1. **Title of the review:** Stress Management Training and Development Programs for Police Officers and Recruits

2. **Background and objective of this review (briefly describe the problem and the intervention):** A body of knowledge exists that identifies sources of police stress, categories of stress, and the strategies officers and recruits use to cope with stress. It is generally agreed upon that stressful work and life events can have a negative impact on police officers and recruits that can be quite pervasive. Consequently, law enforcement organizations provide a wide variety of interventions to help officers manage stress. The most common intervention is training to help officers recognize the warning signs of stress, and to use individual coping strategies. However, little is known about the efficacy of the wide range of interventions given to police officers and recruits. The objectives of this systematic review are to: assess how stress management and officer development programs are evaluated; examine conceptual differences in interventions; explain variations in interventions; build the connection between the body of knowledge that describes sources and types of police and recruit stress, and interventions; discover reasons for conflicting training effects; and synthesize what is known and not known about the impact of different study designs, research methods, interventions, and data analysis procedures on outcomes.

3. **Define the population:** The population will include veteran police officers, police recruits, and/or civilian (non-sworn) police personnel. Civilians are included because some stress management and development programs are given to both sworn and non-sworn police personnel.

4. **Define the intervention:** The following examples illustrate interventions given to the population to address stress: (1) eye movement desensitization and reprocessing (EMDR) (an eight step clinical approach in which negative thoughts are focused on while moving one’s eyes back and forth in a rapid lateral manner); (2) debriefing (talking in a supportive environment to reduce the effects of a traumatic event (Everly, Flannery, & Mitchell, 2000)); (3) goal setting (assessing goals and priorities, examine ways to achieve goals); (4) time management (address symptoms of poor time management and achieve a balance when scheduling time, set goals and establish deadlines); (5) financial planning (rational efforts and systematic planning for financial spending and budget development); (6) physical fitness (physical fitness programs intended to improve physical health and increase ability to deal with stress); (7) meditation (learning to direct attention toward a mental device such as a visual symbol to facilitate calm and relaxation (Benson (1975) and Seer (1979) as cited in Ellison and Genz (1983); (8) progressive relaxation (a form of relaxation that make the participant aware of muscle tension and works on the principle that a muscle which is held very tense will automatically relax in a short period of time); (9) biofeedback (a realization technique in which participants are trained to control such supposedly involuntary reactions as muscle tension, seating, and heart rate); (10) social support (tangible or emotional support provided by others. Sources of support include other officers, family members, nonpolice friends); (11) cognitive-behavioral coping strategies (emotional and behavioral coping techniques used to manage stressful events).
5. **Outcome(s) (what is aimed to accomplish – Primary and secondary outcomes should all be mentioned):** Examples of outcomes included in the review are psychological (attitudes, knowledge, perceptions of stress and coping); behavioral (skills); or physiological outcome(s) based on self report or objective data (cardiac autonomic control, salivary free cortisol response) including observation.

6. **Methodology (What types of studies are to be included or excluded and what will be your method of synthesis? Will you use meta-analysis?):** This systematic review will utilize a meta-analysis approach. Only outcome studies using randomized controlled trials will be included in the meta-analysis due to their ability to evaluate intervention effects and reduce bias. Descriptive statistics will be used to summarize the data extracted from retrieved studies.

7. **Do you need support in any of these areas (methodology, statistics, systematic searches, field expertise, review manager, etc):** The review team will need support in the areas of statistics, and a research assistant to enter, clean and analyze data.

8. **Lead reviewer(s) with contact information:**
   George T. Patterson, Ph.D.
   Assistant Professor
   Hunter College School of Social Work
   The City University of New York
   129 East 79th Street
   New York, NY 10075
   Phone: (212) 452-7101
   Fax: (212) 452-7150
   e-mail: george.patterson@hunter.cuny.edu