

U.S. Department of Justice
Office of Justice Programs
Office for Victims of Crime



DEATH NOTIFICATION

MADD

Mothers Against Drunk Driving

*Breaking the Bad News with
Concern for the Professional
and
Compassion for the Survivor*

*A Seminar for
Law Enforcement*

Office for Victims of Crime

OVC

DEATH NOTIFICATION

**Breaking the Bad News with Concern for the Professional
and
Compassion for the Survivor
Law Enforcement
(1996)**

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PLANNING YOUR DEATH NOTIFICATION SEMINAR FOR LAW ENFORCEMENT PROFESSIONALS

1. Contact your training officer and ask (1) if a structured training in death notification is currently being taught; and, if so, (2) is the course adequate? Planning a seminar which is not needed is not good for your agency's image, so do your homework!
2. If the training is needed, try to obtain the support of Chiefs of Police, Sheriff, Highway Patrol and others (at the state level if it will be a state-wide training event). Include the signatures of all agency heads and yours on a cover letter to be mailed with seminar flyers to each law enforcement entity.
3. Arrange accreditation of the program through the Academy and/or Continuing Education Program of a local university. This will greatly enhance attendance. If you cannot get the seminar accredited, it may not be worthwhile to offer the training.
4. Arrange for two or three victims to share their personal experiences of being notified of the death of their loved one. It is best if at least one felt it had been done poorly and at least one felt it had been done appropriately. Be sure the panel is diversified in terms of race, gender, and relationship to the person killed. The Victim Impact Panel is a very important part of the seminar.
5. Invite someone respected from law enforcement, prosecution or the judiciary, to give introductory remarks at the beginning of the seminar.
6. The seminar can be conducted from a minimum of three hours to a maximum of six hours. Serving lunch is recommended following morning training even if the training is three hours. Lunch time gives attendees the opportunity to discuss the seminar informally. If the seminar begins in the morning, it is nice to offer coffee and rolls.
7. Make basic plans for the seminar at least three months before the event. Mail the letters and flyers out at least one month before the event. One week before the event, call each group which has not yet registered to remind them of the seminar. If participants register by mail, be sure to send a confirmation card or letter.
8. Work with co-sponsoring agencies' public relations departments to send out news releases and media alerts if you wish media coverage. The media usually is intrigued by the topic and can give your organization some credibility. If media covers the event, they will probably want to interview the victims who speak on the victim panel. Be sure that the victims are willing before allowing this. Because of the devastating nature of a death notification, some victims have difficulty talking about it, especially with the media.

9. The training agenda is flexible and can be adapted to fit the needs of any audience.
10. Develop an evaluation sheet or use the sample form in this publication.

COMMENTS OF ATTENDEES

(May be used for flyers or brochures)

"As a result of the training received this weekend, I am confident that members of the Police Department's Command Staff and other officers in attendance are much more aware of the importance of providing support to victims as their first responder."

James N. Robey
Chief of Police
Howard County, Maryland

"My wife is a paramedic and on the Sunday after the seminar she was able to put to use some of the things she had learned. She and another paramedic who (also) attended the seminar said that everything they had learned was worthwhile and really helped."

George Smith
Billings, Montana

"The effort that you put into the planning and execution of the program was obvious from the extremely professional manner in which the program was conducted. I found it both intellectually and emotionally moving."

Joseph Murtha
Assistant State's Attorney
Howard County, Maryland

"As president of the Association for Death Education and Counseling, an international association of more than 1700 members, I know this is a subject of great urgency. Not only must we always be willing to update ourselves to better assist others, but we must also learn how to take care of ourselves. Through programs such as this, we do just that!"

Ben Wolfe, M.Ed.
Duluth, Minnesota

"Although more than seventy years of police experience was represented in our officers who attended the seminar, we all gained new insights, information, and appreciation for the victims."

Samuel E. Corbin
Prince George's County, Maryland

"Having seen you in action, I can say that the service you provide through the training is truly beneficial, not only to the law enforcement community, but to those individuals who find themselves on the receiving end of a death notification. This training has the potential to positively impact thousands of lives, and should be continued and expanded.

**Marc W. Harlow
Michigan Sheriff's Association**

"The evaluation comments of our officers were highly favorable to the content and information. Often expressed were statements wishing the class could have been longer. Many others noted they had no idea how much information was available and worth considering."

**Captain K. S. Gilbraith
Wyoming Highway Patrol**

"We need more of this training. The reaction from those who have attended is overwhelming. Recently, a victim who came because she was to speak on the panel told me she had spent several years in therapy, but the information she received at the seminar helped her significantly. She said she gained a clearer perspective of why she reacted the way she did, but it also helped her understand why the officers reacted as they did."

**Wayne Smith
Chief of Police
Clatskanie, Oregon**

"This program is long over-due. We have found that law enforcement personnel receive little or no training in this sensitive issue during their training at the police academy. We also find that the chaplains don't rate high in delivering death notifications because too often they bring in the religious aspects of the death rather than allowing the survivors to openly express their response to the devastating news."

**Susie Sawyer
Concerns of Police Survivors**

"After reviewing this curriculum, I found myself looking back at my 23 years in law enforcement. Little or no thought was ever given to this topic when I began my career. I remember carrying the emotional consequences back home with me as I had no other outlet. With this thought in mind, I highly recommend that this material be incorporated into basic training at the academy."

**Anthony A. Munoz
Police Lieutenant
Waterford, Connecticut**

TIPS FOR TRAINING ADULTS

HOW TO SUCCEED IN REACHING ADULT AUDIENCES

1. **Explain how it will benefit them (What's in it for me?).**
 2. **Relate the learning to their past experiences.**
 3. **Encourage participation and interaction.**
 4. **Listen and respect their opinions (Make me feel good about myself.)**
 5. **Encourage them to be resources to you and to each other.**
 6. **Always treat them like adults.**
-
-

MAXIMUM EFFICIENCY IN LEARNING

Least Effective:

Verbal Symbols
Alone

Visual Symbols Alone

Verbal Symbols Combined with
Visual Symbols

Verbal and Visual Symbols
Combined with Hands-On Experience

Most Effective:

Verbal, Visual Hands-On Experience

FLIP CHART TIPS

1. Make letters at least 1 1/2 inches high.
 2. Before presentation, go to back of room to assess how large you will need to print.
 3. Leave 2" or more between lines.
 4. Use the top 2/3 of the pad only.
 5. Use as few words as possible.
 6. Highlight key points by using
 - color
 - shapes
 - graphics
 - boxing
 - underlining
 - pictures
 7. Alternate colors when listing ideas from the audience.
 8. If comparing or contrasting data, use two flip charts.
 9. If material needs to be retained, tape pages on the wall.
 10. Write presentation notes in pencil on margins of flip chart.
 11. Tab pre-prepared charts to eliminate searching for them.
 12. Cover errors with white labels, then write over them rather than begin a new page.
-

TRANSPARENCY TIPS

1. Use as few words as possible.
2. No more than six words per line.
3. No more than six lines per page unless you reveal lines one at a time by using paper as a mask.
4. Address only one major idea with up to three subpoints on each transparency unless revealing item by item.
5. Use various colors of tinted plastic to reduce glare and add interest.
6. Illustrate as much as possible with pictures, shapes, and graphs.
7. Use up to three colors if possible.
8. Keep lines straight.
9. Turn transparency projector off between transparencies unless using in rapid succession. They detract from what is being said if left up too long.
10. If using several times, mount in plastic or cardboard frames.
11. Pencil presentation notes on frames of transparencies.
- 12.. Place masking tape around edges of projector glass to keep out light and to keep transparencies from slipping and becoming crooked.

CURRICULUM

The following curriculum includes materials on crisis responder stress, post traumatic stress disorder, and secondary traumatization which may be useful for law enforcement professionals. However, if time is limited, some or all of these topics may be eliminated. If shorter trainings are preferred, the most important sections are Sections VII through X.

I. Introduction

- A. Welcome by Local Host; Introduction of Guest Trainers
- B. **(OH 5)** Goals and Objectives of the Seminar

Goals: The goals of this seminar are to enhance awareness of the emotional hazards of the work you do as law enforcement professionals and to learn strategies for compassionate and thorough death notifications.

Objectives: The objectives are to accomplish this include learning about the homicide survivor's family experience through the first few weeks, listening to some victims share about their notifications, and working through some protocols developed after meeting with thousands of family members of someone killed.

C. Introduce Agenda.

- Selection of the Notifier
- Homicide Survivor Reactions
- Homicide Survivor Panel
- Protocol for Death Notification

- D. Define Audience (law enforcement, chaplains, victim advocates, other).
- E. Explain contents of training packets.
- F. Explain accreditation and CEU procedures.
- G. Address practical concerns: restrooms, meals, parking, etc.

II. Overview (preferably taught by a law enforcement officer)

- A. Dealing with sudden, violent death is a very big problem in this country. It touches many professionals on a daily basis: law enforcement officers, emergency medical personnel, funeral directors, clergy, mental health counselors, and victim advocates.
- B. **(Following are national statistics. Trainer may prefer to use local or state statistics.)**
 - About 470 people in the U.S. are murdered each week (Department of Justice, 1995).

- The number of youth under 18 arrested for murder rose from 23 per week in 1985 to 57 per week in 1994 (FBI, 1995).
- About 780 people in the U.S. are killed in vehicular crashes each week (National Center for Statistics & Analysis, June, 1995).
- Crashes are the number one killer of Americans aged 1-34 (National Center for Statistics & Analysis, June, 1995).
- More than 320 of the 780 weekly vehicular crash victims die in crashes that are alcohol and other drug related (National Center for Statistics & Analysis, June 1995).
- The Oklahoma City bombing killed nearly 300 people, and that terrorist attack was unquestionably a national crisis. Yet, drunk drivers kill more than that every single week in this country.
- All of these victims leave behind hundreds of thousands of parents, children, spouses, brothers, sisters, and friends whose lives are forever changed.

C. Looking at it from this broader perspective, we are a country of the walking wounded.

The Amick-McMullan and Kilpatrick et al. research (1989a) involved random phone calling of 12,500 people and found that nearly four percent of U.S. population -- an estimated 6.7 million people -- have had a loved one murdered or killed by a drunk driver. Their study also revealed that more than five percent of them are currently suffering from post-traumatic stress syndrome related to homicide. Twenty-three percent have had PTSD sometime since their trauma (Amick-McMullan, et. al., 1989b).

D. **Most families in which someone was killed say that the most traumatic moment of their life was the notification of the death of their loved one. Most recall vivid tunnel-vision for a portion of it. Likewise, most people who are required to deliver notifications say it is the most difficult part of their job.**

Spencer Eth, Chief of Clinical Services at the VA Medical Center Mental Health Clinic in Los Angeles studied a large group of detectives and found that 67% admitted that death notifications were "very or extremely stressful."

(OH6) Their apprehensions stemmed from (1) feeling untrained and unprepared; (2) over-identifying with the victim families because they genuinely cared about their reactions; (3) personal vulnerability: fear of verbal or physical aggression; and (4) fear of being labeled if they have difficulty -- "if you can't stand the heat, get out of the kitchen" attitude of colleagues. (Chard, 1987).

- E. Our desire to help can be a two-edged sword. As long as we genuinely want to help, we will be vulnerable to pain. Unfortunately, too much focus is placed on shutting down feelings in our professions. No, we must not let our feelings get in the way of rational thinking and appropriate professional behavior, but totally shutting them off may be more harmful than helpful. Feelings motivate us to be even sharper in our thinking and behaving. The worst consequence of learning to totally shut feelings off is that we can't turn them back on when we get home.
- F. Did you ever think of yourself as a victim even though you may never have been raped, assaulted, or had a loved one killed?

Did you ever look through the list of symptoms of post traumatic stress in terms of yourself?

Difficulty sleeping, night mares, intrusive thoughts about crimes you are aware of, feelings of numbness as you hear someone's story, exaggerated startle response, hyper-vigilance.

III. Selection of the Notifier

- A. **(OH 7)** Selection of the notifier is as crucial as the procedure itself.

A stressed officer will not be a good deliverer of death notification because he or she will be focused on self, experiencing the task as one more layer of stress. The best attitude for delivering a death notification is a positive one, believing that it is an opportunity to do a good job with an extremely difficult task.

- B. Post-Traumatic Stress Disorder, a common result of trauma work, can significantly interfere with one's ability to deliver an effective death notification.

1. Post-Traumatic Stress Disorder is now a common diagnosis for direct victims of war and crime, but it is also referred to as Secondary Post-Traumatic Stress Disorder among those who experience the symptoms because of over-exposure to the traumas of others.
2. Recent large scale studies (quoted in Pitman and Orr, 1993) are indicating that:
 - 1% to 9% of the general US population suffers PTSD.
 - 34% to 78% of rape victims suffer PTSD.
 - 3% to 37% of assault victims suffer PTSD.
 - 15% to 35% of Vietnam Veterans suffer PTSD (Card, 1987; Kulka, 1990).
 - 2% to 7% of family and friends of someone murdered or killed in a drunk driving crash suffer PTSD.

Some have said about 1/3 of the population has PTSD (**Figley, 1995**)

This is not to mention the large numbers who suffer some of the symptoms, but not enough of them to warrant the full diagnosis.

3. PTSD has been in existence a long time, but by different names:

WWI: Shell Shock
 Traumatic Neurosis

WWII: Combat Exhaustion
 A-Bomb Disease Survivor Syndrome

Vietnam War: Post-Traumatic Stress Disorder

(This audience probably is not familiar with the DSM IV criteria for PTSD, and may never have considered post-traumatic decline as a possible diagnoses for themselves. **Post-Traumatic decline refers to chronic symptoms not related to one specific trauma, but to having witnessed or experienced a number of traumas.**

4. Consider the following symptoms of PTSD (Refer to handouts, page 26).

Post-traumatic Stress Disorder Criteria: Diagnostic and Statistical Manual IV (American Psychiatric Association)

- a. The person has been exposed to a traumatic event in which **both** of the following were present:

- (1) The person experienced, witnessed, or was confronted with an event or events that involved **actual or threatened death or serious injury**, or a threat to the physical integrity of self or others.
- (2) The person's response involved **intense fear, helplessness, or horror**. **NOTE:** In children, this may be expressed instead by disorganized or agitated behavior.

- b. The traumatic event is persistently reexperienced in one (or more) of the following ways:

-
- (1) Recurrent and intrusive distressing recollections of the event including images, thoughts, or perceptions. **NOTE:** In young children, repetitive play may occur in which themes or aspects of the trauma are expressed.

- (2) Recurrent distressing dreams of the event. **NOTE:** In children, there may be frightening dreams without recognizable content.
 - (3) Acting or feeling as if the traumatic event were recurring (includes a sense of reliving the experience, illusions, hallucinations and dissociative flashback episodes, including those that occur on awakening or when intoxicated). **NOTE:** In young children, trauma-specific reenactment may occur.
 - (4) Intense psychological distress at exposure to internal or external causes that symbolize or resemble an aspect of the traumatic event.
 - (5) Physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.
- c. Persistent avoidance of stimuli associated with the trauma and numbing general responsiveness (not present before the trauma), as indicated by three (or more) of the following:
- (1) Efforts to avoid thoughts, feelings or conversations associated with the trauma.
 - (2) Efforts to avoid activities, places, or people that arouse recollections of the trauma.
 - (3) Inability to recall an important aspect of the trauma (psychogenic amnesia).
 - (4) Markedly diminished interest or participation in significant activities (in young children, loss of recently acquired developmental skills such as toilet training or language skills).
 - (5) Feeling of detachment or estrangement from others.
 - (6) Restricted range of affect (e.g., unable to have loving feelings).

- (7) Sense of a foreshortened future (e.g., does not expect to have a career, marriage, children, or a normal life span).
- d. Persistent symptoms of increased arousal (not present before the trauma) as indicated by two (or more) of the following:
 - (1) Difficulty falling or staying asleep.
 - (2) Irritability or outbursts of anger.
 - (3) Difficulty concentrating.
 - (4) Hyper-vigilance.
 - (5) Exaggerated startle response.
- e. Duration of the disturbance (symptoms in B, C, and D) is **more than one month**.
- f. The disturbance causes **clinically significant distress or impairment** in social, occupational, or other important areas of functioning.

Specify if:

- | | |
|-----------------------|---|
| <u>Acute:</u> | If duration of symptoms is less than three months |
| <u>Chronic:</u> | If duration of symptoms is three months or more |
| <u>Delayed Onset:</u> | If onset of symptoms is at least six months after the stressor. |

g. Yale studies

Research at Yale (Goldman, 1990) has found that victims of PTSD may have had chemical changes take place in their brains which are irreversible. Changes include:

(1) Time Expansion:

During the trauma a victim may have felt time was passing very slowly. After that, victims may have difficulty with time

perception, assessing how long things take, and may have to continually watch the clock.

(2) Tunnel Vision:

During the trauma, a victim may have focused on only one specific part of what happened which he or she remembers vividly. Other parts, however, are not clear at all. Such victims may later have difficulty "seeing the whole picture" of issues, solving problems, etc. Recovery of the full memory may or may not occur, and the capacity for full and abstract thinking may be limited.

(3) Ability to Dissociate:

If a victim became so distressed that he could not handle the physical/emotional pain, he may have "left his body", so to speak. Once accomplished, dissociation is fairly easy to repeat.

(4) Startle Reflex:

Victims may over-react to sudden loud sounds.

C. Stress Studies: What we are learning about PTSD among crisis workers

1. Post-Trauma Recovery of Public Safety Workers in Delta 191 Crash (Lanning, 1987)

- a. The Delta 191 crash was August, 1985 in Dallas resulted in 136 deaths. There were 27 survivors.
- b. Joan Lanning studied 77 police, fire fighters, and paramedics 20 months after the crash.
- c. The crisis worker had an average of 14 years of experience.
- d. Findings which have implications for the development of stress management plans for officers.
 - (1) Being able to treat the bodies with respect, especially prior to death, helped in adjustment. Those who stepped on bodies or had to put body parts in bags had the most difficult recovery.

Another study (Green et. al., 1989) found that exposure to the grotesque, especially dismembered body parts, specifically predicted PTSD.

- (2) After 20 months, 16% of the crisis workers were still having "intrusive recollections" (pictures, sounds, and smells popping into mind) of the crash numerous times during the week; for many of them, daily. Police had the most intrusive recollections, then paramedics (very close), with fire fighters significantly lower. Beginning to talk about the memories helped reduce unwanted intrusions.
- (3) Regarding overall stress scores, paramedics scored the highest, followed by police, with the fire fighters having the lowest scores. Paramedics had to make life and death decisions, dealing intimately with bodies. They expressed a great sense of loss of control over the situation. The fire fighters were believed to have lower scores because they had more time to debrief informally.
- (4) Thirty percent were still experiencing symptoms of PTSD at time of the study -- 20 months after the crash. About half were still experiencing numbing symptoms (no feelings, positive or negative), and about half were having intrusive symptoms.

The Fort Worth Star Telegram interviewed a number of the Delta 191 survivors and crisis workers in July, 1995, for a ten-year anniversary series. Dallas/ Fort Worth fire fighter Paul Reese, now 38, was one of the first rescue workers at the crash site. He says he still remembers much of it in vivid detail -- "as if it happened yesterday."

"It was just unbelievable. I wasn't ready for what I saw -- so many dead bodies and body parts. You couldn't see anything until you got right to it because it was raining so hard. I really didn't think I could make it into the plane without stepping on a person or parts of a person. I finally was able to pull some victims out. There was a lady on the concrete, incoherent. I could hear another one calling for help. I had to move one dead body out of the way to cut another man out of his seat belt. When I got to him I could see that his leg was cut off and he was burned over 100% of his body. I saw three

sets of legs -- a man, a woman, and a child. When I turned the seats over, there was nothing there but legs. It was hard, putting bodies in body bags, knowing how many more there were to do."

"Afterward I developed a twitch in my left leg that came every time I went out on an alarm. It took a long time to stop. I still don't like to be out in the truck with low planes flying over me. I still wonder if any of those I pulled out survived. I wish there was some way to know who made it and who didn't." (Reese 1995).

2. A 1986 study of 459 fire fighters exposed to the Ash Wednesday bush fires in South Australia found that four months after the fires, 21% still experienced imagery which interfered with their daily lives. None of the fire fighters received treatment or debriefings. The same percentage was still experiencing daily intrusive imagery after 29 months, and another 20% developed "delayed onset" PTSD more than 11 months after the fire. (McFarlane, 1986, 1988a) Later studies found that those most highly stressed had previous psychological disorders. (McFarlane, 1988b).
3. A Pan American plane crashed over Lockerbie, Scotland in December, 1988. All 259 passengers and crew, plus one on the ground, were killed. A study of the 190 police officers who worked the scene found that their absenteeism and sick leave rose more than 70% the year after the crash. Those who did best were those who had the opportunity to talk about their reactions (Mitchell, 1990).

Another study evaluated the mental health consequences of 66 people who lived in Lockerbie and claimed compensation for psychological injury 10 to 14 months after the bombing (Brooks and McKinlay, 1992). Most had experienced property damage and some had experienced the death of a family member or friend. Primary diagnoses were depression and PTSD followed by other psychiatric disorders.

4. Gersons, 1989 conducted a study of 37 officers involved in serious shooting incidents where someone was killed or seriously injured. Twenty-nine (78%) had PTSD. Their most common symptoms were recurrent or intrusive recollections, hyper-alertness and constricted affect (limited ability to feel).

None of the officers with PTSD sought treatment. All were taking refuge in denial. Their job performance became unsatisfactory and they were reprimanded; but neither they nor their supervisors linked their decreased functioning with the trauma of the shooting.

5. **Martin & Colleagues (1986)** studied 53 police officers and found 1/4 of them to have PTSD. The data suggested that most of the stress was related to their degree of identification with the victims (similar to themselves, their spouse, their child).
6. A 1992 study of 84 law enforcement dispatchers found significant psychological distress when compared to a normative sample group.
 - a. Symptoms included somatization, (physical illnesses and ailments not related to organic dysfunction), obsessive-compulsive behaviors (such as extreme neatness and cleanliness), interpersonal insensitivity, depression, anxiety, hostility, and paranoid ideation (believing someone was out to get them).
 - b. When looking at PTSD symptoms, the patterns of the dispatchers were the same as Vietnam Vets. The dispatcher's scores were lower, however. Primary symptoms were sleep disturbances, obsessive-compulsive behaviors, and somatic problems.
 - c. Blood pressure scores were higher for men than for women; and women scored higher than men on depression and phobic anxiety. Dispatchers in city departments scored higher than in rural departments.
 - d. The number of years in public service correlated with high blood pressure, ulcers, heart problems, alcohol use, and kidney dysfunction. Some of these symptoms also correlate highly with cigarette smoking, which was common among dispatchers. (**McCammon and Schmuckler, 1993**)
7. Another dispatcher study cited lack of control, conflicting role demands and lack of loyalty in the work place as major causes of job-related stress. Dispatchers experiencing the most stress perceived that they did not have the support of fellow dispatchers. Additionally, those who lacked intimate contacts outside the work setting and could not count on family support were highly stressed. The author recommended that supervisors of dispatchers (1) allow them more input in decision-making, (2) encourage their attendance at seminars, especially those on stress management, and (3) more fully support and adequately compensate them. (**Burke, Feb., 1993; March, 1993; April, 1993**).

IV. Vicarious or Collateral Traumatization: Another Model for Assessing Stress

This is a concept developed by **Lisa McCann and Laurie Anne Pearlman (1990)**.

- A. A "Schema" is a way of looking at the world-- a tangible way of describing something; an assumption; a mental framework -- often based on our psychological needs.
- B. **(OH 8)** McCann & Pearlman's hypothesis is that **association with trauma disrupts the schemas we developed in early life.** The way we experience various traumas is based, in part on these schemas, and those schemas which are most significant to us.

Following are categories of schemas. Answering a few questions will help you identify your basic schemas and note how they have changed over the years.

1. **(OH 9)** Trust: Is it a good or bad world?

List some of your beliefs about trust before you began this work.

List some you have now.

Examples:

There's no such thing as justice.

All they ever get is a slap on the wrist.

All politicians are idiots.

Never trust an offender who says he's remorseful.

"If God is God, then God is not good. If God is good, then God is not God."

2. **(OH 10)** Safety: Is it a safe or unsafe world?

List some behaviors you commonly engaged in before this work which you don't do now.

List things you do now that you didn't do before you began this work.

Examples: Seat belts, locking doors, not going out alone at night, rules for children.

3. **(OH 11)** Power: Do you see problems as challenges or catastrophes?

What did you believe you could control before that you don't believe you can control now?

Did you use to believe that everyone was redeemable--could be "fixed"?

How could a Holocaust happen? Ritualistic Cult Abuse?

Are you as powerful as you once thought you were?

What causes you to despair?

4. **(OH 12)** Autonomy: Do you feel more independent or dependent?

Are you more or less connected to your family than you were before?

What worries do you have about your spouse, children?

You may believe that you have the right to walk out in the dark alone, but do you feel comfortable doing it?

To what degree do you believe that you can take care of yourself? What do you now do to take care of yourself?

What makes you feel anxious?

5. **(OH 13)** Self Esteem: Do you feel worthy or unworthy of respect?

Do you still believe that most people are good?

Has your thinking about the word "evil" changed?

Is the world getting better and better or worse and worse?

When you finished school, how much self esteem did you have on a scale of one to ten? How much now?

6. **(OH 14)** Intimacy: Do you feel connected to or disconnected from others?

What are you thinking about as you go home from work? Being with family -- or needing to "get away from it all."

Think back to when you got out of school. What would your ideal day have been?

What is your "dream day" now?

How often do you feel that "no one understands you?"

Do you sometimes think you're SPECIAL...a martyr?

Some of these schemas are more significant to us than others, based on our own life experiences.

Which ones agitated you the most as you thought about them?

McCann and Pearlman suggest that our schemas determine what we think about the most, the nightmares and flashbacks we have, and what things tend to terrorize us.

For example, a person with basic trust issues will have a very difficult time sitting in courtrooms and observing the criminal justice system.

A person with basic safety concerns will be traumatized working with someone who was trapped in a burning car or a battered victim.

(Trainer may want to discuss important personal schemas.)

Discussion Question: How might problems with one or more of these schemas affect one's ability to deliver a compassionate death notification?

V. Crime Victims and Law Enforcement Officers

A. (OH 15) Research has taught us what victims want:

- To be able to tell their story again and again
 - To have all their feelings accepted and to be believed
 - To be with others who have been through it
- (Wortman, 1985; Pennebaker & O'Heeron, 1984; Weinberg, 1985; Weiss, 1988).**

(OH 16) Likewise, we know what victims don't want:

- Encouragement to take medicine.
 - Being told not to think about it.
 - Being referred to support groups too prematurely (If they selected you as their confidante, they want you to listen).
- (Wortman, 1985; Weinberg, 1985, Weiss, 1989).**

(OH 17) Are our needs as law enforcement professionals much different?

Law enforcement officers tend to put a protective barrier around ourselves to cope with the trauma we face every day--a way of staying "tough." We don't talk to our families about our work because we are trying to protect them too.

Listen to what happened to a man who cared a lot, but didn't receive adequate support.

State Trooper Sonny Cease put in 2000 hours of work as the lead investigator in the 1988 school bus crash in Kentucky in which 24 children and 3 adults burned to death. He did not talk about what was going on because he had to protect the case. Thirteen months later, after the trial was over, he suddenly woke up at 3 a.m. one morning, thinking he was having a heart attack. He was off work and sick for four months with severe sick headaches, chronic fatigue, and rapid heartbeat. Ten doctors and a trip to Mayo Clinic later, he was diagnosed with delayed post-traumatic stress disorder. He is now back at work, but still has trouble. He couldn't sleep after seeing the Waco cult compound burning on TV (Estep, 1993).

VI. Strategies for Staying Emotionally Healthy as a Crisis Professional

A. **(OH 18)** Key Factors in Recovery: Delta 191 Study (Lanning, 1987)

1. Expression of appreciation for what the workers had done. The ones with the greatest problems after 20 months had received no expression of appreciation from anyone -- media, agencies, or families.
2. **(OH 19)** Meaningful debriefings
 - a. Supervisors should explain to workers that they are being asked to attend the debriefing because they are concerned with their emotional well-being.
 - b. The initial debriefing should be mandatory with one-on-one follow-up appointments available for a year.
 - c. Debriefings should be held on the work premises if possible. This links the debriefing to the trauma and symbolically expresses the support of the agency.
 - ~~d. Information about post-traumatic stress disorder should be given to normalize symptoms and let the workers know they are not "going crazy."~~
 - e. Small, informal, confidential groups should follow the informational component to allow for sharing experiences and reactions honestly.

Dr. Earl Grollman, who lectures extensively on male grief, says that only one of every 15 men has even one person he can honestly share personal reactions with. Most men admit that they would rather talk with women, because women are more comfortable with feelings.

- f. Facilitators should be professionals from outside the agency to assure confidentiality.
- g. Supervisors should have separate debriefings so all in each group are of the same rank.
- h. Spouses and other family members should have their own debriefings.

Those who work in positions with the opportunity to accomplish these debriefing components regularly and informally will probably handle stress more effectively than those who work in isolation.

Several De-briefing models have been developed (see Bell, 1995; Mitchell, 1988; Mitchell & Bray, 1990; Armstrong et. al, 1991; Raphael, 1986; Bergman & Queen, 1986; Young, 1991).

3. **(OH 20)** Personal characteristics were identified in the study that decreased the risk for PTSD:

- a. Easy-going personality/sense of humor
- b. Training (Instills confidence even when task is difficult.)
- c. Religious beliefs
- d. Opportunity to do training or public speaking (helps achieve mastery over the trauma.)
- e. Positive relationship with father (May mean a comfort level in discussing personal reactions.)
- f. Desire to help people

How does that list work for you? What would you add to it?

B. **(OH 21)** Coping Techniques: McCann and Pearlman (1990b)
(Trainer: Note similarities to Lanning findings.)

1. Identify Central Schemas

- a. Think about how your work has changed your schemas and which schemas are significant to you, and then see if you still need to be doing the work you're doing.
- b. It could be that while your work once energized you, it now depletes you because your schemas have changed....or vice versa.

2. Get Support

- a. Take advantage of informal debriefing opportunities.
- b. Obtain supervision/consultation regarding your work.
- c. Find ways to be acknowledged and appreciated

3. Process Personal Issues

- a. Obtain professional counseling.
- b. Clarify personal boundaries (Know when to say no.)
- c. Have at least one good friend/spouse with whom you can share everything.

4. Seek balance

- a. Be with winners on your days off.
- b. Have at least one hobby or form of entertainment that doesn't have anything to do with your work.
- c. Stay physically healthy.

5. Utilize humor in safe places.

6. Identify positive components of the work you do:

-
- Transformation of people's lives (as contrasted to salespersons).
 - Contribution toward making the world a better place.
 - Participation in a vast social justice movement.

VII. Homicide Survivor Reactions (This section is preferably taught by a mental health professional or seasoned advocate.)

A. We now shift our attention from the stresses faced in our own professions to what it is like to be on the family member end when a loved one has been killed or murdered. Historically, the victims' movement was synonymous with the women's movement. Primary concern was with battered women and children and rape victims. Only within the last few years have family members of those killed been considered "victims of crime."

1. Dorthea Morefield, whose son was murdered: *"I can accept a great deal of ignorance and a great lack of awareness. But to be told that I am not a real victim when I have lost something more precious to me than my own life, I will not tolerate. If you feel you are not dealing with a real victim when you deal with homicide survivors, just call me."*
2. Professionals who work with families in the aftermath of a sudden, violent death need to understand something of the homicide survivor experience for the first few weeks.

B. **(OH 22)** Death Models

1. Death models have been around for 15-20 years, but have never been proven valid. Kubler-Ross studied dying children and their families and noted the following stages: Denial, Anger, Bargaining, Depression, Acceptance. Terese Rando is probably the finest contemporary death and dying researcher, and she describes stages as follows: Avoidance, Confrontation, and Re-Establishment.

Most models neglect the totality and complexity of life and death, particularly after a sudden, violent death. Each day is different. Each hour is different. The problem comes when stages become prescriptive (you are in this stage now, and later you will move into that stage) rather than descriptive or situational.

2. **(OH 23)** Rather than stages, Charles Corr (1991) suggests that, regardless of where a mourner is, we should consider his or her physical, psychological, social and spiritual needs.
3. Grief, in itself, is not bad. It is a natural, spontaneous emotional healing process. But it is much more complex following a homicide.

Rynearson studied eighteen young adults whose loved one had been murdered a mean of 2.5 years ago. Seventeen of the eighteen were still

experiencing intense, terrifying intrusive images of the fantasies they had developed about the murder from bits and pieces of facts they had gathered. The researcher concluded that grief work could not be done until the trauma was dealt with first. Thus anti-anxiety medication and classical conditioning techniques were used to calm the patients, help them sleep and reduce the intrusive imagery. Rynearson concludes that the combination of grief (pining, longing, guilt, idealized attachment to the victim) coupled with intense traumatic imagery should alert clinicians that significant treatment is warranted (Rynearson, 1993).

4. Grief and mourning are not the same thing. Grief is the pain. Mourning is how we express it. It includes redefining self and roles. In our society, we grieve, but we do not mourn without being labeled or scorned.

Society, on the one hand, insists that people mourn, and labels them as "in denial" if they are not doing so. However, if someone mourns outwardly, they refer them to counseling or support groups as if mourning is an illness to be avoided or overcome.

C. (OH 24) Unique Features of Homicide Survivors

Homicide survivors' experiences differ from those grieving an anticipated death in the following ways: (Lord, 1986)

1. Unanticipated, Sudden:

No Time to Prepare -- to say "I Love you, I'm Sorry, Good-bye."... Or for the dying victim to say, "Thank you. I'll be okay."

Death of a child feels " generationally wrong."

One study found that parents who lost adult children in vehicular crashes suffered more over-all psychiatric distress, guilt, and health complaints than parents whose children died of cancer (Schanfield, et. al., 1987).

2. Violent:

The feeling of helplessness from knowing that a loved suffered physically is insurmountable. We are intimately attached to the bodies of our loved ones, and no matter how assured our faith makes us that their souls are in Heaven, we still grieve what has happened to the bodies and that we were powerless to stop the pain.

3. Senseless:

Homicides are somebody's fault; they are not an accident.

4. Legal frustrations, both criminal and civil:

Survivors are thrown into a system they do not understand.

This component may be more difficult for advocates who are victims themselves than advocates who are not victims. They may have had a negative experience in their own situation so it still feels like "their" system.

5. Financial Stress:

Insurance assesses value at life from practical economic usefulness, so a "child" who doesn't produce but spends isn't worth much.

Dr. Dorothy Mercer's (1993) research of 286 victim advocates, 64% of which were family members of someone killed, shows that 1/6 lost their jobs. 40% noted financial changes -- 13% of those said positive (insurance?) The remainder said financial changes were negative.

(Trainer should point out significance of Crime Victims Compensation programs and explain if audience is not familiar. Page 30 in the Handout section may be a copy of the application.)

6. Faith/Philosophy of Life:

Some have never ever thought about God, but they do in the aftermath of trauma. Others feel they have God in their pocket.

Many survivors have what some call mystical experiences. Over 50% have visual, auditory or olfactory experiences of the one killed.

For example, a daughter may appear to her mother after the crash letting her know she is alright and happy.

D. (OH 25) The Aftermath of Homicide:

1. Grief lasts longer than that following anticipated death.

- a. **Lehman and Wortman (1987)** studied 39 people who had lost a spouse and 54 who had lost a child in a vehicular crash. They found that it takes at least one year to rebuild a "pattern of daily life" -- may be less for death of a child and more for death of a spouse.

Emotional recovery can take four to seven years after the crash; and, in fact, is never complete. Most people at year seven are much like they were at year four. This may mean that people are usually as recovered as they are going to get after four years.

- b. **Dr. Mercer's study (1993)** of 1447 bereaved and injured victims of drunk driving crashes showed the greatest time of unmet support needs was one year after the death. After 5 years they were still significantly more stressed than non-victims on measures of well-being, somatization, obsessive-compulsion, depression, anxiety, hostility, self esteem and PTSD. They also reported poorer health, particularly high blood pressure. They were more likely than non-victims to take sleep medication or anti-anxiety drugs. Other research shows that six months is much harder than two months after and one year is worse than six months.

Some say year two is worse because they don't expect it to be so bad, but it is (**Rinear, 1988**).

- c. **Parkes** found that bereaved people visit their physicians more frequently and are admitted to the hospital more often than the non-bereaved. His research found them suffering more depressive illnesses, anxiety states, personality disorders, rheumatic and arthritic conditions, disturbances of autonomic functions, and ulcerative colitis. Finally, he found that the bereaved die more often than the non-bereaved from coronary thrombosis and arteriosclerotic heart disease (**Parkes, 1981**).

- d. **Florence Ditchick's study (1990)** of 110 couples whose child had been killed (most subjects were from MADD) found that second year was easier but third year worse. Increases in years three, five and seven, then steady decrease.

- e. Quote of a woman whose husband was killed: *"It took me a long time to work through the trauma of my husband's crash. I don't think I really knew how draining it was for probably one or two years. It took that long to get used to the fact that life was never going to be the same. Then, even after accepting the realities, it probably took*

me two or three more years to cope with the tragic components of what happened to his body and how unnecessary it all was. The healing process is physical, but it's not just physical. It goes on in your mind too. The mental healing takes much longer than most people realize."

- f. The point is that grief following a sudden, violent death lasts for a lifetime. There is wisdom in the 23rd Psalm which states that we "walk -- not run -- through the valley of the shadow of death."
2. A wider and more intense emotional range of emotions than anything most people have experienced follows this kind of death.
 - a. People get upset when you move outside the range of emotional acceptability in the culture.
 - b. PTSD among homicide survivors is high.
 1. **Amick-McMullen and colleagues (1989b)** found in their study of family members of someone murdered and someone killed by drunk driver that the aftermath was very similar for both groups. 23.4% had suffered PTSD since the homicide and 5.1% still had it.
 2. In both the **Amick-McMullen and Rynearson (1993)** studies, a history of psychiatric disorder heightened the risk of PTSD. Rynearson's further study (1994) of his sample and others revealed a high correlation between early child abuse and serious PTSD following the homicide of a family member.
3. Traumatic death in the family is especially hurtful to children and youth. **Bradach (1995)** studied 181 young people aged 17 to 28 and found that those who had experienced a traumatic loss reported more depression, more global psychological stress, higher levels of fusion with parents, and lower individuation from the family than those experiencing normal losses. They also reported more difficulty forming intimate relationships
4. Differences between men and women are narrowing, especially among the middle to well-educated. More women are working and more men are helping at home. Men are getting more comfortable with feelings.

- a. The issue of dependence may be more a factor than gender when grieving. The more dependent the relationship, the more difficult it is for the surviving individual to experience their grief in a healthy fashion. If "I" only exist when I am in relationship, then "I" die when the relationship is gone. In support groups, very dependent people are uncomfortable talking about self image because they don't have one.
- b. Other factors correlating with complicated mourning include (1) an ambivalent relationship, (2) previous unresolved losses, (3) weakness in character, and (4) lack of a promising future (Weiss, 1986, 1988).
- c. Steele (1992) studied 60 widows and widowers in their 60's and found age to be the most significant predictor of high stress. The very young (25-30) and the elderly (66-85) experienced the most stress.
- d. One study compared 30 widowers and 30 widows with 60 married people and found those with weak internal locus of control (feeling they have little control over what happens to them) who experienced their spouse's death unexpectedly to have significantly more depression and somatic (physical) complaints. Of the group, 42% were clinically depressed at 6 months and 27% were still clinically depressed after two years (Stroebe & Domittner, 1988).
- e. Another large study compared physical illnesses among those whose spouse had died, those who had divorced, and those who were married. The younger people developed more stress-related illnesses after loss than the older people, possibly due to the stress of single-parenting, because more young deaths are traumatic, and because young people are less psychologically prepared (Williams & Siegel, 1989).

E. **(OH 26) Denial/Shock/Numbness**

The moment of notification of the death is, for most people, the most traumatic moment of their lifetime and can be the focus of PTSD symptoms that develop later.

1. The trauma can be made worse by what happens immediately after they are notified or during early investigations. From a mental health perspective, survivors must never be blamed for what happened. They may be suspect by the law enforcement agency, and, if so, will need extensive support from counselors or advocates.

2. Many family members remember a very narrow focus (words, sight, smell) of the notification:
 - a. Example: The doctor who told Anne Forgey that her son was critical said, *"Your son is going to die."* Ann went into shock and begged him to do brain surgery. The doctor responded, *"Ma'am, if we open up his head, his brain will squish out like toothpaste out of a tube!"*
 - b. Example: Rick Uhey, whose daughter was killed (and another daughter injured) in the Kentucky school bus crash, remembers every detail of the late night call he received telling him about the crash, getting in his car, and frantically driving from hospital to hospital to find his children. *"I can tell you everything just as vividly as if it were yesterday and I'll be able to do that in ten years."*
3. Shortly after the notification, the confusion and lack of ability to concentrate sets in. Some have said it is like being told, "Tomorrow has been canceled."
 - a. They will have difficulty remembering things. Investigating officers must accept this and not consider it a form of non-cooperation.
 - b. Example: Diane Holmes recalls, *"My husband and I came upon the crash scene on the morning of February 5 as we were looking for Sean. The image that will live with me for the rest of my life is that of the yellow plastic covering over Sean's body and our being restrained from going to him. I still do not remember driving home."*
 - c. Many react with a basic Fight, Freeze, or Flight Response which is their way of saying, "Oh No - this isn't real; I don't believe it." Fighters may assault; Fighters might run or faint.
 - (1) Because of chemicals being released in the brain due to the shock, many seem to almost freeze after a few moments. Some remain very calm, but it doesn't take long to realize they are not reacting. One woman said to the officer who came to her home to tell her that her son had been killed, *"Well, my heart goes out to you. You have a very difficult job, coming to tell people that their loved one is dead."*

(2) Physical Symptoms of Shock:

Rush of oxygen to the blood
Raising or lowering of blood pressure
Cold, clammy skin, increased heartbeat.
Increased respiratory rate
Amplified muscular tension
Sweating
Bowel and bladder relaxation
A sense of overwhelming anxiety (Chard, 1987).

The survivor may need to lie down and be kept warm.

(3) The numbness is described by some as existing robot-like, seemingly out-of-body.

(a) Example: Betty Jane Spencer, whose four sons were killed, writes about her experience when she got to the hospital, *"Oh no, it can't be. Nurses were staring at me. What had happened? I was having trouble making sense of it all. I didn't want to think of the boys and what had happened to them. I was alive, so I reasoned they were too, even though I had seen them killed. Words hung in the air while I tried to make sense of them. Words like "dead" and "autopsy" floated through. Maybe I could do something to stop the words. I didn't want to hear them. But all I could say out loud was, "Please don't tell me how many of them are dead."*

(b) The numbness serves as a general anesthetic to prevent experiencing the full psychological pain. Very rarely are tranquilizers necessary. Most who are given them regret it. Medical professionals should ask before administering them.

(c) The shock within their own bodies renders them literally too weak to undertake grieving, so the body shuts down, becoming something like a protective cocoon for the soul. **Jacob Lindy (1985)** refers to this as "trauma membrane" and points out that it should only be burst when the victim is ready.

- (d) The first one in the family to return to a functioning state usually plans the funeral, greets the guests, identifies the body, etc.
- (e) Numbness can last a long time.

Example: Barbara Kaplan (who was shot and two of her colleagues killed by a former client) *"For the first few months I was in a daze. I was plagued by flashbacks, but I only half believed it had been real...Friends commented on how brave and calm and strong I was. What they did not know was that I had not yet fully comprehended the enormity of what had happened."*

In a study of 250 parents of children who had been killed, 72.6% reported feeling numb for up to six months. (Rinear, 1988)

F. (OH 27) Fear and Powerlessness

1. In our hearts, we believe that "good things happen to good people and bad things happen to bad people." Before victimization, people feel uniquely invulnerable. After victimization, they feel not only universally vulnerable, but uniquely vulnerable -- now ready for more bad things to happen (Lerner, 1980).
 - a. This sense of being out of control is referred to by some as "existential grief." The definitive question is, "What kind of world is this?"
 - b. This can become a tremendous issue with adolescents who are trying to find out what life is about - let alone death. Many youth who act out are found to have experienced a major loss within previous six months. They often turn to friends rather than family because they feel they lose their family, too. They are so fearful and feel so abandoned that they go for stability anywhere they can find it.
2. Another quote from Barbara Kaplan: *"The fact that I could also be killed hit me with full force. I felt powerless and off-balance. Would I feel frightened of everyone I didn't know? I saw each stranger as a potential killer. I envied those who could walk trusting others, and I worried because I was becoming weak and fearful."*

3. Another example: *"If you think about it, everything we do in life depends on other people acting in a rational and predictable way. When you get in a car and drive it away, you're investing a lot of trust in every other driver on the road. So what happens when that trust is gone? Try driving down a two-lane highway with cars passing you just a few feet over in the oncoming lane. Your guts will be in knots if you can handle it at all. When you start to see every faceless stranger as a potential madman or thug, you're not only scared but depressed. You really feel betrayed."* (Even though her trauma had nothing to do with vehicular crashes, her anxiety was generalized to all areas of her life.)
4. The powerlessness is compounded by frustrations with law enforcement, the prosecutor, insurance adjusters, clergy who proclaim it's "God's Will." **Dr. Mercer's (1993) study** found that of those who sought clergy counseling, only 1/3 found it helpful while of those who sought support from MADD, 3/4 found it helpful.
5. In the **Amick-Kilpatrick (1989) study**, 49% of family members whose loved one was killed by a drunk driver and 36% of family members of someone murdered said they were now much more careful about personal safety: started wearing seat belts, obeyed traffic laws, drove defensively, kept doors and windows locked. One percent started carrying a gun.

The same study noted that the most difficult part of the criminal justice system for victims was lack of understanding and information.

6. **How to Help:**
 - a. The need to know is paramount. Knowledge impacts powerlessness. Therefore, if they want them, assist family members in obtaining:
 - (1) the crime report
 - (2) the autopsy report
 - (3) photos
 - b. Obtain a copy of your state's Victims Bill of Rights and support family members in attending the trial and preparing a victim impact statement.

G. Viewing the Body

1. After being notified of the death, many family members desperately want to go to the body of their loved one whether at the scene or in the hospital.

Some family members will want to view the body at the medical examiner's rather than wait for the cosmetic work of the funeral home. This is understandable because of not being able to say goodbye.

2. It is now generally acknowledged that survivors who can view the bodies do better than those who are not able to do so, (such as following military deaths). Hospitals have learned this and are giving family members as much time they want with loved ones who have died.

Fantasies may be worse than reality.

3. Sometimes families want to see the body, even though the body is mutilated. It has been our experience that family members know what they can handle -- and they are already numbed by their own body chemistry. Sheila Awooner writes of her experience when she was finally able to be with her 17-year-old son who had been killed in a car crash (Awooner-Renner, 1993; Osmont, 1993).

Permission was finally granted for me to see Timothy on the condition that I "didn't do anything silly." As they watched, I presumed that meant I was not to touch him or disturb anyone....Timothy was my child; he had not ceased to be my child. I desperately needed to hold him, to look at him, to see his wounds. These instincts don't die when the child dies. I needed to comfort and cuddle him, to examine and inspect him, to try to understand, and most of all, to hold him. But I had been told "not to do anything silly." So I betrayed my instincts and my son by standing there and "not doing anything silly." If I did, I feared my watchers would rush in, constrain me, and lead me away. Our society has lost touch with our most basic instincts -- the instincts we share with other mammals. We marvel at a mother cat washing and caring for her kittens. We admire the protection an elephant gives her sick calf, and we are tearful and sympathetic when an animal refuses to leave its offspring when it dies, nuzzling him and willing him to live again. That is exactly what a mother's human instinct tells her to do. If a mother is not able to examine, hold, and nuzzle her child, she is being denied motherhood in its extreme.

4. Don't underestimate a family member's ability to understand why they may not be able to go be near the body for awhile, such as maintaining the crime scene, taking photos, etc. They can understand and accept that if explained. The problem comes when family members are restrained without explanation.

One funeral director believes that families should have the choice of viewing their loved ones no matter how bad they look -- even if bones and skin is all that remains. He says that no matter how gruesome their loved one looks, the families have always been grateful that they were given the choice. He believes his success rate is so high because he informs them -- and they maintain control over their decisions -- each step of the way.

5. The issue is informed choice. We strongly believe that if a family member is told about the condition of the body, he or she will know whether or not they can handle it. Some will want to see and others will change their mind. Even being allowed to touch a hand is helpful if the entire body cannot be viewed.
 - a. Example: A woman's son was killed in a car crash. He ran head-on into telephone pole and his head was split in two. She wanted to go to medical examiner's office to see him. She was told no initially, but she insisted. After more persistence, she was allowed to see her son's body, but his head was covered. She mourned appropriately. She then said she wanted to see his head. Again, she was told no at first, but she insisted. So they removed the towel from his head. She looked just a couple of seconds, then looked away. The mother displayed no traumatic outcry or loss of control.
 - b. Example: A baby's neck was broken in car crash and baby died quickly. Mother desperately wanted to hold child. Police officer said no, but later gave in. She held the child about five minutes, crying and rocking, then willingly handed the baby back to the officer.
 - c. If a suicide, allow the family to be with the body privately after the crime scene is maintained. Don't deny access to a suicide note unless it must be kept as evidence. It is the only link they have with their loved one. If they need to talk, allow them to ask questions about the "how." Don't try to push them on "why" questions.
6. The tendency of all of us in care-giving professions is to over-protect. Refusal enhances the fear and powerlessness already beginning to overwhelm the family. **Give as many choices as possible.**

H. Viewing Photos

1. The same philosophy holds true for later wishing to view photos. Informed choice is the issue. People know what they can handle (**Awooner-Renner, 1993; Osmont, 1993**).

2. Parents of Murdered Children has developed a procedure for viewing photos which seems quite useful:
 - a. The person wishing to view photos selects a support person, perhaps counselor, clergy, or friend to accompany them.
 - b. Agency places each photo in an envelope, or separates them with a piece of paper, arranging so the least offensive photo is on top and the most offensive photo is on bottom.
 - c. The support person views the first photo. The survivor has two pieces of information to consider: (1) the affect of the support person as he/she viewed the photo, and (2) the support person's detailed description of what is in the photo.
 - d. Based on this information, the survivor decides whether to look at the photo or not.
 - e. Repeat the procedure for each photo.
3. It is also sometimes useful to give the survivor a set of the photos if they request it, even though they may not be ready to view them. Simply having them in one's possession -- perhaps in the bottom of a dresser drawer -- helps the survivor feel in control.
4. Depending on state law, some funeral homes take photographs of the deceased in the casket. Survivors can check with the funeral home to see if such pictures are available.
5. **Kelly Osmont (1993)**, a bereavement counselor for several funeral homes, shares her experiences of three women whose loved ones had died tragically. None of the women had been allowed to view their family members. Two had lost a husband and one had lost a child.
 - a. All three gave the therapist permission to locate photos, which she did through the police department -- after meeting a great deal of resistance. She was able to get one set only after a family member who was a physician accompanied her.
 - b. Since all three women had been members of a support group, they decided to look at the pictures during a support group session. The therapist sat beside each woman, offered the least offensive photo first and described it before showing it. As each woman was ready

to look, the therapist held the photo 2-3 feet in front of her. She could choose whether or not to take the photo from the therapist for viewing.

- c. Each women exhibited intense grief reactions which resolved in 20 - 30 minutes. The mother whose son had drowned instinctively cupped her arms as if she were holding him and began to rock back and forth. The therapist placed a pillow in her arms and she continued rocking, moaning, and sobbing as she held the pillow to her bosom.
- d. The three women were mailed questionnaires some time later, and all expressed gratitude. The mother said, *"After the initial shock and pain, it was better. Before seeing the photographs my imagination had been painting horror pictures. I was relieved to see him. I think to hold him in my mind, to know that he really was gone so I could go on with my grief."*

One of the widows had not been able to have one happy memory of her husband since he had died. Two days after viewing the pictures she began to remember several events with her husband which had been fun and loving times.

The other widow, who had remained adamant that her husband had been murdered and not committed suicide, was able to realize, after seeing the photos, that he had been depressed enough to commit suicide.

Viewing bodies or photos is not for everyone, and no one should be forced to do it. On the other hand, we need to support the desires of those who need to and want to.

VIII. Homicide Survivor Panel

Ask your local MADD chapter or Homicide Survivors Support group to provide a panel.

If you are selecting your own panel, consider using the questionnaire on the following page. If more than one item is answered with the highest possible score, or if three (3) or more are above the midpoint on the scale, discuss these issues with the victim. It is likely that anyone scoring in this manner is experiencing enough stress in their life that speaking on a panel may

be more hurtful than helpful. On the medication question, be concerned if the answer is more than 2 or 3 times, and especially if more times than not. If you feel a potential panel member may be hurt from participation, explain it in that manner so they will not feel yet another rejection. Try to obtain two or three panelists to speak about ten minutes each--about their notification and what law enforcement did that helped or hurt.

VICTIM IMPACT PANEL QUESTIONNAIRE

Please read the following questions and circle the answers that best describes your experience.

1. **How frequently in the last seven (7) days did you try not to get emotional when you thought about or were reminded of your victimization?**

(1) Not at all; (2) Once or twice; (3) Once every day or two; (4) Once or twice a day; (5) A few times a day; (6) Several times a day; (7) Much of each day.

2. **How angry are you at the person who committed the crime?**

(1) Never was angry; (2) No longer angry; (3) Mildly angry; (4) Moderately angry; (5) Still very angry; (6) Permanently angry.

3. **How frequently in the last seven (7) days did you have bad dreams related to your victimization?**

(1) Not at all; (2) Once or twice; (3) Once every day or two; (4) Once or twice a day; (5) A few times a day; (6) Several times a day; (7) Much of each day.

4. **Not counting medication to help you sleep, how many days out of the past thirty (3) did you take prescription or non-prescription medication to make you feel more calm or relaxed?**

(1) None; (2) ____ Days.

5. **How much discomfort have you experienced during the last seven (7) days due to thoughts of ending your life?**

(1) None; (2) A little; (3) A moderate amount; (4) Quite a bit; (5) An extreme amount.

6. **Taking all things together, how happy would you say you are these days?**

(1) Very happy; (2) Pretty happy; (3) Not very happy; (4) Very unhappy

7. **How often during the last seven (7) days were you distressed about blaming yourself for things-in-general?**

(1) Not at all; (2) Once or twice; (3) Once every day or two; (4) Once or twice a day; (5) A few times a day; (6) Several times a day; (7) Much of each day.

IX. Beliefs in Developing Protocol

A. (OH 28) Factors Affecting Stress Reaction:

1. The Intensity of the Event
2. The Suddenness of it's Occurrence
3. Our Ability to Understand What is Happening
4. Stability of Equilibrium at the Time of the Event

Homicide is the ultimate crime, and the family is probably more stressed than the direct victim was...certainly over time. Very few direct victims actually experience pain, unless the murder is prolonged, due to numbing chemical activity in the brain released during shock. Fear was probably more an issue than pain.

B. (OH 29) Survivor Needs During Death Notification

1. Ventilation of Emotions

The family may become totally helpless and vulnerable. This is a profoundly earth-shattering experience, and they need to express whatever is going on for them. Don't restrain anything except behavior to harm self or others.

2. Calm, Reassuring Authority

The family may look to you as a parent as they go into a regressed state. You need to be a calming, reassuring, and accepting of the parental role. They will trust you as an authority because of (1) your position, especially if you are in uniform, and (2) because you were there--you know the facts. Both of those are very reassuring. The family will remember a small part of what you say--usually the most crucial part-- in very vivid detail and repeat it to many people. Your response to them at this time, as a law enforcement officer, is their first step in feeling good about the criminal justice system. Investigators are trained to throw offenders into crisis to get them to confess. Exactly the opposite is needed during a death notification.

3. Restoration of Control

Don't try to force them into control, either by restraining physically or by saying things like, "Calm down now. You've got to get hold of yourself.

You've got to be strong for ____." STAY WITH THEM UNTIL THEY REGAIN CONTROL ON THEIR OWN. This is their first step in regaining power over the great POWERLESSNESS they feel about what has happened.

4. Preparation and Prediction

After ventilation of emotions, the family needs to have questions answered and to be told what will happen next. The day after notification is probably the best time to give written materials.

X. **(OH 30)** Death Notification Protocol (Team-teach this section if possible: law enforcement officer and victim advocate or chaplain)

This protocol is presented as a step-by-step procedure, but it's more like a tool box. The tool or tools you use will depend on the circumstances. Each death notification is different.

A. Be absolutely certain of identity of deceased.

1. Use more than one source of ID: witnesses, photo, identifying marks, etc. If notifying about a death in another jurisdiction, ask for assurance that the investigating agency is absolutely certain of the identity. Also ask when and where death occurred, where the body is now, and obtain as much other information as possible before agreeing to locate and notify.
 - a. One family in Hillsborough County, Florida was notified by law enforcement that their son had been killed, but they didn't learn until the next day when they went to the funeral home that he had lived eight hours after they were notified. They missed the opportunity to say goodbye because they were given inadequate information.
 - b. Jack Baughman's daughter was one of the Chi Omega women killed by Ted Bundy. At seven a.m. one morning, he went to the door and was handed a note from an officer to call a Tallahassee phone number...that's all. It took a number of calls for him to find out what had happened.
 - c. In another case, a father was told that "his son" had been killed. The officer didn't know the boy's name. The man had three sons, and it took several hours to find out which one had been killed and how.
2. Make sure information about the deceased is not relayed over the radio. You don't want the family notified unintentionally.

3. Do not take clothing, jewelry, billfold, purse, etc. to the notification. The family needs time to psychologically prepare for receiving these things.

B. Get Medical Information about the persons to be notified if possible.

1. A family physician may be identified through RX bottles, business cards, or other documents in purse or billfold of the victim.
2. Personal possessions of the victim may include information about church or appointment cards with names of medical professionals or counselors.
3. If able to obtain any of this data, call the professional to ask for information about the health of family members, and, if he or she would like to go with you to notify.

C. Go. Don't call.

1. If next of kin live out of your jurisdiction, call and give the local notifying agency as much information as you have, and ask them to notify in person.
2. If the family is not at home, you may ask a neighbor if they know where the family is because you need to tell them of a family emergency. Don't tell the neighbor about the death before telling the family.
3. If a phone call is the only alternative, remember that the person to be notified may go into shock without support.
 - a. An adult male burned to death in fiery vehicular crash. His elderly father learned of it when Medical Examiner called for dental records. The father had a heart attack and died at home alone. (clipping in handouts)
 - b. If there is absolutely no other alternative, locate a professional, neighbor, or friend to be with the next of kin when the call comes.

D. Take someone with you.

1. The best team is probably an officer who was at the scene (in order to answer the family's questions) and a clergy person, victim advocate, counselor or other officer.
2. At least one of the team should be experienced in dealing with shock and/or trained in CPR/medical emergency.

3. At least one of the team should be in clean uniform to project assurance and authority.
4. It may be helpful if one of the team is a female, because some people are more comfortable ventilating reactions with women than with men.
5. Try to have trained notifiers from all racial and ethnic groups in your community.
6. By going in pairs, the officer who may need to return to the scene or write reports may leave while the other team member can stay longer to proceed through the entire protocol.
7. Don't go one at a time, but together. One family was devastated when an officer appeared to tell them that another officer would be there soon to bring them some bad news!
8. If a large group is to be notified, several notifiers may be needed. If multiple victims, plan for all families to be notified at about the same time.
9. When a police officer has caused the death, the notifier should be the highest ranking officer in that department and someone not affiliated with the department, such as a clergy person or an advocate.

E. Talk about your reactions to the death with your partner on the way.

Don't repress them, but try to be honest about them so your focus can be totally on the family when you get there.

F. Present credentials (if not in uniform) and ask to come in.

Don't deliver death notification through the door.

G. Sit down. Ask them to sit down, and be sure you have the nearest next of kin.

1. Use the victim's name, i.e., "Are you the parents of_____?"
2. Never notify a child.

a. They become traumatized with no support.

b. The burden of telling parents or other adults is much too great for a child.

- c. Do not ask a child to translate this kind of message to non-English speaking adults for the reasons given above.

If children are present in the room when you arrive, after getting seated, ask the parents if you could speak with them privately.

- 3. Don't notify older siblings before notifying parents or spouse.

Examples of siblings being notified first:

- a. In Miami, parents had gone out looking for their son and were not home when officer came. The officer notified the victim's teenage sister who was home alone and didn't know where her parents were.
- b. In Oregon, a family was aware that a crash had occurred down the road from them, so sent their son to see what had happened. He recognized his brother's car and walked up to the scene. An officer asked who he was, and when he gave his name, the officer handed him his brother's billfold. The boy asked if his brother had been taken to the hospital. The officer responded, "No he's been taken to the mortuary." The brother had to drive back home alone and tell his parents that they were to go to mortuary to identify his brother. No one from the sheriff's department ever went to the parents' home. The brother was in intense therapy for some time. The sheriff's deputy was demoted one rank for improper handling of the case.

H. Inform simply and directly with warmth and compassion.

- 1. Don't beat around the bush with expressions like "expired", "passed away", or "we've lost...."
- 2. Say: "I'm afraid I have some very bad news for you. (Pause just a moment...you are "preparing and predicting") Name has been involved in a serious vehicular crash/shooting, etc., and (s)he has died. (Pause again) I'm so sorry."
 - a. The "I'm sorry" is very important because it expresses feelings rather than facts, and invites them to ventilate their personal reactions.
 - b. Continue to use the words "dead" or "died" through ongoing conversation. Continue to use the victim's name, not "body", or "the deceased."

3. Don't blame the victim in any way for what happened, even though he/she may have been fully or partially at fault.

I. Don't discount feelings, theirs or yours.

1. One woman speaks of the notification of the death of her son over thirty years ago. The notifying officer knelt down beside her and took her hand as he told her. He let her know how sorry he was. She was very appreciative of the fact that he did it as a person, not as a role.
2. Expect fight, flight, freeze, or other forms of regression.
3. Understand that all of these reactions are acceptable. Only physically harmful behaviors to self or another are to be restrained.
4. Intense reactions are normal, not abnormal. They are difficult to cope with, but generally healthier than controlled emotions.
5. Understand tears as a "tender tribute to mourning." People cry only because they need to cry.
6. If someone goes into shock:
 - a. Guide the person to a place to lie down.
 - b. Elevate feet.
 - c. Keep warm.
 - d. Monitor breathing and pulse.
 - e. Call for medical assistance.

J. (OH 31) Join the survivors in their grief without being overwhelmed by it.

1. What Not to Say

a. Discounters:

-
- I know how you feel. (You don't.)
 - Time heals all wounds. (It doesn't.)
 - You'll get over this. (They will get better, but they will never "get over it.")

- You must go on with your life. (They will, the best way they can, and they don't need to be told.)
- He didn't know what hit him (Unless you're sure.)
- You can always find someone worse off than yourself. (Not at the moment.)
- You must focus on your precious memories. (Not now.)
- It's better to have loved and lost, then never to have loved at all. (They don't believe that now.)

All of these discounters say, "I am not comfortable with you like you are. I need to make it better so I will feel better."

2. **(OH 32)** Disempowering Statements:

- You don't need to know that.
- What you don't know won't hurt you.
- I can't tell you that. (If you can't explain why, and when they can expect to have the answer.)

3. **(OH 33)** God Clichés:

- It must have been his/her time.
- Someday you'll understand why.
- It was actually a blessing because_____
- ~~God must have needed her more than you did.~~
- God never gives us more than we can handle.
- Only the good die young.

If survivors use their own faith beliefs to comfort themselves, that's fine. But we should not burden them with these platitudes.

4. **(OH 34)** Unhealthy Expectations:

- You must be strong for your children/wife/parents. (Not true.)
- You've got to get hold of yourself. (No reason.)

5. **(OH35)** What to Say:

- I'm so sorry. (simple, direct, validating)
- It's harder than most people think. (validates, normalizes, encourages them to seek support)
- Most people who have gone through this react similarly to you. (Validates and normalizes)

- If I were in your situation, I'd feel very _____ too. (Validates, normalizes, assures)
- (When ready to leave) I'll check back with you tomorrow, see how you're doing, and if there's anything else I can do for you. (Be sure you do.) (validates significance of loss, expresses concern, introduces an element of control)

K. (OH 36) Answer all questions honestly.

1. This requires knowing the facts before you go. Don't give more detail than is asked for, but be honest in your answers.
2. Don't volunteer that the victim appeared to be intoxicated; but if they ask, be honest about open containers, odor of alcohol, etc. Families feel very betrayed if they don't learn that the victim was intoxicated until the trial.
3. A woman in Amarillo "heard" that her children had been decapitated in the crash. She asked law enforcement officers and the prosecutor, but they refused to give her an answer. This happened in the early 1980's when she was told, "You're not a victim. You should have no interest in this matter." A number of years later, she became an advocate in the prosecutor's office, looked up her own file and photos, and learned that her children had not been decapitated.

L. Offer to make calls, arrange for child care, call pastor, relatives, employer.

1. If they wish for you to make these calls, write them down and the time of day you called, as they will have difficulty remembering who they asked you to call.
2. If they request further personal notifications, try to accommodate.
3. When a child has been killed and one parent is at home, notify that parent and then take him or her with you to notify the other parent if they wish.

M. Talk to media only after discussion with the family about the statement.

1. Ideally, media is only spoken to with the family's permission unless public's "need to know" is paramount.
2. Families feel very betrayed to learn new things on the media they have not been told. Warn them that television coverage will likely be highly dramatic and may be replayed for some time.

N. Don't leave survivors alone.

Arrange for someone to come, and wait until they do.

Bad example: MADD received a call on it's 1-800 line one morning from a woman who had been notified that her three children had been killed on their way to school. She was alone. The officer gave her MADD's 1-800 number and left. She was hysterical, so one advocate stayed on one line with her while another advocate sought local support to go be with her.

O. Depending on the emotional state of primary survivor, give written information such as autopsy information, how to get a crime report, the investigator's name and number, and the prosecutor's name and number (See handout, page 31).

It is usually better to bring this information the next day, or to bring another copy the next day.

P. If identification of the body is necessary, transport to and from.

1. Describe the room where the body will be, and what the body may look like (that skin may be pale because blood settles to point of lowest gravity).
2. If you are unable to transport home afterward, arrange for a support person to come to hospital or medical examiner's office to do so.

Q. Next day, call and ask to visit again.

1. If they don't want you to come, spend time with them on the phone and re-express willingness to answer all questions. They will probably have many more today than yesterday.
2. Inform them of whether or not the offender was apprehended and about charging and bail. Correct misconceptions about the criminal justice system, especially why offender is likely to be released on bail. (People have the right to be free pending trial unless they cannot pay bail--usually 10% of amount set, unless evidence is presented that they may not appear for trial, or unless they are a proven ongoing danger to the community.) If they express interest in attending bail hearing, allow them to do so and urge them to if they have evidence that the offender may be a continuing threat or if they have evidence that he/she is likely to leave the area.
3. Ask the family if they are ready to receive the victim's clothing, jewelry, etc. Honor their wishes.

4. Clothing should be folded nicely and placed in a box, not a trash bag. Dry clothing thoroughly to decrease bad odor.
5. When the family is ready to receive these things, explain what is in the box, and the condition of the items, so they will know what to expect when they decide to open them.
6. If there is anything positive to say about the last moments (no pain, peaceful look, reaching out visions, etc.,) share them now. Give assurances such as, "Most people severely injured do not remember the direct assault and do not feel pain for some time." "Death occurs very quickly after the rupture of the aorta." However, never say "He never knew what hit him," unless you are absolutely sure.

R. LET THE SURVIVORS KNOW YOU CARE.

1. The most loved police officers and other first responders are those who are willing to share the pain of the loss.
- 2.. Attend the funeral if possible. This will mean a great deal to the family and reinforces a positive image of your profession.

S. Remember: In Time, In Person, In Pairs, In Simple Language, With Compassion.

XI. (OH 37) Line of Duty Death (These recommendations are from Concerns of Police Survivors.)

- A. Appoint liaison officer (preferably one the family knows) to keep family informed of every stage of the investigation.
- B. Liaison officer helps family plan service -- don't leave it all up to the department.
- C. Arrange for care, feeding and transportation of extended family who will be arriving.
- D. Speak to the media on behalf of the family if they prefer.
- E. Liaison must be available day and night -- should have pager.
- F. Liaison officer works with the family on workman's compensation, police pension, insurance, social security, officers death benefits, etc.

XII. (OH 38) Serious Injury Procedure

- A. Law enforcement officer goes to home of next of kin to notify.

- B. Officer transports family to hospital.
- C. Officer answers questions honestly -- Prepares and predicts for E. R.
- D. Upon arrival at hospital, tell hospital personnel what the family knows.
- E. Stay with the family until they are assigned a nurse, chaplain or social worker.
- F. Ask if the family would like a victim advocate.

XIII. Letters (Trainer: Refer to Handouts, pages 32-33)

- A. Letter from Sergeant to family after the trial. This is an excellent communication tool, but don't send until case out of criminal justice system. It could be used against you as an objective witness in trial.
- B. Jeri Hodson letter to officer. Encourage attendees to discuss how what they have learned might be incorporated into procedure, and especially how agencies can work together to be sure surviving families don't fall between the cracks of services.

XIV. Trainer: Refer to Local Resources Information, page 35.

XV. Ask to complete evaluation (Trainer: Refer to Handouts, page 36).

ANNOTATED LITERATURE REVIEW

ANNOTATED LITERATURE REVIEW

Amick-McMullan, A., Kilpatrick, D., Veronen, L., and Smith, S. (1989a). Family survivors of homicide victims: Theoretical perspectives and an exploratory study. Journal of Traumatic Stress, 2(1), 21-35.

This study is based on a National Institute of Justice funded survey in 1987 which assessed the indirect effects of criminal homicide in the U.S. Key finding was 1.58% of the sample, or an estimated 2.8 million adults, had lost an immediate family member to criminal homicide defined as murder or drunk driving. Another 1.48% of the sample, or an estimated 2.6 million adults Americans, had lost a relative to criminal homicide. An additional .75% of the sample, or an estimated 1.3 million adult Americans, had lost a close friend to criminal homicide. An estimated 3.82% of the sample, or an estimated 6.7 million adult Americans, had suffered a homicide death of someone close to them.

Amick-McMullan, A., Kilpatrick, D., and Veronen, L. (1989b). Family survivors of homicidede victims: A behavioral analysis. The Behavior Therapist, 12(4), 75-79.

Based on the above survey, the researchers found that very similar percentages of family members of someone murdered and someone killed by a drunk driver developed Post-Traumatic Stress Disorder -- 23.4% had suffered PTSD at some time since the death and 5.1% which met full diagnostic criteria for currently having PTSD. Therefore, more than one million Americans have suffered homicide-related PTSD at some time in their lives.

Amick-McMullan, A., Kilpatrick, D., & Resick, H. (1991, October). Homicide as a risk factor for PTSD among surviving family members. Behavior Modification, 545-559.

Based on their 1987 survey, the researchers found that 1/4 of those whose family member had been killed within the past two years were likely to have PTSD. Other characteristics that correlated with a high risk profile included: degree of relationship with the victim (parents, spouses and siblings were at highest risk); elevated fear of crime and automobile crashes; serious thoughts about taking revenge against the defendant; attributional search for some reason, meaning, or other way to make sense of the homicide; history of suicidal ideation, suicide attempts; having sought therapy; and presence of diffuse symptoms of psychological distress.

Armstrong, K., et al. (1995). Multiple stressor debriefing and the America Red Cross: The East Bay Hills fire experience. Social Work, 40(1), 83-90.

Following response to a severe fire in the San Francisco Bay area, American Red Cross personnel debriefed crisis workers with the Multiple Stressor Debriefing (MSD) model. The authors discuss the four-phase model and offer guidelines to enhance [debriefing] leader effectiveness and improve delivery of services.

Armstrong, K., et al. (1991). Debriefing Red Cross disaster personnel: The multiple stressor debriefing model. Journal of Traumatic Stress, 4(4), 581-593.

The article examines the effects of utilizing Mitchell's Critical Incidence Stress Debriefing model for American Red Cross volunteers and staff following a severe earthquake. Although the staff and volunteers did not participate in direct rescue efforts, exposure to traumatized people, especially those urban poor who were also experiencing multiple psychosocial problems, placed them at risk for Post Traumatic Stress Disorder. Various forms of debriefing were provided for the staff and volunteers. Evaluation of the process supported its value although certain adaptations are suggested by the authors.

Awooner-Renner, S. (1993). I desperately needed to see my son. BMJ, 32, 356.

In the Personal View column, the author describes wanting to see her 17-year-old son following his automobile death. The hospital was unprepared and non-supportive in her desire to view his body. She describes her unmet needs as the hospital tried to protect her from the reality of his death.

Babin, M. (1983). Notifying the next of kin: Helping the bereaved survivors at the moment of shock. R.C.M.P. Gazette, 46(2), 2-5.

The author discusses grief reactions following death by accident or criminal victimization and suicide. He discusses the difficulties police officers face when making death notifications; provides suggestions for notifications of next of kin and tips for evaluating the mental/emotional/physical state of the bereaved.

Bell, J. (1995). Traumatic event debriefing: Service delivery designs and the role of social work. Social Work, 40(1), 36-43.

This article hypothesizes that social workers have a unique combination of skills that lend themselves to facilitating Traumatic Event Debriefings. The article provides an overview of Post Traumatic Stress Disorder, noting that human-induced trauma may be more devastating than natural disasters. The author draws on the Mitchell model and provides a step-by-step debriefing guide. The author also discusses three additional team designs which may be utilized depending on the nature of the trauma, the needs of the target population, and the availability of debriefers. Finally, the article reviews social worker qualifications which lend themselves to social work being the "profession of choice to develop and facilitate debriefing teams."

Bergman, L. H. & Queen, T. R. (1986). Critical incident stress: Parts I & II, Fire Command, 18-20, 52-56.

Bergman and Queen's continuum of care model includes the following debriefing components: setting the stage, ground rules, and telling the story (description of experiences and consequences). The debriefers then attempt to help the attendees understand their consequences through

normalization and teaching coping skills. The final portion includes contracting for recovery -- development of plans to prevent long-term stress consequences. The authors also emphasize the significance of duty-related trauma training, peer support and post-trauma counseling.

Booth, E. (1991). Compassion fatigue. Journal of the American Medical Association, 266(3), 362.

A follow-up Letter to the Editor (see Sweet) expresses support of the author and the personal experience of being a seriously ill physician unable to get support from medical colleagues.

Bradach, K. & Jordan, J. (1995). Long-term effects of a family history of traumatic death on adolescent individuation. Death Studies 19, 315-326.

This study of 181 young people aged 17 to 28 found that having experienced a traumatic loss was related to more reported depression, more global psychological distress, higher levels of reported fusion with parents and lower overall individuation from the family than those experiencing normative losses (no unexpected or traumatic loss) or trans-generational loss (traumatic death in the family prior to the birth of the subject). They also reported less peer intimacy than the trans-generational loss group or the normative loss group.

Brooks, N. & McKinlay, W. (1992). Mental health consequences of the Lockerbie disaster. Journal of Traumatic Stress, 5(4), 527-543.

Coordinated by a group of plaintiff attorneys, the authors became part of a group of examiners charged with measuring the psychological damage of more than 800 claimants following the Lockerbie, Scotland airline disaster. The article reports on the mental health consequences of 66 adult claimants who were citizens of Lockerbie at the time of the bombing. Although unable to determine unequivocal predictors of the presence or severity of Post Traumatic Stress Disorder, the examiners found a substantial number of claimants with one or more diagnoses. The authors discuss potential predictors within the literature, comparing and contrasting their own findings.

Burke, T. (1993a, February). The correlation between dispatcher stress, burnout and occupational dissatisfaction. First in a Series. APCO Bulletin.

The author highlights results of a survey conducted of civilian police dispatchers from southern New Jersey. Occupational dissatisfaction was defined as the totality of a dispatcher's feelings about various aspects of her or his occupation. Those dispatchers who perceived the greatest amount of occupational stress and job burnout reported that they were dissatisfied with their job. Dispatchers cited conflicting role demands and a lack of loyalty in the work setting as a major cause of occupational stress. Co-workers played a vital role in the reduction of dispatcher stress and burnout. In particular, dispatchers reported less psychological stress when they perceived that they had the support of fellow dispatchers.

Burke, T. (1993b, March). The correlation between dispatcher stress, burnout and occupational dissatisfaction. Second in a Series. APCO Bulletin.

This continuation of the series focused on social support for dispatchers or its lack. The role of the dispatcher was compared with the stress experienced by air traffic controllers. Those dispatchers who perceived a lack of social support from colleagues and supervisors reported occupational stress/burnout. Additionally, those dispatchers who lacked intimate contacts with close friends outside the work settings and could not count upon family members for support, also reported job stress/burnout.

Burke, T. (1993c, April). The correlation between dispatcher stress, burnout and occupational dissatisfaction. Last in a Series. APCO Bulletin.

This final article offers some recommendations/suggestions for dispatchers. It was reported that the lack of control noted by dispatchers contributed to impersonal and uncaring attitudes toward the citizens they serve. They indicated that their training, education, skills and experience were inappropriate for the demands of the job. In other words, lack of control affected the way in which the dispatcher perceived his or her role. Several recommendations are made for police administrators. Managers should (1) allow police dispatchers greater input into decision-making, (2) encourage dispatchers to attend training seminars, particularly in areas of stress management, and (3) fully support and appropriately compensate dispatchers financially for successful work.

Card, J. (1987). Epidemiology of PTSD in a national cohort of Vietnam veterans. Journal of Clinical Psychology, 43, 6-17.

The author quotes several large scale studies of PTSD among Vietnam veterans. The findings of the studies suggest that 15% to 35% of Vietnam veterans suffer from PTSD.

Chard, P. (1987). Grief: Handling theirs and yours. Emergency Medical Services, 16(1), 36-41.

EMTs should expect aggression upon death notification (fight or flight response). They should also expect shock -- increased heart rate, hyperventilation, amplified muscular tension, sweating, bowel and bladder relaxation. They should also learn to accept rather than judge denial. If the grieving person did not need to deny the reality of the death, he or she would not be using it as a defense. A sidebar article quotes Spencer Eth, Chief of Clinical Services at the VA Medical Center Mental Health Clinic in Los Angeles, who found that 67% of detectives say death notification is "moderately, very, or extremely stressful." Their apprehensions stemmed from feeling unprepared and from over-identifying with the victim family because they were genuinely concerned about their reactions.

One officer described his approach as "brutally honest." He left a note on the front door, "Your son hanged himself in jail. For more information, call ____." Perhaps Eth's most notable finding was that the more notifications detectives performed, the more insensitive they became.

Chard adds to Eth's concerns that of personal vulnerability to verbal or physical aggression and fear of criticism of colleagues if they have difficulty with notifications.

Corr, Charles (1991). Presentation at annual conference of Association of Death Education and Counseling, Duluth, Minnesota.

Dr. Corr highlights the inappropriateness of stage theory in working with families following a death. He states that such theories are problematic when they become prescriptive rather than descriptive. He suggests, instead, that helpers focus on the physical, mental, emotional, and spiritual realms of grief depending on the primary concerns of the survivor at the moment.

Criminal Victimization 1993. (May, 1995). Washington D. C.: US Department of Justice Office of Justice Programs, p. 3.

This report of the National Crime Victimization Survey for 1993 provides statistics for the categories of victims of crime evaluated by the Bureau of Justice Statistics, Office of Justice Programs, US Department of Justice.

Death Notification. Police Chief Training Key #358, pp. 127-132.

This International Association of Chiefs of Police death notification process is structured into four interrelated elements, the first being information gathering to put collect necessary data and information. Secondly, the notification should be organized to add structure, stability and support to the survivor. Next, a thorough assessment of the situation allows the notifier to determine the stability of the survivor and the direction that further actions should take. Providing referrals is the final step in a notification. It serves to identify immediate survivor needs, provide added information and contact with other helping persons or agencies.

Death Notification. Field Training Manual. 105th Academy, New Hampshire Police.

The New Hampshire Field Training Manual includes a section entitled Victim/Witness Relations-Death Notification. This section covers the impact of crime on victims, services available to victims; victim rights legislation; the scope of victimization; the crisis reaction; the grieving process; long term crisis reaction; and delivering death notifications.

Diagnostic and statistical manual of mental disorders, 4th edition. (1994). Washington, D.C.: American Psychiatric Association.

Criteria for Post-Traumatic Stress Disorder, used in the Death Notification curricula, is outlined in this manual, the diagnostic tool used by mental health practitioners.

Ditchick, F. (1990). The reactions of husbands and wives to the death of their child and its effect on their marital relationship. Adephui University: Unpublished dissertation.

Ditchick studied parents of a child killed, accessing nine variables: depression, anxiety, anger, powerlessness, somatization, despair, withdrawal, disassociation, and death anxiety. She found that the mothers scored higher than the fathers on all nine variables. The parents were able to correctly identify the symptoms that bothered them the most and the symptoms that bothered their spouses the most. However, they had limited understanding of how their own symptoms affected their spouses. The fathers were most troubled by their wives' anger and somatization. The mothers were most troubled by their husbands' despair.

Figley, C. (1993, February). Compassion stress: Toward its measurement and management. Family Therapy News, 3-4.

The author introduces the concept of Compassion Stress/Compassion Fatigue, defining it as the tension or demand associated with feeling compassion or sympathy. Compassion Stress is contrasted with burnout and depression, suggesting that family therapists may be especially vulnerable. A self test designed to measure the potential for Compassion Stress is included in the article.

Figley, C. (1995a). Compassion fatigue. Paper presented at the International Association of Trauma Counselors, Annual Conference, Austin, TX.

An outline and handouts from a Compassion Fatigue workshop presented at the annual conference of the International Association of Trauma Counselors. Several charts and a bibliography are included.

Figley, C. (1995b). Compassion Fatigue. New York: Brunner/Mazel.

Figley, as editor, brings together several authors writing on burnout, secondary post-traumatic stress disorder, vicarious traumatization and compassion fatigue. It is a well-documented book, citing numerous current studies on caregiver stress.

Gersons, B. (1989). Patterns of PTSD among police officers following shooting incidents: A two-dimensional model and treatment implications. Journal of Traumatic Stress, 2(3), 247-257.

When a shooting incident occurs, the psychological impact for the officers involved may take the form of severe PTSD symptomatology. Of 37 police officers who had been involved in serious shooting incidents between 1977-1984, the researchers found 46% fulfilled DSM-III criteria for PTSD. The researchers presented a two-dimensional model which seems to fit the PTSD pattern in police officers reacting to trauma. Police officers involved in these incidents sought refuge in denial or re-experiencing behaviors. The two dimensional model better represents the psychological symptom pattern of police officers after shooting incidents than the traditional DSM-III criteria. The model of

re-experiencing and denial more adequately describes the psychological post-traumatic sequelae reported. The model is used in treatment, beginning with guided re-experiencing of the event in a very clear and precise way, as a cathartic experience for the suppressed emotions and fears. Post traumatic decline can be a long term effect of chronic PTSD and burn out after too many traumatic events. Prevention of post traumatic decline is possible through screening and follow up to police officers who have been subject to serious shooting incidents in the course of duty.

Goldman, D. (1980, June 12). Key to post-traumatic stress lies in brain chemistry. New York Times.

This newspaper article reports on Yale studies of PTSD indicating that at least three physiological symptoms may be related to changes in brain chemistry and, therefore, may be irreversible: tunnel vision, time perception, and the ability to disassociate.

Hayes, J. A., Gelso, C. J., Van Wagoner, S. L., & Diemer, R. A. (1991). Managing counter-transference: What the experts think. Psychological Reports, 69, 138- 148.

Hayes and his colleagues studied 33 expert therapists to identify traits or skills that caused them to be resilient to counter-transference, burnout, and compassion fatigue. The top five were (1) self-integration, (2) self-insight, (3) empathic ability, (4) skill conceptualization, and (5) anxiety management.

Herrera, C. G. (1994, November 28). In the line of duty. The Fort Worth Star Telegram, p. 1.

The newspaper article highlights several police officers who were killed in the line of duty. In this aftermath, the spouses got together and formed the Metroplex chapter of Concerns of Police Survivors. The article outlined the agenda developed by the Metroplex chapter of C.O.P.S.

Hyland, L. & Morse, J. (September-October, 1995). Orchestrating comfort: The role of funeral directors. Death Studies, 19 (5), 453-474.

The authors describe in detail the role of funeral directors in comforting mourners. Comforting strategies include mechanistic comfort (separating the ceremonial aspects of the funeral from the technical aspects of embalming by demarcating "front stage" from "back stage" work areas; controlling the "front stage" area with an aura of dignity and respect; personal comfort (vigilant observation of mourners and provision of support and control without intruding into the family group); and technical comfort (embalming and restorative work on the deceased that enables the family to view death as a peaceful state. The authors conclude that funeral directors fill an extraordinary role in society as professional comforters of the bereaved. Since frequently there is no previous relationship between the client and the professional, this is a unique, short-term, professional, caring relationship that occurs between strangers.

Kroshus, J. (1993, November/December). Critical incident stress among funeral directors: Dramatic impact-dramatic outcome. The Forum, pp. 11-13.

This article presents findings of a study designed to gather statistical data on critical incident stress among funeral directors. Utilizing a questionnaire, respondents were asked to indicate the number of times they had been involved in a specific critical incident and the frequency and type of symptom they may have experienced as a result of exposure to the critical incident. 762 useable surveys were returned. Among those who had been in the funeral business less than twenty years, irritability and frustration were most commonly associated with critical incidents. Those with more than twenty years experience reported significantly higher levels of fear of abandonment, feelings of isolation and excessive concern for their physical well-being. Women scored significantly higher in the area of apathy than did men. The authors suggest including funeral directors as members of emergency response teams, developing community education to de-mystify the funeral profession, enhancing support among funeral directors, encouraging counseling within the profession, and developing prevention curriculum to be taught in mortuary science schools, as possible ways to reduce the levels of stress faced by funeral directors.

Kulka, R., Schlenger, W., Fairbank, R., Hough, B., Jordon, C., Marmar, C., & Weiss, D. (1990). Trauma and the Vietnam War generation: Report of the national Vietnam veterans readjustment study. New York: Brunner/Mazel.

Kulka and his colleagues found that 25% to 30% of Vietnam veterans have PTSD. They also found that African American and Hispanic veterans experienced higher rates of PTSD than Caucasians.

Lanning, J. (1987). Post-trauma recovery of public safety workers for the Delta 191 crash: debriefing, personal characteristics, and social systems. Copyrighted, unpublished manuscript.

This study evaluated Dallas/Fort Worth Airport public safety workers (police, fire-fighters, and EMT's) 20 months after the Delta 191 crash in which 136 people were killed. 16% were still experiencing high stress at the time of the study. Both avoidance and intrusion PTSD sub-scales were high with visual intrusion slightly more common than avoidance behavior. As they spoke about the memories more and more, responders were less bothered by intrusions. Paramedics had the highest scores, but police had the highest mean scores. Those first on the scene were most troubled because of the vastness of the trauma coupled with severe storm conditions. Paramedics had to make numerous moral decisions about who to treat and not to treat. Those who felt they had lost control of the situation fared poorly as did those who stayed at the scene for a lengthy period of time. Those who continued to suffer PTSD symptoms did not perceive their recovery environment as personal and positive. One person -- the most highly stressed -- received no support at all, felt he lost control, and then developed severe identity problems. Much anger was directed toward airport management for their indifference and lack of support.

The study identified components of a meaningful debriefing:

- a. Management must explain reasons for attending (concern for employee's well-being);
- b. Initial debriefing should be mandatory, with one-on-one follow-up appointment available and periodic follow-ups at one month, three months, six months, and twelve months;
- c. Debriefing should be held in work premises in a familiar environment;
- d. Debriefing must be facilitated by experienced professionals from outside, with management willing to consider recommendations;
- e. Debriefing should begin with education about PTSD symptoms followed by small discussion groups;
- f. Supervisors (all of the same rank) should be debriefed separately;
- g. Separate debriefings should also be held for spouses and family members.

Lehman, D., and Wortman, C. (1987). Long-term effects of losing a spouse or child in a motor vehicle crash. Journal of Personality and Social Psychology, 52(1), 218-231.

This study measured the long-term effects of the sudden, unexpected loss of a spouse or a child four to seven years ago in motor vehicle crash. Thirty-nine individuals who had lost a spouse were compared with 39 controls. Forty-one parents who had lost a child were compared with 41 controls. Significant differences between bereaved spouses and controls were revealed on depression, social functioning, psychological well-being, reactivity to good events, and future worries and concerns. In fact, respondents scored similarly to psychiatric outpatients. Parents scored higher than spouses on depression but lower on other variables. From 30% to 85% (depending on the question) continued to ruminate about the crash and what might have been done to prevent it. They appeared unable to accept, resolve, or find any meaning in what happened. Those who lost a spouse or child six to seven years ago did not function differently from those whose crash was four to five years ago. Their bereavement was also associated with increased mortality rate, drop in financial status, and divorce (parents only). The clear finding is that grief following sudden and violent loss is not easily or quickly resolved.

Lerner, M. J. (1980). The belief in a just world: A fundamental delusion. New York: Plenum.

Lerner advances the "just world" theory that most people adhere to, even though it is not rational: that good things happen to good people and bad things happen to bad people. Before experiencing something "bad," most people feel invulnerable. After experiencing something "bad," people not only feel universally vulnerable, but uniquely and personally vulnerable. Lerner suggests that in order to reduce the stress from exposure to others who are suffering from a life crisis, we look for weaknesses in the victims behavior to explain the incident. Was she driving too fast, wearing a seat belt, etc. Alternatively, we attempt to identify weaknesses in the person's character to explain the crisis.

Lindy, J. (1985). The trauma membrane and other clinical concepts derived from psychotherapeutic work with survivors of natural disasters. Psychiatric Annals, 15(3), 153-160.

Lindy introduces the term "trauma membrane" to describe the psychic protective shield traumatized people put up to defend themselves from more emotional stress than they can handle. It is an extensive denial strategy that serves the trauma victim well until they are strong enough to face reality. It must be burst from the inside, only when the victim is ready -- not by an outsider (therapist, for example).

Looney, H. & Winson, J. (1982). Death notification: Some recommendations. Reproduced from Police Chief Magazine.

The authors provide sixteen suggestions they believe are helpful in accomplishing the task of death notifications. They stress that the subject of death notification needs to be included in Academy training and re-visited at in-service workshops.

Lord, J. (1986). No time for goodbyes. Ventura, CA: Pathfinder Publishing.

Based on interviews with hundreds of family members of someone murdered or killed in drunk driving crashes, the author identifies their specific concerns including the fact that the trauma was sudden and unexpected, violent, senseless, and brings with it significant justice concerns, financial stress, and faith and philosophy of life concerns.

Lord, J. (1987). Survivor grief following a drunk driving crash. Death Studies, 11, 413-435.

Lord cites findings of her survey of more than 400 family members of those killed in drunk driving crashes, noting what their reactions were and what helped or hurt them during the first few days, a week after, a month after, six months after, a year after, and at the time the survey was completed.

Martin, C., McKean, H., & Veltkamp, L. (1986). PTSD in police and working with victims: A pilot study. Journal of Police Science and Administration, 14, 98-101.

This group studied 53 police officers and found that 1/4 of them had PTSD. The data suggested that the stress was linked to cases in which they identified with the victim (similar to self, spouse or child).

Martin, R. S. (1994). Counseling unit helps officers handle grief. The Fort Worth Star-Telegram, 18.

The article discusses the stress and violent scenes police officers encounter. Experts say if police don't talk things out and get in touch with their feelings, severe emotional problems can arise. The unusually high suicide rate for the New York City police officers was cited. No definitive explanation was given. One study suggests that New York City officers are prone to being "too macho to seek help when needed."

McCammon, S. & Schmuckler, E. (1993, October). A descriptive study of stress related symptoms of public safety dispatchers. Unpublished paper based on thesis by Patricia M. Grand-Holsten, presented at International Society for Traumatic Stress Studies, San Antonio, TX.

The purpose of the study was to examine and describe work-related stress among a population of dispatchers. Eighty four subjects attending a training program for communication officers completed four questionnaires: A background and work-related information questionnaire, the Symptom Checklist-90, the Cincinnati Stress Response Scale, and a Life Events Questionnaire. Results showed that dispatchers reported significant psychological distress when compared to the normative sample group. Women showed higher scores in depression, phobic anxiety and the positive symptom distress index; men reported higher incidences of increased blood pressure. City workers reported higher scores on several dimension of the SCL as compared to county workers or workers in 911 centers. It appears life events correlated significantly with several of the SCL dimensions as well as physical symptoms.

McCann, L. & Pearlman, L.A. (1990a) Psychological Trauma and Adult Survivor: Theory, Therapy, and Transformation. New York: Brunner/Mazel.

The authors point out that a major risk of working with traumatized patients is "infection of the soul." It is impossible to do this kind of work alone. In order to understand the victim's internal situation, the therapist must be a willing participant in the drama, a situation that of necessity causes a loss of objectivity. Therapists must rely on colleagues to provide the same zone of safety that the therapist is providing for the patient.

McCann, L. & Pearlman, L. A. (1990b). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. Journal of Traumatic Stress, 3(1), 131-137.

Noting that working with traumatized clients can be traumatizing for the mental health professional, the authors propose a new concept for understanding the stress -- vicarious traumatization. Based on their observations, the authors contrast vicarious traumatization from burnout and counter-transference. They suggest that the trauma comes from the disruption of the mental health professional's schemas -- life rules that are important to the professional. Working with clients whose trauma is such that it violates the helper's schemas will be more traumatic than exposure to traumatic situations that do not violate the schemas or do not violate them to a significant degree. Schemas can be identified under six major categories: trust, safety, power, esteem, autonomy, and intimacy. In addition to identifying one's most important schemas, other self-help techniques such as balance, humor, and processing personal issues are addressed.

McFarlane, A. C. (1986). Long-term psychiatric morbidity after a natural disaster: Implications for disaster planners and emergency services. Medical Journal of Australia, 145, 561-563.

The prevalence and longitudinal course of PTSD were studied in a group of 459 fire-fighters who were exposed to the Ash Wednesday brush fires in South Australia. The main finding, that the level of symptoms four months after the disaster remained almost unchanged at 29 months, suggested the long-term nature of PTSD. Twenty-nine months after the fire, 21% of the fire-fighters were continuing to experience imagery of the disaster, in a way that interfered with their lives. The failure of present disaster management plans to recognize the psychological impact of natural disasters and the long term nature of PTSD is emphasized, and the need for preventative mental health programs to minimize symptoms in the future is discussed.

McFarlane, A.C. (1988). The aetiology of PTSD following a natural disaster. British Journal of Psychiatry, 152, 116-121.

McFarlane continued his study of the Ash Wednesday fire fighters and found that an additional 20% had experienced "delayed onset" PTSD -- commencing more than 11 months after the fire. He also found that those suffering the most PTSD symptoms had previous psychiatric care prior to the fire.

McLauchlan, C. Handling distressed relatives and breaking bad news (clipping of unknown origin)

This article makes the following recommendations for death notifications in the hospital: (1) Law enforcement should notify the family personally and transport them to the hospital. (2) If the family must be notified by phone, it should be given by an experienced doctor or nurse who offers to arrange for someone to drive them to the hospital. (3) The family should be met by a nurse, social worker, chaplain or victim advocate who is informed about the status of the patient. This person should remain the contact person for the family. (4) The family should have a private, comfortably furnished waiting area. (5) The family should be told the patient is critical as soon as it is known. (6) When the doctor is ready to talk with the family, he or she should be introduced by the designated liaison professional. The doctor should be in clean clothing and be calm. (7) The doctor should identify the nearest next of kin and sit down in front of or beside that person. If death is probable, the doctor should say so. Likewise, if death has occurred, it should be stated clearly as soon as possible. Do not exclude children from the room. (8) Follow the pronouncement with silence until more questions are asked. Be accepting of all responses. (9) Give basic medical information in language the family can understand. (10) It is OK for the physician's feelings to show but it is not OK to use platitudes. Use the word "dead" and "died" several times. (11) Allow family members who want to, to spend time-with-their-loved-one--dead.or.alive--if.at.all.possible. (12) If the patient dies, the liaison person may ask the family if they would like a lock of hair. (13) The liaison asks the family if they would like anyone called. (14) Avoid sedation. (15) Before the family leaves, give written information.

Mercer, D. (1993, October). Drunk driving victimization or non-victimization effects on volunteer victim advocates. Paper presented at the International Society for Traumatic Stress Studies, San Antonio, TX.

The author studied 1,447 bereaved and injured victims of drunk driving crashes. She found that victims showed poorer adjustment on measures of well-being, somatization, obsessive-compulsion, depression, anxiety, hostility, Post Traumatic Stress Disorder, and self esteem than non-victims. Victims also reported poorer health, particularly hypertension, and more limitations on activity due to health problems. They were more likely than non-victims to take sleep medication or anti-anxiety drugs. While finances improved over the years for non-victims, they worsened for victims. The mean time between the crash and the interview was five years.

Mitchell, J. T. (1988). Stress: The history, status and future of critical incident stress debriefings. Journal of Emergency Medical Services, 13 (11), 46-47, 49-52.

Mitchell's Critical Incident Stress Debriefing (CISD) model includes introductions and explanation of ground rules, fact phase (participants describe their job and the facts of what happened), thought phase (participants describe what they were thinking as they completed their tasks), reaction phase (participants describe how they felt as they were performing their tasks), symptom phase (participants discuss symptoms they are currently experiencing, and re-entry phase (participants make contracts or plans for the future). Mitchell's model also includes peer support as the first step with carefully selected peers determining if debriefings are needed.

Mitchell, J. T. & Bray, G. (1990). Emergency services stress: Guidelines for preserving the health and careers of emergency services personnel. Englewood Cliffs, N.J.: Prentice Hall.

Mitchell and Bray have developed a shorter (30 - 45 minute) less formal and less structured version of the CISD model that is to be conducted within a few hours of the critical incident. It allows for some ventilation and information on stress which may prevent the need for a full debriefing.

Mitchell, M. (1990, July). Lockerbie air disaster. Reviewed in STSS Stress Points, 4(3), 5.

In December, 1988 all 259 passengers and crew and 11 people on the ground were killed when a bomb on board a Pan Am airliner exploded over Lockerbie, Scotland. A study of 190 police officers who worked the scene of the disaster found that absenteeism and sick leave in 1989 rose 70% from 1988. Mitchell believes the stress of dealing with "quite unimaginable injuries" explained the phenomenon. It was clear that officers who worked in the mortuary appeared to be the most traumatized. Dr. Mitchell concluded that the officers who had discussed their reactions with colleagues reported fewest stress-related symptoms. Increased absenteeism among the workers was consistent with other research showing that depression, anxiety and reduced job satisfaction complicated recovery.

National Victim Center. (1990). Developing and implementing a death notification program. Strategies in Action. Fort Worth, TX: Author.

The section provides an overview and curriculum for death notification training. The outline provides a guideline for victim advocates to review before implementing a training. It goes on to cover the purpose of the training, characteristics of death notification professional and volunteers; recommended procedures; death notification in the work place; and debriefing techniques. Much of this publication draws from the work of Mothers Against Drunk Driving.

Norris, F. & Thompson, M. (1993). The victim in the system: The influence of police responsiveness on victim alienation. Journal of Traumatic Stress, 6(4), 515-532.

This study addresses how the negative consequences of victimization can be counter-acted (or augmented) through satisfactory (or unsatisfactory) experiences with the justice process. The sample consisted of 220 adults who had experienced a crime within the past six months, had reported the crime to the police, and were willing to participate in a telephone interview. The data was analyzed using the Linear Structural Relations Program as the statistical technique. Nine variables were observed. Results showed that an arrest was beneficial but not essential for victims' faith in the world to be restored. Crime severity was generally associated with greater alienation, but was partially counteracted when victims believed the system was being responsive to their plight. The most discouraging finding was that very few victims actually had satisfactory experiences.

Osmont, K. (1993, November/December). The value of viewing in grief work reconciliation: A psychotherapist's perspective. The Forum Newsletter, pp. 1, 19.

From the perspective of a psychotherapist in private practice, the author presents support and methods for viewing the body following tragic death. The article presents clinical observations and the results of a questionnaire used with three female clients whose loved ones had died tragic deaths but who had not been given an opportunity to view the bodies of their loved one. Testing the theory, "better late than never," the author obtained photographs of the deceased which were shared with the members of their bereavement support group. The survivors believed that seeing the photos helped them view the deaths more realistically and helped them focus on their loved one's life rather than just the death. The survivors also believed that seeing the pictures was not as difficult as they had anticipated, and it had helped them get in touch with some feelings they had been avoiding. The author encourages the education of police, funeral directors, and mental health professionals relative to the value of viewing the body.

Parkes, C. (1981). Emotional involvement of the family during the period preceding death. In Acute grief (Eds.: Margolis, O., Raether, H., Kutscher, A., Power, B., Seeland, I., DeBellis, R., and Cheno, D. New York: Columbia Press.

Bereaved people visit their physicians more frequently, are admitted more often to the hospital, and undergo more surgical operations than non-bereaved people. They also suffer more depressive illnesses, anxiety states, personality disorders, rheumatic and arthritic conditions, disturbances of autonomic functions, and ulcerative colitis. Finally, the bereaved die more often than the non-bereaved from coronary thrombosis and arteriosclerotic heart disease.

Pearlman, L. A., & Mc Ian, P. S. Vicarious traumatization among trauma therapists: Empirical findings on self-care. In ISSTS Stresspoints, 7, (3) (Summer, 1993).

The researchers asked subjects which of 22 activities they engaged in to balance their trauma work, and whether they found them useful. Activities noted to be helpful, from most to least commonly reported were (1) discussing trauma cases with colleagues - 85%, (2) attending workshops - 76%, (3) spending time with family and friends - 70%, (4) travel, vacations, hobbies, movies - 69%, (5) talking with colleagues between sessions - 69%, (6) exercising - 62%, (7) limiting one's caseload - 56%, (8) developing a spiritual or religious life - 44%, (9) receiving general supervision - 44%, and (10) receiving trauma-related supervision - 43%. Only 38% of males and 74% of females received any kind of supervision.

Pennebaker, J. W. & O'Heeron, R. C. (1984). Confiding in others and illness rate among spouses of suicide and accidental-death victims. Journal of Abnormal Psychology, 93, 473-476.

The authors studied health and coping strategies in 19 spouses of suicide and accidental death victims approximately one year after their spouses' deaths. The number of health problems correlated positively with internal rumination about the deaths and negatively with their amount of confiding in others.

Pfost, K. & Stevens, M. (1989). Relationship of purpose in life to grief experiences in response to the death of a significant other. Death Studies, 13, 371-378.

This study assessed anger among those grieving the death of a significant other. Findings were that those with low purpose in life before the death experienced significantly more anger than those with high purpose in life. This might imply that low purpose results in meshing with others to establish identity, so that when the significant other dies, the person is left feeling fragmented and is angry about it.

Pickett, G., et al. (1994, November). Methods of coping used by police officers following traumatic events. Paper presented at the International Society for Traumatic Stress Studies, Chicago, IL.

This study focuses on the development of Post Traumatic Stress Disorder in officers not involved in fatal shootings. The authors believe that personal coping mechanisms used by officers mediate the effects of trauma, thus influencing their level of distress. The paper examines the relationship between traumatic experiences, coping styles and the development of PTSD symptoms in police officers.

Five hundred police officers in seven suburban St. Louis areas were contacted. Data provided by 80 officers was available for analysis. Five different questionnaires were used, including the Police Experience Checklist (PEC). All of the events on the PEC meet the requirements for DSM-III-R Criterion A. Results of this study indicate that the length of time an individual has served as an officer is not related to the level of PTSD symptoms or distress. Also, the amount of time since the traumatic event is not able to predict distress. Individual coping styles were more predictive of PTSD symptoms and distress. Coping styles can be identified in individual officers. It may be possible therefore, to target and provide interventions early to those officers who might be at greater risk for developing PTSD.

Pitman, R. & Orr, S. (1993). Psychophysiologic testing for post-traumatic stress disorder: Forensic Selection of the notifier is as crucial as the procedure itself. Bulletin of Academy of Psychiatry and the Law, 21(1), 37-52.

This article reviews the literature on assessment of PTSD as background for discussing the use of psychophysiological reactivity as relevant information in a court of law. The authors describe how data from research studies can be used to evaluate a single case and review relevant case law involving PTSD.

Proactive Security. (1993, June). Sudden violent death: Effects of line of duty death and responsibilities of law enforcement agencies. Paper presented at the Florida Police Chiefs Association 39th Annual Summer Training Conference, Pensacola, FL.

This presentation covers delivery of death notifications; assisting survivors at the hospital; inter-departmental issues; support for the survivors during the visitation and funeral; providing information and assistance to the family concerning benefits; providing support during legal proceedings; and on-going support for survivors. The packet also includes a referral list and contact information.

Raphael, B (1986). When disaster strikes: How individuals and communities cope with catastrophe. New York: Basic Books.

Raphael's debriefing model asks participants to share their role in the critical incident and their feelings as they carried it out. Psychological perceptions and reactions, both positive and negative, are explored in depth. Relationships with family and co-workers are discussed, and participants are asked to plan how they will relinquish the disaster role.

Reynolds, J. (1995, May/June). Disenfranchised expertise: The funeral director as helping professional. The Forum, 3, 13-14.

Starting from the hypothesis that death industry professionals are not highly valued within American culture, the author discusses historical and contemporary views of the profession. Two significant issues contribute to the problem, (1) an overriding cultural anxiety about death which makes death a taboo subject, and (2) myths, stereotypes and misconceptions about the death industry and death industry professionals. The author argues that the solution lies within the profession and should include self-credentialling, public education, and professional education beginning in mortuary school. Finally, the author connects the profession's disenfranchised status with the lack of self-care opportunities afforded to death industry professionals.

Rinear, E. E. (1988). Psychosocial aspects of parental response patterns to the death of a child by homicide. Journal of Traumatic Stress, 1(3), 305-322.

In a study of 250 parents whose children had been killed, 72.6% reported still feeling numb for six months.

Roberts, A. & Camasso, M. (1994). Staff turnover at crisis intervention units and centers: A national survey. Crisis Intervention, 1(1), 1-9.

A study of 107 crisis intervention units projected an annual national number of callers in acute crisis at 4.3 million. This averages more than 100 crisis contacts per unit per week. Masters degree social workers had the highest rate of turnover in these programs, and the turnover was linked to problems of child-abuse, sexual-abuse, alcohol-abuse and marital adjustment. Social workers had been adequately trained to deal with trauma. Also, crisis counseling is usually perceived as an entry-level position, requiring night and weekend work. The positions pay poorly (while most social workers are paying off their student loans).

Rynearson, E. K. & McCreery, J.M. (1993). Bereavement after homicide: A synergism of trauma and loss. American Journal of Psychiatry, 150(2), 258-261.

This study evaluated 18 adults (mean age, 39) whose loved one had been murdered. All were referred to the study (and treatment) because of treatment failure of previous therapists or support groups. Twelve had a history of psychiatric disorder before their loved one was killed. A mean interval of 2.5 years had passed since the murder, but 17 of the 18 were still experiencing intense, terrifying intrusive images of the fantasies they had developed about the murder from the bits and pieces of facts they had gathered. The authors concluded that the grief work could not be done until the trauma was dealt with first. Thus, anti-anxiety medications and classical conditioning techniques were used to calm the patients, help them sleep, and reduce intrusive imagery. The researchers conclude that the combination of grief, (pining, longing, guilt, idealized attachment to the victim) coupled with intense traumatic imagery should alert clinicians that significant treatment is warranted.

Rynearson, E. K., Parrington, J., Sinnema, C., & Olson, D. (1994, Spring). Support project for bereavement after homicide. Virginia Mason Clinic Bulletin, 48, pp.33-41

This article builds on the previous one with a treatment group of 32 and a control group of 20. 2.5 years after of a homicide death in the family. The control group felt no need for treatment. Those who sought treatment showed significantly increased frequency of childhood abuse and significantly high measures of grief, trauma, and disorganizing flashbacks of reenactment imagery. The authors conclude that early childhood trauma results in diminished resiliency to subsequent trauma. They also conclude that restorative recovery for homicide survivors is rare.

Sanders, K. & Stavish, M. (September 1, 1995). Flaming wreck brings double sorrow to family. Fort Worth Star Telegram, p.1.

This newspaper article explains the details of a double tragedy when a man burned to death in his wrecked car, and his elderly father died of a heart attack when an investigator from the medical examiner's office told him about the wreck on the phone in requesting dental records.

Sawyer, S. (1993). Support services to surviving families of line-of-duty death. A public safety handbook. Grant Numbers 89-PS-CX-001 and 93-PS-DX-001 awarded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

This booklet was written by the Concerns of Police Survivors for surviving families of fallen public safety officers. It addresses not only the tangible procedural issues but intangibles such as emotional support and counseling. In summary, Concerns of Police Survivors, Inc., believes that it is the responsibility of every emergency response agency to provide liaison assistance to the immediate survivors of any officer who dies in the line of duty, whether feloniously or accidentally. This active member of the department is to offer the family a comprehensive explanation of survivor benefits and to provide tangible and intangible emotional support during this traumatic period of re-adjustment for the surviving family.

Schanfield, S., Swain, B., & Benjamin, G. (1987). Parents' responses to the death of adult children from accidents and cancer: A comparison. Omega, 17, 289-297.

This study found that parents who lost adult children in vehicular crashes suffered more over-all psychiatric distress, expression of guilt, and health complaints than parents whose children died of cancer.

Shelby, J. & Tredinnick, M. (1995). Crisis intervention with survivors of natural disaster: Lessons from hurricane Andrew. Journal of Counseling and Development, 73, 491-497.

As volunteers with the Disaster Mental Health Services team through the American Red Cross, the authors responded to a community affected by Hurricane Andrew. They note several significant differences between traditional counseling and the crisis intervention they were limited to due to the nature of the emergency. The authors make several suggestions on ways to adapt to less formal and

non-clinical settings including taking a more proactive role, increased touching, and focusing on pre-existing skills. Rather than disempowering the counselor, it was noted that the frantic pace and limited resources typical of a crisis response actually left clients more receptive to new options and new skills. Results were often immediate and significant which contrasted with more traditional counseling expectations. The article discusses traumatized children and offers suggestions for responding therapeutically to children, particularly children from cultures that don't traditionally value counseling. Finally, the authors offer suggestions for responding effectively to culturally diverse populations as a whole.

Skill Building Handout. (1984, April). Arizona Law Enforcement Training Academy Manual.

The Arizona Law Enforcement Training Academy Manual provides a section on Death Notification Protocol. Three basic stages are covered. Stage 1: Pre-notification debriefing (the information gathering state of the notification process); Stage 2: Actual notification to family (the delivery stage of the notification process); and Stage 3: Post-notification (the wrap-up portion of the notification process).

Skogan, W.; Davis, R., & Lurgio, A. (1990). Victim needs and services. Final report to the National Institute of Justice, Chicago, IL: Northwestern University Center for Urban Affairs and Policy Research, 50-53.

This study found that the greatest need of crime victims is to be able to tell the story time and time again and to have personal safety needs met.

Sly, R. (1992, May). I'm sorry to inform you... Law and Order, pp. 26-29.

The author is the chaplain coordinator for the Riley County Police Department in Manhattan, Kansas. He offers ten action points to maximize the ability of a department to carry out the task of notification effectively and efficiently. He urges the use of police chaplains or volunteer clergy to assist the officer with notifications.

Smith, T. & Walz, B. (1995). Death education in paramedic program: A nationwide assessment. Death Studies, 19, 257-267.

This article reports on an exploratory study of death education taught in paramedic programs. Noting that paramedics are frequently present at the moment of death, training within the profession should include death education covering legal, technological and psychosocial content areas. Findings include that the vast majority of programs surveyed do offer death and dying education utilizing lecture and discussion formats. The article includes observations about paramedic training and recommendations for incorporating death education into primary and continuing education courses.

Soderfelt, M., Soderfelt, B., & Wang, Lars-Erik. (1995). Burnout in social work. Social Work 40(5), 638-647.

The authors reviewed the literature on burnout, discovering a multitude of definitions and also finding that social workers do not experience significant burnout regardless of the definition. Burnout became popular in the mid-70's as a characterization of adverse reactions to work, primarily in human services settings. The authors believe that its popularity stems from the fact that it carries low stigma. It is somewhat noble to say one has "burned out" -- unlike acknowledging that one is incompetent or inept. Numerous burnout scales have been developed, but the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) may be the most popular. The following suggestions from the literature review are given to prevent burnout: improve staff communications, define work objectives clearly, rotate work assignments, create low work pressure allowing for independence, give adequate training, and compensate fairly.

Solomon, R. (1987). Coping with vulnerability. Copyrighted manuscript.

Every emergency worker has to learn to cope with fear and vulnerability. The author breaks down a critical situation into four phases. 1. Here Comes Trouble, 2. Oh Shit!, 3. Survival, and 4. Response. The author emphasizes that we are not helpless and can control our responses to a situation with our ability and capability of responding fueled by the resource frame of mind.

Staff. (1992). "In person, in time": Recommended procedures for death notification. Crime Victim Assistance Division, Iowa Department of Justice.

The booklet offers procedures for death notifications. The topics covered include; basic death notification procedures; death notification procedures in the work place; death notification in a hospital setting; debriefing for death notification volunteers and professionals; and how survivors respond to death notification (general information). This publication was based on the death notification program of Mothers Against Drunk Driving.

Staff. (1992). Program of Instruction for Death Notification. Georgia Peace Officer Reference Text.

Sections of the Georgia Peace Officer Reference text discuss tips for officers delivering death notifications. The tips include: be professional; keep your cool; be sensitive; look to the person's physical needs and try to meet them; and provide follow up with the family. The booklet offers a list of resource materials available.

Steele, L. (1992). Risk factor profile for bereaved spouses. Death studies, 16, 387-400.

High risk variables among 60 bereaved spouses included age (younger and older were more unhappy than middle-aged), sex (widows were more unhappy than widowers), socio-economic status (as financial stress increased, so did unhappiness), and quality of relationship (those very close to their deceased spouse had more guilt and developed more somatic complaints). Age was the most significant variable with the 25-35 year old and 66-85 year old at greatest risk.

Stroebe, W. and M. & Domittner, G. (1988). Individual and situational differences in recovery from bereavement: A risk group identified. Journal of Social Issues, 44(3), 143-158.

This study compared 30 widows and 30 widowers with 60 married persons in their 50's in Germany. Unexpected loss resulted in high depression and somatic complaints for those with low inner locus of control. This group with low levels of inner control improved very little over the two-year period of the study. The depression scores were so high that, had these individuals not been bereaved, 42% would have been diagnosed as clinically depressed at 6 months. After two years, 27% were still that depressed.

Sweet, J. (1991). Fare well. Journal of the American Medical Association, 265(12), 1518.

A physician reflects in an editorial the circumstances which may have led to a physician friend's suicide. The stressors faced by the author's colleague/friend included the death of a child, a divorce, and financial difficulties.

Talbot, A. (1990). The importance of parallel processing in debriefing crisis counselors. Journal of Traumatic Stress, 3(2).

Talbot uses the notion of parallel processing to describe how traumatized clients will set up a reenactment scenario in whatever group setting affords the opportunity to recreate the original drama. This behavior is unconscious, often highly symbolized, but an established pattern of a lifetime.

_____(1995, June). Traffic Safety Facts. Washington D. C.: National Center for Statistics & Analysis.

This document records annual statistics for numerous components of highway safety.

Ubell, E. Is your job good for you? (Citation unknown)

The combination of low control and high demand are the marks of a "bad job." Low control means your boss tells you what to do and how to do it. High psychological demand means too much work in too little time. Social support is also a necessary element of a positive work environment. Robert Karosek, professor of work environment at the University of Massachusetts at Lowell, began researching job strain and heart disease in 1980 and says that about 20% of American men, based on the above criteria, have "bad jobs." The stress culprits, Karosek says, are bosses and supervisors who, in the name of short-term efficiency and profits, dehumanize work.

A study of 215 men by Dr. Peter L. Schnoll, a cardiologist at New York Hospital in Manhattan, revealed that those who complained of job strain were more likely to have high blood pressure, and sonograms showed that the walls of their hearts were thicker.

Valencia, R. (1994, June). Death notifications. Paper presented at the First Annual Governor's Training Conference on Crime Victim Assistance, FL.

This death notification outline covers traditional grief responses; coping styles; criteria for persons making notifications; death notification preparation and process; what to say/not say; and follow up.

Valteirra, J. & Valteirra, E., (1992, February 16). Please be sensitive to family feelings in times of sorrow. Fort Worth Star-Telegram.

This guest editorial is written by bereaved parents who were abruptly notified of their son's death by telephone. The caller was a paramedic at the hospital where the victim was taken following an automobile crash. The authors describe the experience and maintain that the mode and manner in which the notification was made caused them unnecessary emotional trauma. They make several suggestions to improve notifications.

Van Wagoner, S. L., Gelso, C. J., Hayes, J. A., & Diemer, R. A. (1991). Countertransference and the reputedly excellent therapist. Psychotherapy: Theory, research and practice, 28, 411-421.

Van Wagoner and colleagues studied 93 expert therapists and found them, in contrast with general therapists, as (1) having more insight into and explanations for their feelings, (2) having greater capacity for empathy, (3) being more able to differentiate between the needs of the client and their own needs, (4) being less anxious with clients, and (5) being more adept at conceptualizing dynamics in the clients' present and past.

Weatherhead, L. (1972). The will of God. Nashville: Abingdon Press.

Weatherhead offers a more differentiating model of "God's will" than the simplistic catch-all, "It must have been his/her time." He suggests that God's intentional will is that all should have long and abundant lives. However, God gave human beings great latitude in free will which is called circumstantial will. Bad choices will always be made which result in pain. God's ultimate will is that out of everything, no matter how awful, some good can come.

Weinberg, N. (1985). The health care social worker's role in facilitating grief work: An empirical study. Social work in health care 10(3), 107-117.

Weinberg studied 155 Illinois college students who had experienced the death of someone significant to them. On a scale of one to five, they rated the severity of their loss at a mean of 4.164. When asked what helped, they rated the following behaviors in this order: (1) allowing them to talk about what-happened-including-their-feelings, (2).normalizing their feelings and talking about ways of coping and (3) offering "quiet" support such as praying with them and touching them. Those experiencing the most severe pain found sharing their loss significantly more helpful than people with lesser pain. Behaviors not helpful included, in this order: (1) encouraging them to take medication,

(2) encouraging them not to think about it, (3) informing them about support groups or other resources (they wanted to tell their story to that person), (4) sitting with them but not talking, and (5) talking about the future.

The article points out that hospitals tend to reinforce emotional constraint. Visitors are urged to speak quietly and to be calm. Emotional outbursts are treated with tranquilizers. Patients who are rational, calm and agreeable are congratulated. Outbursts, though uncomfortable for staff, are a natural component of shock and mourning and should be affirmed.

Weiss, R. (1988). Loss and recovery. The Society for the Psychological Study of Social Issues.(Paper presentation)

Weiss acknowledges that "adaptation" and "accommodation" are more appropriate than "acceptance" in many cases. However, he uses "recovery" to describe a return to ordinary functioning. Following are five signs of recovery: (1) ability to give energy to daily life, (2) psychological comfort as demonstrated by freedom from pain and distress, (3) ability to experience gratification -- to feel pleasure when desirable, hoped-for, or enriching events occur, (4) hopefulness about the future; being able to plan and care about plans, (5) ability to function with reasonable adequacy in social roles as a spouse, parent, and member of the community. Failure to recover is marked by (1) chronicity -- unmovable persistence in protesting (not accepting reality), (2) depressed withdrawal, and (3) compartmentalization -- refusal to think or feel about it. Failure to recover may be linked to (1) lack of meaning surrounding the death, (2) ambivalence toward the one who died, (3) low self esteem, (4) dependence on the deceased, and (5) feelings of responsibility or guilt.

Weiss, R., et al. (1986). Widowers as a contrasting group. The First Year of Bereavement.

Weiss compares widows and widowers two to four years after the death of their spouse, finding significant differences. Men tended to define their loss as dismemberment while women defined theirs as abandonment. Men tried to avoid crying; women did not. Women appreciated encouragement to express emotion; men appreciated encouragement to move toward greater control. Men and women both expressed anger, but men were much more quickly able to manage it. Men felt more guilt early on ("I should have recognized how sick she was") but were able to be rational much more quickly than women. Widows felt more guilty as time went on. Men were more apt to look at photos and read old letters than women. Almost half of the men reported involuntary visualizations of their wives. About 1/4 of each reported "sensing the presence" of their spouse by the third week. At one year, the women were still talking about it; the men were not. During the first few weeks, the men received support as replacement of their wife's functioning, i.e., cooking, cleaning, children, but received little emotional support. The opposite was true with wives. The men refused help much sooner than the women. By the end of the second month, nearly half the widows (44%) were anxious and fearful of nervous breakdown. Very few men had this experience. Men moved much more quickly toward re-marriage. By the end of the first year, 50% of the men had remarried, only 18% of the women had remarried. Men were much less tolerant of loneliness and saw remarriage as the way to resume normal functioning. Women felt they should finish grieving their dead spouse before

entering a new relationship. Men felt the new spouse should assist them in their continued grieving. Relative to unexpected death, every widower whose wife died suddenly was unable to establish a new relationship and every widower who had forewarning remarried.

Weiss, R. (1988). Recovery from bereavement: Findings and issues in preventing mental disorders. Washington, DC: National Institute of Mental Health, 108-121.

Weiss says we should not expect people who have suffered a severe loss to go back to being the people they were before. "You don't get over it. You get used to it." Tasks in recovery (being able to function in life again) include: (1) Development of "an account," or explanation of how the traumatic loss came to be; and (2) slow, steady letting go of some of the images and memories and moving on to more positive ones. Factors leading to difficult recovery include: (1) unexpected death, (2) ambivalent relationship, (3) dependent relationship, (4) previous unresolved losses, (5) character structure too weak to support the pain of grief and mourning, (6) lack of a promising future. Three forms of failure to recovery include: (1) chronic grief (stuck on a particular memory or image and can't move to others, (2) unwillingness or inability to grasp the reality of the loss, and (3) development of other methods to cope; i.e. alcoholism, workaholism, etc.

Wells, P. J. (1993). Preparing for sudden death: Social work in the emergency room. Social work, 38(3), 339-343.

The author suggests that one social worker serve as a liaison between medical staff and the patient's family, keeping them constantly informed of the patient's condition. The worker should use understandable terminology at all times. If the patient dies, the family should be taken to a private area and told simply and directly.

White, P. and Brown, L. (April, 1995). Compassion fatigue as it impacts the caregiver. Paper presented at Two Days in May, Columbus, Ohio.

This paper includes an overview and handouts from a workshop on the subject of Compassion Fatigue. The presenters pull from Charles Figley's work including his definition of Compassion Fatigue and Compassion Stress.

Williams, J. & Siegel, J. (1989) Marital disruption and physical illness: The impact of divorce and spouse death on illness. Journal of Traumatic Stress, 2(4), 555-562.

This study compared physical illnesses among 152 people whose spouse had died within the last five years, 263 who had divorced within the last five years, and 1741 who had married or remained married during the last five years. Findings were that younger people develop more illnesses following both death and divorce than older people, possibly because of the added stress of single-parenting, because more young deaths are traumatic, and because younger people may be less psychologically prepared. Women had a slightly healthier adjustment to divorce than men, but not to death. Divorced subjects with the highest level of education had the highest rate of illness.

Williams, T. (1993). Trauma in the workplace. In J. Wilson & B. Raphael; (Eds.), International Handbook of Traumatic Stress Syndromes, pp. 925-933.

The author of this chapter identifies common emotional responses to traumatic events in the workplace, offers a prevention model, and a company training program. Employee safety suggests that trauma reduction should begin with preventing the traumatic event from occurring. However, secondary prevention measures, such as debriefings, can be incorporated after a traumatic event but before symptoms occur. Lastly, therapeutic resources may be employed for individuals experiencing stress symptoms. The author notes that some occupations have a higher risk level than others for traumatic events. Employers within these occupations have an obligation to provide crisis services. The article includes a sample training program and a sample handout that may be utilized within the workplace.

Wolfelt, A. (1988, Winter). Bereavement caregiver burn-out: Signs and symptoms. Thanatos, 6-8.

This article reviews symptoms of bereavement caregiver burn-out and emphasizes the need to combat it with knowledgeable self focus.

Wolfelt, A. (1989, Spring). Caring for oneself as a caregiver. Thanatos, 16-18.

A follow-up to a previous article, Bereavement Caregiver Burn-Out: Signs and Symptoms, the article discusses general indicators of Bereavement Care Burnout. The author includes a ten-question survey, but acknowledges that there is little documented research comparing levels of stress among different professions. Emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment may indicate burnout. Self-care guidelines to reduce or avoid burnout symptoms include: awareness of risk, periods of rest and renewal, self-compassion, setting limits, effective time-management, support systems, personal expression, understanding personal motivation, and healthy eating, sleeping and exercise patterns.

Wolfelt, A. (1990). Toward an understanding of the co-dependent bereavement caregiver. Thanatos, 20-22.

The first of two-part series defines the co-dependent bereavement caregiver: a person who continually puts the needs of the bereaved before their own, ultimately to their own detriment. The author presents a model of co-dependent behavior and identifies signs and symptoms of bereavement caregiver co-dependence.

Wolfelt, A. (1992). Understanding grief: Helping yourself heal. Muncie, IN: Accelerated Development Publishers.

This book offers a multitude of practical suggestions for helping oneself move through the pilgrimage of grief and mourning toward healing. The author is a well-known thanatologist who has worked with thousands of bereaved individuals in developing his concepts and models.

Wolterstorff, N. (1987). Lament for a son. Grand Rapids, MI: Eerdmans Press.

This small but very engaging book follows the spiritual pilgrimage of the author after his son fell off a mountain in Europe and was killed. The father, a Lutheran theologian, addresses his difficulty in assimilating what happened into his former belief system and slowly rebuilding a new theology.

Wortman, C. (1985). Reactions to victims of life crises: support attempts that fail. In I.G. Sarason and B. R. Sarason (Eds.), Social support theory, research, and application. Dordrecht, The Netherlands: Marinus Nijhoff.

This paper focuses on three reasons why people may respond to victims of life crises in ways that are non-supportive: (1) Contact makes people feel threatened and vulnerable with anxiety increasing the more unfortunate the victim's plight i.e., those in greatest need are last likely to get it. (2) People are uncertain about what to say or do. (3) People are misinformed about how others "should" respond to life crises. These problems result in victims feeling isolated and alone because they feel they cannot share their experiences, they dismiss the victim's feelings as insignificant or unimportant, and they imply that victims should not feel as bad as they do. They are particularly harmful among those closest to the victim who are looked to for support. The authors interviewed 100 people whose loved one had been killed in a vehicular crash. Supports the survivors found most helpful were (1) being able to talk about the deceased, (2) ventilation or and acceptance of feelings, and (3) being with others who have experienced the same thing.

Wortman, C. & Silver, R. (1989). The myths of coping with loss. Journal of Counseling and Clinical Psychology, 57(3), 349-357.

This article supports the position that there is no prescription for how to grieve properly and no research-validated guideposts for what is normal vs. deviant mourning. Society, on the one hand, insists that people mourn -- and labels them if they do not. On the other hand, it labels someone outwardly mourning as a person in need of therapy. Therefore, bereaved people, in order to maintain harmonious social relationships, may hide both their distress and their cheerfulness.

Yassen, J. Prevention of secondary traumatic stress in individuals. In Figley, C., Ed. (Spring, 1994). Secondary Traumatic Stress Disorder: Trauma and Its Wake III. Bruner/Mazel.

Yassen outlines a strategy for self care for therapists who work with traumatized patients. I. Individual. A. Personal - physical health, social supports, life balance, spiritual connections, creative expression, self awareness, plans for getting help, community activism, relaxation, and humor. B. Professional---boundaries/limit-setting,-plans for emergency coping, variety of tasks, adequate training, replenishment. II. Environmental. A. Social - assessment and education of social supports. B. Societal - educational strategies, coalition building, legislative reform, social action. C. Work setting - physical setting, articulated value system, clear job tasks and personnel guidelines, supervisory/management support, collegiality. Yassen says that attention to each of these supports is especially crucial for caregivers who are also survivors.

Young, M. (1991). Community crisis response team training manual. Washington, D.C.: National Organization for Victim Assistance.

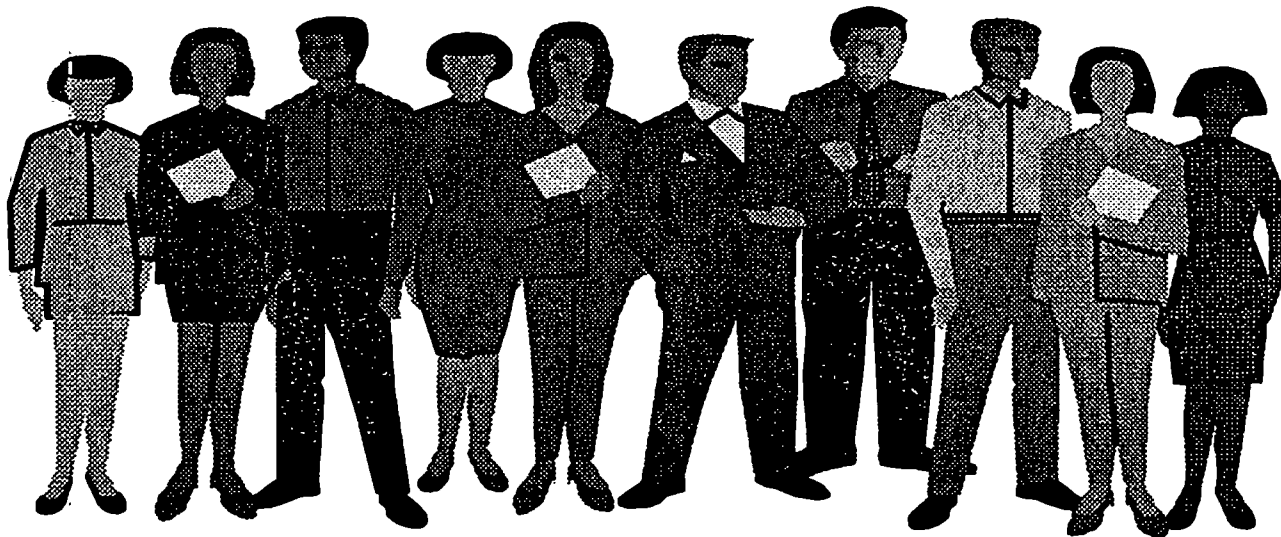
Young's model is developed for primary victims rather than crisis responders. Debriefing is done by a pair of debriefers -- a leader and a scribe who validates feelings by writing them on a flip chart. The leader normalizes the feelings, predicts reactions the attendees may experience in the future, and identifies positive coping techniques. Participants are given handouts to take home, and the flip chart is destroyed.

Young, M. (1993). Victim assistance: Frontiers and fundamentals. Dubuque: Kendall/Hunt.

This booklet highlights 24 specific areas of victim assistance. The booklet ranges in topic including the psychological trauma of crime victimization, people management in victim assistance programs, victim services as a profession, and an overview of the victim movement.

OVERHEADS

HOW TO SUCCEED IN REACHING ADULT AUDIENCES



TIPS FOR TRAINING ADULTS

- 1. EXPLAIN HOW IT WILL BENEFIT THEM
(What's in it for me?)**
- 2. RELATE THE LEARNING TO THEIR PAST
EXPERIENCES.**
- 3. ENCOURAGE PARTICIPATION AND
INTERACTION.**
- 4. LISTEN AND RESPECT THEIR OPINIONS
(Make me feel good about myself).**
- 5. ENCOURAGE THEM TO BE RESOURCES TO
—YOU AND TO EACH OTHER.**
- 6. ALWAYS TREAT THEM LIKE ADULTS.**

MINIMUM TO MAXIMUM LEARNING

- **LEAST EFFECTIVE:**
VERBAL SYMBOLS ALONE
(LISTENING)
- **VISUAL SYMBOLS ALONE**
(READING)
- **VERBAL AND VISUAL**
SYMBOLS COMBINED
(LISTENING AND
OVERHEADS)

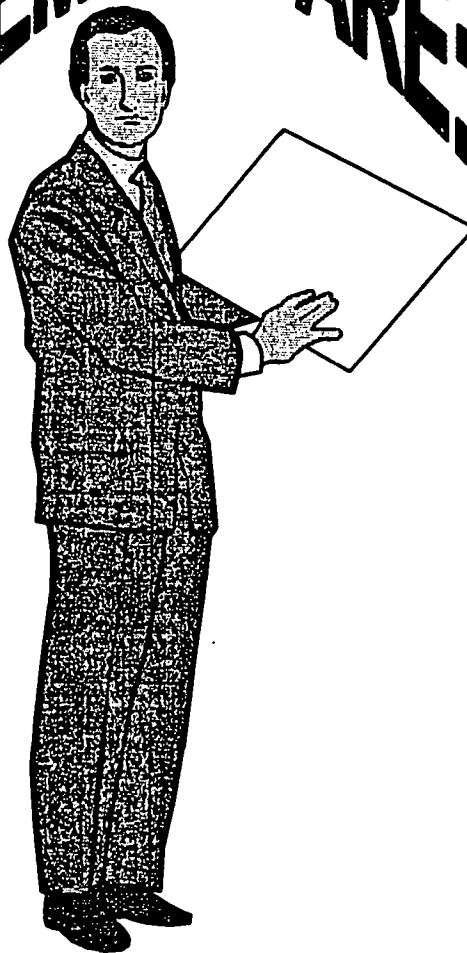


MAXIMUM EFFICIENCY IN LEARNING



**VERBAL AND VISUAL SYMBOLS
COMBINED WITH HANDS-ON
EXPERIENCE**

THE GOALS OF THIS SEMINAR ARE:



- TO ENHANCE AWARENESS OF THE EMOTIONAL HAZARDS OF CRISIS WORK.
- TO TEACH STRATEGIES FOR COMPASSIONATE AND THOROUGH DEATH NOTIFICATION.

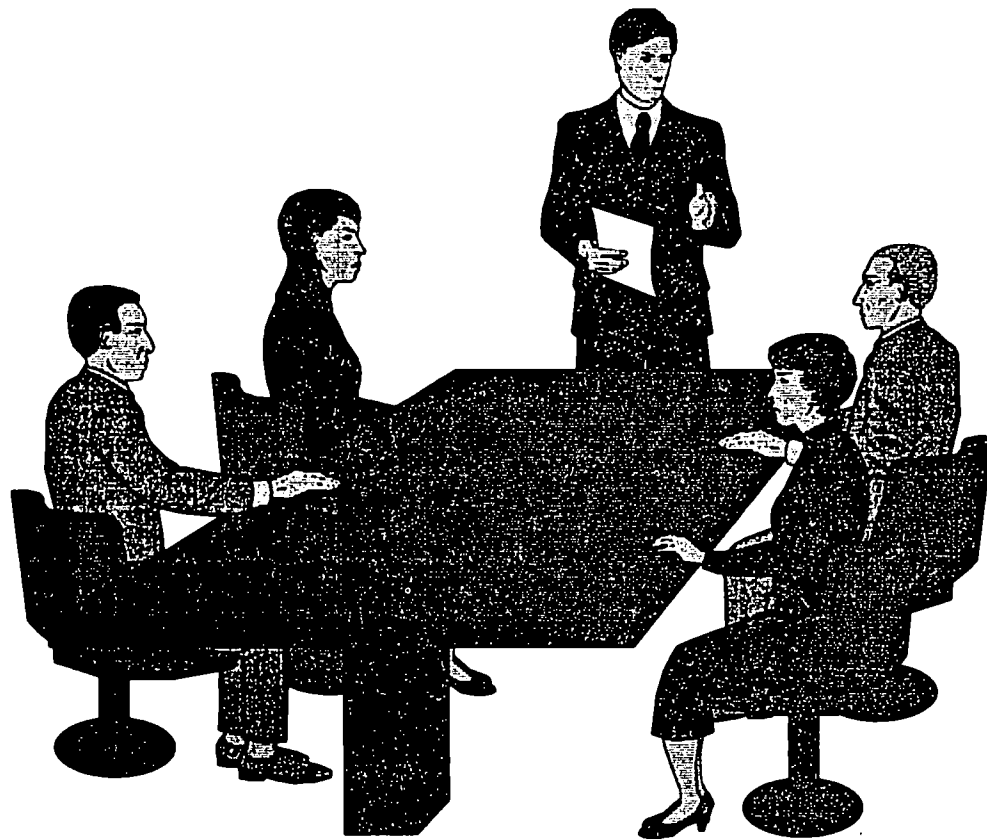
APPREHENSIONS ABOUT DEATH NOTIFICATIONS



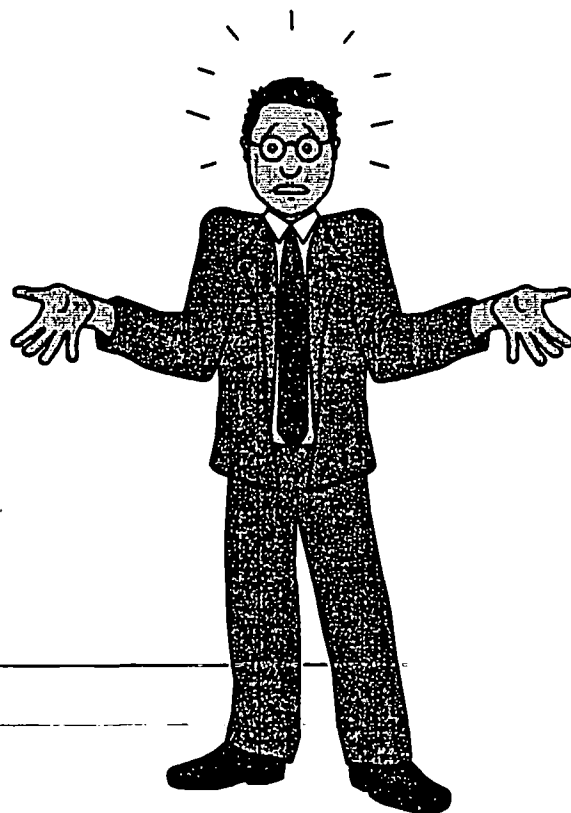
- 1. FEELING UNTRAINED OR UNPREPARED.**
- 2. OVER-IDENTIFICATION WITH THE VICTIM'S FAMILY.**
- 3. PERSONAL VULNERABILITY.**

- 4. FEAR OF BEING LABELED BY COLLEAGUES.**

SELECTION OF THE NOTIFIER IS AS CRUCIAL AS THE PROCEDURE ITSELF



**ASSOCIATION WITH
TRAUMA DISRUPTS
THE SCHEMAS
WE DEVELOPED EARLY
IN LIFE**



TRUST

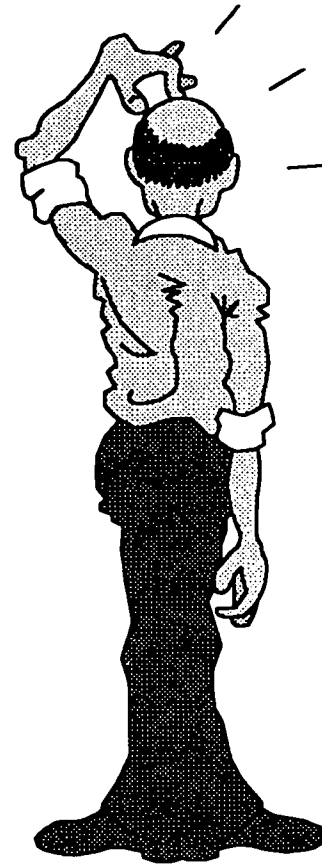
IS IT A GOOD

OR

BAD WORLD?

SAFETY:

•
**IS IT
A
SAFE
OR
UNSAFE
WORLD?**






POWER

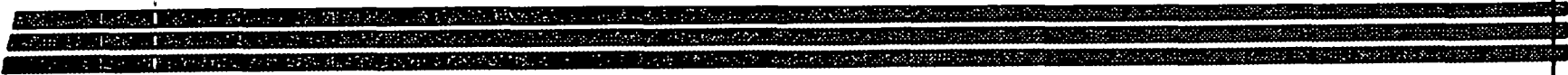
DO YOU SEE PROBLEMS

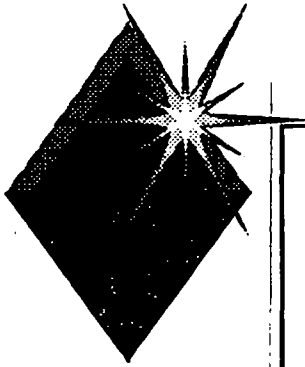
AS

CHALLENGES OR CATASTROPHES?



**AUTONOMY:
DO YOU FEEL MORE
INDEPENDENT
OR
DEPENDENT?**





SELF ESTEEM:

**DO YOU FEEL WORTHY
OR
UNWORTHY OF RESPECT**



INTIMACY:

DO YOU FEEL CONNECTED TO

OR

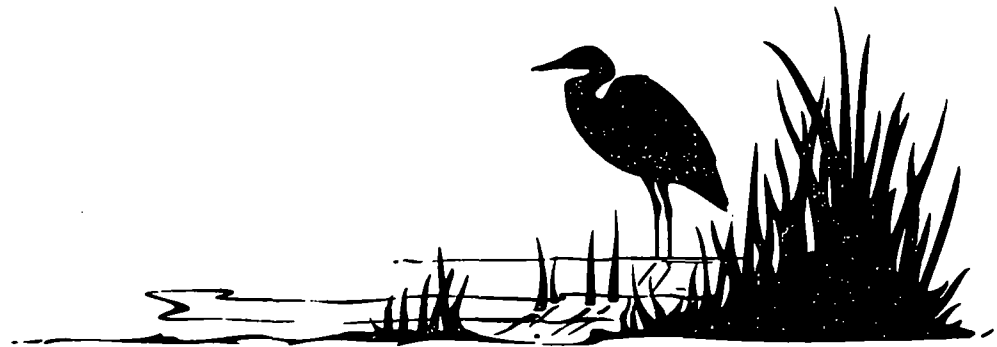
DISCONNECTED FROM OTHERS

VICTIMS WANT:

TO TELL THEIR STORY AGAIN AND AGAIN

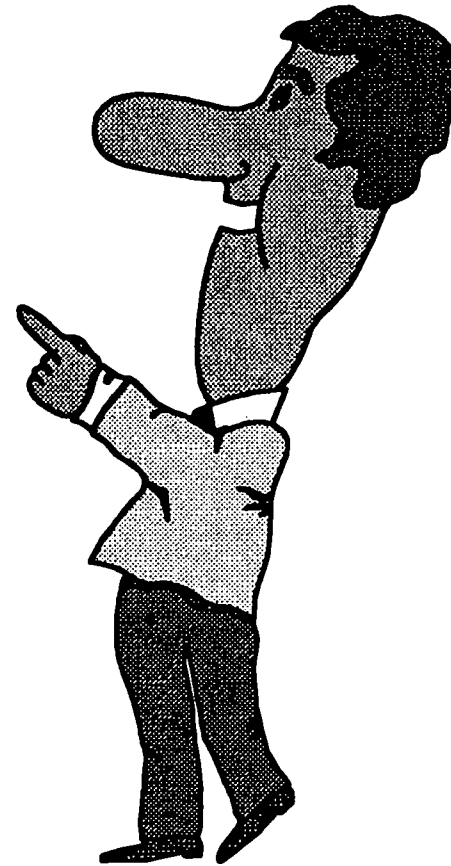
**TO HAVE ALL FEELINGS ACCEPTED AND
BELIEVED**

**TO BE WITH
OTHERS WHO
HAVE BEEN
THROUGH IT**



VICTIMS DON'T WANT:

- **ENCOURAGEMENT TO TAKE MEDICINE**
- **BEING TOLD NOT TO THINK ABOUT IT**
- **BEING PREMATURELY REFERRED TO SUPPORT GROUPS**



**ARE OUR NEEDS AS
PROFESSIONALS
MUCH
DIFFERENT?**

KEY FACTORS IN RECOVERY (LANNING, 1987)

- **EXPRESSION OF APPRECIATION**
- **MEANINGFUL DEFERRINGS**
- **CERTAIN PERSONAL CHARACTERISTICS**

MEANINGFUL DEBRIEFINGS

EXPLAIN REASON FOR DEBRIEFING

INITIAL DEBRIEFING MANDATORY

HELD ON WORK PREMISES

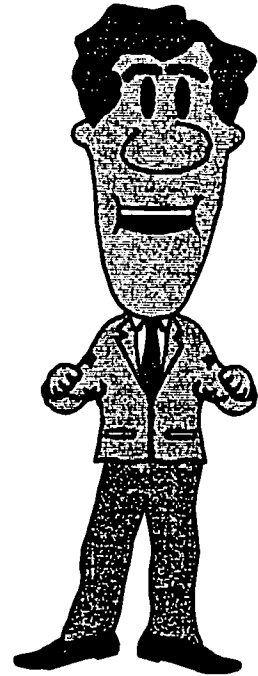
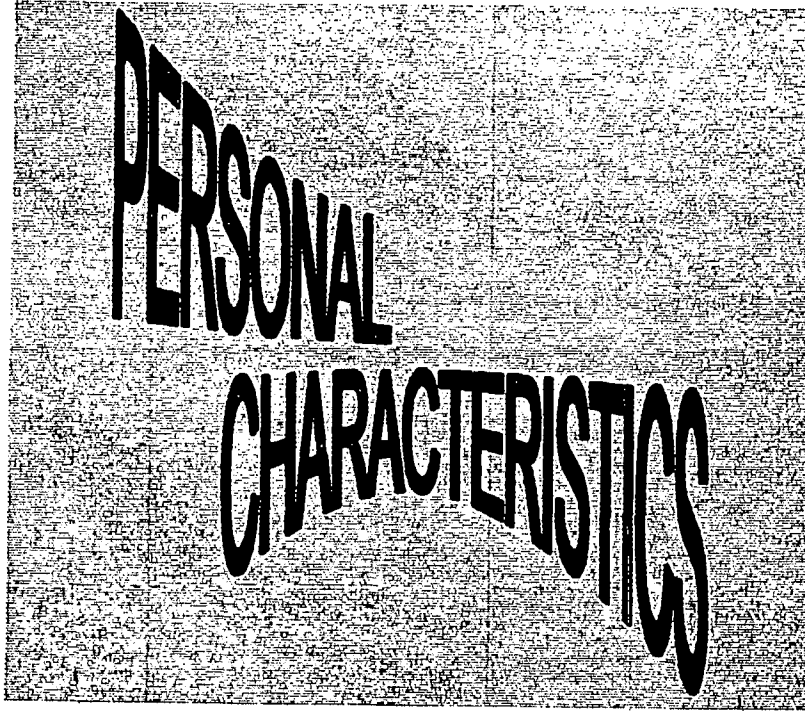
INFORMATION ABOUT PTSD

SMALL, INFORMAL, CONFIDENTIAL GROUPS

**PROFESSIONAL FACILITATORS FROM
OUTSIDE**

SEPARATE DEBRIEFINGS FOR SUPERVISORS

SEPARATE DEBRIEFINGS FOR SPOUSES



**EASY GOING PERSONALITY/SENSE OF
HUMOR**

TRAINING

RELIGIOUS BELIEFS

**OPPORTUNITY TO TRAIN OTHERS OR
SPEAK PUBLICLY**

~~POSITIVE RELATIONSHIP WITH FATHER~~

DESIRE TO HELP PEOPLE

COPING TECHNIQUES

- 1. IDENTIFY CENTRAL SCHEMAS.**
- 2. GET SUPPORT.**
- 3. PROCESS PERSONAL ISSUES.**
- 4. SEEK BALANCE**
- 5. UTILIZE HUMOR IN SAFE PLACES.**
- 6. IDENTIFY POSITIVE COMPONENTS OF WORK**

DEATH MODELS



KUBLER-ROSS

DENIAL
ANGER
BARGAINING
DEPRESSION
ACCEPTANCE

TERESE RANDO

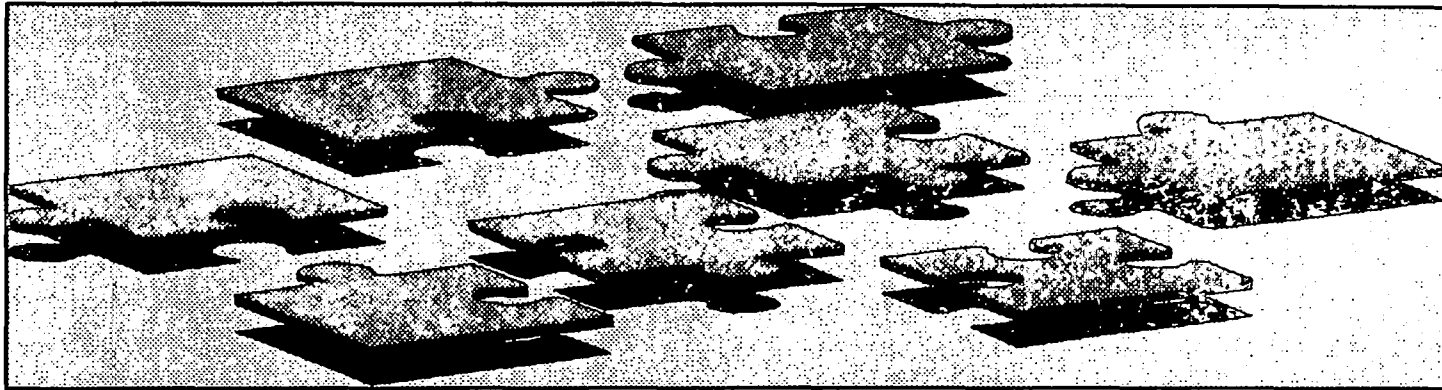
AVOIDENCE
CONFRONTATION
RE-ESTABLISHMENT

**PHYSICAL
EMOTIONAL
MENTAL SPIRITUAL**

**PHYSICAL
EMOTIONAL
MENTAL**

SPIRITUAL

Charles Corr



UNIQUE FEATURES OF HOMICIDE

- **UNANTICIPATED**
- **VIOLENT**
- **SENSELESS**

- **LEGAL FRUSTRATIONS**
- **FINANCIAL STRESS**
- **FAITH/PHILOSOPHY OF
LIFE**



THE AFTERMATH OF HOMICIDE

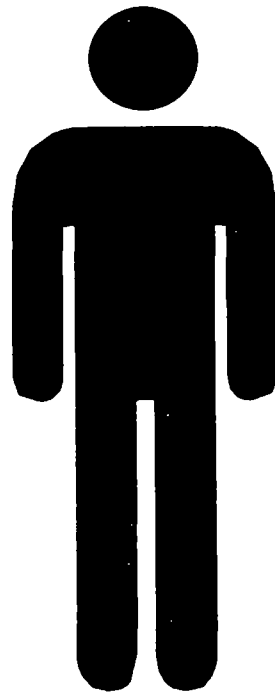
GRIEF AND MOURNING LAST LONGER

WIDER AND MORE INTENSE EMOTIONAL RANGE

DENIAL SHOCK NUMBNESS



FEAR AND POWERLESSNESS



FACTORS AFFECTING STRESS

INTENSITY OF THE EVENT.

SUDDENNESS OF OCCURRENCE.

**ABILITY TO UNDERSTAND WHAT IS
HAPPENING.**

STABILITY.



SURVIVOR NEEDS DURING DEATH NOTIFICATION

VENTILATION OF EMOTIONS

CALM, REASSURING AUTHORITY

RESTORATION OF CONTROL

PREPARATION AND PREDICTION

Protocol

1. **BE ABSOLUTELY CERTAIN OF IDENTIFY OF DECEASED.**
2. **GET AS MUCH MEDICAL INFORMATION AS POSSIBLE ABOUT FAMILY TO BE NOTIFIED.**
3. **GO. DON'T CALL.**
4. **TAKE SOMEONE WITH YOU.**
5. **TALK ABOUT YOUR REACTION ON THE WAY.**
6. **PRESENT CREDENTIALS. ASK TO COME INSIDE.**
7. **SIT DOWN. ASK THEM TO SIT DOWN; BE SURE YOU HAVE NEAREST NEXT OF KIN.**
8. **INFORM SIMPLY AND DIRECTLY - - WITH COMPASSION.**
9. **DON'T DISCOUNT FEELINGS, THEIRS OR YOURS.**
10. **JOIN THE SURVIVORS IN THEIR GRIEF WITHOUT BEING OVERWHELMED BY IT.**

WHAT NOT TO SAY:

DISCOUNTING STATEMENTS

I KNOW HOW YOU FEEL.

TIME HEALS ALL WOUNDS.

YOU'LL GET OVER THIS.

YOU MUST GO ON WITH YOUR LIFE.

HE DIDN'T KNOW WHAT HIT HIM.

**YOU CAN ALWAYS FIND SOMEONE WORSE OFF
THAN YOURSELF.**

**~~—YOU MUST FOCUS ON YOUR PRECIOUS
MEMORIES.—~~**

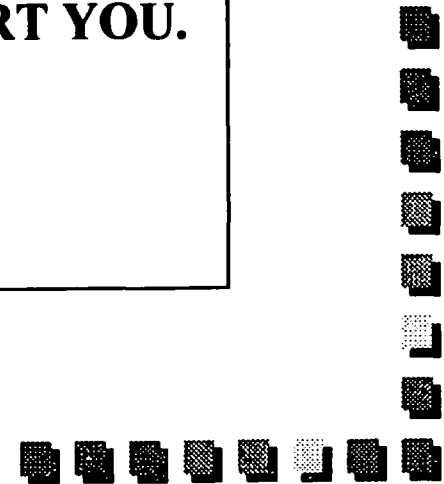
**IT'S BETTER TO HAVE LOVED AND LOST THAN
NEVER TO HAVE LOVED AT ALL.**

DISEMPOWERING STATEMENTS:

YOU DON'T NEED TO KNOW THAT.

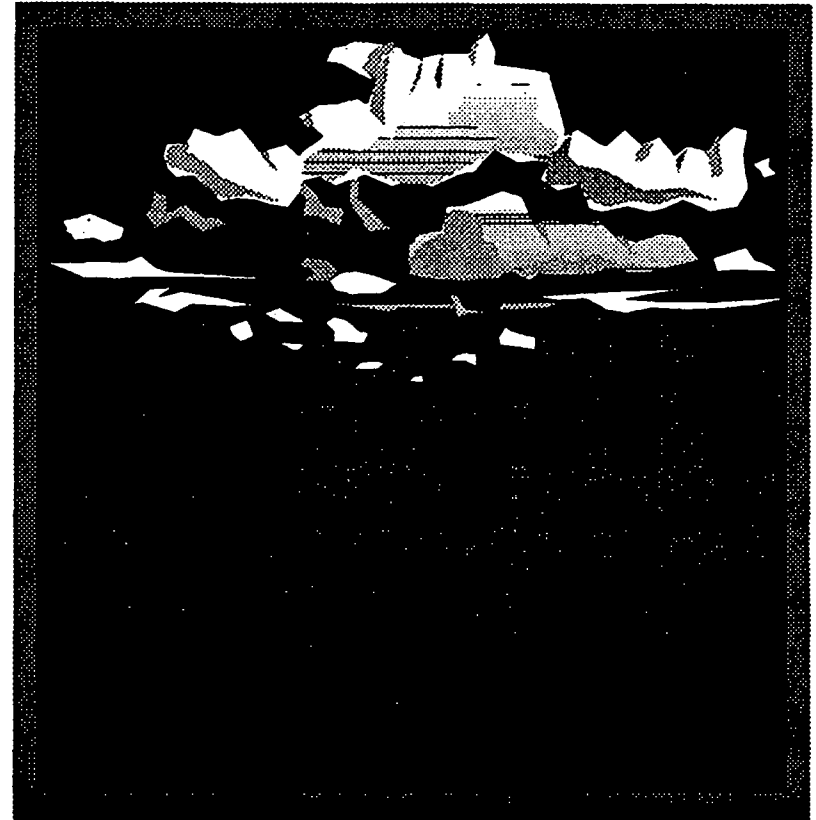
WHAT YOU DON'T KNOW WON'T HURT YOU.

I CAN'T TELL YOU THAT.



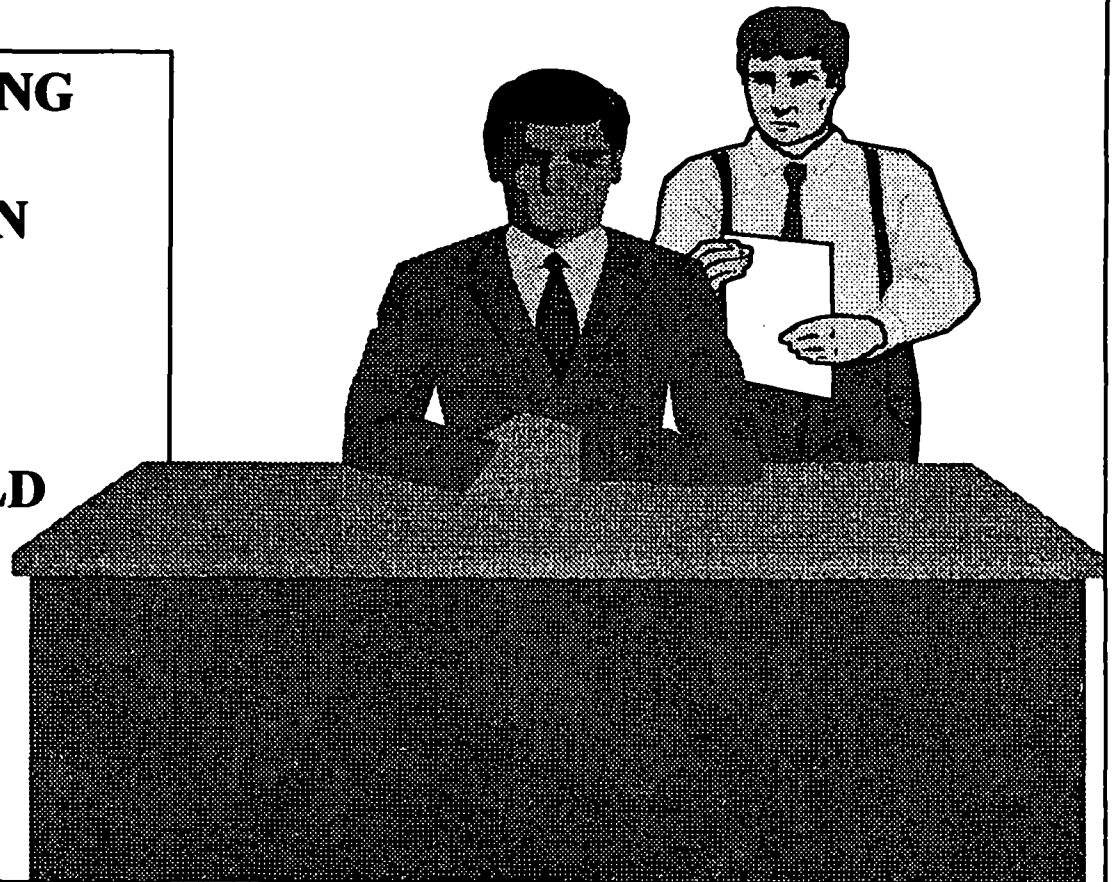
GOD CLICHES

- **IT MUST HAVE BEEN HIS/HER TIME.**
- **SOMEDAY YOU'LL UNDERSTAND WHY.**
- **IT WAS ACTUALLY A BLESSING BECAUSE__.**
- **GOD MUST HAVE NEEDED HER MORE THAN YOU DID.**
- **GOD NEVER GIVES US MORE THAN WE CAN HANDLE.**
- **ONLY THE GOOD DIE YOUNG.**



UNHEALTHY EXPECTATIONS

- **YOU MUST BE STRONG
FOR YOUR
WIFE/CHILDREN
PARENTS.**
- **YOU MUST GET HOLD
OF YOURSELF.**



WHAT TO SAY

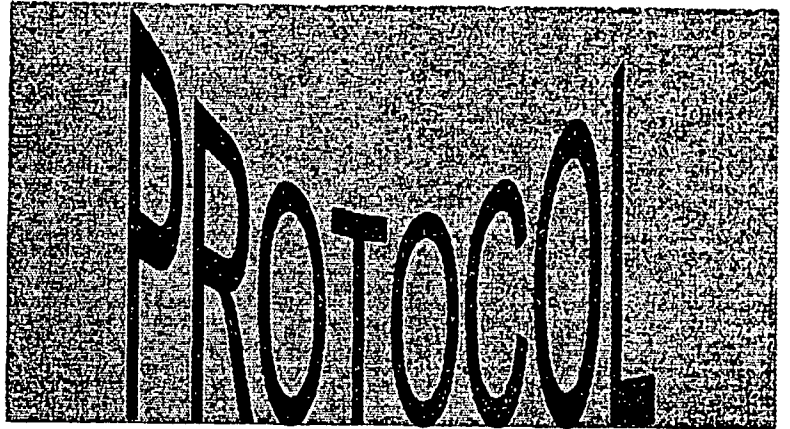
I'M SO SORRY.

IT'S HARDER THAN MOST PEOPLE THINK.

**MOST PEOPLE WHO HAVE GONE THROUGH
THIS REACT SIMILARY TO WHAT YOU ARE
EXPERIENCING.**

**IF I WERE IN YOUR SITUATION, I'D FEEL VERY
_____ TOO.**

**~~I'LL CHECK BACK~~ WITH YOU TOMORROW, SEE
HOW YOU'RE DOING AND IF THERE'S ANYTHING
MORE I CAN DO FOR YOU.**



- 11. ANSWER ALL QUESTIONS HONESTLY.**
 - 12. OFFER TO MAKE CALLS.**
 - 13. TALK TO MEDIA ONLY AFTER DISCUSSION WITH THE FAMILY.**
 - 14. DON'T LEAVE SURVIVORS ALONE.**
 - 15. GIVE WRITTEN INFORMATION.**
 - 16. IF IDENTIFICATION NECESSARY, TRANSPORT.**
 - 17. NEXT DAY, CALL AND ASK TO VISIT AGAIN.**
 - 18. LET THE SURVIVORS KNOW YOU CARE.**
-
- 19. REMEMBER: IN TIME, IN PERSON, IN PAIRS, IN SIMPLE LANGUAGE, WITH COMPASSION**



LINE OF DUTY DEATH

- 1. APPOINT LIAISON OFFICER.**
- 2. LIAISON WORKS WITH FAMILY TO PLAN SERVICE.**
- 3. ARRANGE FOR CARE OF EXTENDED FAMILY.**
- 4. SERVE AS MEDIA SPOKESPERSON.**
- 5. ~~BE AVAILABLE AT ALL TIMES.~~**
- 6. LIAISON WORKS WITH FAMILY ON BENEFITS.**

SERIOUS INJURY PROCEDURE



- 1. LAW ENFORCEMENT GOES TO HOME TO NOTIFY.**
- 2. OFFICER TRANSPORTS TO HOSPITAL.**
- 3. OFFICER ANSWERS QUESTIONS HONESTLY
- - - PREPARE AND PREDICT.**
- 4. UPON ARRIVAL, INFORM HOSPITAL STAFF.**
- 5. STAY WITH FAMILY UNTIL ASSIGNED
SUPPORT STAFF.**
- 6. ASK IF FAMILY WOULD LIKE VICTIM
ADVOCATE.**

HANDOUTS

SEMINAR AGENDA

SPEAKER BIOS

OUTLINE

I. Introduction

II. Overview

III. Selection of the Notifier

A.

B. Post-Traumatic Stress Disorder (See page 23)

C. Stress Studies

1. Delta 191 Crash

2. Ash Wednesday Bush Fire in Australia

3. Pan Am Crash over Lockerbie, Scotland

4. Officers in Serious Shooting Incidents

5. Police Officers

6. Dispatchers

IV. Vicarious Traumatization

A. Schema:

B. Hypothesis:

1. Trust

2. Safety

3. Power

4. Autonomy

5. Self Esteem

6. Intimacy

V. Crime Victims and Law Enforcement Officers

VI. Strategies for Staying Emotionally Healthy

A. Key Factors in Recovery: Delta 191 Study

- 1. Appreciation:**
 - 2. Meaningful Debriefings:**
 - a.**
 - b.**
 - c.**
 - d.**
 - e.**
 - f.**
 - g.**
 - h.**
-
-

3. Personal Characteristics:

a.

b.

c.

d.

e.

f.

B. Coping Techniques: McCann and Pearlman

1.

2.

3.

4.

5.

6.

VII. Homicide Survivor Reactions

A. History

B. Death Models

C. Unique Features of Homicide

1.

2.

3.

4.

5.

6.

D. The Aftermath of a Homicide

1.

2.

E. Denial/Shock

F. Fear/Powerlessness

G. Viewing the Body

H. Viewing Photographs

VIII. Homicide Survivor Panel

IX. Beliefs Supporting Development of Protocol

A. Factors Affecting Stress Reaction

- 1.
- 2.
- 3.
- 4.

B. Survivor Needs During Death Notification

- 1.
- 2.
- 3.
- 4.

X. Death Notification Procedure

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

8.

9.

10.

WHAT NOT TO SAY

Discounting Statements:

I know how you feel.

Time heals all wounds.

You'll get over this.

You must go on with your life.

He didn't know what hit him.

You can always find someone worse off than yourself.

You must focus on your precious memories

It's better to have loved and lost than never to have loved at all.

Disempowering Statements:

You don't need to know that.

What you don't know won't hurt you.

I can't tell you that.

God Clichés:

It must have been his/her time.

Someday you'll understand why.

It was actually a blessing because

God must have needed her more than you did.

~~God never gives us more than we can handle.~~

Only the good die young.

Unhealthy Expectations:

You must be strong for your wife/ children/ parents.

You must get hold of yourself.

WHAT TO SAY

I'm so sorry.

It's harder than most people think.

Most people who have gone through this react similarly to what you are experiencing.

If I were in your situation, I'd feel very _____ too.

I'll check back with you tomorrow, see how you're doing and if there's anything more I can do for you.

11.

12.

13.

14.

15.

16.

17.

18.

19.

XI. Line of Duty Death

1.

2.

3.

4.

5.

6.

XII. Serious Injury Procedure

1.

2.

3.

4.

5.

6.

XIII. Letters (See pages 29, 30)

XIV. Evaluation

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Post-Traumatic Stress Disorder

- A. The person has been exposed to a traumatic event in which both of the following were present:**
- 1. The person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others**
 - 2. The person's response involved intense fear, helplessness, or horror. NOTE: In children, this may be expressed instead by disorganized or agitated behavior.**
- B. The traumatic event is persistently reexperienced in one (or more) of the following ways:**
- 1. Recurrent and intrusive distressing recollections of the event including images, thoughts, or perceptions. NOTE: In young children, repetitive play may occur in which themes or aspects of the trauma are expressed.**
 - 2. Recurrent distressing dreams of the event. NOTE: In children, there may be frightening dreams without recognizable content.**
 - 3. Acting or feeling as if the traumatic event were recurring (includes a sense of reliving the experience, illusions, hallucinations and dissociative flashback episodes, including those that occur on awakening or when intoxicated). NOTE: In young children, trauma-specific reenactment may occur.**
 - 4. Intense psychological distress at exposure to internal or external causes that symbolize or resemble an aspect of the traumatic event**
 - 5. Physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.**
- C. Persistent avoidance of stimuli associated with the trauma and numbing general responsiveness (not present before the trauma), as indicated by three (or more) of the following:**
- 1. Efforts to avoid thoughts, feelings, or conversations associated with the trauma.**
 - 2. Efforts to avoid activities, places, or people that arouse recollections of the trauma.**

3. Inability to recall an important aspect of the trauma (psychogenic amnesia).
 4. Markedly diminished interest or participation in significant activities (in young children, loss of recently acquired developmental skills such as toilet training or language skills).
 5. Feeling of detachment or estrangement from others.
 6. Restricted range of affect (e.g., unable to have loving feelings).
 7. Sense of a foreshortened future (e.g., does not expect to have a career, marriage, children, or a normal life span).
- D. Persistent symptoms of increased arousal (not present before the trauma) as indicated by two (or more) of the following:
1. Difficulty falling or staying asleep.
 2. Irritability or outbursts of anger.
 3. Difficulty concentrating.
 4. Hyper-vigilance.
 5. Exaggerated startle response.
- ~~E. Duration of the disturbance (symptoms in B, C, and D) is more than one month.~~
- F. The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

Specify if:

Acute: If duration of symptoms is less than three months

Chronic: If duration of symptoms is three months or more

Delayed Onset: If onset of symptoms is at least six months after the stressor.
(American Psychiatric Assn., 1994).

People can also experience "Post-traumatic Decline" -- chronic symptoms which relate not to a specific trauma, but to having witnessed or experienced a number of traumas.

ARTICLES

ARTICLES

ARTICLES



ARTICLES

CRIME VICTIMS COMPENSATION INFORMATION

SAMPLE HAND-OUT FOR FAMILY OF HOMICIDE VICTIMS

The following information is provided to assist you in making arrangements. The exact order of events may vary.

AUTOPSY

1. Your loved one has been taken to the County Medical Examiner's Office in ____ (City) ____
____ (State) ____ for examination. This is required by law in cases of unexpected death.
2. Call the funeral home of your choice to inform them of the death and your desire to use their services.
3. Call the Medical Examiner's Office, ____ (number) ____, to inform them of the funeral home you have chosen. The Medical Examiner may need further information from you.
4. The Medical Examiner's Office is open ____ (time) ____ until ____ (time) ____, Monday through Friday. Although the office is closed on Saturday, an attendant is normally on duty from ____ (time) ____ until ____ (time) ____.
5. The Medical Examiner will normally keep your loved one's body from 12 to 24 hours. (Optional) Under some circumstances, the Medical Examiner will allow the family to view the body before it is taken to the funeral home. If you desire to do this, call ____ (number) _____. Ask the condition of the body, which will help you decide if you wish to view it in this state.
6. The Medical Examiner will call your funeral home to transport the body when the examination has been completed.
7. Your funeral home will make an appointment with you to come into their office to make funeral arrangements.

CRASH REPORT

1. The investigating officer at the crash, ____ (Name) ____, ____ (Phone) ____, is preparing the crime report. If you wish, you may phone him/her with questions about the crime. You may obtain a copy of the report in 3 to 5 days at ____ (Address) ____.
2. Fee for the report is _____.
3. If we can be of further service to you, please call the Police Department at ____ (Phone) ____.

FURTHER INFORMATION

1. If you are interested, you may obtain a copy of the offenders driving record by writing ____ (Address) _____. Submit the offender's name, license number and date of birth (from the crime report) and enclose a fee of _____.
2. If you would like to contact a victim program, call Victim Assistance _____
MADD _____

Following is a letter an officer sent a family after the trial of the offender who killed their daughter. It is an excellent example of compassion which deeply instilled in the family a respect for law enforcement. Such letters should be sent only after the case is out of the criminal justice system. Otherwise they can be used against the officer to show that he or she is not an unbiased witness.

Dear Mr. and Mrs. _____:

Even as I write this letter, I see your daughter's face. I did not know Cheryl or get to know her. Yet, I have seen her a hundred times since the early hours of July 3. The visions of that night will never fade away. It was like a thousand other nights for me. I was working by myself, assigned a patrol squad on the schedule. The night had been uneventful, but busy. My tour of duty (7:00 pm to 3:00 am) was winding to a close and I was looking forward to the coming holiday with my wife, two sons, and a three-year-old daughter.

Just before midnight I stopped to buy a soda at the Open Pantry store. There, I took a call to investigate a personal injury crash in the 5900 block of South 27th Street. An ambulance had been sent. I swung the unmarked squad car onto 27th Street and headed south through heavy traffic. Several minutes later, the radio cracked again, "Squad 596, be advised second call. Fire Department and paramedics in route." 27th and Ramsey is several blocks from my own home and I worried that the crash might involve a neighbor, friend, or loved one. I tried to mentally prepare myself for the worst that could happen.

I arrived a few minutes later. The Fire Department and several other squad cars were already on the scene. As I stepped from my car I was relieved to see that the two vehicles were not familiar and didn't appear to be extensively damaged. But as I hurried across the intersection, I became aware of a body lying on the pavement. The silence was deafening.

The paramedics did not have to tell me that there was nothing they could do. I had seen it in their faces, the grief etched in their furrowed brows, the sadness in their hushed voices. I knelt down to examine Cheryl's injuries and looked into her face. She was, despite her injuries, a beautiful young woman. A woman who had everything to live for. Looking at Cheryl, I thought of my own daughter. Could this happen to her? Would she spend 19 years on this earth loving and being loved, only to be taken in an instant by the criminal negligence of a drunk stranger? You will never know the sadness I felt. Ten years of training and experience did not prepare me for the horrors of that morning.

So, it was again painful for me to read the article in the Tuesday, January 5 edition of the Journal. ~~All the memories of that sad night came back again.~~ The fact is, the boy who killed Cheryl was intoxicated that night, so intoxicated that he could not tell which direction he was driving. He just stood there and said, "Look at my father's new van."

His passenger, on the other hand, appeared completely sober. I did not smell any alcohol on her breath, her speech was normal, and, aside from her injuries, she appeared perfectly normal. She was able to give me an account of the crash and her actions. From her account, I was able to determine that the crash had occurred in the City of Greenfield. Therefore, they then took over the investigation. It appears to me from the Journal article that the driver and his family are still not accepting responsibility for this crash and are still trying to escape the consequences of his actions.

I cannot know the anguish and grief you have suffered since Cheryl's death. It was a tragic loss.

She did not, however, die completely in vain. She is still alive to me -- her voice speaking out, sending a clear message to all those who would drink and drive. Her face -- forever in my memory.

Respectfully yours,

Sergeant _____

Following is a letter written by a mother whose son was killed in a crash. On the first year anniversary after her son's death, she wrote this letter to the officer who was with her when she learned that her child was dead.

Dear Officer,

A year ago today, you and I stood in a snowy field as you informed me that my son, Jim, was dead. I will never forget that day as I'm sure you won't either. I have never thanked you for the care and the compassion you showed me that day.

I will never forget the look on your face as you struggled to tell me that Jim was dead. I realized then that you, too, were a victim of someone's irresponsibility.

I remember that when my legs wouldn't hold me any more and I collapsed in the snow, you sat down next to me and never left my side. I think often (a scene I relive over and over) about how kind that was of you. I also know how difficult it must have been for you as I argued that Jim wasn't really dead. You had to keep telling me that he was. I wouldn't have your job for anything.

I could tell by the look in your eyes that you were hurting. I would not recognize you on the street today, but if I looked into your eyes I would remember them. The pain I saw reflected there is something I will never forget. I'm sorry that I haven't written you before now. I have been waiting for the trial, which has been postponed six times, and it has been difficult for me to write. I hope to meet you in person some day and thank you for being such a caring and compassionate human being. I know how much negative feedback law enforcement officers get. But officers like you, who in my opinion go beyond the call of duty, need to know that they are appreciated.

I have been trained in crisis counseling. This made me aware that you were doing everything just right. I needed to get in the car and hold Jim's broken body in my arms and kiss him goodbye, and you didn't deny me that right. I thank God that you allowed me to spend time with Jim while his spirit was still there. I thank God for caring people like you who are forced to witness tragedies like this every day. My hope is to someday keep intoxicated drivers off the road, not only for the families of the victims but also the forgotten victims such as you.

*Thanks and God Bless,
Jeri Hodson*

**INFORMATION ABOUT STATE VICTIMS' COALITIONS, LIST OF MADD CHAPTERS
AND PARENTS OF MURDERED CHILDREN'S GROUPS, LOCAL TRAUMA
COUNSELORS, AND OTHER LOCAL RESOURCES**

SEMINAR EVALUATION

Thank you for completing this evaluation. Your responses will be taken into consideration for future seminars. Please circle the appropriate response number for each statement. Feel free to offer additional suggestions and comments on the back of this sheet.

The goals of this seminar were to enhance awareness of the emotional hazards of crisis responders and to provide strategies for compassionate and thorough death notifications as one means of reducing stress in a very difficult task.

We attempted to achieve these goals through presentations, group discussion, audio-visual aids, a Victim Impact Panel, and written materials.

	Yes				No	
1. Were the stated goals achieved?	5	4	3	2	1	NA
2. Was the content well-presented?	5	4	3	2	1	NA
3. Was the group interaction and discussion helpful?	5	4	3	2	1	NA
4. Did you become more aware of the victim perspective in death notifications?		5	4	3	2	1
NA						
5. Do you feel more prepared than before to deliver compassionate death notifications?	5	4	3	2	1	NA
6. Were the overhead transparencies helpful?		5	4	3	2	1NA
7. Was the training room satisfactory?	5	4	3	2	1	NA
8. Was food service satisfactory?	5	4	3	2	1	NA
9. (Trainers) I plan to offer this training in my department/agency.	5	4	3	2	1	NA
10. I would like more information about: _____						

11. Please list additional comments: _____						

