

COMMAND STAFF TRAINING

Stress Management



Background

Many of today's FPU peace-keepers must confront intense, traumatic and even life-threatening situations which may induce serious and prolonged levels of stress. Therefore, stress management training has become an increasingly important factor in the adequate preparation and training of United Nations peace-keepers.

This lesson has been created to provide a basic framework for trainers to deliver an awareness of the factors which cause stress and some of the simple techniques that can be used by FPU members to combat these factors.

It is important to remember that stress may occur before, during and after a peace-keeping assignment.

Included in these notes in an optional second lesson that can be included in the Command Staff Training and relates to the system of critical incident debriefing which can be used by platoon commanders to debrief after an incident and therefore negate the harmful stress that such events often generate.

Aim

To identify how stress can affect an FPU and how to defuse its effects.

Learning outcomes

On completion of this module the participants will be able to:

- Recognise Stress symptoms and effects
- Identify a Stress management strategy
- Have an awareness of individual crisis intervention: crisis communication techniques (body language, verbal techniques)
- Overview of Critical Incident Debriefing (Optional module).

Training sequence

The material in this module is designed to be delivered over one 40 minute period, with PowerPoint presentation. There is an optional additional 40 minute period which outlines the method of Critical Incident Debriefing which should be aimed at Platoon Commanders and above.

Duration

Minimum Session time	Lecture/Presentation	Question/Assessment	Session Activities
40 mins	40 mins		
Additional Options	Mission Specific	Optional film	Optional activity
			40 mins

Methodology

This module contains a basic PowerPoint presentation to explain effects of stress. The session should be interactive and there is a degree of student involvement throughout. As this is an awareness session, there is no formal assessment. However, the exercises will allow the instructor to gauge the level of understanding gained by the students.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Stress awareness (40 minute classroom lesson)
- Critical incident debriefing (if used) (40 minute classroom lesson) for senior officers

Instructors are encouraged to add practical examples and mission specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has practical experience in peacekeeping operations and who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience in either domestic policing or a peacekeeping mission, and background or education and training in Psychology.

Instructor Preparations

Required Readings

- DPKO Policy on Formed Police Units in United Nations Peacekeeping Operations
- United Nations Stress Management Booklet

General Preparations

Equipment:

1. Computer, projector and PowerPoint slides
2. Whiteboard or flipcharts with pens

Training Area:

The initial lesson should be carried out in the classroom, if the optional lesson for Critical incident debriefing is run then there should be a suitable room in which the class can practice. This will need sufficient chairs for all the participants arranged in a circle.

Session notes

Lesson 1 – Stress Awareness (Theory)

Contents:

- Aim
- Learning outcomes
- Types of stress
- Critical Incidents
- Signs & symptoms
- Suicide
- Stress management
- Personal Intervention
- Summary

CONTENT
<ul style="list-style-type: none">• Aim• Learning outcomes• Types of stress• Critical Incidents• Signs & symptoms• Suicide• Stress management• Personal Intervention• Summary

Slide 1

AIM

To identify how stress can affect an FPU and how to defuse its effects


Slide 2

Learning Outcomes

- Recognise Stress symptoms and effects
- Identify a Stress management strategy
- Have an awareness of individual crisis intervention: crisis communication techniques (body language, verbal techniques)


Slide 3

There is a perception that Peacekeeping is safer than war fighting, and, in the main, it is. However, that does not mean that UN Peacekeepers are not exposed to the same risks and dangers that regular troops and police officers are in time of war. With these risks comes an unseen danger that is made worse by the exposure to danger and the horror of a post conflict world where cruelty and lawlessness abound. As a revealing example, the UN Peacekeeping Mission in Haiti experienced most of these situations, (major floods in 2008, earthquake in 2010) and a long history of violence and crimes as well as the new trend experienced in peacekeeping operations where the UN staff become direct target of criminal or terrorist attacks (Iraq, Syria, Libya, Mali, Somalia, Darfur, etc)



MINUSTAH (Haiti):
2008 flood
2010 Earthquake

- Since the UN started operations in 1948 nearly 3,000 UN Peacekeepers have lost their lives



Slide 4

Since Operations began in 1948 nearly 3,000¹ Peacekeepers have been killed in Mission. The death of a colleague in Mission will have an effect on the remainder of the team they served with. Within an FPU on deployment the sense of loss can be heightened as there will be a bond between the members of the unit due to the fact they are all working closely together in an environment they are not used to.

Stress Symptoms and Effects

Definition: Stress

“Stress is the reaction of a human being based on the influence of various stimulus.”

“Stress is physical, mental or emotional strain or tension or a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the person has to mobilise”

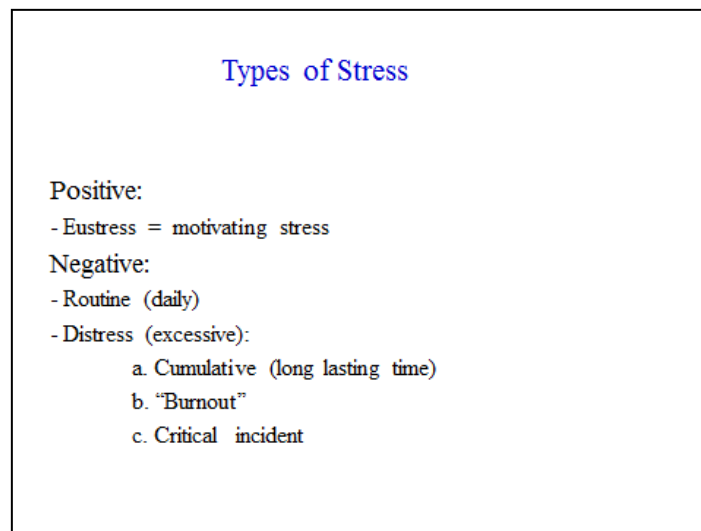
Permanent Stress can result in illness.

Slide 5

¹ Source – UN website article – “Peacekeeping is a global Partnership” - International Day of United Nations Peacekeepers - 29th May 2012

Stress is an adjusting process whereby a person adapts to changes. The adjustment as we will see later on, is physical but also intellectual and psychological. The stimuli, (changes) vary vastly and can be coming from the environment or even from the individual himself.

There are many different definitions of stress, here are two separate examples. It can be a very positive force which will “boost” individuals but if overwhelming and unmanaged properly, it can have long lasting devastating effects, potentially impacting deeply officers’ health.



Slide 6

As indicated, not all stress is negative. Eustress (pronounced “youstress”) is positive to the human body. It is the positive cognitive response to stress that is healthy, and gives one a feeling of fulfilment or other positive feelings. Eustress refers to a positive response one has to a stressor, which can depend on one's current feelings of control, desirability, location, and timing of the stressor. Eustress examples – tough physical exercise, Rollercoaster rides, challenging task, sporting events

However some negative stress may become routine, where the subject is in a role or job where he is constantly under pressure, the stress becomes routine and accepted as “part of the job”. However, this in turn, can add to the cumulative effects that will cause burnout. For example working in a peacekeeping mission where there are high levels of violence and not outlet for the accumulated stress, it is possible to lead to an overwhelming level of stress without having been confronted to any specific highly stressful event. This makes the situation often even harder to recognise or acknowledge. That’s why, it is essential for officers to be aware of such risks and be capable of recognising its symptoms.

Distress is the excessive stress that will tend to have an immediate effect on the individual and can come in three kinds:

Cumulative stress results from an accumulation of various stress factors, such as a heavy workload, poor communications, and the frustration of not being able to meet the beneficiaries' needs, having to cope with situations in which you feel powerless, lack of basic comforts, and inability to rest or relax. Under normal circumstances, it can be monitored by adequate personal and team stress management, but in some stressful situations such as disasters, cumulative stress can escalate quickly and develop into professional exhaustion known as "burn out".

Burnout is a psychological term for the experience of long-term exhaustion and diminished interest. Many theories of burnout include negative outcomes related to burnout, including job function (performance, output, etc.), health related outcomes (increases in stress hormones, coronary heart disease, circulatory issues) and mental health problems (depression, etc.).

Critical Incidents – move to next slide.

Critical incidents

Definition:

Are powerful traumatic challenging events that have the potential to create significant human distress and can overwhelm one's usual coping mechanism; initiate the crisis response

Slide 7

Attendees to the class may have been involved in Critical Incidents as some time during their police service. Some will be more major than others but all will fit into the definition in the slide. It must be noted however, that just because an officer has been exposed to a Critical Incident does not necessarily mean he will suffer from stress as a result.



Slide 8

Some examples of Critical Incidents could include, Police Officer shooting, dealing with exhumation of human remains, policing severe public disorder, dealing with the aftermath of major natural disaster (Tsunami), and dealing with the death of a colleague. Others, not shown, can include dealing with multiple casualties, Police accidental killing of innocent person, personally threatening situations, disease, and suicide of a colleague. The most common features are the confrontation to the likelihood of one's violent death or major injury, or someone else's or inflicting it, (for instance shooting at someone).

Optional session activity – Stress effects on an FPU

The purpose of this brainstorming activity is to engage participants' in thinking about the kinds of stress that may affect an FPU in the Mission.

🕒 Time Required:

1 – 2 minutes for activity introduction and instructions, 5 minutes for students to consider the task, 8 minutes brainstorming

Total time: 15 minutes

Preparations:

1. Either using a whiteboard or flipchart on the wall, write at the top: "Types of stress that may affect FPUs in the field."

Activity Guidelines:

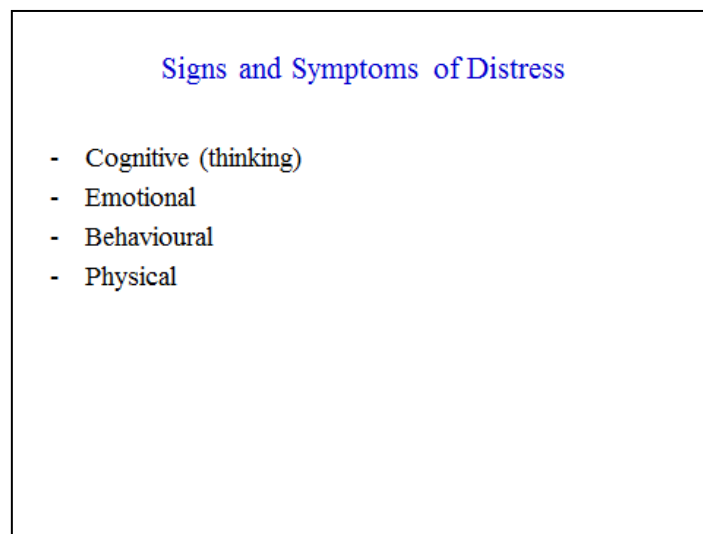
1. Ask participants to take 5 minutes to consider the types of stress that may affect FPUs in the field.

2. Tell them to list all that they can think of, either from their own experience or from the experience of police officers in their own country.
3. After 5 minutes move around the room and ask them to read out the top cause on their list and then move on to the next until you have gone around the room. If students have listed more than one then continue around the room until everybody have given their examples.

Possible responses may be:-

- | | |
|--------------------------------------|---------------------------------------|
| Poor working conditions | Being away from home |
| Dealing with a post conflict country | Exposure to critical incidents |
| Unable to contact family | Dealing with Crowd Control situations |
| Living in temporary accommodation | Long hours |
| Patrolling in dangerous areas | Exposure to Landmines |

Instructors note: Acknowledge responses and add some from the list above if needed. Add others that you think are important to include.



Slide 9

Distress is the key element that will affect FPU's in the field therefore it is important to look at how individuals may experience distress and the signs and symptoms so that if necessary they can identify it in colleagues. There are four areas in which the symptoms will be displayed.

Cognitive – What the mind is doing, how it was thinking. How the brains' ability to make everyday decisions is affected.

Emotional – How you feel, what emotions you experience

Behavioural – What you start/stop doing that you did not before (or at least in the

same manner)

Physical – how did the incident affect your body?



Session activity – Signs & Symptoms of Distress

The purpose of this activity is to engage participants' by asking them to list signs and symptoms of Distress that they have experienced in their career.

Time Required:

1 – 2 minutes for activity introduction and instructions, 5 minutes for students to consider the task, 8 minutes feedback

Total time: 15 minutes

Preparations:

1. Either using a whiteboard or flipchart on the wall, write at the top: “Signs & Symptoms of stress” then split it into four quarters with each quarter headed one of the four types of sign/symptom (Cognitive/Emotional/Behavioural/Physical)

Activity Guidelines:

1. Ask participants to take 5 minutes to consider a critical incident in which they have been involved, either in a UN Mission or in their domestic policing
2. Tell them to list how they were affected under the four headings.
3. After 5 minutes ask each to feedback their examples whilst you fill in the appropriate chart box on the board/flipchart.

Instructors note: *Acknowledge responses but do not spend time discussing them, the purpose of this is to identify signs and symptoms not to discuss their experiences in detail.*

Responses should be as listed in the next four slides which can be used to debrief the exercise. As the Instructor goes through each slide they should identify where the symptom has been already identified by the student.

COGNITIVE (thinking) DISTRESS

- Inability to Concentrate
- Difficulty in Decision Making
- Guilt
- Preoccupation (obsessions) with Event
- Inability to Understand Consequences of behavior
- Suicidal/Homicidal thoughts

Slide 10

EMOTIONAL DISTRESS

- Anxiety
- Irritability
- Anger
- Mood Swings
- Depression
- Fear, Phobia
- Post Traumatic Stress (PTS)
- Grief

Slide 11

BEHAVIORAL DISTRESS

- | | |
|--------------------------|---------------------|
| - Impulsiveness | - Sleep Disturbance |
| - Risk-taking | - Withdrawal |
| - Excessive Eating | - Family Discord |
| - Alcohol/ Drug Use | - "Crying Spells" |
| - Compensatory Sexuality | - Hyper vigilance |
| - Self-medication | - 1000-yard Stare |

Slide 12

PHYSICAL DISTRESS

- Tachycardia
- Headaches
- Muscle Spasms
- Psychogenic Sweating
- Fatigue / Exhaustion
- Nausea, Vomiting
- Persistent Irregular Heartbeats

Slide 13

Suicide: particular case

**Suicidal statistics
(estimated by World Health Organization)**

- Every year, almost one million people die from suicide; a "global" mortality rate of 16 per 100,000, or one death every 40 seconds.
- In the last 45 years suicide rates have increased by 60%
- Although traditionally suicide rates have been highest among the male elderly, rates among young people have been increasing
- Suicide is complex with psychological, social, biological, cultural and environmental factors involved.

Slide 14

Every year, almost one million people die from suicide; a "global" mortality rate of 16 per 100,000, or one death every 40 seconds.

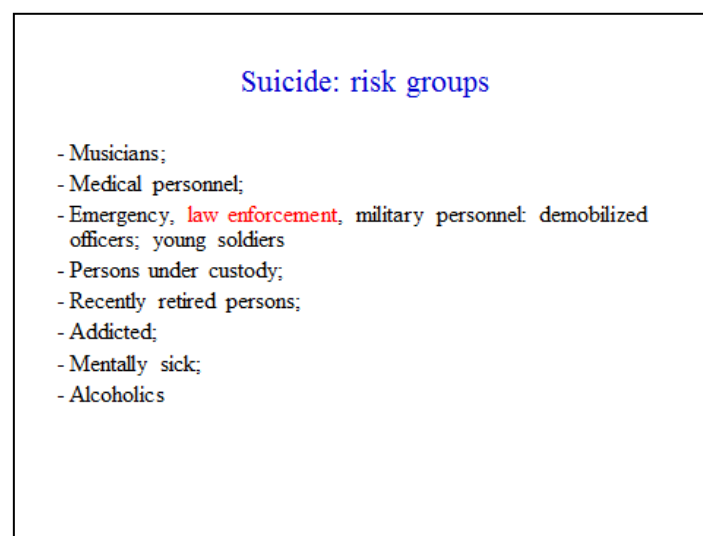
In the last 45 years, suicide rates have increased by 60% worldwide. Suicide is among the three leading causes of death, among those aged 15-44 years in some countries and the second leading cause of death in the 10-24 years age group; these figures do not include suicide attempts which are up to 20 times more frequent than completed suicide.

Suicide worldwide is estimated to represent 1.8% of the total global burden of disease in 1998, and 2.4% in countries with market and former socialist economies in 2020.

Although traditionally suicide rates have been highest among the male elderly, rates among young people have been increasing to such an extent that they are now the group at highest risk in a third of countries, in both developed and developing countries.

Mental disorders (particularly depression and alcohol use disorders) are a major risk factor for suicide in Europe and North America. However, in Asian countries impulsiveness plays an important role. Suicide is complex with psychological, social, biological, cultural and environmental factors involved.

Source – World Health Organisation Website



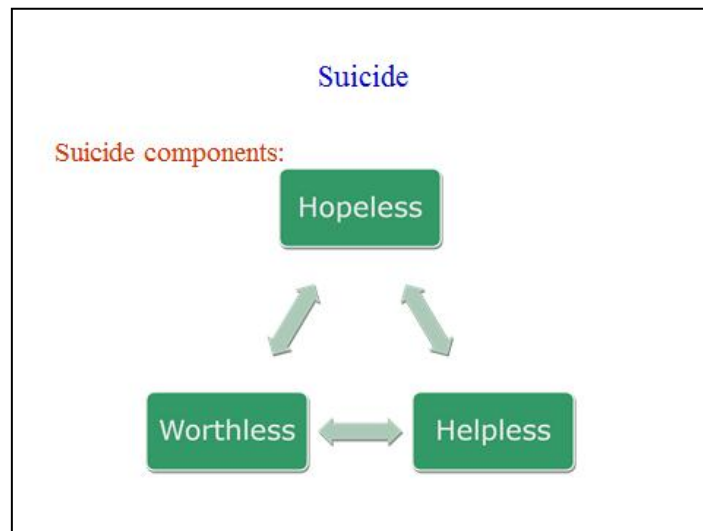
Slide 15

A look at some of the risk groups indicates that Law enforcement professionals sit within one of the risk groups², although this does depend on the Country certainly research within the US indicates a higher risk.

As has already been identified above, both depression and suicide are signs and symptoms of stress. Therefore, it is clear that there is a link between the two and police officers should be aware of the possibility that either they or their colleagues may be exposed to a higher risk of suicide if they succumb to the effects of stress.

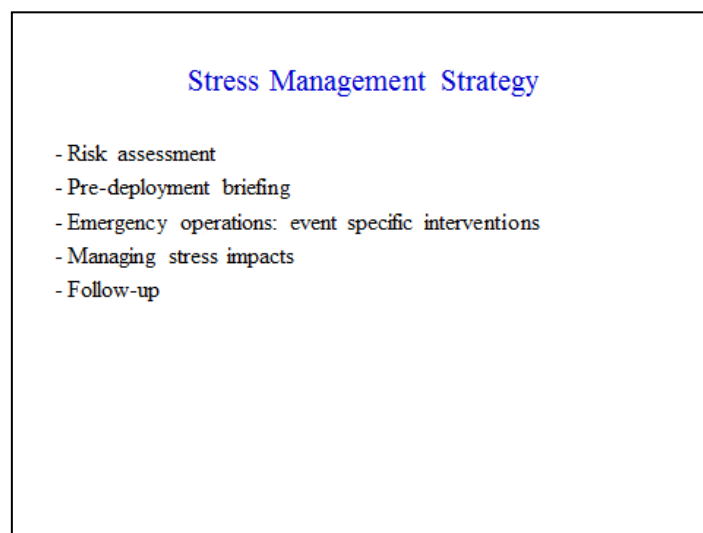
The easy access to weapon is also a facilitating factor and it probably reinforce the pre-existing trend among Police officers.

² Source – Police.com website research into US law enforcement professional suicides July 2012



Slide 16

The components that make up suicide can be linked back to the feelings and symptoms that were highlighted when the students gave examples of the effect of critical incidents on them. It must be highlighted that whilst police officers are under increased risk of suicide, it does not necessarily mean that they will follow that route and in particular if they apply the guidance in the next slides, they will help countering the effects of stress.



Slide 17

How stress can be managed in Mission?

Risk Assessment will allow both officers and their managers reducing the events that will cause stress where possible. Obviously, police officers are not always in a position to refuse to take part in a risky operation. However, some of the risk factors

can be reduced and therefore, the stress on the individual officer will be reduced as a result.

Pre Deployment Training, this briefing will make all members of the team aware of stress and its effects which, in turn, will allow officers to develop their own coping strategy in the Mission.

Emergency Operations, when conducted, should be followed by a debriefing and if necessary a critical incident debrief. These will allow officers to recount the incident and therefore start to understand the sequence of events and the actions of their peers.

General management of stressors

This can be done by the individual with assistance from their peers and supervisors if necessary. More detail will follow in the next slides.

The unit managers should instigate a system of 'Follow up' meetings, if the incident was one that is likely to have put the officers under excessive stress. It will help monitoring latent response to the incident.

**7 Steps for Personal Stress Management
(managing stress impacts):**

- Responsibility
- Reflection
- Relaxation
- Relationships
- Refueling
- Retrain
- Recreation

Slide 18

Here are seven suggested steps that any officer can adopt and adapt to suit their personal circumstances. It will assist in reducing the effects of stress. In the next slide, they will be considered in more detail.

STRESS MANAGEMENT

- Responsibility
 - Establish priorities and goals
 - Say "NO" – set personal boundaries
 - Establish rules to live by
 - Take care of yourself
- Reflection
 - Know your stress levels
 - Be aware of stress symptoms
 - Check your balance in life
- Balance your life, relax
- Keep friendly relations

Slide 19

Responsibility means being able to establish personal priorities and goals, keeping to standards in Mission that you would expect to uphold whilst in your home barracks or duty station. Being able to say "No" when it is appropriate and setting your personal boundaries. There may be "temptations" whilst in Mission, (local prostitutes, alcohol or easy access to drugs...) and your environment may encourage you taking advantage of it. Being able to say no will reduce the stress (particularly if you are married or in a steady relationship at home), potential health issues and will avoid the accusation that you are sexually exploiting the local population or getting unhealthy habits or developing some addictions. Establishing rules to live by, that you are proud of and that others will respect is healthy and uphold your balance and steadiness. Most importantly you must take care of yourself, just because you are away from home you must not let your standards slip.

Reflection means taking the time to think about your experiences in quiet moments, to allow you to monitor your personal stress levels. Being aware of the stress symptoms will allow you to check if they are affecting you. Have you noticed any change in your behaviour, emotions or any physical symptoms...? Above all, it is critical to maintain a balanced life

Keeping a balanced lifestyle and taking time out to relax will have a major effect on reducing stress, even if it is just for short periods.

Enjoying the company of your peers and keeping on friendly terms with them, will also allow you to have fun and relax. You will be able to talk through incidents that you might otherwise dwell on and that may have a long term effect on your stress level. Remember that they also may be subject to stress. Above all, do not allow the circumstance and stress bringing division among the team. It is important that whilst you are all in Mission, friendly relations are maintained and individuals arguing will just add to the stress. If there is disagreement, talk it through and be ready for

compromise.

STRESS MANAGEMENT

- **Refueling**
 - Eat a balanced diet
 - Be aware of poisons (caffeine, nicotine, alcohol, etc.)
- **Retrain**
 - Have the ability to adjust
 - Allow changes
- **Recreation**
 - Laugh
 - Have fun
 - Enjoy life
 - Make plans for after the Mission

Slide 20

Refuelling means a balanced diet is as well very important, especially when you are in a country where the food may be different to what you are used to. Make sure that what you eat contains the right balance of vitamins and has sufficient energy to keep you sustained. Avoiding 'junk' food or the additive 'poisons' that can adversely affect your body if you take too much of them. A good hydration is also critical. The heat in some mission areas can be very high and it happens that people don't realize how dehydrated they are because they don't sweat, (in case of very dry hot weather conditions). The lack of hydration dramatically diminishes the ability to keep a sound judgement and make decisions.

Retrain means having the ability to adjust to your new surroundings to accept change and not to fight or resent it. Welcome the opportunity to find out new things, enjoy new experiences and embrace change. "Better embrace what you cannot avoid".

Recreation means that you must realise that, being in mission doesn't rule out to have fun, enjoy life and make the most of your 'down' time. You should as well make plans for when you return so that you are looking forward.

STRESS MANAGEMENT TOOLS

- Relax muscles, rest, sleeping
- Shower, sauna, swimming pool
- Physical activities, sport, dance, walk
- Pleasant thoughts, silence, nature
- Organize your time
- Avoid self-medication
- Yoga, self-meditation
- Releasing exercises "Squeeze a lemon", computer games (cards...)
- Breathing exercises

Slide 21

Everybody has different ways of relaxing all of which will reduce their personal stress, this list is not comprehensive.

☞ **Instructors note:** At this point you can ask the class to give examples of their favourite method of relaxation; you can then list them on a white board or flip chart to give others ideas of how to relax. Mission specific examples are especially useful.

CRISIS INTERVENTION FOR THE INDIVIDUAL:

It is important for the interventionist to keep in mind the following points:

- Before the moment that individual represents a threat to self or others, crisis intervention should be voluntary.
- Often people will seek out peers they trust to carry out this process
- We are not experts, if in doubt consult one.

Slide 22

Crisis intervention is a method of assisting a colleague who may be suffering from the consequences of stress. The United Nations, upon request can provide those who need it, a qualified professional psychological support. This is always preferable and advised resorting to fully qualified assistance. However, it is not always possible to get it timely because of the particulars of the environment and it is good for the leadership to have some knowledge of the subject matter.

This intervention requires for the benefitting individuals to volunteer. It cannot be imposed unless the individual is posing a threat to themselves or to others, in which case it must be done by a medical professional and it is the FPU Commander's responsibility to raise this matter with the qualified professionals.

Often individual intervention is carried out unnoticed by others. Individuals will seek out friends, or those they trust, to discuss matters and informally debrief. Even though it is not the recommended way to go, it is commonly observed, especially in the Police/military environment where the acknowledgement of this situation is often perceived as a weakness and may jeopardize a career.

However if you are in a discussion with a colleague and it becomes obvious that they need professional help, then you should advise them to do so and where possible ensure they do.

☞ **Instructors note:** It must be stressed to the class that this lesson gives an awareness of the facts and that they must seek professional help if required, either from their senior officers or the medical unit of the FPU.

**INDIVIDUAL CRISIS INTERVENTION:
emotional first-aid**

Goal

- To mitigate level of crisis response (emotional, physical and behavioral)

Key points

- Establishment of credibility
- Exploration and releasing
- Information and further action
- Follow-up

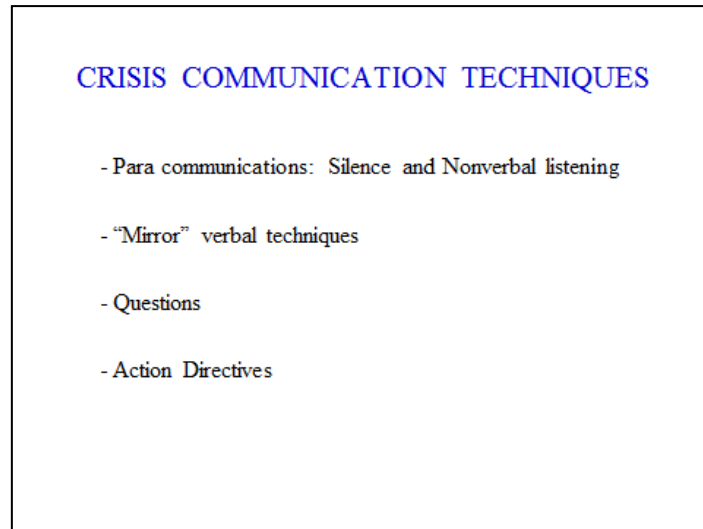
Slide 23

The goal of an individual intervention is to mitigate stress the officer is experiencing. This is usually achieved by talking through the incident and the experienced feelings about it. The key points are;

- establishing credibility by reminding the officers it is alright to feel the way they do (unless it is extreme)
- the confidentiality over the discussion will be maintained (unless criminal activity is disclosed).
- indicate that all the aspects of the event should be discussed and release any

feelings or frustrations experienced.

It is mostly about being a good listener. Once the issues have been explored, the emphasis will be on looking for further needed information or required action. Finally a follow up should be conducted for 24 to 48 hours to make sure the officer is reacting well and if further discussion is needed. Of course, these discussions are conducted privately and out of the hearing of others.



Slide 24

As already stated, much of this is about being a good listener; nonverbal listening includes nodding the head, keeping regular eye contact, adopting an active listening stance and generally appearing supportive and interested in his conversation. Mirroring his comments, so when he says "It makes me feel really angry", you may nod your head and just repeat the words "it made you feel really angry". This informs the person that you are listening but also allows him to explore that feeling with you if he wants to. You can ask questions and pick up on comments that he/she makes. For example, if he says "I just didn't know what to do at that point", you could ask him/her, how that made he or she feel as it would give him/her a chance to explore that moment. Finally you can explore any actions, but you must ensure that you are not directing the person. It is his/her intervention, and he/she needs to make any decisions. Although, you can suggest a course of action it is up to the individual to find his solutions not for you to find the answer for him.

Nonverbal active listening:

- Positions
- Static-moving
- Angle (front, behind, side)
- Personal distance
- Eye contact
- Body postures
- Face expression, emotions
- Open-closed hands, legs
- Supportive touching

Slide 25

As mentioned in the previous slide, active listening requires a number of skills all of which are listed in this slide. Where you stand or sit in relation to your colleague will be important, adopting an open friendly pose and not a confrontational one. Being aware that folding your arms may be interpreted as a negative sign and that you are not interested in what the officer has to say. Keeping your distance appropriate to his personal space requirements and adding a supportive touch if it is applicable. Eye contact should be regular but not a constant stare, and you should be aware of your facial expression; a blank look may indicate boredom although in reality you are trying not to show any emotion, this is where active listening becomes important.



Slide 26

This slide indicates appropriate supportive positioning and body language, note the colleagues is not directly in front of the officer, they are sitting open legged and open handed, using a hand in a supportive touch. Officers just need to be aware of whether or not this is acceptable in their culture and if it would be suitable across genders.

PSYCHOLOGICAL ALIGNMENT

- Don't argue
- Don't minimize problem
- Find something to agree upon - it is the most important element in establishing rapport

Slide 27

It is important that you and your colleague are in the same psychological alignment. This involves ensuring a harmony between you. Therefore it is essential not to get into an argument about the incident or how it was dealt with. Equally you should not belittle or minimise the problem (see next slide). Most of all it is important to find something to agree upon, if at all possible this should be the officer's course of action to resolve the issue.

Avoid!

- "I know how you feel."
- "It's not so bad."
- "This was God's will."
- "God won't give you more than you can handle."
- "Others have it much worse."
- "You need to forget about it."
- "You did the best you could."
- "You really need to experience this pain."
- Psychotherapeutic interpretation!
- Confrontation

Slide 28

It is important to avoid any of these comments, you cannot know how your colleague

feels. Even in case, you would have been through the same incident, everybody will react and feel differently. Minimising or belittling it, as being “not so bad” or “others have had much worse” will alienate you as to what for him is an important matter. It is best to keep religion out of discussion as you may not be aware of feelings and belief in that area and in particular if they are of a different faith to you. Do not try and become an amateur psychologist and try and analyse your colleague. Finally, and most importantly of all, do not get into a situation of confrontation as you will do more harm than good to your colleague if you do that.

SUMMARY PARAPHRASE

- Simply summarizes in your words, the main points made by the person in crisis
- Usually inserted when the person pauses
- Might include: “So, in other words...” or “Sounds like...” or “What I’m hearing you say is...” “You sound...”

Slide 29

You can summarise at any time that your colleague pauses, and it is also useful at the end of the conversation, as it helps him to concentrate on the key issues that you have picked up, Be sure to use your colleague’s own words as much as possible otherwise he/she may feel that you are putting your interpretation on his/her problem and not listening to what he/she has to say.

REFLECTING EMOTION

- Based upon verbal or nonverbal signs
- Attempts to accurately label the experienced emotion of the other person ("you seem really angry...")
- Builds empathy, rapport
- Encourages ventilation
- Helps defuse anger

Slide 30

When you perceive that the colleague in distress has experienced a particular emotion, it is useful to reflect this back to him as it may form a major contribution to his frustration or stress. It also reinforces that you are listening carefully to what he says, builds empathy and support for them. Once you have reflected on it, he may well go into more detail on how he felt and this will allow him releasing this emotion and diffuse it, which may be particularly important as part of the cathartic release that your colleague needs to go through.

All of these factors need to be brought together to successfully assist a colleague who may need your help. However, it must be stressed that this is a voluntary activity on both people's behalf. If you do not feel confident or comfortable in carrying out an individual debriefing, it is quite acceptable to decline.

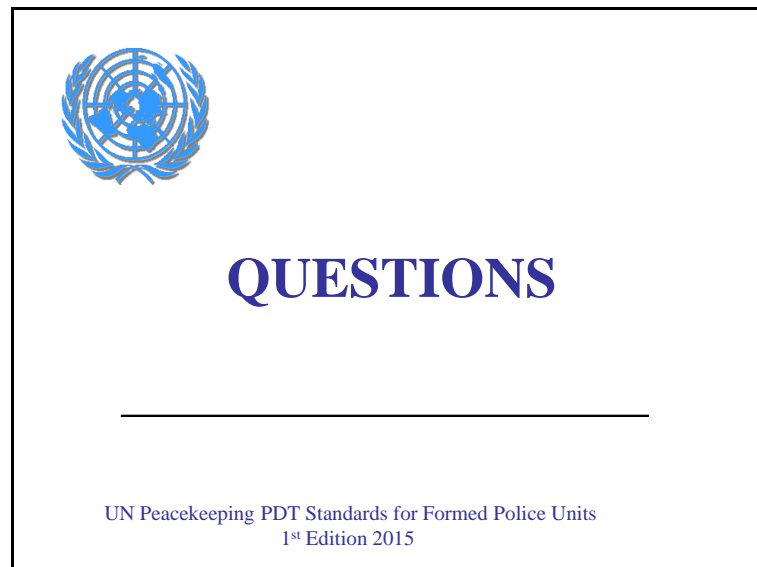
SUMMARY

- Recognise stress in self and others (peers, subordinates & supervisors)
- Defuse personal stress
- Defuse peer stress where necessary and agreed

Slide 31

The officers should be given a summary of the key points of the lesson before being

asked if they have any questions



Slide 32

Lesson 2 – Critical Incident debriefing model (For Command Staff & Officers)

Preliminaries

This lesson is designed to be delivered in the classroom with a PowerPoint presentation

Revision

The instructor can use the lesson on stress awareness as revision to question the students on signs and symptoms or the seven 'R's of how to combat stress.

Introduction

The instructor should explain that whilst individuals may be able to discuss issues, on a one to one basis, this cannot be relied upon by the Command Team and the use of Critical Incident debriefs remains advisable since it will ensure that there is mitigation against the risk of stress in the Unit.

Aim & Learning outcomes

The Instructor should explain that the aim of the lesson is to teach the students a simple model for critical incident debriefing.

Reason & Incentive

The instructor should explain this will give the command team the way to monitor stress levels within the unit, following critical incidents and to mitigate against the effects of stress on the unit.

Contents:

- Content
- Aim
- Learning Outcomes
- Goals
- Process
- Phases of the process
- Summary

CONTENT

- Content
- Aim
- Learning Outcomes
- Goals
- Process
 - Phases of the process
- Summary

Slide 1

AIM

To outline a simple system of debriefing for supervisors which can counter the effects of stress

Slide 2

Learning Outcomes

At the end of the session the students will be able to conduct a simple debrief in line with the model explained in the lesson

Slide 3

CRISIS INTERVENTION FOR THE TEAM: (Critical Incident Debriefing)

- Structured Small Group (Less Than 20) Discussion of Crisis Event
- Provided on Same Day as Event (Up to 12 Hours)
- 20-45 Minutes in Duration
- Homogeneous Work Groups
- Provided by a Trained Team, one Member of the Team Plays the Role of the Team Leader
- Should Be Provided in a Neutral Environment
- Follow-up with casual or formal one-to one interventions, debriefing (if needed)
- Not therapy

Slide 4

Critical Incident debriefing is a method that can easily be used within a unit with a positive impact, following any critical incidents. It requires a minimal training for those conducting the debriefing

It is structured around a small team, (should be less than 20 officers) who have the ability to discuss their reactions and feelings to a critical incident in which they have recently been involved. This gives them the opportunity to talk through the event and mitigate the effects of stress on the unit.

Debrief should take place as soon as possible after the event, as is practicable, and within 12 hours where possible. However, the fact that it cannot be arranged within that time should not be used as a reason not to run a debrief.

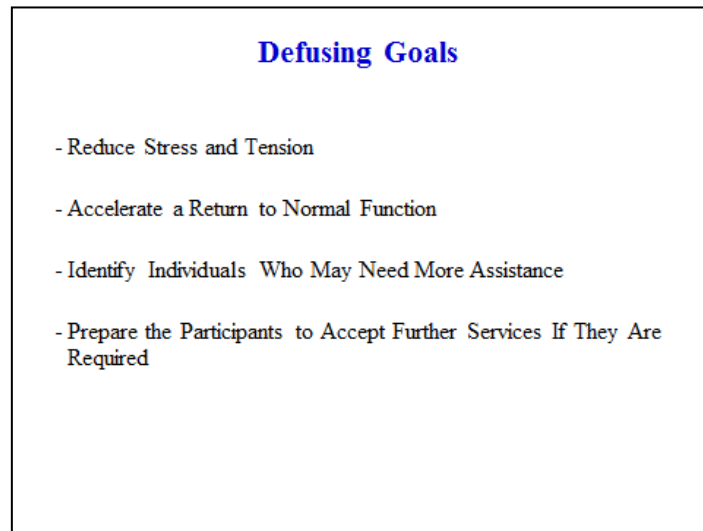
Any debrief should take anything from 20 – 45 minutes, although this will depend on

the number of participants. Where possible the groups should be made of the team which worked together on the unit.

The facilitators should be independent to the team being debriefed and should not have been involved in the critical incident. One of them will take the lead and facilitate the event. Normally, facilitators will work in pairs for a debriefing.

Where possible, debriefing should take place away from the regular workplace in a neutral site. If need be, follow up meetings can be arranged for individuals who would need more support.

It must be stressed that this is not intended to be a therapy. CID is a simple process to allow officers to debrief an incident and therefore mitigate against the effects of stress. If any of those involved require a professional intervention that should be arranged through the Unit's Medical Team.



Slide 5

In essence the goals are to reduce stress in the Unit, ensure a rapid return to normality, and identify any officers that may require further professional help. In doing so, it sensitises unit members for that possibility, without attaching any stigma to it.

Defusing process

- Establish a non-threatening social environment
- Allow ventilation of the stressful experience
- Restore cognitive processing of the event
- Provide information for stress survival
- Affirm the value of the personnel
- Establish linkages for additional support
- Develop expectations for the future

Slide 6

The facilitators will aim at establishing a non-threatening environment, in which all present can feel comfortable discussing the incident, allowing them to talk through the critical situation and venting any stressful experiences. Once this has taken place, which should be the main part of the debriefing, the facilitator should be in a position to provide any advice on stress management, reinforce team's values and where to go for further support if required. Finally they should assist the team to develop expectations for the future.

Introduction Phase

- Introduce Team Members
- State Purpose / Describe Process
- Motivate Participants
- Set Ground Rules
- Stress Confidentiality
- Not Investigative
- State goals
- Describe process
- Offer additional support

Slide 7

There are three phases to the debriefing; Introduction, Exploration & Information.

The facilitation team will have arranged a site where there is a room large enough to accommodate all the participants in a circle of chairs, whereby they are sufficiently close that the participants could easily reach over and touch those in the next seat. The chairs should be reasonably comfortable where possible. All disruption should

be avoided and privacy guaranteed. If there are windows, blinds can be drawn.

In the Introductory phase the facilitator will introduce the team members and inform those present that the purpose is to debrief the incident in a logical sequence, giving every participant the chance to say what they want about how the incident went from their own perspective. This aims at encouraging participants to participate to a full and frank discussion of the incident.

The facilitators will need to lay down standard ground rules; such as the fact that all comments made will be treated confidentially unless they involve criminal activity, that all participants must give the other members of the team the chance to say what they want to and to respect their individual views. All participants should respect the confidentiality of the debriefing and not discuss issues with anybody outside the group. Facilitators will ensure that the team understands that this is not an investigation on the incident but rather an opportunity to discuss their personal feelings and emotions resulting from the critical incident.

The facilitators will provide goals (see slide 5) and describe how the process will take place. They should also stress that this is not a therapy session and if anybody feels that they need professional help, they should speak to the facilitation team for a follow up.

Exploration Phase

- Ask for Brief Description of Event
- Ask Clarifying Questions
- Group Members Share Experiences and reactions
- Assess Need for More Help

Slide 8

The Exploration phase starts with a brief description of the event; this can be given by the team leader who was in command or by the officers in chronological order as they became involved in the incident. The facilitator can ask clarifying questions at any stage if need be. Each member of the group is asked to talk about his involvement and how he felt about it. This phase should take up the majority of the debriefing time.

Information Phase

- Accept / Summarize the Exploration Provided by the Group
- Normalize Experiences and / or Reactions
- Teach Stress Survival Skills and stress importance to avoid alcohol, drugs, coffee
- Emphasize Taking Care of Self
- Rest / Exercise
- Offer Additional Help Such As One-on-ones

Slide 9

Once completed, facilitators will summarise the exploration phase, without expressing judgemental or dismissive views

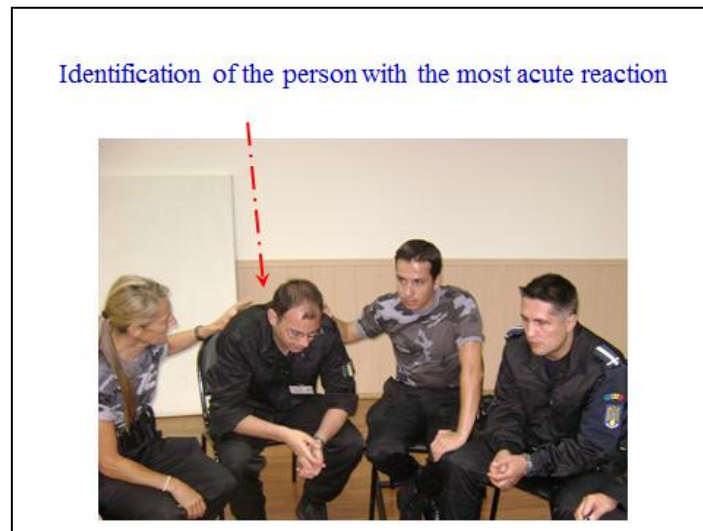
The lead facilitator will have all participants understand that their reactions and subsequent feelings are quite normal following a critical incident and that the purpose of debriefing was to allow them to talk through these reactions. The coping strategies presented during the initial lesson on Stress Awareness will then be reminded.

Finally follow up can be suggested to those who need or wish to have one.

Following debriefing the facilitators will have a short debrief themselves to ensure that the leader has picked up all the points. They are not required to report any of the proceedings to the FPU Command team other than the fact that the debriefing was held successfully.



Slide 10



Slide 11

(Note here the use of the supportive touch).



Optional activity – Role Play Critical Incident debrief

The purpose of this activity is to practice the theory in the lesson

Time Required:

5 minute briefing followed by 10 minute role play and 5 minute debrief

Total time: 20 minutes

Preparations:

1. Classroom with sufficient chairs for all the students arranged in a circle
2. Briefing sheets for each of the participants

Activity Guidelines:

1. Ask for a volunteer to take the role of facilitator
2. Give them a briefing sheet which explains the incident being debriefed.
3. The remainder of the students will be given a briefing sheet with the same details and the reaction that they are to adopt during the debrief
4. Once the students have read the briefing then the role play begins
5. The Instructors should sit out of the circle and not form part of the role play so that they can debrief at the end
6. At the end of 10 minutes stop the process and run a debrief

☞ The scenario will be dependent on the Mission to which the FPU is deploying and the Instructors should design their briefing sheets accordingly. It is important that the scenario is very simple as it is just aimed to get the students used to the process of running a Critical Incident Debrief.

☞ **Instructors note:** *If there is time it would be very beneficial to run this exercise several times to give all the students the opportunity act as the lead facilitator and practice the phases of the process, alternately the session can be run over a longer time with students taking over the lead facilitator role at different times during the exercise.*

If the exercise is not used then the Instructor should go straight to the summary of the lesson.

SUMMARY

- Recognise stress in self and others
(peers, subordinates & supervisors)

- Defuse stress where necessary

- Conduct Critical Incident debriefing
when appropriate

Slide 12

The officers should be given a summary of the key points of the lesson before being asked if they have any questions



QUESTIONS

UN Peacekeeping PDT Standards for Formed Police Units
1st Edition 2015

Slide 13