resources available for additional help or information.

## THE PERSONAL IMPACT OF CRIME AS A CRISIS

Sudden, unpredictable, and arbitrary threats to the self and one's life produce chaotic feelings and disrupted behavior:

--The event appears to the victim to have no logic or rational explanation...

--In the absence of a cause, the search for an explanation leads to the question: "Why me?"

--This search may burden the victim and may lead the victim to provide--often illogically--a cause that can be painful and disabling: "It happened to me because I am an unworthy or incompetent person who deserves to be harmed or punished."

--Fright, puzzlement, contradictory feelings--anger vs. relief that one is alive--will be mixed with shame about being violated by the offender and anxiety about sharing with others the characteristics of the event to self or property.

--Immediately after the crisis-as-crime event individuals are defenseless, are accessible to and influenced by the actions and words of others, and often seek direction and guidance.

--The mixture of these feelings and behavior may last for a brief period or may extend over time and complicate the ability of the crime victim to restore himself or herself to a balanced position. Generally, restoration is as much a function of what others do with and for the victim as much as it is what the victim is able to do for himself and herself.

VICTIM/WITNESS ASSISTANCE CENTERS  
REFERRAL LIST

ALAMEDA

Victim/Witness Assistance Center  
Alameda County District Attorney's Office  
1401 Lakeside Drive, Suite 802  
Oakland, CA 94612

(415) 272-6180

AMADOR/ALPINE/CALAVERAS

Victim/Witness Assistance Center  
Amador/Alpine/Calaveras Counties  
District Attorney's Office  
108 Court Street  
Jackson, CA 95642

(209) 223-6474

BUTTE

Victim/Witness Assistance Center  
Butte County Probation Department  
170 East Second Avenue, Suite 3  
Chico, CA 95926

(916) 891-2812

Oroville

(916) 891-2812

CONTRA COSTA

Victim/Witness Assistance Center  
Contra Costa County Probation Department  
2525 Stanwell Drive, Suite 300  
Concord, CA 94520

Until 10/23/87  
(415) 671-4401  
New # after above date  
(415) 646-5401  
Toll Free No.  
800-648-0600

Branch Office

100 38th Street, Room 125  
Richmond, CA 94805      New # after October 23, 1987

(415) 231-3272  
(415) 374-3272

DEL NORTE

Victim/Witness Assistance Center  
Del Norte County District Attorney's Office  
450 "H" Street  
Crescent City, CA 95531

(707) 464-7273

Handout #5  
Unit Guide #6



EL DORADO

Victim/Witness Assistance Center  
El Dorado County Probation Department  
295 Fair Lane  
Placerville, CA 95667

(916) 626-2321

Branch Office

Victim/Witness Assistance Center  
El Dorado County Probation Department  
1359 Johnson Boulevard  
P.O. Box 14506  
South Lake Tahoe, CA 95702

(916) 541-0312

FRESNO

Victim/Witness Assistance Center  
Fresno County Probation Department (Adult)  
P.O. Box 453  
Fresno, CA 93709

(209) 488-3425

HUMBOLDT

Victim/Witness Assistance Center  
Humboldt County District Attorney's Office  
825 Fifth Street  
Courthouse, Room 230  
Eureka, CA 95501

(707) 445-7417

IMPERIAL

Victim/Witness Assistance Center  
Imperial County Probation Department  
217 South Tenth, Bldg. B  
El Centro, CA 92243

(619) 339-4380

(619) 339-4215

(619) 339-4357

KERN

Victim/Witness Assistance Center  
Kern County Probation Department  
1415 Truxton Avenue, Fourth Floor  
Bakersfield, CA 93305

(805) 861-2518

KINGS

Victim/Witness Assistance Center  
Kings County Probation Department  
Government Center  
Hanford, CA 93230

(209) 582-3211  
Ext. 2640

LAKE

Victim/Witness Assistance Center  
200 North Main Street, Suite A (Office location)  
255 North Forbes Street (Mailing address)  
Lakeport, CA 95453

(707) 263-2255  
(707) 263-2254

Branch Office

Southshore Civic Center  
South Civic Center Drive  
Clearlake, CA 95422

LOS ANGELES (CITY)

Victim/Witness Assistance Center  
Los Angeles City Attorney's Office  
808 North Spring Street, 4th Floor  
Los Angeles, CA 90012  
General Information and Referral Line

(213) 485-5009  
(213) 485-6976

Branch Offices

Hill Street Traffic Court  
1945 S. Hill Street, Room 501  
Los Angeles, CA 90007

(213) 485-4221

Northeast Area Station  
3353 San Fernando Road  
Los Angeles, CA 90065

(213) 485-3240

San Pedro City Hall  
638 S. Beacon Street  
San Pedro, CA 90731

(213) 548-7521

Van Nuys City Hall  
14410 Sylvan Street  
Van Nuys, CA 91401

(818) 989-8488

Wilshire Area, LAPD  
4861 Venice Blvd.  
Los Angeles, CA 90016

(213) 938-0547

Newton Area Station, LAPD  
1345 Newton Street  
Los Angeles, CA 90021

(213) 485-9190

No. Hollywood Area Station, LAPD  
11480 Tiara Street  
Los Angeles, CA 91601

(818) 989-8208

77th Street Area, LAPD  
235 W. 77th Street  
Los Angeles, CA 90003

(213) 485-4156

West Los Angeles Area Station, LAPD  
1663 Butler Avenue  
West Los Angeles, CA 90025

(213) 312-8441

LOS ANGELES (COUNTY)

Victim/Witness Assistance Center  
Los Angeles County District Attorney's Office  
210 West Temple, #12-311  
Los Angeles, CA 90012

(213) 974-7499

Branch Offices

Antelope Valley  
1040 West Avenue "J"  
Lancaster, CA 93534

(805) 945-6461  
(805) 945-6464

Compton  
200 West Compton Boulevard  
Room 700  
Compton, CA 90220

(213) 603-7574  
(213) 603-7579

Huntington Park  
6544 Miles Avenue  
Huntington Park, CA 90255

(213) 586-6337

Inglewood  
One Regent Street  
Room 405  
Inglewood, CA 90301

(213) 419-5175

Long Beach  
415 West Ocean Boulevard  
Room 305  
Long Beach, CA 90802

(213) 491-6310  
(213) 491-6301

Norwalk  
12720 Norwalk Boulevard  
Room 201  
Norwalk, CA 90650

(213) 868-9711  
Ext. 288

Pasadena  
300 East Walnut Street  
Room 107  
Pasadena, CA 91101

(818) 356-5714  
(818) 356-5715

Pomona  
400 Civic Center Drive  
Room 201  
Pomona, CA 91766

(714) 623-6811  
Ext. 618 or 619

San Fernando  
900 Third Street  
Room 3031  
San Fernando, CA 91340

(818) 898-2523  
(818) 898-2511

Santa Monica  
1725 Main Street  
Room 228  
Santa Monica, CA 90401

(213) 458-5443

Torrance  
825 Maple Avenue  
Torrance, CA 90503

(213) 533-3599  
(213) 533-3552

Van Nuys  
6230 Sylmar Avenue  
Van Nuys, CA 91401

(818) 901-3688  
(818) 901-3678  
(818) 901-3568

Whittier  
7339 South Painter Avenue  
Whittier, CA 90602

(213) 830-1123  
Ext. 288

Los Angeles Sheriff Stations

Carson Station

21356 South Avalon Boulevard  
Carson, CA 90745

(213) 830-1123  
Ext. 320

Industry Station

150 North Hudson Avenue  
City of Industry, CA 91744

(818) 330-3322  
Ext. 320

East Los Angeles Station

5019 East Third Street  
Los Angeles, CA 90022

(213) 264-4151  
Ext. 522

Firestone Station

7901 Compton Avenue  
Los Angeles, CA 90001

(213) 582-7878  
Ext. 260

Lakewood Station

5130 N. Clark Avenue  
Lakewood, CA 90712

(213) 866-9061  
Ext. 203

Lennox Station

4331 Lennox Boulevard  
Lennox, CA 90304

(213) 671-7531  
Ext. 333

Lynwood Station

11330 South Bullis Road  
Lynwood, CA 90605

(Refer to Central)

(213) 974-7499

Norwalk Station

12335 Civic Center Drive  
Norwalk, CA 90650

(Refer to Norwalk)

(213) 868-9711

Temple City Station

8838 East Las Tunas Drive  
Temple City, CA 91790

(818) 258-7171  
(818) 448-9861  
Ext. 590

Los Angeles Police Departments

Central Division

251 East Sixth Street  
Los Angeles, CA 90014

(213) 485-2671  
(213) 627-1619

Hollywood Division  
1358 North Wilcox Avenue  
Los Angeles, CA 90028

(213) 871-1184

Rampart Division  
2710 Temple Street  
Los Angeles, CA 90026

(213) 386-8632

Southeast Division  
145 West 108th Street  
Los Angeles, CA 90061

(213) 754-8064

Southwest Division  
1546 Martin Luther King Bl.  
Los Angeles, CA 90062

(213) 296-8645

MADERA

Victim/Witness Assistance Center  
Madera County Action Committee, Inc.  
131-B West Yosemite Avenue  
Madera, CA 93637

Business - (209) 673-9174  
Center - (209) 661-1000

Branch Office

40601 Road 274  
Bass Lake, CA 93604

MARIN

Victim/Witness Assistance Center  
Marin County District Attorney's Office  
Room 181, Hall of Justice  
San Rafael, CA 94903

(415) 499-6450

MENDOCINO

Victim/Witness Assistance Center  
Mendocino County District Attorney's Office  
Courthouse, Room 10  
Post Office Box 144  
Ukiah, CA 95482

(707) 463-4218

Branch Offices

Willits Office  
P.O. Box 1336  
Willits, CA 95490

(707) 459-6128

Coast Office  
Courthouse  
363 North Main Street  
Fort Bragg, CA 95437

(707) 964-5624

MERCED

Victim/Witness Assistance Center  
Merced County District Attorney's Office  
1711 "N" Street (Office location)  
2222 M Street (Mailing address)  
Merced, CA 95340

(209) 385-7311

MONTEREY

Victim/Witness Assistance Center  
Salinas Office of the District Attorney  
Post Office Box 1369  
Salinas, CA 93901

(408) 758-4626

Branch Offices

Victim/Witness Assistance Center  
Monterey County Office of the District Attorney  
P. O. Box 1070  
Monterey, CA 93940

(408) 373-2184

Monterey County District Attorney's Office  
1001 Division Street  
King City, CA 93930

(408) 385-3211

NAPA

Victim/Witness Assistance Center  
Napa County Volunteer Center  
1700 Second Street, Suite 308  
Napa, CA 94559

(707) 252-6222

NEVADA

Victim/Witness Assistance Center  
Nevada County Probation Department  
10433 Willow Valley Road  
Nevada City, CA 95959

(916) 265-1219  
(916) 265-1261

ORANGE

Victim/Witness Assistance Center  
Community Services Programs  
Orange County Superior Court  
700 Civic Center Drive West  
Post Office Box 1994  
Santa Ana, CA 92702

(714) 834-7103

Branch Offices

North County Municipal Court  
1275 North Berkeley Avenue  
Fullerton, CA 92635

(714) 773-4575

South County Municipal Court  
30143 Crown Valley Parkway  
Laguna Niguel, CA 92677

(714) 249-5037

West County Municipal Court  
8141 13th Street  
Westminister, CA 92683

(714) 896-7188

Harbor Municipal Court  
4601 Jamboree Boulevard, Suite 102  
Newport Beach, CA 92660

(714) 833-9099

Juvenile Court  
301 The City Drive  
Orange, CA 92668

(714) 634-7374

24-Hour Assistance

(714) 957-2737

PLACER

Victim/Witness Assistance Center  
Placer County District Attorney's Office  
11562 "B" Avenue, De Witt Center  
Auburn, CA 95603

(916) 823-4759



Branch Office

300 Taylor Street  
Roseville, CA 95678

(916) 781-3889

RIVERSIDE

Victim/Witness Assistance Center  
Riverside County District Attorney's Office  
4080 Lemon Street  
Riverside, CA 92501

(714) 787-6186

Branch Offices

County Administrative Center  
46-209 Oasis Street, Room 402  
Indio, CA 92201

(619) 342-8408

County Administrative Center  
3255 East Tahquitz-McCallum Way, Room 104  
Palm Springs, CA 92262

(619) 323-8527

District Attorney's Office  
135 North "D" Street, Room 110  
Pellis, CA 92370  
Cecelia Placentia - Spanish

(714) 657-1709

District Attorney's Office  
910 North State Street  
Hemet, CA 92343

(714) 658-3205

District Attorney's Office  
9889 County Farm Road, Room 44  
Riverside, CA 92503

(714) 351-7327

County Administrative Center  
505 South Buena Vista  
Corona, CA 91720

(714) 734-5520

SACRAMENTO

Victim/Witness Assistance Center  
Sacramento County District Attorney's Office  
901 "G" Street (Center Location)  
P.O. Box 749 (Mailing Address)  
Sacramento, CA 95804

(916) 440-5701

SAN BENITO

Victim/Witness Assistance Center  
San Benito County District Attorney's Office  
483 - 5th Street  
Hollister, CA 95023

(408) 637-8244

SAN BERNARDINO

Victim/Witness Assistance Center  
San Bernardino County District Attorney's Office  
316 N. Mountain View Avenue  
San Bernardino, CA 92415

(714) 387-6583

Branch Offices

Foothill Communities Law and Justice Center  
Victim/Witness Assistance Program  
8303 Haven Avenue, 4th Floor  
Rancho Cucamonga, CA 91730

(714) 945-4235

Victim/Witness Assistance Program  
14455 Civic Drive  
Victorville, CA 92392

(619) 243-8619

SAN DIEGO

Victim/Witness Assistance Center  
San Diego County District Attorney's Office  
220 W. Broadway (Center Location)  
P.O. Box X-1011 (Mailing Address)  
San Diego, CA 92112

(619) 236-3233

Branch Offices

Chula Vista Branch  
500 Third Avenue  
Chula Vista, Ca 92010  
Edna Mendez - Spanish

(619) 691-4539  
(619) 691-4540

El Cajon Branch  
250 East Main Street  
El Cajon, CA 92020

(619) 579-3620

Vista Branch  
325 South Melrose  
Vista, CA 92083  
Sonia Gutierrez - Spanish

(619) 758-6292  
(619) 758-6290

Juvenile Division  
2851 Meadowlark Drive  
San Diego, Ca 92123

(619) 560-3194

SAN FRANCISCO

Victim/Witness Assistance Center  
San Francisco County District Attorney's Office  
850 Bryant Street, Room 322  
San Francisco, CA 94103

(415) 552-6550

Branch Office

Youth Guidance Center  
375 Woodside Avenue, Room 134-G  
San Francisco, CA 94127

(415) 731-5740 Ext. 370

SAN JOAQUIN

Victim/Witness Assistance Center  
San Joaquin County District Attorney's Office  
222 East Weber  
Stockton, CA 95201

(209) 944-3805

SAN LUIS OBISPO

Victim/Witness Assistance Center  
San Luis Obispo County District Attorney's Office  
County Government Center, Room 121  
San Luis Obispo, CA 93408

(805) 549-5821

SAN MATEO

Victim/Witness Assistance Center  
San Mateo County Probation Department  
711 Hamilton Street, Old Courthouse - Basement  
Redwood City, CA 94063

(415) 363-4010

Branch Offices

Victim Center - North

Northern Courthouse  
1050 Mission Road  
South San Francisco, CA 94080

(415) 877-5494

Victim Center/Juvenile Court

Hillcrest, 21 Tower Road  
Belmont, CA 94002  
(This office is open on Thursdays with Mr. Newman)

(415) 573-3463

SANTA BARBARA

Victim/Witness Assistance Center  
Santa Barbara County District Attorney's Office  
118 East Figueroa Street  
Santa Barbara, CA 93101

(805) 963-6119

Branch Office

312 E. Cook Street  
Santa Maria, CA 93454

(805) 346-7543

SANTA CLARA

Victim/Witness Assistance Center  
Santa Clara County  
National Conference of Christians and Jews  
777 North First Street, Mezzanine  
San Jose, CA 95112

(408) 295-2656

Branch Offices

(Witness Services)  
70 West Hedding Street  
San Jose, CA 95110

(408) 299-7575

Gilroy Police Department  
7370 Rosanna Street  
Gilroy, CA 95020

Note: Part-time every  
Tuesday, 3-7 p.m.

(408) 842-6456

SANTA CRUZ

Victim/Witness Assistance Center  
Santa Cruz County District Attorney's Office  
701 Ocean Street, Room 200-C  
Santa Cruz, CA 95060

(408) 425-2610

SHASTA (SISKIYOU, MODOC, TRINITY, LASSEN, AND TEHAMA COUNTIES

Victim/Witness Assistance Center  
Shasta County Probation Department  
1388 Court Street. Suite FF  
Redding, CA 96001

(916) 225-5220

Branch Offices

1955 Enterprise, Suite B  
P.O. Box 2050  
Burney, CA 96013

(916) 335-5555

805 Juvenile Lane  
Yreka, CA 96097

(916) 842-3420

SOLANO

Victim/Witness Assistance Center  
Solano County District Attorney's Office  
Hall of Justice  
600 Union Avenue  
Fairfield, CA 94533

(707) 429-6451

SONOMA

Victim/Witness Assistance Center  
Sonoma County Probation Department  
600 Administration Drive (Center Location)  
Post Office Box 11719 (Mailing Address)  
Santa Rosa, CA 95406

(707) 527-2002

Branch Office

County of Sonoma  
Victim/Witness Project  
2230 Professional Drive, Suite 100  
Santa Rosa, CA 95403

(707) 527-2003

STANISLAUS

Victim/Witness Assistance Center  
Stanislaus County District Attorney's Office  
1100 I Street, Room 200 (Office Location)  
Post Office Box 442 (Mailing Address)  
Modesto, CA

(209) 522-8341

SUTTER

Victim/Witness Assistance Center  
Sutter County Probation Department  
446 Second Street  
Yuba City, CA 95991

(916) 741-7320

TULARE

Victim/Witness Assistance Center  
Tulare County Probation Department  
425 East Kern Avenue  
Tulare, CA 93274

(209) 688-5956

Branch Offices

Tulare County Probation Department  
Victim/Witness Assistance Center  
Room 206, Courthouse  
Visalia, CA 93291

(209) 733-6754

Tulare County Probation Department  
Victim/Witness Assistance Center  
87 E. Morton  
Porterville, CA 93257

(209) 781-4188

TUOLUMNE

Victim/Witness Assistance Center  
Tuolumne County District Attorney's Office  
2 South Green Street  
Sonora, CA 95370

(209) 533-5642

VENTURA

Victim/Witness Assistance Center  
Ventura County District Attorney's Office  
800 South Victoria Avenue, Room 311  
Ventura, CA 93009

(805) 654-3622

YOLO

Victim/Witness Assistance Center  
Yolo County District Attorney's Office

725 Court Street, Room 308 (Center Location)  
Post Office Box 1247 (Mailing Address)  
Woodland, CA 95695

Toll-Free from W. Sacto.  
372-4307

Toll-Free from Davis  
753-9122  
(916) 666-8180

YUBA

Victim/Witness Assistance Center  
Yuba County Probation Department  
215 Fifth Street, Courthouse  
Marysville, CA 95901

(916) 741-6276  
(916) 741-6275

## Reference Materials

This section is set up as reference information for use by training institutions. These materials can be utilized for prime instruction; remediation, additional reading, viewing or for planning local units of instruction. They are presented here as instructional materials that may assist the learner or the academy staff in the teaching-learning process. Each training institution is encouraged to expand this list but only after careful viewing and reading to determine its acceptability.

Arglye, Michael, The Psychology of Interpersonal Behavior, Penguin Books, 1971.

Bard, Community Mental Health Journal, Vol. 7(a), 1971.

Bopp, William J., M. A., "Principles of American Law Enforcement and Criminal Justice." Illinois: Charles C. Thomas, Publisher, 1972, 395 pp.

"Career Development," Module 15.01 and 15.02 Project MILE, Los Angeles Police Department.

"Internal Discipline," Module 10.01 Project MILE, Los Angeles Police Department.

"Providing Public Assistance," Module 3 Project STAR, Commission on Peace Officer Standards and Training.

The Function of the Police in Crisis Intervention and Conflict Management, LEAA, 1975.

"Working with Fellow Officers," Module 16.01 Project MILE, Los Angeles Police Department

Zacker and Bard, Journal of Applied Psychology, 1973.

In no way is this list an endorsement of any author, publisher, producer, or presentation. Each training institution must read or view these materials, and others to establish their own list of reference materials.