

Juvenile Institutions Core Training

Unit 1: Behavioral Health-Emotional Survival

Instructional Time: 2 hours

1. Welcome and Introductions
2. Objectives
 - a. Understanding wellness concepts and the tools needed to address physical, mental, emotional health and well-being from recruitment to retirement.
 - b. The student will be able to describe the Peer Support, Chaplain and Honor Guard programs value in relation to employee wellness.
 - c. Student will be able to identify the seven different components of the wellness wheel and how all are needed to contribute to overall wellness.
 - d. Understand and be able to define mindfulness, physical and spiritual aspects of addressing compounded stress.
 - e. Student will be able to define acute vs chronic stress and be able to identify the causes of burnout, compassion fatigue and trauma?
 - f. Define hypervigilance and the symptoms of the hypervigilance rollercoaster.
 - g. Student will be able to identify signs and symptoms of emotional distress for the officer.
 - h. Student will be able to identify the signs and symptoms of vicarious trauma and cumulative trauma and the effect it has on an officer's well-being and family.
 - i. Student will be able to differentiate between PTSD and PTSI.
 - j. Describe how to proactively provide assistance as a peer support team. Identify and list available resources for officer's experiencing emotional distress.
 - k. Identify EAP services and how stigma can affect an officer's willingness to access them.
3. Group activity-Identify appropriate responses to a critical incident to ensure employee's emotional health is addressed.
4. Group activity-Participate in a visual exercise of putting added weight (5lbs...15lbs...25lbs) in backpacks as two students walk on treadmills. Added weight is used to simulate stress over a career in law enforcement. Discuss with class how to recognize stress that occurs over a career and how to address the stress in a positive manner.
5. Group exercise to evaluate individually if the officer has continued activities and hobbies, they participated in prior to a law enforcement career.
6. Review/Closing/Evaluations