

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: FTO Refresher Course</p> <p>LESSON TITLE: Trainees and Trauma</p>		
<p>New or Revised Course: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>		
<p>Prepared By: Ofc. Rebecca Small</p>		<p>Date: 10/20/2021</p>
<p>Academic Director Approval: Director Gary Cordner</p>		<p>Date: 11/25/2021</p>
<p>PARAMETERS</p>	<p>Lesson hours: 1 hours</p> <p>Class size: 20 students</p> <p>Space needs: Classroom</p>	<p><input type="checkbox"/> Entry-level</p> <p><input type="checkbox"/> Continuing Education</p> <p><input checked="" type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any) Modules 1-3 of FTO Refresher Course</p>		
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>None: This is a new lesson</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Given a group activity and facilitated discussion, students will identify the basic elements of trauma to the satisfaction of the facilitator. 2. Through facilitated discussion and Mind Maps field training students will identify types of secondary trauma that a trainee could witness for the first time to the satisfaction of the facilitator. 3. Given a Mind Mapping activity, students will create a list of practice strategies that alleviate the cumulative stress of the police occupation. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Group Activity & Facilitated Discussion 2. Facilitated Discussion & Mind-Mapping 3. Mind-Mapping 	

<p>4. Through facilitated discussion, students will identify the components of optimum wellness and the resources to maintain it to the satisfaction of the facilitator.</p>	<p>4. Facilitated Discussion</p>
<p style="text-align: center;">COURSE DESCRIPTION</p> <p>The focus of this session is on preparing FTOs to help field trainees when they observe or experience traumatic events and situations. Facilitated discussion with Director Vernon Herron and/or E&T Staff on general principles of stress management and responding to trauma, along with specific BPD protocols related to peer support, critical incident stress management, and related services.</p> <p>Material and information in this course are derived, in part, from existing classes :</p> <p>*Stress and Wellness Field Training Officer Program</p> <p>*Understanding and Mitigating Stress</p>	
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>None</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> ● PowerPoint ● Different Color Markers ● Chart Paper 	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Smartboard and/or smart TV</p> <p>Projector</p> <p>Computer</p> <p>Speakers</p> <p>Departmental Phones</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>None</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Facilitated Discussion, group activity, mind-mapping</p>	

REFERENCES

1. Baltimore City Police Policy 1703
2. “Effects of Stress on Police Officers”; Mac McLemore, August 19, 2016. Retrieved 11-11-2021 <https://www.linkedin.com/pulse/effects-stress-police-officers-mac-mclemore>
3. Rosenberg, Jaime. “The Effects of Chronic Fear on a Person’s Health
4. ,” American Journal of Managed Care, Nov. 2017. Retrieved 11-11-2021 <https://www.ajmc.com/view/the-effects-of-chronic-fear-on-a-persons-health>
5. Emotional Survival for Law Enforcement: A Guide for Officers and Their Families, Kevin M. Gilmartin, Ph.D. Tucson, Arizona : E-S Press, 2002.
6. “How Stress Affects Your Body and Mind”, Video Published by Braive Company, October 6, 2016. Retrieved 11-20-2021 https://youtu.be/CZTc8_FwHGM
7. Stress and Wellness Field Training Officer Program Lesson Plan.
8. Understanding and Mitigating Stress Lesson Plan

GENERAL COMMENTS

This lesson is meant to be taught by a MPCTC certified instructor, and preferably, a current or previous instructor with FTO experience.

Lesson Plan Checklist


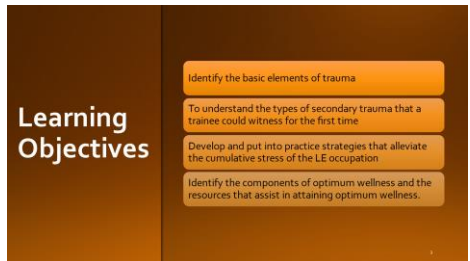
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Rebecca Small	Date: 11-11-2021		
Curriculum Specialist: Danalee Potter	Date: 11-30-2021 3-23-2022		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: FTO Refresher

LESSON TITLE: Module 4: Trainees and Trauma

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1</p> <p>SAY: Hello, my name is...and I have been with BPD for ____ears.</p>	<p>TIME: 10 minutes</p> <p>Slide 1</p>  <p><i>The facilitator will provide a brief introduction of himself/herself (background, history with the department, etc.).</i></p>
<p>Slide 2</p> <p>SAY: Today's objectives are as follows:</p> <ul style="list-style-type: none">• Learners will identify the basic elements of trauma to the satisfaction of the facilitator.• Learners will identify and understand the types of secondary trauma that a trainee could witness for the first time to the satisfaction of the facilitator.• Learners will create a list of practice strategies that alleviate the cumulative stress of the LE occupation.• Learners will identify the components of optimum wellness and the resources to maintain it.	<p>Slide 2</p>  <p>Learning Objectives</p> <ul style="list-style-type: none">Identify the basic elements of traumaTo understand the types of secondary trauma that a trainee could witness for the first timeDevelop and put into practice strategies that alleviate the cumulative stress of the LE occupationIdentify the components of optimum wellness and the resources that assist in attaining optimum wellness.

Slide 3

SAY: As officers, it is highly likely that some of you have experienced trauma, witnessed trauma, or will experience trauma during your career. Let's discuss what trauma is.

ASK: What is trauma?

SAY: Trauma is what impacts you just beyond your coping mechanisms – physically, emotionally, psychologically or spiritually.

SAY: In your small groups I want you to utilize the paper in front of you and create a "mind map" of examples of trauma that a person might personally experience.

ASK: What are some examples of trauma that a person could experience?

Slide 3

NOTE: Content on this slide is hidden. Do not reveal the answers until AFTER students answer the question



The facilitator should write the word "TRAUMA" on chart paper in front of the room, and record students' responses below it


Reasonable Answers: A distressing or disturbing experience.

Give participants 5min to make maps. Let each group share one response, until each group has given an answer)

Possible Responses:

- Car accident
- Homelessness
- Job loss
- Death
- Abuse
- House fire

Click the mouse to reveal the hidden content on the slide

<p>ASK: What have you found most traumatic in police work?</p> <p>SAY: Keep in mind, these types of traumatic experiences describe things that a person experiences firsthand. Today we are going to focus on secondary trauma and the effects it may have on the trainee.</p>	<p>Possible Responses:</p> <ul style="list-style-type: none"> ● Police-involved shootings ● Fallen officers ● Domestic violence cases ● Child abuse cases ● Murders
<p>II. INSTRUCTIONAL INPUT (CONTENT) Slide 4</p> <p>ASK: When I say “Secondary Trauma” what do you think I am referring to?</p> <p>SAY: Many of the officers that are going on the street have never witnessed secondary trauma and may not know how to analyze or process the incident that they have had to handle.</p> <p>Secondary trauma involves how your body and mind are impacted by something you witness or overhear. This experience can have a profound impact on your ability to work and function normally.</p> <p>ASK: What are some examples of secondary trauma that you think your trainee will be experiencing for the first time? What types of incidents have the greatest potential for conveying secondary trauma?</p>	<p>TIME: 45 minutes Slide 4</p>  <p>Possible Responses: Something someone witnesses</p> <p><i>Be prepared to discuss the incident and make sure they know it's normal for all first responders to be affected by secondary trauma.</i></p> <p><i>The facilitator should draw a line on the chart paper list already created and write SECONDARY TRAUMA underneath of it. Add student response to this list.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> ● Seeing animal abuse ● Witnessing physical abuse ● Shootings ● Neglect or abuse of a child ● Seeing a partner injured/shot

SAY: As an FTO, it will be important for you to monitor your trainees for reactions to secondary trauma. Secondary trauma is work-related, secondary exposure to people who have experienced extremely or traumatically stressful events. The negative effects of Secondary Traumatic Stress, or STS, may include fear, sleep difficulties, intrusive images, or avoiding reminders of the person's traumatic experiences.

Secondary trauma is similar to PTSD except that it applies to those emotionally affected by the traumas of another. Symptoms paralleling those of PTSD include flashbacks, troubling dreams, intrusive thoughts, sudden recall of frightening experiences, losing sleep, and avoidance.

Slide 5:

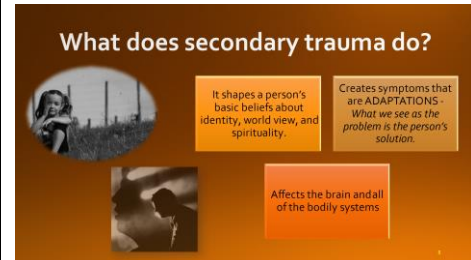
SAY: When we see the suffering of others and what humans do to humans, it begins to challenge the common innocence and naiveté that we have.

First is your identity. Your self-confidence, avoidance, political views, and religious views are affected. As you change, you struggle with how you adjust or deal with it. Sometimes you will see people deal with secondary trauma through drinking, strange behaviors, overly sexual behavior, and/or avoidance. Your nervous system becomes overly stimulated because you are in a hypervigilant state at work, and there is an 18-24 hour physiological cycle that you're fighting.

ASK: What are some examples you have seen of trauma affecting field trainees?

ASK: So how do we help trainees deal with the stress of a traumatic event?

Slide 5

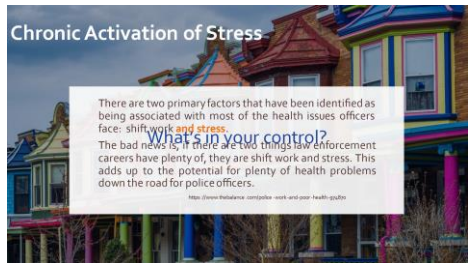


Possible answers:

- Not knowing how to handle certain calls
- Struggling to write reports
- Dealing with seeing child abuse first hand
- Hypervigilance
- Withdrawal; emotional numbness

Possible answers:

- Talk with them
- Offer services
- Suggest things that could help

<p>ASK: What steps have you taken, as FTOs, to help field trainees positively cope with and manage traumatic experiences? .</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> • Ensure they feel supported • Give them time to regroup/reflect • Be a mentor to them • Make sure they're getting the assistance they need • Contact Officer Safety and Wellness (OSW) and request support from a peer team member. • Contact BHS counseling via the app on your departmental cell phone. They will put you in touch with an acute care counselor.
<p>Slide 6</p> <p>SAY: Good answers. Now let's talk about stress. Police work is stressful to begin with—you're dealing with mounting administrative work, pressure to keep up with policies and training, and sometimes an unappreciative public. And on top of that, the COVID pandemic has brought on additional stressors and challenges. One major way that you can assist in helping your trainee is pointing out the areas that are in their control. Help them find their predictability.</p> <p>SAY: Take a moment to read what's on this slide to yourselves.</p> <p>SAY: When you know where there's predictability you can infuse some stress mitigation techniques more readily. When there's less predictability and control in your days, heightened awareness is needed for stress mitigation.</p>	<p>Slide 6</p> <p><u>NOTE:</u> <i>Content on this slide is hidden. Click the mouse to reveal the hidden question AFTER students read the first part of the slide</i></p>  <p><i>Give students a moment to read the slide</i></p> <p><i>Click mouse to reveal question</i></p>

Slide7

SAY: We can train our brain to be less reactive, more relational, even during stressful situations. We can mitigate stress by adopting new practices that help with transitions to and from work that are healthy. Effective communication is a critical outlet to mitigate stress; setting boundaries to separate work and outside of work is equally critical.

SAY: When you have less control over a given situation, it leads to less predictability, higher stress and lower tolerance.

However, when you have more control over a given situation, it leads to more predictability, lower stress and higher tolerance.

Slide 7

NOTE: Content on this slide is hidden. Click the mouse to reveal the hidden content as you read the information in the LP



Click to reveal content on the slide in the first row

Click to reveal content on the slide in the second row

Slide 8

SAY: Remind your trainees that being mindful of what they are doing and their surroundings can limit the stress that the body absorbs.

SAY: Here are four ways to be more mindful:

- Set intention
- Mindful breathing
- Brain training
- Moment to moment awareness

SAY: Having open communication with your trainees and sharing your positive remedies for what you do when faced with trauma could have a major impact as well.

Slide 8

NOTE: Content on this slide is hidden. Click the mouse to reveal the hidden content as you read the 4 ways to be more mindful

The slide is titled "Mindfulness" and has a light gray background. It features a circular profile picture of a man on the left. To the right of the picture is a quote: "Stress divided is stress mitigated." followed by "Lindsey Betromea@Red. Police Officer". Below the quote is a bulleted list of four items: "Set an Intention @ the start of the day", "Mindful Breathing", "Brain Training", and "Moment to Moment Awareness".

Click mouse to reveal each bullet one-by-one

Slide 9 Group Activity

SAY: Trainees need to recognize that chaos is part of life at times. And, of course, as a society we have police to help us deal with chaotic situations. So as police officers they'll experience even more chaos than the average person. And part of their job is to turn chaos into order.

Trainees need to evaluate how they respond to chaos and stress, how they can avoid contributing to that, and begin to make small changes that will help them cope with and manage stress.

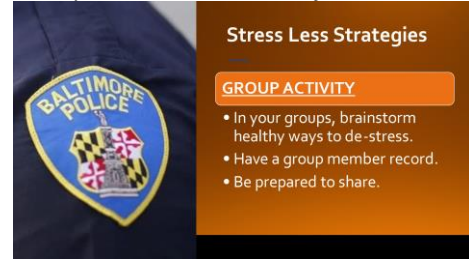
GROUP ACTIVITY

In your groups, brainstorm healthy ways you de-stress. Take 3 minutes to discuss and have a group member record. Be prepared to share.

SAY: Now, let's have a few groups share with the class. Please hang your chart paper up on the wall closest to your table group and choose a presenter to share.

Slide 9

NOTE: Content on this slide is hidden. Click the mouse to reveal the hidden content as you read the 4 ways to be more mindful.



NOTE: The instructor go around the room and ask each group to present their list. As each new group presents, ask them not to repeat anything on their list that may have already been mentioned by a previous group.

Possible Group Responses:

- Listen to music
- Read
- Play a game
- Nap
- Take deep breaths
- Spend time with family
- Plan ahead
- Exercise
- Engage in a hobby
- Vacation

SAY: Let's review a few stress less strategies that help you better manage your stress.

- Evaluate your "toxic busyness" or need to be connected to police work.
- Take an electronic break.
- Make time for your family and friends (communication matters).
- Prepare in advance for the next day (getting organized).
- Commit to being active 30 minutes a day x 5 days a week (increased activity improves blood flow, increases oxygen, activates endorphins).
- Evaluate nutritional choices

Click mouse to reveal each bullet one-by-one.



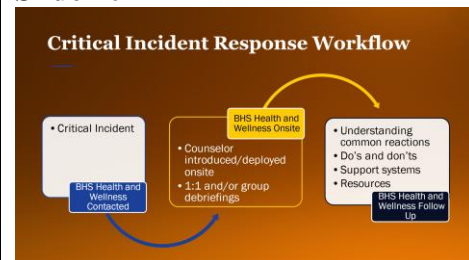
Slide 10

SAY: The police department has a special unit and program in place for trainees and any member of the department that is involved in a critical incident.




ASK: What constitutes a critical incident?

SAY: A critical incident is an incident that is unusual, violent, and involves a perceived threat to or actual loss of human life that may overwhelm an individual's normal coping mechanisms and cause psychological distress. When a critical incident happens, BPD contacts BHS. Health and Wellness will then provide a clinician to be at designated onsite location as soon as possible. Resources will be provided as needed, but don't be afraid to reach out or seek assistance from your peers!

Slide 10



Possible Responses: A crime of violence, loss of life.

<p>III. REVIEW/EVALUATION/CLOSURE</p> <p>Slide 11</p> <p>SAY: The Baltimore Police Department (BPD) is committed to the safety and well-being of all members and their families. BPD members may experience events that will evoke intense emotional reactions (trauma) and can threaten to overwhelm their psychological coping abilities. BPD recognizes that its members may experience the same stressors and mental health issues as the general population and, in addition, stressors which are unique to the profession of policing and to police family life.</p>	<p>Time: 5 minutes</p> <p>Slide 11</p> 
<p>Slide 12</p> <p>SAY: The BPD has an Employee Assistance Program that is a free, confidential, 24/7 program available to all employees and members of their household. It is outlined in Policy 1703.</p> <p>When you contact EAP, you will be connected with a care coordinator who will connect you with any services you may need.</p>	<p>Slide 12</p> 
<p>Slide 13</p> <p>ASK: What questions do you have for me?</p>	<p>Slide 13</p>  <p><i>The facilitator should attempt to answer any questions posed by students</i></p>