

Correctional Institution Management

إدارة المؤسسات الإصلاحية

Facilitator Guide



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

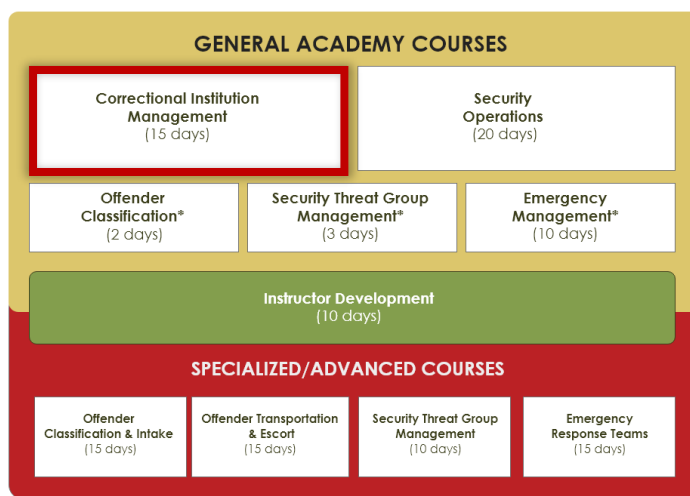
Kingdom of Saudi Arabia
Female Training Center

CORRECTIONAL INSTITUTION MANAGEMENT

The purpose of this 15-day course is to introduce the basics of ethical prison management, based on respect for the humanity of everyone involved in the prison system. Under that principle, best practices are discussed for developing and maintaining offender programs, incorporating human rights principles, creating an ethical and a professional environment, managing stress, and preventing suicide. Participants are introduced to the need for developing policies, procedures, and post orders that support the prison's mission, vision, and values.

COURSE DETAILS

This 15-day course is the first course in the General Academy



Instructor Development	
Level	Intermediate
Prerequisite	None
Duration	15 days
Location	Riyadh, KSA
Class size	25 participants
Topics	<ul style="list-style-type: none"> • Offender Programs • Human Rights Principles • Policy, Procedures & Post Orders • Correctional Leadership • Ethics & Professionalism • Stress Management • Correctional Support Operations • Suicide Prevention

INSTRUCTIONAL APPROACH

- LEARN:** During this course, you will learn the basics of ethical prison management including international best practices for creating and maintaining offender programs, incorporating human rights principles, managing stress and preventing suicide.
- APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context by participating in group discussions, scenarios and practice writing policies, procedures, and post orders that support a prison's mission, vision, and values.
- TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
1 Offender Programs	<ul style="list-style-type: none"> ▪ Define offender programs ▪ Discuss the differences between services and interventions ▪ Discuss the impact of programs on lowering recidivism ▪ Describe various types of offender programs and how they affect security ▪ Discuss costs of offender programs ▪ Describe how offender programs aid the offender's re-entry into society 	3
2 Human Rights Principles	<ul style="list-style-type: none"> ▪ Describe the most important fundamental values of society. ▪ Name five international standards relating to prisons and the treatment of offenders. ▪ Explain the connection between human rights and security and good order in a prison. ▪ Identify the only human right an offender loses when imprisoned. ▪ Explain the role of staff members in promoting and protecting human rights. ▪ Describe the role of prison officials in promoting and protecting human rights. ▪ Describe the segments of the prison population that are most at risk of discrimination. 	2
3 Policies, Procedures, and Post Orders	<ul style="list-style-type: none"> ▪ Write an effective mission statement for a prison facility (system). ▪ Write a vision statement that supports the mission statement. ▪ Write 6 core values for a new prison system. ▪ Explain the difference between policies, procedures, and post orders. ▪ Write a policy statement. ▪ Outline a procedure based on a policy statement. ▪ Outline a post order 	2
4 Correctional Leadership and Communication	<ul style="list-style-type: none"> ▪ Describe ways in which to cultivate interpersonal relationships. ▪ Describe leadership values that are critical to being a good leader. ▪ Demonstrate best practices in oral and written communication. ▪ Use best practices for team building. ▪ Describe strategies for developing problem-solving and decision-making skills. ▪ Select effective motivational techniques. ▪ Describe pros and cons of leadership styles in a corrections environment. 	3
5 Ethics and Professionalism	<ul style="list-style-type: none"> ▪ Define ethics ▪ Discuss key principles of ethics and professionalism in the corrections workplace ▪ Describe the differences between ethics and morals ▪ Describe ethical leadership ▪ Describe the impacts of ethical leadership on professionalism in corrections 	1

COURSE OVERVIEW



6 Stress Management	<ul style="list-style-type: none">▪ Define stress▪ Describe potential effects of stress on job performance▪ Describe potential effects of stress on personal wellbeing▪ Discuss stressors in the correctional environment▪ Identify symptoms of stress▪ Discuss strategies for mitigating stress in the workplace▪ Discuss strategies for coping with stress▪ Explain 6 ways in which to manage triggers of stress.	1
7 Correctional Support Operations	<ul style="list-style-type: none">▪ Describe the role of support operations in the day-to-day function of a modern prison.▪ Describe how an effective health care operation can make a prison more secure.▪ Describe the security challenges relating to health care operations▪ Describe how an effective mechanical services operation can make a prison more secure.▪ Describe how an effective food services can make a prison more secure.▪ Describe the security challenges relating to food services.	1.5
8 Suicide Prevention	<ul style="list-style-type: none">▪ Define suicide▪ Identify risk factors for suicide▪ Identify suicide warning signs▪ Discuss typical profiles of offenders who successfully commit suicide▪ Discuss special suicide risk factors of offenders housed in secure housing unit or protective custody▪ Identify offenders who require special precautions▪ Describe elements of a successful suicide prevention program	1.5

COURSE AGENDA

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test Offender Programs	<i>Continued</i>	<i>Continued</i>	Human Rights Principles	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Policies, Procedures, and Post Orders	<i>Continued</i>	Correctional Leadership and Communication	<i>Continued</i>	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Post-Test Course Wrap Up/ Evaluations

Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Ethics and Professionalism	Stress Management	Correctional Support Operations	<i>Continued</i>	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Suicide Prevention	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Post-Test Course Wrap Up/ Evaluations

POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	▪ https://ncar.gov.sa/
(Placeholder)		▪
INSTITUTIONAL POLICIES & PROCEDURES		
General Directorate of Prisons		▪ GDP website
(Placeholder)		▪

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
UNODC Handbook for Prison Leaders	UNODC
<i>Balancing Security and Dignity in Prisons</i>	Penal Reform International
<i>Roadmap for the Development of Prison-Based Rehabilitation Programmes</i>	UNODC
<i>Rehabilitation and Social Reintegration of Woman Prisoners</i>	Penal Reform International
<i>Handbook on Strategies to Reduce Overcrowding in Prison</i>	UNODC
<i>Manual on Human Rights Training for Prison Officials</i>	Office of UN High Commissioner for Human Rights
<i>A Human Rights Approach to Prison Management</i>	Institute for Criminal Policy Research
<i>Addressing the Global Prison Crisis</i>	UNODC
<i>Food Systems in Correctional Settings</i>	World Health Organization
<i>Health in Prisons</i>	World Health Organization
<i>Code of Conduct</i>	ICPA – International Corrections and Prisons Association

COURSE OVERVIEW



U.S. RESOURCES	
Relevant Resource	Organization
National Occupational Safety and Health Policy	U.S. Department of Justice, Bureau of Prisons
Facilities Operations Manual	U.S. Department of Justice, Bureau of Prisons
Florida Basic Training Program: Corrections	Florida Training Manual
How Correctional Leaders Can Keep Their Ethics in Check	Corrections1
Correctional Leadership Competencies for the 21st Century	Department of Justice National Institute of Corrections
Building a High-Quality Correctional Workforce	RAND Corporation
Correctional Services Procedure	Department of Justice, Bureau of Prisons
Developing and Revising Detention Policies and Procedures	Department of Justice, Bureau of Prisons
Stress Management Strategy for Corrections Officers	Corrections1

KEY TERMS & CONCEPTS

TERM	DEFINITION
Offender Programs	<ul style="list-style-type: none"> A broad array of services and interventions tailored to meet an individual offender's needs in advance of re-entry into society
Restorative Justice	<ul style="list-style-type: none"> A theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships and communities.
Policy	<ul style="list-style-type: none"> A definitive statement of position on an issue concerning the organization's effective operation
Post Order	<ul style="list-style-type: none"> Shift-specific and time-specific tasks listed chronologically with responsibilities clearly defined
Procedure	<ul style="list-style-type: none"> Detailed step-by-step description of actions necessary to fulfill the policy
Mission Statement	<ul style="list-style-type: none"> Communicates the facility's reason for being.
Vision Statement	<ul style="list-style-type: none"> A future-oriented declaration of purpose and aspirations.
Ethics	<ul style="list-style-type: none"> The specific rules and standards that guide behavior and are derived from the principles of right and wrong
Morals	<ul style="list-style-type: none"> Ideas, principles, and explanations of what we think is good or worthy
Stress	<ul style="list-style-type: none"> Stress is the body's response to physical, mental, or emotional pressure. It causes chemical changes in the body that can raise blood pressure, heart rate, and blood sugar levels. It may also lead to feelings of frustration, anxiety, anger, or depression.
Stress Response	<ul style="list-style-type: none"> Also known as fight-or-flight response, it is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival.
Mechanical Services	<ul style="list-style-type: none"> Maintaining prison infrastructure such as electricity, plumbing, climate control, security (gates, locks cameras), fire alarms, fire suppression systems, etc.

Knowledge Survey

المسح المعرفي



Correctional Institution Management Pre- and Post-Knowledge Survey

1. A broad array of services and interventions tailored to meet an individual offender's needs in advance of re-entry into society is called:
 - a. Offender Programs
 - b. Correctional Services
 - c. Interventions
 - d. Correctional Management

2. Substance abuse treatment, mental health treatment, and sex offender treatment are examples of:
 - a. Services
 - b. Interventions
 - c. Management
 - d. Behaviors

3. All programs should undergo _____ to measure a prison's overall performance and to safeguard the rights of the offenders
 - a. Mandela Rule review
 - b. Internal and external inspections
 - c. Human Rights training
 - d. Cost analysis

4. In providing rehabilitation programs, risk must be balanced with _____:
 - a. Needs
 - b. Availability
 - c. Opportunity
 - d. Behavior

5. The international standards and norms for imprisonment, prisoners, prisons, and staff are called:
 - a. Universal Human Rights
 - b. The Mandela Rules
 - c. UN Commission on Crime Prevention
 - d. UN Prison Regulations

6. The only human right an offender loses when imprisoned is:
 - a. Property
 - b. Liberty
 - c. Food
 - d. Safety



7. Prison overcrowding leads to _____.
 - a. Cost savings
 - b. Efficiency
 - c. Increased risk of violence to both staff and offenders
 - d. Higher rehabilitation opportunities

8. Persons with disabilities, older person, foreign nationals, and ethnic minorities in prison:
 - a. Are high risk offenders
 - b. Are vulnerable and at risk for discrimination
 - c. Should be placed in separate housing
 - d. Are under-represented in prisons

9. A positive relationship between staff and offenders that is based in dignity and mutual respect:
 - a. Leads to prison escapes
 - b. Enhances security effectiveness
 - c. Compromises staff safety
 - d. Violates human rights

10. Shift-specific, facility-specific, and time-specific tasks listed chronologically with responsibilities clearly defined are:
 - a. Post orders
 - b. Policies
 - c. Procedures
 - d. Standards

11. A definitive statement of position on an issue concerning the organization's effective operation is a:
 - a. Policy
 - b. Post order
 - c. Procedure
 - d. Standard

12. Detailed step-by-step description of actions necessary to fulfill the policy is a:
 - a. Procedure
 - b. Standard
 - c. Post order
 - d. Mission

13. Core values of a prison do not
 - a. Support the vision
 - b. Shape the culture
 - c. Focus on compliance
 - d. Reflect what the facility values

14. Working with and influencing others to achieve common goals is called:
 - a. Integrity and ethics
 - b. Leadership
 - c. Strategic thinking
 - d. Communication



15. The leadership style that is best for leveraging the skills of a competent team is:
 - a. Demonstrating
 - b. Commanding
 - c. Participative
 - d. Visionary

16. An effective correctional leader is someone who supports staff by encouraging them, develops staff by mentoring them, and:
 - a. Focuses on the mission
 - b. Uses a commanding leadership style
 - c. Is tough with offenders
 - d. Punishes under-performers

17. Specific rules and standards that guide behavior—what we should do—are called:
 - a. Ethics
 - b. Morals
 - c. Professionalism
 - d. Values

18. Stress that lasts a long time and can cause cognitive (memory problems), emotional (depression, anxiety), and physical issues (frequent colds, aches, pains) is called:
 - a. Acute stress
 - b. Mental stress
 - c. Chronic stress
 - d. Sporadic stress

19. History of previous suicide attempts, depression or other mood disorder, and social isolation are risk factors for offenders for:
 - a. Substance abuse
 - b. Suicide attempts
 - c. Antisocial behavior
 - d. Aggressive tendencies

20. The concept that best addresses the harm caused to the victim and communities by crime, while holding the offender responsible for her actions is called:
 - a. Alternatives to incarceration
 - b. Victim restitution
 - c. Restorative justice
 - d. Community-based sanctions



Correctional Institution Management Pre- and Post-Knowledge Survey – ANSWER KEY

1. A broad array of services and interventions tailored to meet an individual offender's needs in advance of re-entry into society is called:
 - a. **Offender Programs****
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 - c. Interventions
 - d. Correctional Management
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 - c. Procedures
 - d. Standards

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Offender Programs

البرامج الجنائية



Offender Programs

Purpose: The purpose of this module is to provide an overview of institutional programs for offenders, including the importance of programs, impact of programs on recidivism, measuring for program effectiveness, programming effects on security, and impact of programs on the offender's re-entry into society.

Activities:

- Programs in the KSA (15 min.)
- Meeting the Needs (15 min.)
- Using Guiding Principles (30 min.)
- Learning Foundational Skills (20 min.)
- Gaining Skills to Survive (20 min.)
- Creating a Program (30 min.)
- Launching a New Program (20 min.)
- Mitigating the Risks (20 min.)

Estimated Time: 3 days





Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

1. Foundational Skills
2. Workplace Skills
3. Profiles

Learning Objectives

- 
 - Define offender programs
 - Discuss the differences between services and interventions
- 
 - Discuss the impact of programs on lowering recidivism
- 
 - Describe various types of offender programs and how they affect security
- 
 - Discuss costs of offender programs
 - Describe how offender programs aid the offender's re-entry into society

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of offender rehabilitation programs and their impact on recidivism.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Offender Programs البرامج الجنائية

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NOTES





Discussion: Nelson Mandela Rules

Rule 4.1

The purposes of a sentence of imprisonment... are primarily to protect society against crime and to reduce recidivism

Those purposes can be achieved **only if the period of imprisonment is used to ensure... the reintegration of such persons into society upon release so that they can lead a law-abiding and self-supporting life**



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Discussion: Nelson Mandela Rule 4.1

International law stipulates that imprisonment should not be limited to the deprivation of liberty. It should include opportunities for offenders to obtain knowledge and skills that can help them successfully reintegrate upon release from prison and avoid future offending.

The United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) are the most important international standards that determine what is generally accepted as being good principles and practice in the treatment of prisoners and prison management. Its rules establish that the provision of rehabilitation programs in prisons are crucial to reduce recidivism and improve public safety.

In addition to Rule 4, the following Mandela Rules apply to programming: 12, 15, 26-39, 40-41, 42, 48, 54, 57-58, 62, 67-69, and 70.

Facilitator Notes

1. **EXPLAIN** the Mandela Rules in general and Rule 4.1 specifically.
2. **ADD** that studies support the premise that effectively designed and run programs do help offenders successfully reintegrate upon release and avoid future offending.
3. For example, a recent large-scale study conducted in the United States of America found that offenders who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than offenders who do not attend these programs.
4. **INFORM** participants of the Mandela Rules that apply to programming.



Discuss:
How can we best ensure reintegration and ensure a law-abiding and self-supporting life?



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NOTES



Nelson Mandela Rules

Rule 4.2

2. (...) prison administrations and other competent authorities should offer education, vocational training and work, as well as other forms of assistance that are appropriate and available, including those of a remedial, moral, spiritual, social and health- and sport-based nature

All such programmes, activities and services should be delivered in line with the individual treatment needs of prisoners



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Nelson Mandela Rule 4.2

Rehabilitation should cover a wide range of activities, including medical and psychological treatment and counselling and cognitive behavior therapies. All these activities and services should correlate with the offender's individual needs.

Facilitator Notes

1. REVIEW Mandela Rule 4.2.
2. POINT OUT the list of activities and services including spiritual, moral, social, and health- and sports-based.
3. ADD that these activities and services should be determined by the offender's individual needs.



Definition: Offender Programs

A broad array of services and interventions tailored to meet an individual offender's needs in advance of re-entry into society

Examples of **services**

- ✓ Educational
- ✓ Vocational
- ✓ Parenting skills development

Examples of **interventions**

- ✓ Substance abuse treatment
- ✓ Mental health treatment
- ✓ Sex offender treatment

Definition: Offender Program

Offender services are geared toward producing improvements in the offender's ability to function in society.

Interventions are a form of crisis response to address a specific issue that must be resolved before other improvements can begin.

Facilitator Notes

1. **STRESS** the difference between programs for offender services versus providing interventions.
2. **EXPLAIN** that offender services are geared toward producing improvements in the offender's ability to function in society. Interventions are a form of crisis response to address a specific issue that must be resolved before other improvements can begin.
3. **COMPARE** interventions to first aid: The goal is to stop the bleeding, then move on to other treatment (e.g., services).



Programs in the Kingdom of Saudi Arabia

EXERCISE

- Create a list of **services** as currently instituted in KSA prisons
- Create a list of **interventions** as currently instituted in KSA prisons
- If no services or interventions are in place, create a list that you would like to have initiated
- Explain the steps of how you would start a new program



Work in Groups

➔

Share Response



15 min.

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Programs in the Kingdom of Saudi Arabia	
Duration	15 minutes
Purpose	The purpose of this activity is to describe programs as currently instituted in KSA or that participants would like to see in place so that facilitators and participants can share thoughts.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create a list of services as currently instituted in KSA prisons. 3. Create a list of interventions as currently instituted in KSA prisons. 4. If no services or interventions are in place, create a list you would like to have initiated according to your prison population. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Programs in the Kingdom of Saudi Arabia

Each group debriefs its findings:

REGROUP

1. List of services currently in KSA prisons or that you would like to see in KSA prisons
2. List of interventions currently in KSA prisons or that you would like to see in KSA prisons



Programs in the Kingdom of Saudi Arabia

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as groups discuss their responses.
4. PROVIDE your observations and ask any questions you may have of the groups.
5. KEEP responses posted and refer to them throughout the module.

Why Is Programming Important

- Inside the institution:
 - ✓ Programs provide guided diversion that keeps offenders busy
 - ✓ Offenders are divided into classes assigned by need
 - ✓ Programs are designed to engage the offender
 - ✓ Offenders are given the opportunity to improve their behavior while incarcerated



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Why is Programming Important Inside the Institution?

Spending time engaged in educational/vocational training activities or productive work mimics a “normal occupational life,” as explained by the Nelson Mandela Rules. Prison administrations should try to replicate this normalcy as much as possible.

Leading a busy life in prison can help reduce the risk of offenders becoming depressed or developing other mental health problems. It can strengthen the offender’s ability to lead a self-supporting and independent life.

Education, vocational training, and work programs can support order, safety, and security in prison facilities. Offenders engaged in constructive activities are less likely to become disaffected and cause problems. Rehabilitation means offenders are easier to manage and less prone to violence.

Work can produce financial and other resources for offenders enrolled in such programs as well as for the prison system. These resources may be direct—e.g., in prisons where offenders cultivate their own food or clean and maintain the prison. The resources may also be indirect—e.g., when the products of offenders’ work are sold and some of the profits reinvested in the prison system.

Facilitator Notes

1. EXPLAIN the following:
 - Programs provide guided diversion that keeps offenders busy.
 - Offenders are divided into classes assigned by need, which lowers the critical mass of offenders in any single area of the prison.
 - Programs are designed to engage the offender, maintaining her attention on the topic at hand.
 - Offenders are given the opportunity to improve their behavior while incarcerated; improvement (e.g., completion of a specific program) is rewarded through access to additional programs or privileges.
2. ADD that work can produce financial and other resources for offenders enrolled in the program and for the prison system as well.
3. EXPLAIN that programming also trains the offender on how to conduct her life by having a structured environment—getting out of bed in time for work, getting materials ready for the day, getting dressed, getting to work on time, performing satisfactorily, leaving work on time, etc. Many offenders may never have had structure or routine in their lives.



Why Is Programming Important

- Outside the institution:
 - ✓ Almost 90% of offenders will be released back into society
 - ✓ Programming enhances chances of success on release
 - ✓ More offenders who complete re-entry programs find employment than those who do not take the program
- ✓ Programs help the offender become a better version of herself than the one who entered the prison
- ✓ The offender will have the skills required to rejoin society
- ✓ Successful completion of programs correlates with lower recidivism rates
- ✓ Statistics show that this improved offender is less likely to commit crimes

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Why Is Programming Important: Outside the institution?

Almost 90% of all offenders will be released back into society at some point.

Programming enhances the offender's chances of success on release.

A higher number of offenders who complete proper re-entry programs find employment compared with those who do not complete such programs.

Correctional programs help the offender become a better version of herself than the one who entered the prison.

The offender will have the skills required to rejoin society and meet her obligations.

Statistics show that this improved offender is less likely to commit future crimes.

Successful completion of prison programs is correlated with lower recidivism rates.

Investments in programs deliver savings over possible repeat incarcerations of the same offender in the future.

Facilitator Notes

USE the notes in the slide and left column to explain why developing programs is important beyond the institution.



Contributions to Society



Programs increase the offender's capacity to contribute to society and eliminate further victimization



Well-designed programs place offenders in realistic work environments that allow them to earn a wage



Offenders are given a chance to develop marketable skills that increase the potential for meaningful employment upon release



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Contributions to Society

Giving offenders opportunities to learn new skills and build work experience help them stay away from crime when they leave prison. Staying away from crime contributes to the overall mission of prison administration to contribute to public safety.

Research shows that many offenders have low levels of education and basic skills. Improving these skills can have a positive impact on recidivism, social reintegration, and employment outcomes.

Facilitator Notes

1. EXPLAIN that when offenders develop marketable skills and gain meaningful employment upon release, they are less likely to commit another crime. Instead, their capacity to contribute to society is greater.
2. EXPLAIN that many offenders have low levels of education and basic skills. Improving these skills have a positive impact on social reintegration.
3. ASK participants to think about the population in their prisons. What is the general education level?



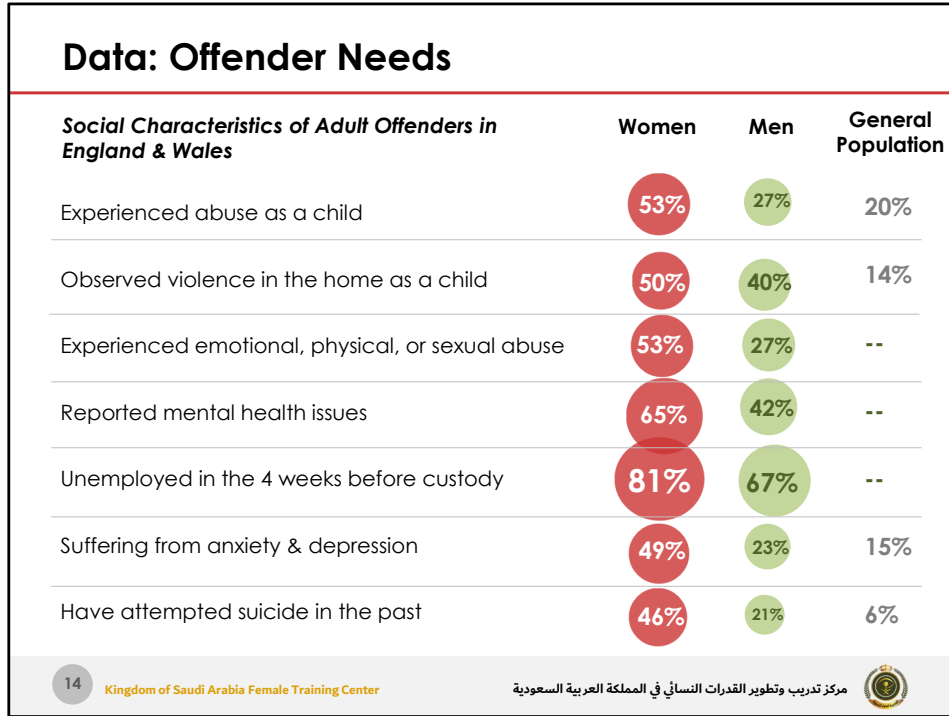
**Designing Programs that
Meet the Need**
تصميم برامج تلبى الاحتياجات

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NOTES





Offender Needs

Men and women have many parallel and often overlapping pathways to prison. These include substance abuse, social marginalization, poverty, and mental health conditions.

Commentary in the Bangkok Rules states that many women are in prison “as a direct or indirect result of the multiple layers of discrimination and deprivation, often at the hands of their husbands, family, and community.”

Widespread domestic violence against women and sexual abuse prior to imprisonment have been documented in many countries worldwide.

Facilitator Notes

1. EXPLAIN that this chart is from a study conducted on the social characteristics of offenders in England and Wales.
2. REVIEW the statistics, pointing out that women have the highest rate in every area.
3. ADD that healthy, successful, and well-functioning people rarely end up in prison.
4. EXPLAIN that offender programs help identify and address weaknesses and vulnerabilities that may prevent the offender from successfully re-entering society.
5. ADD that to successfully rehabilitate offenders, authorities need a good understanding of their background. Any rehabilitation program that does not consider these factors and does not provide the necessary care and treatment is likely to fail.
6. EXPLAIN the Bangkok Rules and add that many women are in prison as a direct or indirect result of multiple layers of discrimination and deprivation, often at the hands of their husbands, family, and community. Widespread domestic violence against women, and sexual abuse prior to imprisonment have been documented in many countries worldwide.



Overlapping Needs

- To address the root causes of criminal behavior, programs must be holistic and include the following factors:

Economic	Social	Physical	Psychological
			

- Programs that equip offenders with practical skills and therapeutic support are particularly beneficial



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Overlapping Needs

Most offenders, especially women offenders, have multiple, overlapping needs. Successful rehabilitation is dependent on all these needs being met.

Rehabilitation should address the root causes of criminal behavior, including those specific to female offenders.

To achieve rehabilitation, programs must be integrated and holistic—considering economic, social, physical, and psychological factors.

Because of specific challenges women face in prison, they are likely to benefit from counselling and psychosocial cognitive and motivational programs.

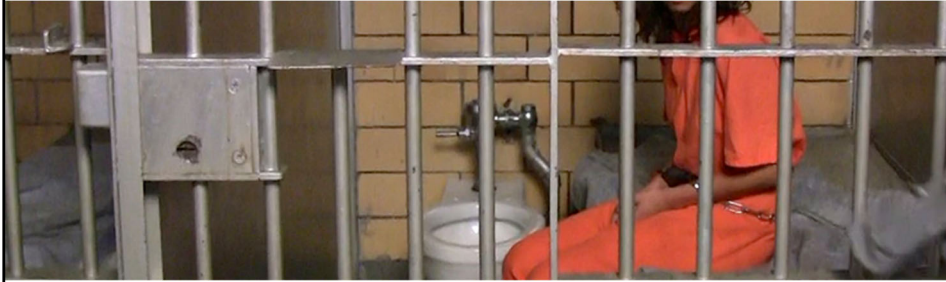
Facilitator Notes

- EXPLAIN that prisons can provide a safe and secure environment for women to reduce substance dependency, recover from abusive backgrounds, and receive any treatment, counselling and mental healthcare they need. Holistic approaches can tackle other factors that lead to offending behavior, including poverty and social status.
- EXPLAIN that psychosocial approaches look at the combined influence that psychological factors and the surrounding social environment have on a person’s physical and mental wellness and ability to function.
- EXPLAIN that a high percentage of female offenders are incarcerated for drug-related offenses, and many are dependent on substances. The Bangkok Rules are clear that prison health authorities should provide specialized treatment programs designed for women substance abusers.



Meeting the Needs of Women Offenders

- Because of the large numbers of male offenders, authorities most often focus on their needs
- As a result, fewer rehabilitation opportunities are available to women, girls and other vulnerable groups
- Those that do exist tend to be less varied and of poorer quality than those offered to men and boys



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Meeting the Needs of Women Offenders

Meeting the basic needs of offenders, providing decent living conditions, addressing health care needs, and ensuring constructive relationships between prison staff and the offenders for whom they are responsible are fundamental requirements for any successful program. If these basic needs are not met, even the most innovative rehabilitation program is unlikely to succeed.

Arrangements that ensure the provision of post-release support and supervision are equally essential. An absence of such services risks wasting much of the prison-based efforts invested in teaching and training offenders.

Many female offenders lack rehabilitation opportunities because of the type and location of the facilities in which they are held. Female offenders are also regularly imprisoned far from their families and communities, which is in itself a barrier to successful rehabilitation. Female offenders have also noted that when training opportunities were available to them, they were not aware of them or were not given information on how to participate. In many facilities there are long waiting lists to join courses – a particular problem for offenders with short sentences, many of whom are female.

Facilitator Notes

1. EXPLAIN that because of the larger numbers of male offenders – especially in prisons that are overcrowded or lacking resources – authorities often focus on the situation and needs of men. As a result, fewer rehabilitation opportunities are available to women and girls and those that do exist tend to be less varied and of poorer quality than those offered to men and boys.
2. EXPLAIN that because women represent a small proportion of the prison population, there are fewer women's prisons. As women's prisons are typically smaller, there may be less financial resources and physical space available for libraries, classrooms and training workshops.
3. NOTE that other vulnerable groups, e.g. disabled, the elderly, mentally impaired, etc. will be explored in the next module.
4. EXPLAIN that when programs do exist for women, they often reflect their traditional role in society or cover domestic tasks for which they are already skilled. This potentially compounds existing histories of dependency and abuse.



Meeting the Needs

EXERCISE

- Think about the economic, social, physical, and psychological needs of the typical offender in your prison
- List practical skills and therapeutic support you think would benefit this population
- Be prepared to share with the class

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graph LR
    A[Work in Groups] --> B[Share Response]
    C[15 min.]
    
```

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Meeting the Needs	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm practical skills and therapeutic support the typical offender in your prison needs to rehabilitate.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Think about the economic, social, physical, and psychological needs of the typical offender in your prison to better prepare them for reintegration into society. 3. List practical skills and therapeutic support that would benefit this population. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. EXPLAIN they should also consider vulnerable and at-risk offenders. We will discuss this in more detail later in the Human Rights module.
4. ENCOURAGE participants to be thorough and consider all four areas.
5. REGROUP on the next slide.



Meeting the Needs

Each group debriefs its findings:

REGROUP

1. Economic, social, physical, and psychological needs of offenders
2. Practical skills and therapeutic support



Meeting the Needs

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the responses.
4. WRITE the responses on a board or leave the flipchart posted.
5. ENCOURAGE participant interaction as they discuss their responses.
6. PROVIDE your observations and ask any questions you may have of the groups.

Guiding Principles المبادئ الإرشادية

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NOTES



Five Guiding Principles for Programming

1. **Upon incarceration**, provide every offender an individualized reentry plan tailored to her risk of recidivism, restorative justice principles, and programmatic needs
2. **While incarcerated**, provide each offender the following programs to maximize her likelihood of success: education, employment training, life skills, substance abuse, mental health
3. **While incarcerated**, provide each offender the resources and opportunity to build and maintain family relationships, strengthening the support system available upon release
4. **During transition back to the community**, ensure individualized continuity of care in halfway houses and supervised release programs
5. **Before leaving custody**, provide every person comprehensive reentry-related information, and access to resources necessary to succeed in the community, including restorative justice

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Five Guiding Principles for Programming

As the main purpose of imprisonment, rehabilitation should include a broad range of programs, including physical and mental healthcare, substance abuse programs, physical activities, counselling, psychosocial support, education and vocational training courses, creative and cultural activities, work opportunities, and regular access to well-stocked library facilities.

Programs cover the following areas:

- Education: primary/secondary school equivalency, university courses, etc.
- Employment training: vocational training and work programs—allow offenders to engage in constructive activities while gaining new skills for potential future work.
- Work-based: employment during incarceration, e.g., prison industries, food services, facilities and grounds, running sports/recreational activities, etc.
- Life skills: parenting, peer relations, etc.

Facilitator Notes

1. EXPLAIN that these principles are taken from the Department of Justice's five evidence-based principles guiding federal efforts to improve the correctional practices and programs that govern the lives of those who will reenter society after incarceration.
2. ADD that the Department of Justice takes the view that reentry begins on Day One and that involvement does not end at the prison gates. These corrections principles span the cycle of custody and beyond—from intake, to incarceration, through to release.
3. EXPLAIN that these principles support the Bureau of Prison's view that each individual committed to its custody presents it with an opportunity to turn around a life, avoid a future victim, repair a family, and support a community.
4. ADVANCE to the next slide to discuss the concept of Restorative Justice
5. NOTE that the following slides discuss each principle in detail.



Restorative Justice

- Restorative justice focuses on addressing the harm caused by crime while holding the offender responsible for her actions
- It provides an opportunity for the parties affected by the crime – victims, offenders, and communities – to identify and address their needs

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Restorative Justice

Restorative justice is a theory of justice that emphasizes repairing the harm caused by the criminal behavior. When committing a crime, the offender creates an obligation to the victim, community, and state. When she meets that obligation, she is taking responsibility for her obligation, and everyone begins to heal.

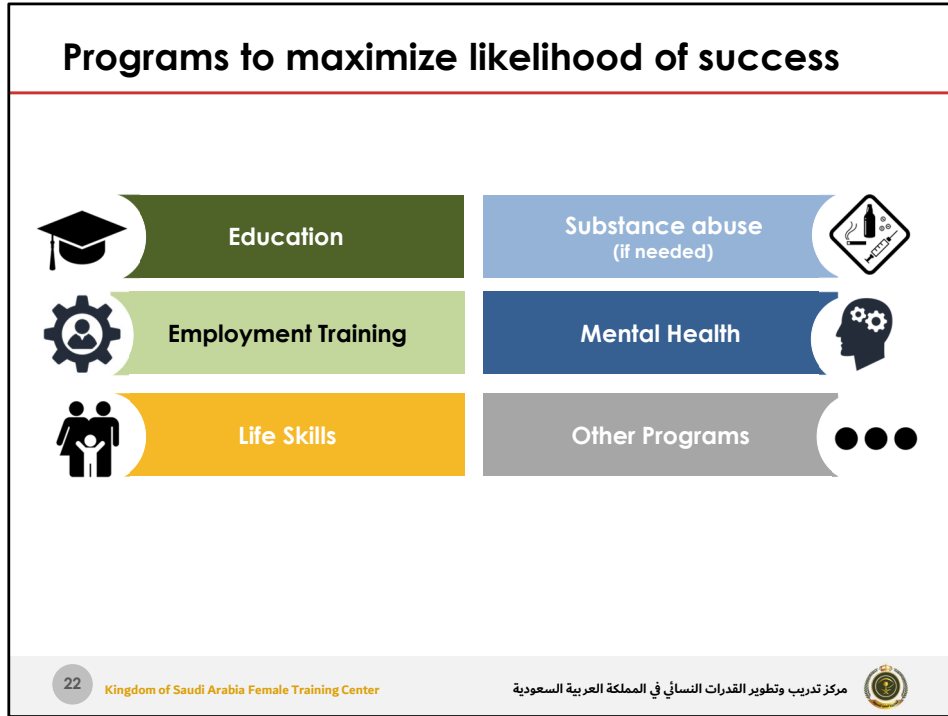
The three key points for restorative justice are as follows:

- Crime causes harm, and justice requires repairing that harm
- The best way to determine how to repair the harm is to have the parties—victim, offender, and communities—decide together
- This process can cause fundamental changes in people, relationships, and communities

Note that it can be implemented at all stages of the criminal justice system before, during and after incarceration,

Facilitator Notes

1. EXPLAIN restorative justice.
2. EXPLAIN that restorative justice is victim-centered by nature. It requires the inclusion of the victim throughout the process, and seek to repair the mental, physical, and emotional damage caused by the criminal act, as well as provide for the victim's continued safety within their community.
3. ASK participants what they think about the concept?
4. ASK what they think the challenges may be.
5. EXPLAIN that restorative justice has been part of Canada's criminal justice system for over 40 years.
6. ADD that restorative justice encourages meaningful engagement and accountability and provides an opportunity for healing, reparation, and reintegration.
7. EXPLAIN that restorative justice processes take various forms and may take place at all stages of the criminal justice system.
 - Pre-incarceration – as a form of diversion
 - Throughout incarceration – as a pre-requisite for release
 - Post incarceration – as a condition of community supervision to discharge



Five Guiding Principles for Every Offender

The principles on this and the previous slide are meant to be a guide to provide ideas for the development of new programs. In practice, and in all locations, rehabilitation programs should be designed according to the local context, considering the offender population profile, available resources, and employment market needs.

Programs should also consider restorative justice principles centered on repairing harm on the victim and the community.

Facilitator Notes

1. CONTINUE to review the five principles.
2. EXPLAIN here that the options for rehabilitation for offenders vary by facility, offense, and sentence length. Just like the cause of incarceration varies by offender, the type of rehabilitation an offender might respond to can also vary.
3. ADD that it is crucial that those involved in offender rehabilitation understand that what works in one country, or even in one prison, will not necessarily work in another location.
4. ADD that a program that is successful for one offender might not have the same outcome for another.
5. EXPLAIN that these five principles are a guide intended to provide ideas for the development of new programs. In practice, and in all locations, rehabilitation programs should be designed according to the local context, considering the offender population profile, available resources, and employment market needs.
6. EXPLAIN that programs should also consider implementing restorative justice principles centered on repairing harm of the victim and community.



Educational Rehabilitation

- Education programs in prison help give offenders a second chance
- Offenders who participated in educational programs were 43% less likely to commit a crime and return to prison within three years than those who did not participate



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Educational Rehabilitation

Multiple studies show that education programs in prison help give offenders a second chance. In fact, offenders who participated in educational programs were 43% less likely to commit a crime and return to incarceration within three years than those who did not attend the program.

These statistics prove the value behind providing education programs in prison. The positive outcomes for offenders who leave prison more educated than when they entered filter down into the community. The extended family and the local economy benefit when the ex-offender returns to work.

Education programs in prison help give the power of knowledge to offenders. With this power, overcoming the past and enjoying a better quality of life are two very achievable goals.

For those who have missed out on educational opportunities, life in prison can provide them with the opportunity to learn basic literacy or numeracy or expand on their existing knowledge. Others can revisit subjects learned at school, gain new qualifications or learn life skills to help them after release.

Facilitator Notes

1. EXPLAIN that educational programs have a positive impact on recidivism, reintegration, and employment upon release.
2. EXPLAIN that there are barriers to education in prison, including a lack of qualified teachers willing to work in a prison environment, inflexible learning opportunities, negative attitudes toward education, lack of interest and participation, and lack of funding.
3. ADD that these challenges are not insurmountable. Provide the following success stories:
 - Modular courses that enable credits to be acquired work well for offenders serving short sentences and protect offenders from losing educational attainment if their learning is disrupted. Distance learning courses overcome the lack of teaching facilities and staff.
 - Non-formal and self-directed learning can be a route into formal education or a rehabilitation tool in itself. This can include teaching by prison guards, volunteers, and offenders, or peer support groups. Informal learning can have long-lasting effects, including improved self-confidence and motivation.
4. Note: There are multiple examples of prison-university partnerships around the world. Share some of these examples with participants.



Discussion: Educational Rehabilitation

Vocational training programs are designed to teach offenders general employment skills or skills needed for specific professions and industries

The overall goal of vocational training is to reduce offenders' risk of committing further offenses by teaching them marketable skills they can use to find and retain employment upon release



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Discussion: Educational Rehabilitation

The Mandela Rules make clear that vocational training for offenders in trades that are on demand forms an important part of the rehabilitative regime in prisons and that, within limits, offenders should be able to choose which skills they wish to learn.

The United Nations Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders (the Bangkok Rules) refer to the need to put in place a program of activities for women offenders that consider gender-appropriate needs.

The UNODC commentary to the Bangkok Rules contains a list of potential vocational training activities that may assist women in leading an independent life upon release, including:

- Administrative and computer skills
- Painting and decoration
- Managing income-generating community projects
- Using microcredit facilities

The list also includes childcare, cooking, hairdressing, dressmaking and embroidery, but programs should not be limited to those skills traditionally considered appropriate for women.

Facilitator Notes

1. **EXPLAIN** that the Bureau of Prisons in the U.S. provides a wide range of vocational training programs, which give offenders the opportunity to obtain marketable skills.
2. **ADD** that course offerings are based on general labor market conditions, institution labor force needs, and vocational training needs of offenders.
3. **EXPLAIN** that vocational training has played an important role in the rehabilitation of the offender population. Agriculture as a vocation has been an integral part of this vocational training.
4. **ADD** that some prisons in the U.S. offer vocational training in such fields as bricklaying, cooking, wood carving, foreign languages, guest house management, how to be a tour guide, running a small business, the theoretical part required for a driving license, and web design.
5. **ENGAGE** participants in a discussion on types of vocational training that could be offered in their prison. Remind them that the course offerings should be based on general labor market conditions.
6. **DISCUSS** certifications and apprenticeships.



Discuss:
Name some employment skills offenders can learn in prison and use upon release.



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NOTES



Employment Rehabilitation

- Offenders who engage in prison work programs have an easier time getting work after they are released
- The inability to find and maintain work is a main factor in recidivism
- When former offenders re-enter society without marketable skills, a domino effect occurs that often leads to new offenses



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Employment Rehabilitation

Breaking the cycle of criminal behavior relies on becoming a productive member of society through gainful employment.

In addition to providing practical skills, good prison training and work programs give offenders the information and skills they need to find a job after release. This includes general employment skills, enterprise and self-employment training, career guidance, job hunting skills, and job interviewing skills. Women in prison are likely to benefit also from programs designed to build self-confidence as potential employees.

For female offenders, vocational skills training programs should be chosen and designed with consideration for the types of jobs women are likely to be offered but also with a view of breaking gender stereotypes and economic disparities in the job market.

Prison work programs that create links with potential employers and community organizations can be particularly valuable for female offenders and provide a route to potential employment after release. These programs offer a consistent way to prepare for work in society. Punctuality, deadlines responsibility, accountability, and other skills are learned.

Facilitator Notes

EXPLAIN that offenders should have a choice of the type of training program they would like to join. They should be trained according to recognized national standards and receive accredited qualifications for their learning. The fact that qualifications were gained inside prison should not be mentioned on any certificate of learning.





Nelson Mandela Rules

Rule 96:

1. Sentenced prisoners shall have the opportunity to work and/or to actively participate in their rehabilitation, subject to a determination of physical and mental fitness by a physician or other qualified health-care professionals.
2. Sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day.



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Nelson Mandela Rule 96

The Nelson Mandela Rules specify that the physical and mental fitness of an offender to work must be determined by a physician or other qualified healthcare professionals; that working offenders must not be held in slavery or servitude; that prison labor must not be of an afflictive nature; and that no offender will be required to work for the personal benefit of any prison staff.

Work in prisons should be of a kind that will maintain or increase the offenders' ability to earn an honest living after release. Within limits, offenders should have some choice over what work they do. Work should be organized as it is in the community so that offenders are prepared for occupational life.

Accordingly, the Nelson Mandela Rules make clear that the protections afforded free workers in terms of health, safety, and insurance should also apply to offenders; that working hours and days should be regulated in line with the local rules and customs that apply to free workers.

Facilitator Notes

1. EXPLAIN that the Nelson Mandela Rules state that prison labor must not be afflictive in nature, that offenders should not be held in slavery or servitude, and that no offender should be required to work for the personal or private benefit of any prison staff. The work provided should enable an offender to maintain or increase her ability to earn an honest living after release. Within limits, offenders should also be able to choose the type of work they wish to perform.
2. There should be a system of equitable remuneration of the work of prisoners, as stated by Rule 103 of the Mandela Rules. Good occupational health and safety provision for working offenders and the organization and methods of work should resemble as closely as possible those of free workers.
3. In terms of management, the Nelson Mandela Rules indicate a clear preference for prison industries and farms to be operated directly by the prison administration and not by private contractors. Where prisoners are employed by private contractors, they should always be under the supervision of prison staff.



Counseling Rehabilitation

- Prison counselors play a significant role in rehabilitation for offenders
- Most counselors can offer hands on counseling covering the following topics:
 - ✓ Vocational
 - ✓ Academic
 - ✓ Social
 - ✓ Personal



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Counseling Rehabilitation

The goal of counseling rehabilitation is to provide rehabilitation for offenders that will help them consider new skills and new insight into their goals and motivations.

Offenders can also seek counseling on issues like depression, stress or substance abuse. Sometimes this may come in a group form, or one on one.

Facilitator Notes

EXPLAIN that in addition to the support provided by the staff, counseling for offenders can be obtained through many non-profit organizations. Some organizations offer offenders encouragement and the necessary support to reflect on the life experiences that have propelled them into criminal activity, take responsibility for their criminal behavior, change lifelong patterns of violence and addiction, and build productive lives.

Wellness Rehabilitation

- Physical and mental wellness bring clarity and purpose to many offenders during their sentence
- Practicing mental and physical exercises such as yoga, tai chi, or meditation provide long-term benefits, including stress/anger management
- Programs like dog training, culinary classes, and gardening offer offenders the opportunities to practice fulfilling skills that make a measurable difference



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Wellness Rehabilitation

Physical and mental wellness bring clarity and purpose to many offenders during their sentence.

Depending on the offerings in an individual facility, an offender may be able to participate in programs like yoga, tai chi, or meditation. Practicing these and other mental and physical exercises provide long term benefits including stress/anger management.

Positivity can be a difficult trait to maintain during a prison sentence, but some prisons are offering programs to help bring a positive light into an offender's life. Programs like dog training, culinary classes, and gardening offer offenders opportunities to practice fulfilling skills that make a measurable difference.

The timely identification and appropriate treatment of health issues, including drug and alcohol dependency, mental health conditions and any history of previous abuse, can play a significant role in the successful rehabilitation of prisoners, particularly if complemented by post-release care and support.

Facilitator Notes

- EXPLAIN that when physical and mental healthcare needs are identified at an early stage of incarceration, offenders can be allocated to facilities that can provide for their needs, including available healthcare services and medication, appropriate rehabilitation services, and work and training opportunities.
- Even where specialized support is not available, the identification of specific needs can help prison administrations tailor individualized treatment programs.
- ADD that if health issues are undiagnosed or untreated, or if there is no post-release care and support, former offenders may find rehabilitation difficult and may struggle to successfully interact with others. They may also find securing appropriate employment and housing difficult after their release.
- EMPHASIZE the amount of time offenders can spend outside their cells is a crucial factor in health and rehabilitation. Participation in education and training should never be used by prison staff to justify restrictions on time spent outside the cell for other activities, including opportunities to exercise and participate in sports.



Discussion: Community Reintegration/Restoration

- Getting involved in the community creates accountability in the form of communal obligations
- Feeling a sense of belonging is invaluable, whether it be participation in:
 - ✓ Religious organizations
 - ✓ Volunteering
 - ✓ Sports
 - ✓ Social groups
 - ✓ Other groups



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Discussion: Community Reintegration/Restoration

Contact with family, friends and community can be crucial for the rehabilitation and social reintegration of offenders and can reduce the risk of recidivism. As the main caregivers in most families, such contact can be particularly important for the rehabilitation of women offenders.

Team sports are a big part of the recreational programs. Offenders learn to function in a group setting and positively interact with other teams and their players. They learn to coach and to diffuse conflict and handle conflict based on team competition.

In many cases, regular contact with family allows women to repair broken ties, reduces the risk of family breakdown resulting from detention, and allows women to participate in family decisions and discussions, including childcare. Separation from family, and particularly from children, can be particularly detrimental to the psychological wellbeing of women offenders and impacts their future rehabilitation prospects.

Facilitator Notes

1. EXPLAIN that meaningful interactions with family, friends, and the community also help prepare offenders for life after prison, reduce the stigma of imprisonment, and motivate offenders to participate in rehabilitation programs. Family visits close to the time of release are particularly important in helping offenders and their families make post-release plans.
2. EXPLAIN the importance of being a part of team sports.
3. EMPHASIZE that where possible, offenders should be held in prisons near their families and communities to help their rehabilitation and allow for longer family visits.
4. ADD that contact with the outside world is particularly important for the rehabilitation of pregnant women and those living in prison with their children. Such contact can provide them practical and emotional support.
5. ENGAGE participants on the offenders in their prison. Are they near their families for the most part? Do they have meaningful contact with their families? Are there security issues when engaged with family members, such as passing of contraband, abuse or arguments during visits?
6. NOTE: Working with victim and community advocates can also help in restoring both offender and victims to heal from the harm caused.



Discuss:

Are the offenders in your prison near their families for the most part?

Do they have meaningful contact with their families?

Are there any security issues involved in the family contacts?




NOTES



Using the Guiding Principles

EXERCISE


- Review the list you created in the previous exercise
- Brainstorm additional rehabilitation programs you can add under the headings of education—including vocational training—employment, counseling, wellness, and community rehabilitation
- Be prepared to describe what the various programs will offer



Work in Groups

➔


Share Response



15 min.

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Using the Guiding Principles	
Duration	15 minutes
Purpose	The purpose of this activity is to continue brainstorming programs that will help rehabilitate offenders in the KSA prison.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the list you created in the previous exercise. 3. Brainstorm additional rehabilitation programs you can add under the headings of education—including vocational training—employment, counseling, wellness, and community rehabilitation. 4. Be prepared to share with the class and describe what the various programs will offer.

Facilitator Notes

1. **HAVE** participants work in their small groups.
2. **EXPLAIN** the activity.
3. **REGROUP** on the next slide.



Using the Guiding Principles

Each group debriefs its findings:

1. Educational
2. Employment
3. Counseling
4. Wellness
5. Community

REGROUP



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Using the Guiding Principles

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ENCOURAGE participants to ask questions of other groups.
5. PROVIDE your observations and ask any questions you may have of the groups.

Reintegrating into Society إعادة الاندماج داخل المجتمع

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Discussion: Reintegrating into Society

Good rehabilitation and pre-release programs provide offenders with the practical skills and tools they need to adapt to life after prison

In-prison programs should help female offenders prepare to adapt to life in the community by teaching them life and relationship skills and how to deal with situations that may arise



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Discussion: Reintegrating into Society

Programs that include problem solving, anger management, communication, self-assertiveness, and conflict resolution are helpful for women. Programs that link to community initiatives can be particularly beneficial as they can provide continuity of support post-release.

The problems women face after release from prison tend to be different from those men face, particularly in relation to their health, employment opportunities, housing, and primary care responsibilities. Many women return to the same abusive situations that led them to prison.

Facilitator Notes

1. EXPLAIN that the Nelson Mandela Rules stipulate that before the completion of a sentence, necessary steps should be taken to ensure a gradual return to life in society for the offender. The Rules also point out that the duty of society does not end with an offender's release, noting that there should be governmental or private agencies capable of lending the released offender efficient aftercare directed toward the lessening of prejudice against her and toward her social rehabilitation.
2. ADD that the Bangkok Rules state that "[a]dditional support following release shall be provided to released women prisoners who need psychological, medical, legal and practical help to ensure their successful social reintegration, in cooperation with services in the community."
3. EMPHASIZE the problems that many women face after release from prison.



Discuss:

Name some life and relationship skills women offenders should be trained in before release



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**NOTES**



Relationships with Staff

- Staff can be key players in offenders' rehabilitation, encouraging them to participate in education and training activities and supporting them throughout
- This encouragement can be especially important for female prisoners, who may suffer from low self-esteem and a lack of confidence in their educational and vocational potential



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Relationships with Staff

Good relationships between offenders and staff are critical to the success of rehabilitation programs.

Such relationships are best achieved when staff and offenders have proactive and frequent interactions, allowing staff to understand the rehabilitation needs of individual offenders and any problems they may face.

The best results are achieved when everyone is committed to these principles as an essential part of their duties, creating a prison-wide culture of rehabilitation. Such approaches also create more positive, safe, and rewarding professional experiences for staff.

Facilitator Notes

1. EXPLAIN that rehabilitation is more likely to be successful if implemented from the first day of detention.
2. ADD that although different approaches to rehabilitation are suited to different local contexts and the needs of the offender population, some aspects of prison management should be in place before rehabilitation programs can thrive:
 - Staff must be able to work in safe conditions, be supported by their managers, and have time and opportunity to think creatively and engage with offenders.
 - Staff should be carefully selected and provided with appropriate and ongoing training, including in human rights and the concept of dynamic security.
 - Prison staff should include a sufficient number of specialists such as psychiatrists, psychologists, social workers, teachers, and trade instructors.



Providing Opportunities for All Offenders

- Many female offenders serving short sentences are not given adequate opportunities to participate in education and training programs.
- However, rehabilitation programs can be designed for offenders serving short sentences to better prepare them for employment upon their release.



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Providing Opportunities for All Offenders

Many women offenders serving short sentences are not given adequate opportunities to participate in education and training programs because of lack of interest on their part or management's feeling that rehabilitation for short-term offenders is a waste of resources.

However, there are many ways to design rehabilitation programs for offenders serving short sentences so they are better prepared for employment after their release:

- Assess offenders serving short sentences for formal and non-formal education experience and attainment
- Introduce short-term educational activities that can pave the way for continued education after release, including modular or unit-based courses that help offenders gain credits for continuing education
- Shorten or adapt existing courses to tailor them
- Make use of new technologies or e-learning to overcome the lack of continuity
- Make use of short-term motivational activities such as music, drama, and art courses

Facilitator Notes

1. **EXPLAIN** that international standards state that every offender should have the opportunity to be rehabilitated back into society. Rehabilitation is particularly important for long-term and life-sentenced prisoners who may find it especially hard to adjust to life outside the prison system.
2. **ADD** that in cases where release or the possibility of obtaining work following release is unrealistic, prisons should consider and prioritize non-formal learning opportunities designed to promote personal development and increase self-confidence.
3. **EMPHASIZE** that all offenders should be given the opportunity to work in prison.



Discuss:
Name ways in which rehabilitation programs can be designed for short sentences



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Discussion: Barriers to Social Reintegration

- Both male and female offenders face barriers to successful rehabilitation and social reintegration
 - ✓ Some are institutional
 - ✓ Others relate to individual circumstances

1. Name some institutional barriers.
2. Name individual circumstances that cause barriers.
3. How do we mitigate barriers to rehabilitation?



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Discussion: Barriers to Social Reintegration

The prison environment itself – often violent and isolating – can run counter to rehabilitative principles.

The experience inside prison is an important determinant of potential rehabilitation. This includes conditions of detention as well as treatment by guards and other offenders.

Separation of offenders from families and communities and the potential loss of family, employment, and homes are experienced by most offenders. These factors are also likely to negatively impact their future rehabilitation.

In addition to physical conditions of detention, offenders face a range of barriers to successful rehabilitation that relate to their individual circumstances and personal histories. This might include health issues, drug and alcohol dependency, and histories of abuse. Successful rehabilitation is contingent on the delivery of programs and services that tackle these underlying issues.

Facilitator Notes

1. **EMPHASIZE** that successful rehabilitation is difficult to achieve in the absence of effective systems for classification and categorization of offenders.
2. **EXPLAIN** that prison overcrowding is one of the main impediments to developing prison-based rehabilitation programs. Under these circumstances, prison administrations prioritize basic prison management and the prevention of violence, often at the expense of rehabilitation.
3. **EXPLAIN** that overly punitive approaches to imprisonment hinder rehabilitation efforts. The frequent use of harsh disciplinary measures, such as solitary confinement, frequent lockdowns and transfers, can severely disrupt rehabilitation as can the withdrawal of educational privileges as a punitive measure.



Learning Foundational Skills

EXERCISE

- Refer to Worksheet 1: Foundational Skills
- Place a checkmark beside the skills you think most offenders would need to improve upon
- Tally the number of checkmarks
- List 3 programs that could help offenders improve on the area that needs the most improvement

Work in Groups

➔

Share Response



FOUNDATIONAL SKILLS



20 min.

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Learning Foundational Skills	
Duration	15 minutes
Purpose	The purpose of this activity is to select foundational skills that participants think offenders in their prison need to improve upon and list programs they feel would help in the area that needs the most improvement.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to Worksheet 1: Foundational Skills. 3. Place a checkmark beside the skills you think most offenders would need to improve upon. 4. Tally the number of checkmarks. 5. List 3 programs that could help offenders improve in the area that needs the most improvement. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Foundational Skills

Each group debriefs its findings:

REGROUP

1. How many checkmarks?
2. What three programs can help offenders improve on the areas that need the most improvement?



Learning Foundational Skills

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. PROVIDE your observations and ask any questions you may have of the groups.

Discussion: Skills to Survive in Society

- Think about skills you need in everyday life from sending an email to using an automatic teller machine
- Brainstorm as a group some of the skills that offenders should have to survive and thrive in society today



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Discussion: Skills to Survive in Society

Think about skills that you use everyday without thinking about it.

- What do you need to know to use an ATM?
- What about sending a text message?
- Getting public transportation?

Now think about some of the offenders in your prison.

- What were they able to do before being incarcerated?
- What has changed?
- What are they able to do now?
- Are they better or worse prepared to survive in society?

Facilitator Notes

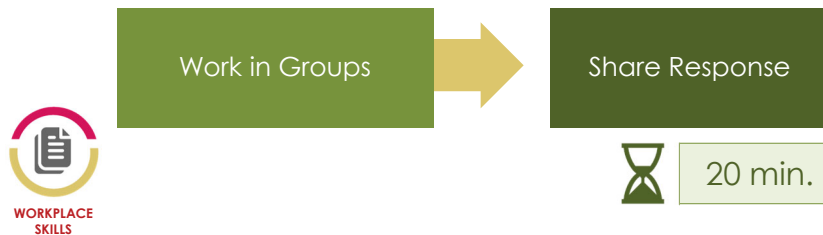
1. ENGAGE participants in the discussion.
2. REFER to the questions in the left column.
3. ASK participants about the offenders' ability to:
 - Use a cell phone
 - Sign up to a government web site
 - Check email
 - Use an ATM
 - Obtain and keep identification (e.g., driver's license)
 - Apply for jobs using a computer
 - Drive a car
 - Set up a budget
 - Schedule and go through employment interviews
 - Sign a housing lease
 - Other?



Gaining Skills to Survive in the Workplace

EXERCISE

- Refer to Worksheet 2: Workplace Skills
- Place a checkmark beside the skills that newly released offenders would have to learn to survive in the workplace today
- Tally the number of checkmarks
- List 3 programs that could help offenders gain those skills



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Gaining Skills to Survive in the Workplace

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm skills that offenders would need to survive in a workplace today and programs that could help them gain those skills.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to Worksheet 2: Workplace Skills. 3. Place a checkmark beside the skills that newly released offenders would have to learn to survive in the workplace today. 4. Tally the number of checkmarks. 5. List 3 programs that could help offenders gain those skills. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Gaining Skills to Survive in the Workplace

Each group debriefs its findings:

REGROUP

1. How many checkmarks?
2. What three programs can help offenders improve on the areas of competencies that need the most improvement?



Gaining Skills to Survive in the Workplace

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ENCOURAGE participants to ask questions of other groups.
5. PROVIDE your observations and ask any questions you may have of the groups.

Discussion: Steps to Learning Those Skills

- Discuss steps required for each skill
- For example—apply for jobs using a computer requires the offender to:



Discussion: Steps to Learning Those Skills

Engage in the discussion. Think about all the steps involved in any of the skills just discussed. The example is on applying for a job. Most of the steps we don't even think about. But think about it from the perspective of an offender. Then, they get harder.

Facilitator Notes

1. ENGAGE participants in the discussion.
2. ASK for volunteers to name another common activity or skill that requires multiple steps an offender may have to learn. They sound simple for those of us who have had access. When we think about it from the perspective of someone who has not had access and the changes that have likely occurred since she did have access, these simple steps get harder.



Designing Successful Programs

تصميم برامج ناجحة

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Examples of Successful Programs



prison
entrepreneurship
program



CBI
COMMUNITY BRIDGES, INC.



DELANCEYSTREETFOUNDATION



SAFER
FOUNDATIONSM
A Road To A Better Future



THE LAST MILE
PAVING THE ROAD TO SUCCESS



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Examples of Successful Programs

The Prison Entrepreneurship Program (PEP) connects released offenders with executives and entrepreneurs. This re-entry program focuses on teaching leadership and innovation skills. Over 1,300 ex-offenders have graduated from the program, and most are still employed.

Community Bridges coordinates mental health treatment plans and locates housing options for ex-offenders. It helps them secure employment and benefits. It has an 85% success rate in recidivism.

The **Delancey Street Foundation** is a residential self-help program dedicated to assisting drug addicts, ex-convicts, ex-gang members, and homeless individuals. It provides skills used in a job market and education that makes employment possible. Over 10,000 men and women have graduated and are leading successful lives.

The **Safer Foundation** provides employment, training, and housing assistance. It matches ex-offenders to job opportunities.

The **Last Mile** is based out of San Quentin State Prison in California. It teaches offenders about technology, digital communication, and business. It has a 7.1% recidivism rate.

Facilitator Notes

1. REVIEW some of the successful programs or add your own.
2. EXPLAIN that the most effective programs start before the offender is released and continue through the first months or year of her release.



Discussion: Successful Programs in KSA

The Head of Prisons in Makkah announced the development of new regulations that allow offenders to reduce their sentence by 5% if they successfully pass a school year, or two equivalent training courses, rising to a maximum of 15% off a prison sentence of one year or more

In 2015 the General Directorate of Prison in partnership with the General Entertainment Authority (GEA), started providing prisoners with entertainment programs aimed at rehabilitating them into society.



Any other programs you are aware of?

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Example of Successful Programs in Saudi Arabia

New prison regulations in Saudi Arabia may cut down five percent of the prison sentence for offenders who successfully pass a school year, or two equivalent training programs, up to a maximum of 15 percent during a prison sentence of one year or more.

In 2015 the General Directorate of Prison in partnership with the General Entertainment Authority (GEA), started providing prisoners with entertainment programs aimed at rehabilitating them into society. Jeddah's Briman Prison is providing prisoners with a range of theater, music, and other rehabilitation programs. The rehabilitation programs give prisoners a chance to take part in cultural activities and performances which their families could attend. A total of 558 prisoners in the Jeddah authority attended a range of workshops in prisons, including social theater, educational and social lectures, and poetry workshops.

Facilitator Notes

1. REFER to an article recently published in <https://www.arabnews.com/saudi-arabia/news/673771>
2. The article explained that this announcement was made during the observance of "Prisoner Week" in the Gulf states.
3. ENGAGE participants in a discussion on Prisoner Week and its successes as well as the programs and their successes.
4. According to the article, the Makkah prisons department has also "embarked on the development of regulations and rules to enable prisoners to work outside prisons and return, as per strategies and guidelines established in partnership between the private sector and the Ministry of Labor."



Organizational Models for Work in Prisons

- A large component of work in many prisons relates to the running of the prison in housekeeping or service jobs.
- Paid work includes:
 - ✓ Cooking meals
 - ✓ Cleaning
 - ✓ Doing laundry
 - ✓ Maintenance
 - ✓ Servicing libraries
 - ✓ Construction



Organizational Models for Work in Prisons

Prisons in many countries have farms where offenders can work and learn agricultural skills, food is produced and income generated.

A prison bakery in South Africa has the capacity of producing up to 1,700 loaves of bread per day to supply offenders in the prison and a neighboring prison. The bakery delivers a loaf of bread at one-third the open-market rate.

Facilitator Notes

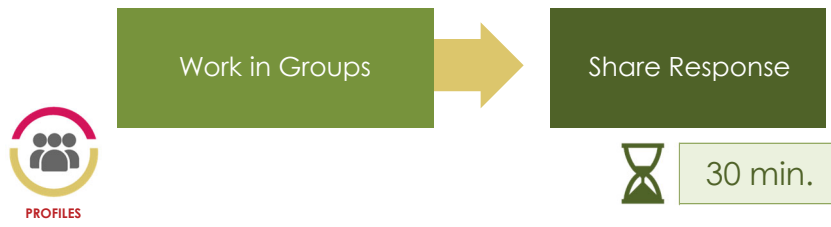
1. DISCUSS some of the work that takes place in prison.
2. ADD any other organization models you are aware of that support the offender, the prison system, and the community.



Creating a Program for an Offender

EXERCISE

- Refer to Worksheet 3: Profiles
- Read the profiles
- Select one profile and create a program for her, beginning from the first day she is incarcerated in your prison and going through her release
- Your goal is to ensure you address every need, she is rehabilitated while in your prison, and she is self-sufficient and thriving in her community upon release



Creating a Program for an Offender	
Duration	30 minutes
Purpose	The purpose of this activity is to study the profile of an offender and build a program for her that takes into consideration the information covered in the module to this point.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to Worksheet 3: Profiles. 3. Read the profiles. 4. Select one profile. 5. Create a program for her, beginning from the first day she is incarcerated in your prison and going through her release. 6. Your goal is to ensure you address every need, she is rehabilitated while in your prison, and she is self-sufficient and thriving in her community upon release. 7. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Creating a Program

Each group debriefs its findings:

REGROUP

1. Which profile?
2. Describe your program.
3. Tell us why it will work.



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Creating a Program

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. COMPARE responses for groups that choose the same profile.
5. PROVIDE your observations and ask any questions you may have of the groups.

Monitoring the Program

Ask yourself these five questions:

- 1 Is the program working well?
- 2 Is the program having a positive impact on offenders?
- 3 Are the activities proving economically viable?
- 4 Is the new program causing any unforeseen problems?
- 5 Is the program cost effective (or worth the expenditure of staff and funding)?

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Monitoring the Program

Regular information is required to answer at least four questions about a new program:

1. Is the program working well? Are the predicted number of offenders participating? If not, why not? Are there adequate numbers of staff? Has the program operated as intended?
2. Is the program having a positive impact on offenders? For education and vocational training, are offenders achieving learning outcomes and gaining qualifications? For work, are offenders working to the required standard and meeting expected targets for production?
3. Are the activities proving economically viable? For manufacturing work, are there orders for products, are sales on target, and is the supply chain working satisfactorily? For education and training, are the resources available to meet the learning objectives for the various courses being provided?
4. Is the new program causing any unforeseen problems? For example, are there concerns about the health and safety of prisoners at work, issues relating to security, or other unintended consequences such as corrupt practices among staff or offenders?

Facilitator Notes

1. **EXPLAIN** that when a program is established, it must be monitored to ensure the activities are working as intended and to take remedial action if they are not.
2. **ADD** that the purpose of monitoring is to generate information that can inform decisions, improve performance, and achieve planned results.
3. **DESCRIBE** the types of questions that need answering to determine whether a program is working as designed.



Discussion: Monitoring for Human Rights

- To ensure the programs are safeguarding the rights of offenders, the **Nelson Mandela Rules** require an:
 - ✓ Internal inspection
 - ✓ External inspection



Discussion: Monitoring for Human Rights

All programs should undergo internal and external inspections to measure a prison's overall performance and to safeguard the rights of the offenders.

Some inspections determine whether:

- Individual needs are promptly and accurately identified and plans to meet those needs are effectively recorded
- A sufficient quantity of purposeful activity places are accessible to the prison population
- Offenders are occupied in activities that benefit them, enhance their self-esteem, and improve their well-being and chances of successful resettlement
- Allocation to activity places is timely, equitable, transparent and appropriate
- Establishments accurately record the purposeful activity hours in which offenders participate
- Offenders are not prevented or deterred from participating in activities through disincentives, unofficial punishments, or clashes in their personal schedules
- Pay rates are equitable

Facilitator Notes

1. **EXPLAIN** that the Nelson Mandela Rules require that programs undergo internal and external inspections.
2. **ENGAGE** participants in a discussion on why these inspections should be required.
3. **ASK** participants which program carries the biggest risk of abusing human rights.
4. **DISCUSS** the potential issues associated with work programs.
5. **EXPLAIN** that this is an issue worldwide.
6. **ADD** that the inspections can help determine over time the longer-term impact of prison-based rehabilitation.

Discuss:

Why do you think these safeguards are important?

Which program do you think carries the biggest risk of abusing the offenders' human rights?





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NOTES



Cost of the Programs

- When planning for the costs of rehabilitation programs, consider:
 - ✓ Space
 - ✓ Staff
 - ✓ System
 - ✓ Supplies
 - ✓ Security



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Costs of the Programs

If comprehensive improvements are to be achieved, costed development plans must be developed. A standardized template should cover the following topics:

- **Space:** A key question is where an activity will take place. Space is often very limited and highly sought-after in prisons. A lack of space is often the reason given for the absence of activities.
- **Staff:** A realistic assessment must be made of the staff required to run new activities as well as their skills and qualifications.
- **System:** When establishing new programs, consider the impact they will have on the wider ecosystem within the prison. For example, will a new workshop exhaust the available power supply? How will a new agricultural initiative affect limited water resources for offenders?
- **Supplies:** A thorough inventory is needed of the resources required to run activities successfully—books for the library, computers for distance learning, or raw materials for an industry. Developing a supply chain is crucial.
- **Security:** What other security is required?

Facilitator Notes

ENGAGE participants in brainstorming innovative responses for the first two topics:

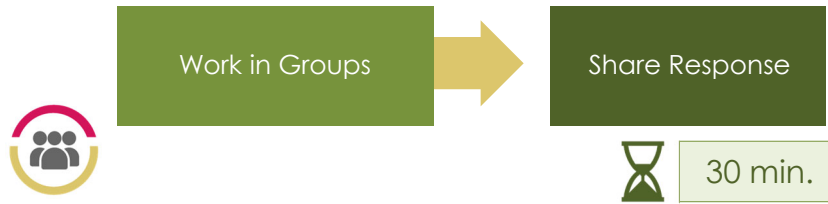
- **Space:** Creative solutions to the lack of space include using accommodation flexibly. Could a dining hall or church be used for education sessions? Could the kitchen be used for cookery classes? Could dormitory space be used for education activities during the day? Where the climate allows, can some classes or activities be held outside?
- **Staff:** In the fields of education and vocational training, human resources will typically be provided from outside the prison system, although contributions made by existing staff, if necessary with additional training, should not be ignored. To supplement specialist staff—whether teachers, instructors or agronomists—existing staff will at least need to take on support roles. Volunteers or interns may be able to contribute. Offenders may be able to contribute.



Launching a New Program

EXERCISE

- Your prison is launching a new parenting skills program for offenders
- List all items that must be procured or scheduled in the category you are assigned:
 - ✓ Staffing (security, new hires, training, certifications, etc.)
 - ✓ Infrastructure (lighting, seating, storage, etc.)
 - ✓ Space (how big, what should be included in it)
 - ✓ Materials (what supplies and materials do you need)



Launching a New Program

Duration	30 minutes
Purpose	The purpose of this activity is to brainstorm resources needed to launch a new parenting skills program. The facilitator will assign one category per group.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. You will be assigned one of the categories listed above—staff, infrastructure, space, and materials. 3. Brainstorm with your group all items in that category that must be procured to start the program. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Launching a New Program

Each group debriefs its findings:

1. Staffing
2. Infrastructure
3. Space
4. Materials

REGROUP



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Launching a New Program

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ENCOURAGE participants to ask questions of other groups.
5. After everyone has presented, LEAD a discussion on potential missed costs. Try to assign a cost value to each item and work toward establishing a total startup or annual cost for the parenting program. Ask participants how this cost would compare to the cost of incarceration or re-incarceration for the number of offenders in the program.

Discussion: Security Considerations

- Introducing work in prisons may be seen to carry risks—
 - ✓ For example, offenders may have access to tools or equipment they may use to try to escape or harm themselves and others

What steps could you take to prevent or mitigate these risks?



Discussion: Security Considerations

Introducing work in prisons may carry risks—for example by giving offenders access to tools or equipment they might use to try to escape or harm themselves or others.

Precautions can be taken to minimize the risks, but excluding high-security offenders from these opportunities should not be considered one of the precautions. Programming activities are just as important—if not more so—for high-security offenders. The activities provided to these offenders should be as diverse as possible—including education, sport, work, and vocational training.

Security considerations may preclude many types of work, but many others that are engaging and interesting should be included.

Facilitator Notes

1. EXPLAIN that sensible precautions can minimize risks.
2. ENGAGE participants in the discussion question. Expected answers include:
 - Search offenders when they enter and leave workshops
 - Use metal detectors
 - Account for tools with shadow-boards
 - Closely supervise offenders using staff and CCTV cameras
 - Other?

Discussion: Access to Computers

Need

- If incarcerated people are to re-enter society successfully, their skillsets must include digital competencies and computer literacy

Concerns

- Offenders are barred from technology because of:
 - ✓ Security concerns
 - ✓ High costs for software and hardware
 - ✓ Training requirements

What is the solution?



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Discussion: Access to Computers

Almost everyone worldwide uses a computer, smartphone, or other form of technology daily to work, access information, and communicate. Knowing how to use a computer, research online, email, and create spreadsheets are just a few of the 21st century digital skills that many take for granted as requirements for today's workplace and for higher education.

Yet, only 3% of federal offenders in the U.S. have access to computers. If incarcerated people are to re-enter society successfully, their skillsets must include digital competencies and computer literacy.

However, prison administrators often bar offenders' use of technology because of security, high costs for hardware and software, and training required. They often do not allow offenders to use the internet, citing concerns that they may harass people or commit new crimes. Technology related books are also banned in many prisons.

These concerns have not been unfounded. When one prison started allowing offender access to a network of legal databases, some offenders found a way to leave messages for each other on the network.

Facilitator Notes

1. ENGAGE participants in the discussion question—on one hand, offenders need access to technology to survive in the workplace and on the other, providing access to offenders is a security concern.
2. GIVE participants some time to come up with possible solutions.
3. DESCRIBE some solutions that you are aware of.
4. EXPLAIN that creative solutions are called for to make college and technology work in prison. For example, a university in the U.S. is providing online classes to offenders using a lockdown browser.
5. Some prison facilities allow offenders to use USB drives, allowing them to store college papers or legal pleadings and transport them between computers. In other prisons, technology-related books are reviewed by a committee of information technology workers who understand the security challenges.
6. The Department of Education is focusing on creating controlled networks, either Local Area Networks (LANs) or Wide Area Networks (WANs).
7. Other prison systems, including California, are making copies of the internet and limiting them to the content that is purely educational.



Other Programs with Security Risks

- Auto mechanics
- Anger management treatment
- Electrician training
- Carpentry
- Cooking
- Construction

What other programs could be considered security risks?



Other Programs with Security Risks

Auto mechanics – cars and trucks inside prison walls could be used in a breach; access to dangerous tools

Anger management treatment – requires skills that may necessitate outside staffing, potential for assault, etc.

Electrician training – shock hazard, access to dangerous tools, mistakes leading to fire, etc.

Carpentry – mistakes leading to injury, access to dangerous tools, potential for making weapons, etc.

Cooking – accidentally or deliberately setting fire to the kitchen or tainting food

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. ENCOURAGE them to think of as many programs with security risks as they can. (They will be asked to expand upon their responses in an activity in the next slide.)
3. ADD any program with potential security risks you may think of.



Mitigating the Risks

EXERCISE

- Select a program from the list or choose your own that you think could be a security risk
- Brainstorm ways in which to continue providing the program but mitigate the risks
- Be prepared to explain your responses



Work in Groups

➔

Share Response



20 min.

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Mitigating the Risks	
Duration	20 minutes
Purpose	The purpose of this activity is to think of programs that have security risks and brainstorm ideas for mitigating those risks.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Select a program from the list of programs that have security risks. 3. Brainstorm ways in which to mitigate those risks—cancelling the program is not an option. 4. Be creative. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Mitigating the Risks

Each group debriefs its findings:

1. Which program?
2. What are the risks?
3. How can you mitigate the risks?

REGROUP



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Mitigating the Risks

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ENCOURAGE participants to ask questions of other groups.
5. PROVIDE your observations and ask any questions you may have of the groups.



SUMMARY


Topics

- ✓ Offender Programs
- ✓ Designing Programs that Meet the Need
- ✓ Guiding Principles
- ✓ Reintegrating into Society
- ✓ Designing Successful Programs
- ✓ Considerations for the Programs


Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Human Rights and Principles

حقوق الإنسان ومبادئها



Human Rights and Principles

Purpose: The purpose of this module is to provide an overview of human rights and principles as they pertain to managing correctional institutions. The module covers strategies for overcoming the challenges prison systems may have in supporting human rights.

Activities:

- Articles of Human Rights (25 min.)
- What Does Imprisonment Mean? (10 min.)
- Impact of Overcrowding in Prisons (10 min.)
- Today's Reality (20 min.)
- Supporting Human Rights Creatively (2 hours)
- Rehabilitating At-Risk Offenders (1 hour)

Estimated Time: 9 hours

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **EXPLAIN** that you want to approach this topic as a discussion among colleagues. You all work or have worked in the prison systems, so you share common experiences. As you will see in this module, there are areas in which honoring human rights are difficult, but not impossible. What you want participants to be able to do is be creative and to brainstorm innovative ideas on how to honor all human rights offenders are entitled to and still maintain an orderly, secure prison. This module offers best practices but participants need to make those best practices work in the context of their prison.
5. **ADVANCE** to next slide to review module objectives.

NOTE: Most of this information was gleaned from UNODC documents.

Learning Objectives



- Describe the most important fundamental values
- Name five international standards relating to prisons and the treatment of offenders



- Explain the connection between human rights and security and good order in a prison



- Identify the only human right an offender loses when imprisoned



- Explain the role of staff members in promoting and protecting human rights

- Describe the role of prison officials in promoting and protecting human rights

- Describe the segments of the prison population that are most at risk of discrimination

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding human rights and principles as they pertain to managing correctional institutions. The module also covers strategies for addressing the challenges prison systems may have in supporting human rights.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Human Rights of Offenders حقوق الإنسان للجناه

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NOTES



Articles of Human Rights

EXERCISE

- Refer to Worksheet 1: Articles of Human Rights
- For each right, place an X in one of the three columns:
 - ✓ The offender continues to have this right while incarcerated
 - ✓ The right is modified while the offender is incarcerated
 - ✓ The offender does not have this right while incarcerated
- Keep the list to yourself



ARTICLES OF HUMAN RIGHTS

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Articles of Human Rights	
Duration	25 minutes
Purpose	The purpose of this activity is to think about offenders and human rights in terms of which rights continue, which are modified, and which are temporarily suspended.
Materials	<ul style="list-style-type: none"> • Worksheet: Articles of Human Rights • Pens/pencils
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Do not share your response. 3. Determine (1) whether the right continues while the person is incarcerated, (2) whether it is modified, or (3) whether it is temporarily suspended. 4. Place a checkmark by the right in the column you selected.

Facilitator Notes

1. HAVE participants work individually.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Articles of Human Rights

REFLECT

1. The offender continues to have this right while incarcerated
2. The right is modified while the offender is incarcerated
3. The offender does not have this right while incarcerated



Articles of Human Rights

Regroup from the previous activity. You will not be asked to share your response on this activity. The purpose is for you to reflect on your beliefs about offenders and human rights and to see whether that belief changes in any way as we progress through the module.

Facilitator Notes

1. REGROUP from the previous activity.
2. EXPLAIN that participants will not be asked to share their response.
3. EXPLAIN that they will be referring to this worksheet throughout the module. The purpose here is for participants to reflect on their beliefs and to compare that to what actually takes place in many prisons today.

Managing Prisons Humanely

إدارة السجون بإنسانية

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NOTES



Managing Prisons Humanely

- To manage in a fair and humane manner, national legislation, policies, and practices must be guided by the international standards developed to protect the human rights of offenders
- International justice and human rights standards should be reflected in every prison policy, regulation, and procedure



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Managing Prisons Humanely

Earlier we discussed the different international instruments that provide a comprehensive set of safeguards for the protection of the rights of persons who are detained or imprisoned.

These instruments form the organizing principles for ethical prison regimes.

Other sources of international standards relating to prisons and treatment of offenders include:

- Kampala Declaration on Prison Conditions in Africa
- Status of Foreign Prisoners in Criminal Proceedings
- Arusha Declaration on Good Prison Practice
- Principles and Best Practices on the Protection of Persons Deprived of Liberty in the Americas Juvenile Justice
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)
- United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)
- United Nations Rules for the Protection of Juveniles Deprived of their Liberty
- Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules)

Facilitator Notes

1. **EXPLAIN** that international standards and norms are derived from treaties, conventions, international declarations, and resolutions adopted in international and regional governmental forums, such as the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.
2. **EXPLAIN** that, as discussed earlier, the Standard Minimum Rules for the Treatment of Prisoners, Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, and Basic Principles for the Treatment of Prisoners provide a comprehensive set of safeguards for the protection of the rights of persons who are detained or imprisoned.
3. **EMPHASIZE** that the content of these instruments forms the basis for organizing any prison regime.
4. **ENGAGE** participants in a discussion on which of the instruments they are most familiar with.



Discussion: Nelson Mandela

"It is said that no one truly knows a nation until one has been inside the jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones."

Nelson Rolihlahla Mandela



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Discussion: Nelson Mandela Quote

Prison staff receive individuals who are lawfully deprived of their liberty. They have the responsibility of holding the offenders safely and, in most cases, releasing them back into the community. This function involves carrying out extremely demanding and stressful tasks on behalf of society.

This module references what has become known as The Nelson Mandela Rules to honor the legacy of the late President of South Africa. Mandela spent 27 years in prison. The Nelson Mandela International Day, observed each year on 18 July, has been extended to not only raise awareness about prisoners being a continuous part of society but also to value the work of prison staff as a social service of particular importance.

Human rights instruments ranging from the Universal Declaration of Human Rights to the Standard Minimum Rules for the Treatment of Prisoners, the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, or the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment provide a set of rules to help prison staff perform their duties through policies and practices that are lawful, humane, and disciplined. Incorporating such principles into daily conduct strengthens the dignity of this profession.

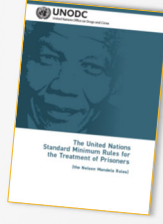
Facilitator Notes

1. **EXPLAIN** the human rights instruments provide a set of rules to help prison staff perform their duties in a lawful, humane, and disciplined way.
2. **ADD** that these standards have been embodied in national laws and regulations; they provide invaluable guidance for the performance of a function that is vital to the maintenance of the rule of law.
3. Prison officials and staff who carry out their functions in a manner that respects and protects human rights bring honor not just to themselves but also to the government that employs them and the nation they serve.
4. **NOTE** on the next slide is how the Mandela Rules are organized.
5. **ASK:** What do you think about the quote above?

Human Rights Principles for Prison Management

Nelson Mandela Rules

122 Rules



General Application (1-85)

Special Categories

(86-122)





Basic Principles
(first 5 rules)

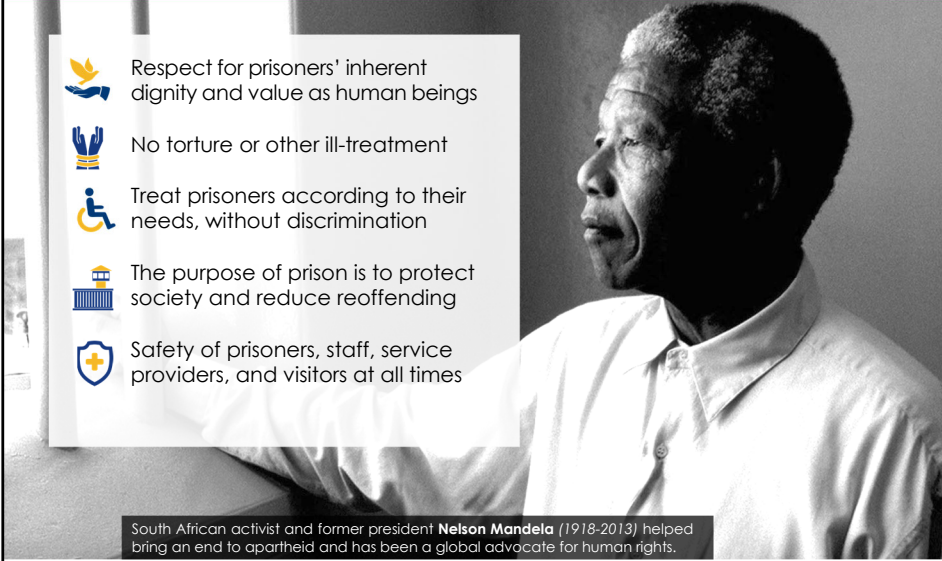


NOTES



Basic Principles of Nelson Mandela Rules

-  Respect for prisoners' inherent dignity and value as human beings
-  No torture or other ill-treatment
-  Treat prisoners according to their needs, without discrimination
-  The purpose of prison is to protect society and reduce reoffending
-  Safety of prisoners, staff, service providers, and visitors at all times



South African activist and former president **Nelson Mandela (1918-2013)** helped bring an end to apartheid and has been a global advocate for human rights.

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Basic Principles of Nelson Mandela Rules

Multiple documents use similar language to that used in the Mandela Rules, as shown below:

- Basic Principles for the Treatment of Prisoners, Principle 1: All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, Principle 1: All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.
- American Convention on Human Rights, Article 5 (2): All persons deprived of their liberty shall be treated with respect for the inherent dignity of the human person.
- International Covenant on Civil and Political Rights, Article 10: All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.
- The African Charter on Human and Peoples' Rights, Article 5: Every individual shall have the right to the respect of the dignity inherent in a human being and to the recognition of his legal status.

Facilitator Notes

1. REVIEW the content in the slide.
2. ADD that other international instruments say basically the same: All highlight the **inherent dignity** of the human person.
3. Nelson Mandela Rules, Rule 1: All prisoners shall be treated with respect due to their inherent dignity and value as human beings. No prisoner shall be subjected to, and all prisoners shall be protected from, torture and other cruel, inhuman or degrading treatment or punishment, for which no justification may be invoked as justification.

Discussion: Inherent Dignity

- What does “inherent dignity of the human person” mean to you?
- How would you apply this standard to yourself, in your everyday dealings with your colleagues, family, or friends?
- What is the first thing you think of when you hear this phrase in terms of people who are incarcerated?



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Discussion: Inherent Dignity

Engage in the discussion questions. Remember, this module is built around commonality between you, as participants, and the facilitators, who have worked in prison systems and faced many of the same issues you face today. So, these discussions are meant to open a dialogue that will lead to creative thinking about how to safely do your job and promote the standards identified in the international instruments you just discussed.

Facilitator Notes

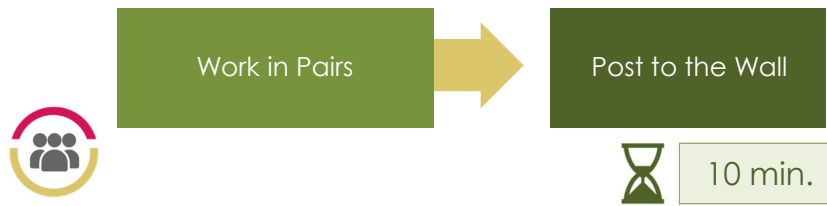
1. SPEND some time on the first two questions before moving to the third. The focus of these discussions and others in the module is to create a connection between you, as facilitators who have held similar jobs as the participants do today, and the participants so that together you can be in a safe place to brainstorm how to do it better despite the challenges.
2. All international instruments on human rights mention “inherent dignity.” But what is inherent dignity? ASK for volunteers to explain what it means to them—in general. Then provide your thoughts on what it means to you. Focus on the words and not on who has the right of inherent dignity.
3. Moving to the second question, ASK participants how they would want inherent dignity applied to them. How would they want it applied to a love one? Their colleagues?
4. Finally, TAKE pointers from those discussions and ASK what is different about offenders. In prisons worldwide, do they think inherent dignity is applied to offenders?
5. The expected answer for the last question is that “no offender should be subjected to torture or other cruel, inhuman, or degrading treatment or punishment.” EXPLAIN that inherent dignity goes way beyond that, as will be shown in the next slides.



What Does Imprisonment Mean to You?

EXERCISE

- Brainstorm with a partner on what imprisonment means to you in terms of human rights
- Write a one- or two-sentence paragraph on what imprisonment means to you
- Your definition will be posted to the wall, so put some thought into what it means to you



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What Does Imprisonment Mean to You?

Duration	10 minutes
Purpose	The purpose of this activity is to reflect on what imprisonment means to you so that you have a clear concept in your mind as we go through the following slides.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. Think about imprisonment. 3. Write a one- or two-sentence paragraph on what imprisonment means to you. 4. Post your response on the wall. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



What Imprisonment Means to Me

- Each group will present its response on:
 - ✓ What imprisonment means to you

REGROUP



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What Imprisonment Means to Me


Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes


1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the responses.
4. WRITE the following on a board and leave it posted.
 - Imprisonment means a confinement in a place, especially a prison or a jail, as punishment for a crime.
5. EXPLAIN that **the essence of imprisonment is the deprivation of liberty**. Liberty of the person is one of the most basic—and precious—rights of all human beings.
6. EMPHASIZE that persons who are detained or imprisoned **retain all their rights as human beings with the exception of those that have been lost as a specific consequence of deprivation of liberty**.
7. **Add that other rights can be restricted including privacy & property, but the one—the only—human right that is taken away is liberty of the person.**
8. EXPLAIN that if a prison limits a person's human rights beyond the restrictions that are unavoidable in a prison, those limitations must be reasonable and justified.


Mandela Rules for Treatment of Offenders

From Admission to Release



- Adequate standard of living
- Discipline and sanctions
- Contact with outside world
- Day-to-day activities
- Physical and mental health
- Transfer and transport



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Mandela Rules for Treatment of Offenders

Listed in the slide are some of the human rights that must be afforded offenders.

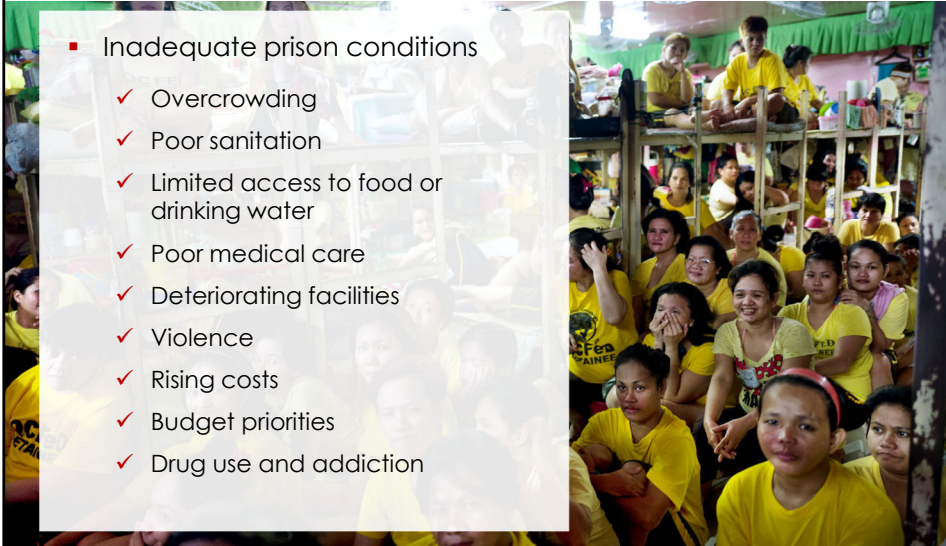
Facilitator Notes

1. EXPLAIN that these are some of the human rights listed in the Mandela Rules. Remember these are inalienable rights that should be afforded all offenders.
2. ADD that these rights will be discussed in more detail.



The Reality—The Global Prison Crisis

- Inadequate prison conditions
 - ✓ Overcrowding
 - ✓ Poor sanitation
 - ✓ Limited access to food or drinking water
 - ✓ Poor medical care
 - ✓ Deteriorating facilities
 - ✓ Violence
 - ✓ Rising costs
 - ✓ Budget priorities
 - ✓ Drug use and addiction



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The Reality—The Global Prison Crisis

According to UNODC's Addressing the Global Prison Crisis, the reality in prisons worldwide is far from the international standards and their rules discussed earlier.

Conditions in prisons risk undermining the ultimate purpose of a sentence of imprisonment: the protection of society from crime.

Facilitator Notes


1. EXPLAIN that the reality in prisons around the world is far from international standards.
2. EXPLAIN the challenges prisons worldwide face according to UNODC's Addressing the Global Prison Crisis.
3. EXPLAIN that many of these challenges create circumstances that are contrary to "inherent dignity," which is listed in every human rights document as being inalienable.



Impact of Overcrowding in Prisons

EXERCISE

- Refer to Worksheet: Impact of Overcrowding
- Review the section assigned and debrief the class on the highlights of that section:
 - ✓ Group 1: Adequate Standard of Living
 - ✓ Group 2: Safety and Security
 - ✓ Group 3: Day-to-Day Activities
 - ✓ Group 4: Physical and Mental Health




IMPACT OF OVERCROWDING

Work in Groups

➔

Regroup




10 min.

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Impact of Overcrowding in Prison	
Duration	10 minutes
Purpose	The purpose of this activity is to have a clear understanding of the negative impact of overcrowding and other conditions in prisons that prevent offenders from enjoying their "inalienable human rights."
Materials	<ul style="list-style-type: none"> • Worksheet: Impact of Overcrowding
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the section assigned to you by the facilitator. 3. Be prepared to brief the class for approximately 5 minutes on what you have learned about the impact of overcrowding on your topic.

Facilitator Notes

1. HAVE participants work in their small groups.
2. DISTRIBUTE the Worksheet: Impact of Overcrowding.
3. EXPLAIN the activity.
4. MAKE sure participants understand the purpose.
5. REGROUP on the next slide.



Impact of Overcrowding

The groups will present their response to:

1. Group 1: Adequate Standard of Living
2. Group 2: Contact with the Outside World
3. Group 3: Day-to-Day Activities
4. Group 4: Physical and Mental Health

REGROUP



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Impact of Overcrowding

Regroup from the previous activity and present your findings. Pay close attention to other presentations so that you will understand the full impact. You will be tasked with developing solutions later in the module.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to present her group's findings.
3. After all groups have presented, ENGAGE them in a discussion on what they think about the harmful impact of overcrowding.

Results of Overcrowding

- Affects:
 - ✓ Physical and mental well-being
 - ✓ Generates tension and violence
 - ✓ Exacerbates existing mental and physical health problems
 - ✓ Increases risk of transmission of communicable diseases
 - ✓ Poses immense management challenges



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Results of Overcrowding

Being squeezed into cramped living quarters, often in appalling hygiene conditions and with no privacy, makes the experience of being deprived of freedom—already stressful in normal circumstances— exponentially worse. It erodes human dignity and undermines offenders' physical and mental health, as well as their reintegration prospects.

In addition to putting excessive strain on infrastructures, overcrowding heightens the potential for tensions and conflicts between offenders and with staff.

It quickly leads to difficulties in maintaining good order within the prison, resulting in potentially severe consequences in terms of safety for the offenders and staff.

Facilitator Notes

1. EXPLAIN that although the consequences of overcrowding are particularly grave for the men, women, and children deprived of their liberty, they also affect the frontline staff whose job is to protect and meet the needs of the offenders.
2. Overwhelmed by excessive numbers and directly exposed to the frustration of the offenders without the resources needed to guarantee security or access to the most basic services, staff work in difficult conditions and are exposed to constant pressure and risk.
3. EXPLAIN that, in short, overcrowding leads to:
 - Violence
 - Higher rates of death in custody
 - Lack of healthcare
 - Low rehabilitation opportunities



Today's Reality

- Separate the pegs into:
 - ✓ Staff
 - ✓ Offenders
 - ✓ Offenders at risk of discrimination
- Color-code each category so you can differentiate
- Place the pegs inside the box

EXERCISE



Work in Groups

➔

Share Response





20 min.

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Today's Reality	
Duration	20 minutes
Purpose	The purpose of this activity is to illustrate the effects and later throughout the module possible solutions to overcrowded prisons and accompanying human rights violations.
Materials	<ul style="list-style-type: none"> Make-believe prison Pegs for staff Pegs for offenders Pegs for offenders at risk of discrimination Stickers to differentiate staff from offenders (and any other differentiations)
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Consider the quota of staff to offenders that you have today. 3. With that in mind, take an appropriate number of pegs and label them staff (you may draw, color-code, or differentiate in any way you wish). 4. Label any managers you may have on the floor. 5. Label or mark the remaining pegs as offenders. 6. Place the offenders inside the "prison." 7. Place staff where you think appropriate. 8. Be as realistic as possible. 9. Be prepared to share with the class.

Facilitator Notes

1. REFER to Facilitator Guidance for Simulation.
2. HAVE participants work in their small groups.
3. PROVIDE any material that you have for this project.
4. EXPLAIN the activity.
5. MAKE sure participants understand the purpose and tell them to be creative. There are no wrong answers in this activity—just the opportunity for improving the existing situation.
6. REGROUP on the next slide.



Today's Reality

REGROUP

- The class will conduct a round-robin to observe all displays
- Each group will explain its display



Today's Reality

Regroup from the previous activity. The class will go from display to display. Look at the other displays to learn from them and be prepared to share your display.

Facilitator Notes

1. REGROUP from the previous activity.
2. FOCUS the class on one display at a time. Have each group, in turn, explain their display, how they set it up, and why.
3. SHARE any feedback you may have.
4. KEEP the displays available.

Supporting Human Rights Creatively

EXERCISE

- Brainstorm with your group and illustrate, using the display, ways in which you can support the human rights of offenders that are listed in:
 - ✓ 30 Articles of Human Rights
 - ✓ Mandela Rules
- You cannot add space, but you can be creative with the use of space and the development of programs

2 hours

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Supporting Human Rights Creatively	
Duration	2 hours
Purpose	The purpose of this activity is to brainstorm creative ways in which prisons can still support human rights, even with the challenges they face.
Materials	<ul style="list-style-type: none"> • Display (prison) created earlier • 30 Articles of Human Rights • Mandela Rules
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Be creative! 3. Using the offender and staff pegs, show ways in which you can still support human rights, even with the challenges that prison systems face. 4. Think about using the space creatively or adding CCTVs, etc. 5. Incorporate as many of the “rights” as possible—programs, work, education. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. MAKE sure participants understand what they are to do.
4. REGROUP on the next slide.



Supporting Human Rights Creatively

REGROUP

- The class will conduct a round-robin to observe all displays
- Each group will explain its display



Supporting Human Rights Creatively


Regroup from the previous activity. Engage fully in the regroup. Listen to other groups explain their display; look for creativity in supporting human rights. Share your display and explain steps you will take.

Facilitator Notes

1. REGROUP from the previous activity.
2. FOCUS on one group's display at a time. Have the class observe and listen to each group.
3. ENCOURAGE questions.
4. ADD any feedback you may have.

Offender Rights


Mandela Rules for Humane Management of a Prison



- Classification
- Accommodating special needs
- Files and records
- Inspections and investigations
- Prison staff—hiring and training

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Rights

Being able to correctly classify offenders impacts an array of prison management aspects:

Classification:

- Determines the assessment of risks and the needs of offenders to determine their proper placement and the type of rehabilitation programs they should be enrolled in
- Improves the safety and security of offenders, prison staff, and the public
- Bolsters the humane and human rights-based custody of offenders
- Provides the ability to individualize cases and sentence planning
- Builds a more effective way of operating a prison system

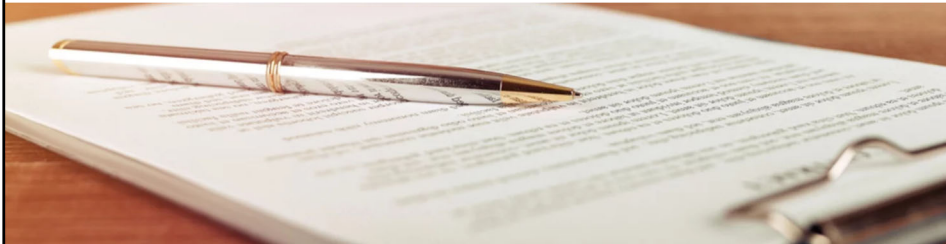
Facilitator Notes

1. EXPLAIN the role of classification in supporting human rights.
2. ADD that other ways in which management can ensure the humane management of a prison include:
 - Maximizing the use of resources to ensure minimum essential services
 - Enhancing communication channels with offenders to keep them informed of actions being initiated to resolve the most pressing problems
3. EXPLAIN that training staff members in basic relational skills including effective communication, building respectful and humane relationships, anger management, and conflict mediation will improve both staff and offender morale.
4. ADD any other ways in which management can ensure that offenders' human rights are protected.



Goal of Prison Authorities

- Encourage personal reformation and social rehabilitation
- Commit to equitable treatment that encompasses eliminating all forms of discrimination and taking affirmative action to ensure that the special needs of overrepresented groups are met
- Adopt policies and measures that ensure no discrimination among members of staff



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Goal of Prison Authorities

The goal of prison authorities should include reducing offender idleness by increasing opportunities for exercise, sports, cultural, and religious activities. Active offenders are less likely to feel stressed and hostile.

Train offenders in preventive health care including basic sanitation.

Create a prison that is controlled, safe, and secure, which, in turn, can allow offenders more freedom. For example, offenders can have free access to open space within a secure cellblock yard. Creating a physical environment where offender movement is effectively controlled allows offenders to spend more time engaged in rehabilitative activities outside of their cells during the day.

Facilitator Notes

1. **ENGAGE** participants in ways in which prison authorities can promote humane rights of the offenders—and the staff.
2. **EXPLAIN** that reducing idleness makes the prison a safer place.
3. **SHARE** ideas for ways to create controlled, secure places so that offenders can have more freedom.



The Role of Prison Authorities

- Ensure deprivation of liberty is implemented in a manner that is no more restrictive than necessary
- Maintain security while safeguarding the human rights and dignity of the persons deprived of liberty
- Ensure good order by the existence of rules and regulations that govern the daily lives of those in prison to ensure that no one—staff, offenders, and visitors—fears for their personal safety
- Ensure consistency in the application of rules & regulations



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The Role of Prison Authorities

The task of prison authorities is to ensure that deprivation of liberty is implemented in a manner that is no more restrictive than is necessary.

The challenge for prison administrations is to maintain security while safeguarding the human rights and dignity of the persons deprived of liberty.

Ensure good order by the existence of rules and regulations that govern the daily lives of those in prison to ensure that no one—staff, offenders, and visitors—fears for their personal safety.

Facilitator Notes

1. EXPLAIN the importance of consistency in using rules and regulations.
2. EXPLAIN that prison authorities should be familiar with international standards for human rights and have them available for reference. These instruments should be made available to training academies and all senior officials within the prison system so that they are all aware of these standards and understand their relevance to their work.
3. ADD that prison authorities should institute a formal and open set of procedures offenders may use to complain against any incident of torture or cruel, inhuman or degrading treatment or punishment without any fear of recrimination.

A Common Humanity—Staff & Offenders

- The right to dignity includes a respectful relationship between staff and offenders
- Each contact reinforces the relationship, which should be:
 - ✓ Based on dignity and mutual respect in how people treat each other
 - ✓ In compliance with international human rights principles and due process



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A Common Humanity—Staff and Offenders

Interacting with offenders in a humane and equitable way enhances the security and good order of a prison.

Each contact between staff and offenders reinforces the relationship between the two—a positive relationship-based dignity and mutual respect in how people treat each other and in compliance with international human rights principles and due process.

Staff behavior and the humane and dignified treatment of offenders should underpin every operational activity in a prison. This is not merely a question of human rights principles. In operational terms, it is also the most effective and efficient way to manage a prison.

Facilitator Notes

1. **ENGAGE** participants in a discussion on staff and offender relationships and the statement that staff's humane and dignified treatment of offenders is the most effective and efficient way in which to manage a prison. Ask participants why they think this is a true statement.
2. **DESCRIBE** dynamic security as an approach to security that combines positive staff-offender relationships with fair treatment and purposeful activities that contribute to the offender's future reintegration into society. Explain that this concept will be discussed further in other courses.



Discussion: A Common Humanity

- Discuss staff relationship with offenders, in general.
- Is it positive or negative? Explain.
- Is there mutual trust? Explain.
- Do staff feel threatened? Explain.
- Name ways in which staff support offenders' human rights.
- Can you think of ways in which offenders support staff's human rights?



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Discussion: A Common Humanity

Engage in the discussion and share strategies for building positive relationships between staff and offenders.

Facilitator Notes

1. ENGAGE participants in the discussion questions above.
2. SHARE any positive stories you have about staff-offender relationships.

At-Risk: Women Offenders

- Women remain at high risk of physical and sexual abuse and compromised access to healthcare services
- Foreign nationals continue to represent a large proportion of women in prison in many countries
- Increasing evidence shows a link between imprisonment and:
 - ✓ Homelessness
 - ✓ Poverty
 - ✓ Mental health issues
 - ✓ Substance use



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At-Risk: Women Offenders

Some improvements have been made in rehabilitative opportunities for women. However, women remain at high risk of physical and sexual abuse and compromised access to healthcare services.

There is increasing evidence about the link between poverty, homelessness, mental health, substance use, and female imprisonment. Studies from England and Wales show that the number of women recorded as homeless when they enter prison nearly doubled between 2015 and 2018.

Surveys also showed that half of women in prison in England had committed a crime to support another person's drug habit, mostly men. This suggests that in many cases women have been coerced into criminal offending.

Facilitator Notes

1. REMIND participants of the chart from the study of offenders with abusive backgrounds and special needs that was discussed in the previous module. The chart showed that women offenders were especially susceptible to abuse before imprisonment and were more likely to have drug dependencies.
2. DISCUSS the reasons women are still considered an at-risk population in prison.



At Risk—Children

- Children with the following backgrounds are overrepresented in prison systems around the world:
 - ✓ Poor and socioeconomically disadvantaged
 - ✓ Migrant and indigenous
 - ✓ Ethnic and religious minorities
 - ✓ LGBTQ community
 - ✓ Disabilities



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At-Risk—Children

According to the UN Global Study on Children Deprived of Liberty, published in July 2019, children from poor and socioeconomically disadvantaged backgrounds, ethnic and religious minorities, migrant and indigenous communities, and the LGBTQ community and children with disabilities are overrepresented in detention and throughout judicial proceedings.

Concerns have been raised about the incidents of self-harm and suicide among children in prison, mostly affecting detained girls who had been victims of sexual or physical violence.

International human rights standards are unequivocal that children in prison should be kept separately from adults and detained in a separate institution or separate part of an institution. Evidence shows these protections are being ignored in a number of countries. Children as young as ten have been held for extended periods in maximum security police holding cells built for adults.

Facilitator Notes

DISCUSS at-risk children.

At Risk—Older Persons

- People in prison over the age of 65 suffer from high rates of
 - ✓ Depression
 - ✓ Anxiety
 - ✓ Personality disorder
- Prison authorities face the challenge of:
 - ✓ Managing older people, including those with chronic or terminal illnesses
 - ✓ Providing appropriate rehabilitation and reintegration programs



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At-Risk—Older Persons

The proportion of older persons in prison continues to rise. Drug-related offenses are the most common reason for imprisonment.

Prisons are increasingly required to fulfil the same functions as nursing homes, hospices, or long-term care facilities—a common issue facing countries with significant numbers of older people in prison.

The mental health of older people in prison is a particular concern, with many experiencing social isolation and depression. A Canadian study found that people in prison over the age of 65 had high rates of depression, anxiety, and personality disorder.

The management of older people in prison, including those with chronic or terminal illnesses is a major strain on prison staff, who are not trained to deal with their complex needs.

Prison authorities face the challenge of providing appropriate rehabilitation and reintegration programs for older persons. Older people may struggle to participate in recreational activities because of ill-health or mobility problems. Older people in prison have specific needs to prepare them for release, which are often not met by existing programs.

Facilitator Notes

1. DISCUSS the at-risk older persons population.
2. EXPLAIN some of the issues prisons face.
3. HIGHLIGHT some innovative programs for caring for this population, such as:
 - At a women's prison in Japan, authorities have introduced specific pre-release programs that include providing physiotherapy and exercise classes.
 - Younger women in prison also learn nursing care as part of their own vocational training so they can help others. Support centers to help people released from prison provide specific services for older people who live alone and have no family or friends to help them.
 - Other countries have developed successful peer-to-peer support programs to reduce the impact on staff and improve the quality of life for older and sick persons. Under the Gold Coats program in California, younger individuals in prison are trained to take care of fellow older prisoners, including those with dementia.

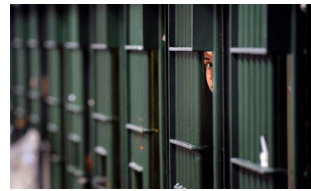


At Risk—Persons with Disabilities

A significant proportion of offenders have one or more disabilities, including intellectual disabilities

This population:

- Is at risk of violence at the hands of other offenders and staff
- Commonly encounter day-to-day challenges
- Are essentially confined to their cells because of lack of accessibility



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Persons with Disabilities

A significant proportion of people in prison live with one or multiple disabilities.

In Australia, for example, it has been estimated that people with disabilities, particularly cognitive or psychosocial disabilities, comprise around 18% of the country's population, but almost 50% of people aged 18-24 years entering prison.

In addition to being at risk of violence at the hands of other people in prison and staff, people with physical disabilities commonly encounter practical day-to-day challenges in prisons.

In some cases, people living with disabilities are effectively confined to their cells because of lack of accessibility in the prison environment.

Large proportions of people in prison have intellectual disabilities, including autism and acquired brain injury.

Children with disabilities are also significantly overrepresented in the criminal justice system, particularly those with intellectual disabilities.

Facilitator Notes

1. DISCUSS this at-risk population.
2. ENGAGE participants in a discussion on types of programs that can be made available to them and steps that can be taken to increase accessibility.

At Risk—Foreign Nationals

- National, ethnic, religious & linguistic minorities are over-represented in criminal justice systems. They suffer from:
 - ✓ Direct discrimination
 - ✓ Lack of basic religious freedoms, such as access to special or specially prepared foods, the right to pray, and the right to celebrate religious festivals



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At-Risk—Foreign Nationals

People belonging to national, ethnic, religious, and linguistic minorities are overrepresented in criminal justice systems.

There is evidence that treatment of people belonging to minority groups and their conditions of detention are significantly impacted by their minority status, either because of direct discrimination or authorities lack the resources to attend to their particular needs.

Indigenous peoples, including children, young adults, and women, are still overrepresented in prison.

Facilitator Notes

DISCUSS this at-risk population.

Rehabilitating At-Risk Offenders

- Brainstorm with your group and illustrate ways in which you can support and ensure support of human rights for the following groups:
 - ✓ Women
 - ✓ Children
 - ✓ Older offenders
 - ✓ Offenders with disabilities
 - ✓ Foreign nationals or other minorities

EXERCISE

1 hour

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Rehabilitating At-Risk Offenders	
Duration	1 hour
Purpose	The purpose of this activity is to brainstorm creative ways in which prisons can still support human rights of the at-risk for discrimination population, even with the challenges they face.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Continuing with the activity earlier in which you showed ways in which you can support human rights for the prison population, now use that creativity to create ways in which you can support human rights of the at-risk population. 3. Refer to the 30 Articles of Human Rights and the Mandela Rules to remind yourself of the rights this population is entitled to. 4. Use your display to show where and how this population will be housed and what day-to-day activities they can be involved in. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Rehabilitating At-Risk Offenders

REGROUP

- The class will conduct a round-robin to observe all displays
- Each group will explain its display



Rehabilitating At-Risk Offenders

Regroup from the previous activity. Observe other displays and listen to the other groups as they describe and show programs and activities developed for at-risk populations to ensure support for human rights.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE the class observe one display at a time and listen to each group's spokeswoman explain the programs, activities, and services they have designed for the at-risk population.
3. ENCOURAGE participants to ask questions.
4. PROVIDE your feedback.
5. THANK the class for their creativity.

SUMMARY

Topics

- ✓ Human Rights of Offenders
- ✓ Managing Prisons Humanely
- ✓ Promoting the Rights of Offenders Who Face Discrimination

Knowledge Check

In your group, answer the following:



- What is the most important point you learned today?
- Have any of your perspectives changed?
- What point remains least clear to you?

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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Policies, Procedures, and Post Orders

السياسات والإجراءات والمهام الوظيفية



Policies, Procedures, and Post Orders

Purpose: To explain the standard management practices for correctional facilities, including mission and vision statements, core values, and policies, procedures, and post orders.

Activities:

- Write a Mission Statement (15 min.)
- Write a Vision Statement (15 min.)
- List Outcomes (15 min.)
- Write a Policy Statement (15 min.)
- Write a Procedure (15 min.)
- Write a Post Order (15 min.)

Estimated Time: 2 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Sample Procedure
- Procedure for Offender Count

Learning Objectives



- Write an effective mission statement for a prison system



- Write a vision statement that supports the mission statement



- Write 6 core values for a new prison system

- Explain the difference between policies, procedures, and post orders



- Write a policy statement

- Outline a procedure based on a policy statement

- Outline a post order

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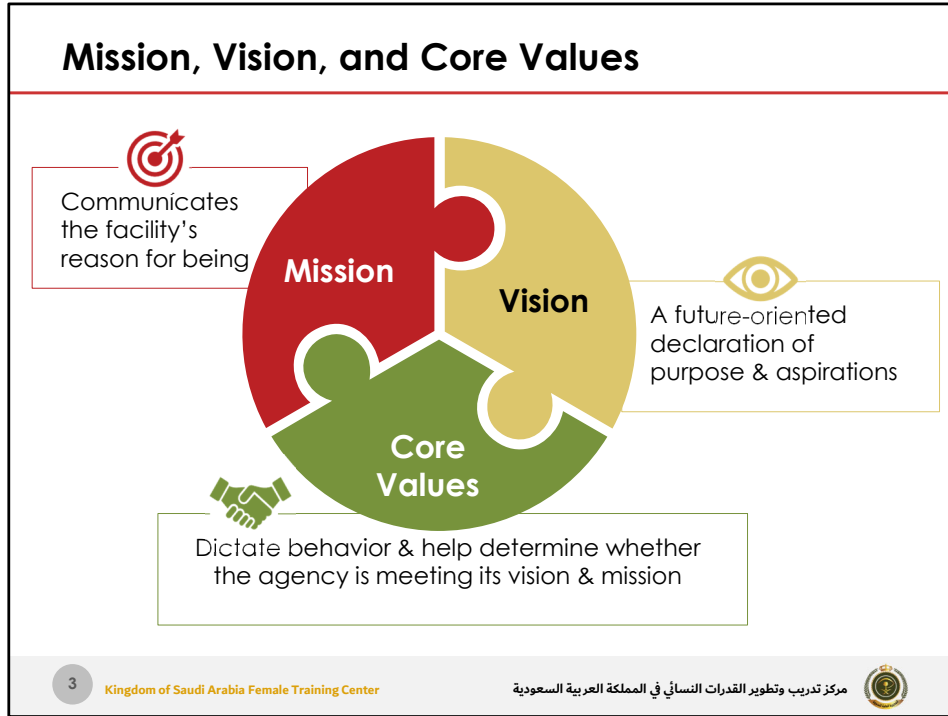
Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the value of vision, mission, and core values in a prison system and how they must be supported by policies, procedures, and post orders.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.





Mission, Vision, and Core Values

Together, the mission, vision, and values statements provide direction for everything that happens in the prison facility. They answer the question about who we are, what we value, and where we are going.

A **mission statement** communicates the facility's reason for being.

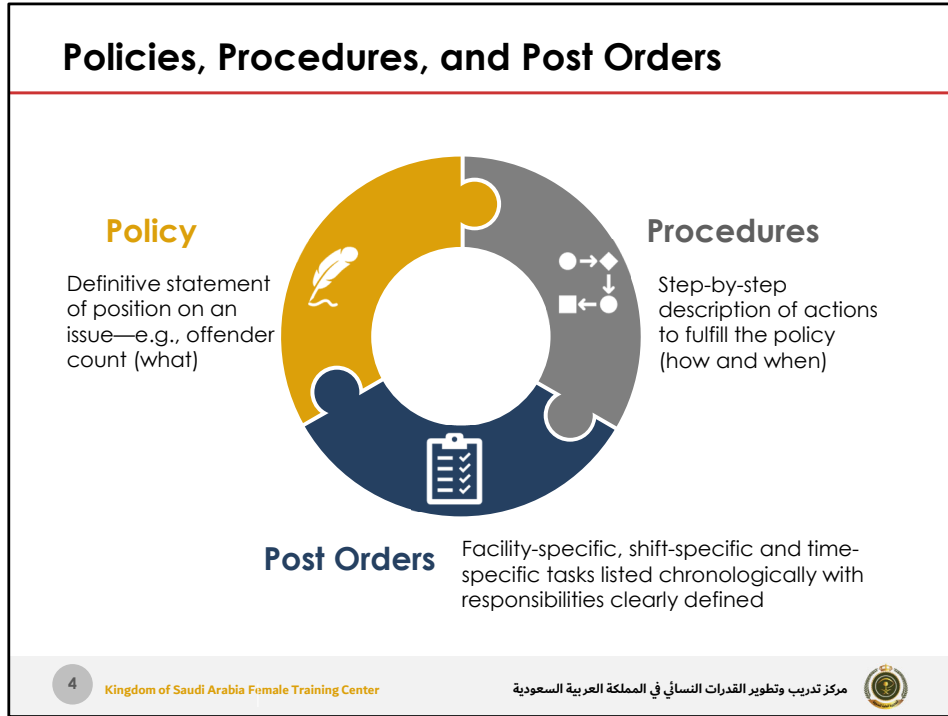
A **vision statement** is a future-oriented declaration of purpose and aspirations. The vision statement conveys "based on the mission, this is what we want to become."

A companion statement is a list of **core values**. Core values dictate behavior in a facility and help determine whether the facility is going in the right direction.

Facilitator Notes

1. **EXPLAIN** that mission and vision both relate to an organization's purpose and are communicated in written form.
2. **ASK** participants whether they know their prison system's mission or vision statement. Ask whether they have specified core values.
3. If they do not, **ASK** them to brainstorm what those core values may be, based upon their mission and vision statements.





Policies, Procedures, and Post Orders

Policies and procedures are the core of modern correctional operations. They inform and govern staff and offender behavior, set clear expectations, and confirm that the administration has performed its role.

- A policy defines a rule (the what)
- A procedure defines who is expected to do it and how they are expected to do it (the who and how)
- A post order explains when, who (specifically by station), how, and how often

Facilitator Notes

1. **EXPLAIN** policies, procedures, and post orders and show how they are interrelated. A policy defines a rule (it explains the **what**); the procedure defines who is expected to do it and how they are expected to do it (**the who and how**). For each specific security post, the post order explains **when, who, how, and how often**.
2. **PROVIDE** examples of each and ask participants to name whether your description is of a policy, procedure, or post order. Examples include offender accountability program (policy), how to conduct a count (procedure), staff from Unit #1 and Unit #2 will conduct counts as a team (post order).



Mission, Vision, Core Values
المهمة، الرؤية، القيم

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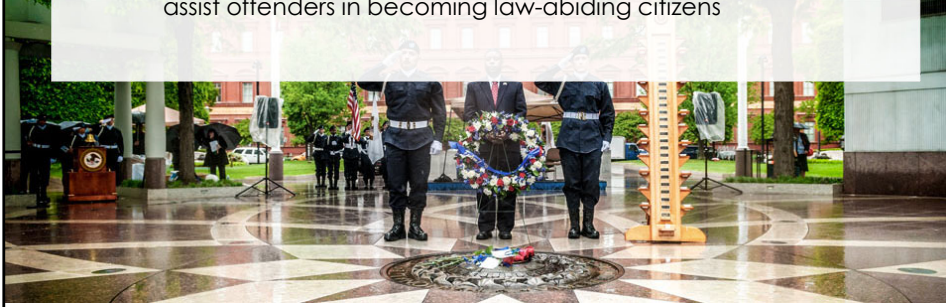


NOTES



Sample Mission Statement

- Sample mission statement: Federal Bureau of Prisons
 - ✓ It is the mission of the Federal Bureau of Prisons **to protect society by confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure** and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens



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Sample Mission Statement

Read the sample mission statement and point out that this is the Bureau of Prison's reason for being: **to protect society by confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure....**

Facilitator Notes

1. REMIND participants that mission statements communicate the core tenets of the organization—its reason for being.
2. READ the more simple mission statement of Nevada Department of Corrections.
 - It is the mission of the Nevada Department of Corrections to protect society by maintaining offenders in safe and humane conditions while preparing them for successful reentry back into society.
3. EXPLAIN that mission statements unify staff toward a goal. They guide a culture and develop a purpose.
4. If the facility does not have a mission statement, DISCUSS steps that could be taken to create one.



Write a Mission Statement

EXERCISE

- You will be opening a new prison facility
- You want the facility to be the best in the region
- Write a mission statement that highlights the prison's reason for being



Work in Groups

➔

Share Response



15 min.

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Write a Mission Statement	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on what you think should be the mission on a prison system.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write a mission statement for a new prison. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Write a Mission Statement

REGROUP



What is your mission statement?



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Write a Mission Statement

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK participants to explain why they chose this mission?
3. CALL upon a spokesperson from each group to give the group's mission statement.
4. HAVE the class vote on the best statement.
5. PROVIDE your feedback.

What is a Vision Statement?

- Describes what the agency hopes to become **in the future--**
- The Bureau of Prisons ...is regarded as
 - ✓ A model of outstanding public administration
 - ✓ The best value provider of efficient, safe & humane correctional services and programs in America
- Vision will be realized when the:
 - ✓ Public is safe
 - ✓ Prison is safe
 - ✓ [Offenders] successfully re-enter society
 - ✓ Staff are exceptional
 - ✓ Staff are treated equally
 - ✓ Staff are respected
 - ✓ Staff are safe
 - ✓ Staff have superior judgment
 - ✓ Staff are happy

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What Is a Vision Statement

The mission statement provides the direction that is to be followed by the facility, while the vision statement provides the goal (or the destination) to be reached by following this direction.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the vision statement—pointing out that it is in the future.
2. **POINT** out the steps that must be in place before the vision is achieved.
3. **EXPLAIN** that the vision and mission statements help properly align the resources of an organization towards achieving a successful future.
4. **ADD** that the mission statement provides the organization with a clear and effective guide for making decisions, while the vision statement ensures that all the decisions made are properly aligned with what the organization hopes to achieve.
5. If the facility does not have a vision statement, **DISCUSS** steps that could be taken to create one.



Write a Vision Statement

EXERCISE



Write a vision statement that supports the mission statement for a new facility you will be opening

Work in Groups

➔

Share Response




15 min.

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Write a Vision Statement	
Duration	15 minutes
Purpose	The purpose of this activity is to deepen the learning on mission and vision statements.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write a vision statement that supports the mission statement you wrote earlier. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Write a Vision Statement

REGROUP



- What is your vision statement?
- Does it support the mission?



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Write a Vision Statement

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ASK participants to explain why they chose this vision?
4. After all groups have presented, ASK the class to vote on the best vision statement.
5. KEEP both the best mission and best vision statements posted.

Core Values

- Core values:
 - ✓ Support the vision
 - ✓ Shape the culture
 - ✓ Reflect what the facility values

- Core values of the Federal Bureau of Prison:
 - ✓ Courage
 - ✓ Respect
 - ✓ Integrity
 - ✓ Correctional excellence

Question: What would the 4 core values be for the prison you are opening?

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Core Values

Core values are the essence of the facility's identity – the principles, beliefs, and philosophy of values.

The goal is to identify key core values, not a laundry list of ready-made/conventional values. Staff would have a difficult time living up to 10-12 core values, so 4 to 6 goals are easier to uphold.

Facilitator Notes

1. **EXPLAIN** core values in relation to a prison.
2. **REVIEW** the core values of the Federal Bureau of Prisons:
 - **Courage:** We forge new paths, challenging the status quo, and make difficult decisions to rise above adversity
 - **Respect:** We embrace diversity and recognize the value and dignity of staff, [offenders], and the general public
 - **Integrity:** We demonstrate uncompromising ethical conduct in all our actions
 - **Correctional excellence:** We are correctional workers first, committed to the highest level of performance



Policies and Procedures السياسات والإجراءات

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NOTES



Policies, Procedures, and Post Orders

- A **policy** is a definitive statement of position on an issue concerning the organization's effective operation
- A **procedure** is a detailed, step-by-step description of the activities necessary to fulfill the policy
- **Post orders** are facility-specific, shift-specific and time-specific tasks listed chronologically with responsibilities clearly defined



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Policies, Procedures, and Post Orders

Policies and procedures exist within a framework of the law. They transfer legal requirements from higher levels of authority to the operation of the corrections facility. Policies must be updated immediately when law changes. Procedures must be changed immediately when policy changes.

A policy reflects the organization's philosophy on a particular issue. It defines what the organization intends to do consistently about that issue, and why the organization will take that action.

Policy is consolidated by discipline, e.g.:

- Correctional Security Manual
- Unit Management Manual
- Facilities Manual
- Food Services Manual

Contingency plans are an example: Policy requires each prison to have a contingency/emergency plan for all common emergency situations. Procedures explain how to respond to the incident, as a set of plans to be used for response.

Facilitator Notes

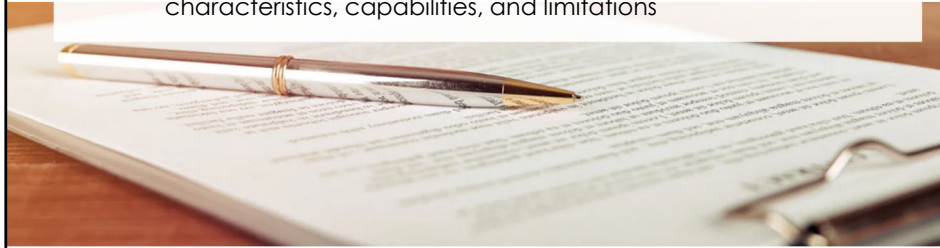
1. **EXPLAIN** that prison policy is consolidated by discipline.
2. **ADD** that policies and procedures are built from the prison's mission, vision, and philosophy.
3. **DRAW** on a whiteboard the framework of law under which policies exist in the U.S. and together with the participants build how they should exist in the KSA.
 - **U.S. Constitution.** The Bill of Rights guarantees certain rights to all persons. Case law affecting detention facilities evolves as courts rule on issues of offender rights and confinement conditions. State legislators and Congress also pass laws affecting detention facility operation.
 - **State Statutes and Standards.** Standards embody many legal requirements by merging relevant case law with sound correctional practice to form a set of guidelines or performance requirements.
 - **Facility Policies and Procedures.** Policies and procedures transfer legal and professional requirements from these higher levels to the actual operation of the facility. Policies and procedures define the work and performance requirements of staff at specific posts (in post orders) and expectations for offender behavior (in offender manuals). These can be contingency plans, emergency plans, safety procedures, local policy supplements, etc.



Characteristics of Policies and Procedures

Policies and procedures should reflect the following:

- Organizational philosophy and desired outcomes
- Constitutional and professional requirements
 - ✓ Court decisions & orders
 - ✓ Requirements in state statutes & administrative rules/regulations
 - ✓ National corrections standards
- Operational realities of the organization, including unique characteristics, capabilities, and limitations



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Characteristics of Policies and Procedures

To be an effective management tool, policies and procedures should reflect the following:

- Organizational philosophy and desired outcomes, which provide staff with a clear, overall picture of the purpose of the facility and their respective roles in the fulfillment of that purpose.
- Constitutional and professional requirements—including court decisions and orders, requirements set out in statutes and administrative rules and regulations, and national corrections standards. Standards, in particular, are easily adapted into policy statements.

Facilitator Notes

1. EXPLAIN that to be an effective management tool, policies and procedures should reflect:
 - Organizational philosophy and desired outcomes. Organizational philosophy is a set of principles and beliefs that an organization uses to decide how to handle different areas of operation. Outcome is the result of that philosophy. The following are examples:
 - **Philosophy:** Creating a culture of inclusiveness where all are welcome.
 - **Outcome:** A diverse workforce who feels connected to the organization and shares in its goals.
 - Constitutional and professional requirements—including court decisions, statutes, regulations, and national corrections standards.
 - An example of standards is Intake Screening. The Criminal Justice Standards on Treatment of Prisoners, Standard 23-2.1 states: Correctional authorities should screen each prisoner as soon as possible upon the prisoner's admission.
 - The policy statement, then, could read: Screen each prisoner within two hours of admission.



Policies and Procedures Manual

- Directs staff by communicating the philosophy & work plan
- Promotes consistency, efficiency, and professionalism by standardizing how staff members carry out duties
- Helps establish comprehensive staff training
- Provides documentation for employee disciplinary actions and for the facility's defense in court actions
- Helps achieve compliance with standard procedures

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Policies and Procedures Manual

The Policies and Procedures Manual is an organized compilation of policies and procedures developed to address all aspects of the detention facility and its operations.

Facilitator Notes

1. **ENGAGE** participants in a discussion on policies and procedures manual.
2. **ASK:** What are the advantages of consolidating policy into manuals? Expected answers include: Like material is all in one place, easier to update when changes are needed, easier to access (no searching for different topics in separate policy statements). Disadvantages include the fact if a manual is lost or compromised, all material is compromised instead of a compartmentalized topic. Add that security-related material is often in restricted manuals. Security manuals are page numbered, bound, and issued via signature to staff for accountability purposes. There should be a digitized version available as backup.
3. **EXPLAIN** that the Bureau of Prisons has over 400 policies.



Developing Policy



▪ The mission of corrections facilities can be described in eight basic outcomes:

1. To keep offenders in
2. To keep them safe
3. To keep them in line
4. To keep them healthy
5. To keep them busy
6. Do it with fairness
7. Without undue suffering
8. As efficiently as possible

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Developing Policy

Charles Logan (Bureau of Justice Statistics, U.S. Dept. of Justice, 1993) defined the mission of corrections in terms of eight basic outcomes:

- To keep offenders in
- To keep them safe (includes public, staff safety)
- To keep them in line (under control)
- To keep them healthy
- To keep them busy
- Do it with fairness
- Without undue suffering
- As efficiently as possible

Each outcome has a set of related policy and procedure topics.

Facilitator Notes

1. **REVIEW** the mission of the Federal Bureau of Prisons as an example to explain this slide:
 - It is the mission of the Federal Bureau of Prisons to protect society by confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens.
2. **POINT** out each of the eight outcomes as specified in the mission statement.
3. Explain that an outcome is the expected result—in this case of the mission.
4. **ASK** participants whether this list covers all the expected outcomes in their mission statement. Is anything listed as an outcome that should not be?

List Outcomes

EXERCISE

- Write at least 6 outcomes expected in the new prison based on mission and vision statements



Work in Groups

➔

Share Response



15 min.

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List Outcomes	
Duration	15 minutes
Purpose	The purpose of this activity is to think of possible outcomes of the mission and vision statements.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. List at least six outcomes that should be expected from your vision and mission statements. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



List Outcomes

REGROUP

What is your list of outcomes?



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Outcome List

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. After all groups have presented, HIGHLIGHT outcomes that were mentioned by more than one group.
4. PROVIDE your feedback to participants.

Focusing Policies and Procedures

- Keep them in...
 - ✓ Staffing
 - ✓ Counts
 - ✓ Secure perimeter
 - ✓ Key control
 - ✓ Personal searches
 - ✓ Contraband control
 - ✓ Facility maintenance
 - ✓ Cell checks/supervision
 - ✓ Electronic surveillance
 - ✓ Security inspections
 - ✓ Facility searches
 - ✓ Tool control
 - ✓ Intelligence gathering and dissemination
 - ✓ Inspection of mail
 - ✓ Search of visitors
 - ✓ Facility security features
 - ✓ Classification

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Focusing Policies and Procedures

Policies and procedures should be focused on achieving specific outcomes. Going back to the "keeping them in," consider what policies should be in place to ensure that outcome is met. For instance, there should be a policy on staffing to ensure that enough staff are employed and trained; another policy on counting offenders to ensure they are where they are supposed to be when they are supposed to be, etc.

Facilitator Notes

REVIEW the policies that should be in place to support the outcome "keep them in."



Keep Them Safe

EXERCISE

- Work in large group with facilitator guidance
- Create a list of possible policies for “keeping them safe”
- Example policies include staffing, electronic surveillance, and classification



Work in Large Group

➔

Create List



15 min.

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Keep Them Safe	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm—with facilitator guidance—policies that should be in place for “keeping them safe” outcome.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in the large group. 2. Engage with the whole class in determining all the policies that should be in place for “keeping them safe” outcome. 3. Use the information you just learned from the “keeping them in” outcome.

Facilitator Notes

1. BRAINSTORM with participants all the policies that would support the “keeping them safe” outcome.
2. GIVE participants a few minutes to think about possible policies rather than providing them with the answers.
3. ASK for volunteers or call upon participants.
4. Expected answers include: Staffing, electronic surveillance, fire code compliance, emergency procedures, classification, facility safety features, use of force, cell checks/supervision, safe storage of toxic materials, safety inspections, emergency power, segregation, use of restraints, and risk assessments.



Keep Them Safe

REGROUP

What policies would you put in place to meet the outcome of “keeping them safe”



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Keep Them Safe

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. MAKE sure that participants understand how policies and procedures are connected to mission and vision statements.

Construction of Policy Statement

- Policy statements must—
 - ✓ Be written in **complete** sentences
 - ✓ Sentences should be **direct** and **simple**
 - ✓ Reflect **action** and be written in simple present or future tense
 - ✓ State **rationale for the policy**
 - ✓ Clearly indicate the action to be taken, but **leave the details** (how, when, who) **for procedures**
 - ✓ Be **clear and unmistakable** in meaning

Sample policy statement: Intake staff will accurately record and properly store all property brought into the facility by the offender to prevent loss of offender property and avoid false claims

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Construction of Policy Statement

The policy statement should indicate what action is to be taken regarding a policy subject area and the rationale for such action. The policy must be general enough to be adaptable to all prisons in the system. In addition, it must specifically mandate the legal requirements in a manner that can be implemented at all prisons in the system.

It must also identify where the legal requirement is located (e.g., Title 18 USC section 20141 under "Referenced Documents").

The policy statement should state the rationale for the policy and why the direct action is to be taken. It should be general, but directive. It should clearly indicate the action to be taken but leave the details (how, when, and who) for the procedures.

Note that a policy is not official until it is formally issued with a signature and a date.

Facilitator Notes

1. REVIEW the construction of a policy statement.
2. SHOW how the sample policy statement supports all the rules.



Policy Statements

EXERCISE

- Write a policy statement on offender counts following these guidelines
 - ✓ Write in complete sentences
 - ✓ Make sentences direct and simple
 - ✓ Clearly indicate action to be taken
 - ✓ State rationale for the policy



Work in Groups

➔

Share Response



15 min.

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Policy Statements	
Duration	15 minutes
Purpose	The purpose of this activity is to deepen the learning on writing policy statements.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write a policy statement on Offender Counts. 3. Incorporate the guidelines listed in the slide. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Policy Statements

REGROUP

- ✓ Written in complete sentences?
- ✓ Sentences direct and simple?
- ✓ Action to be taken clearly indicated?
- ✓ Rationale for the policy stated?



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Policy Statements

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. After all groups have presented, ASK the class to vote on the best policy statement.
4. POST the policy statement with the mission and vision statements that are already posted.



Construction of Procedures

A procedure cannot exist without a policy

- ✓ Order procedural steps in sequence
- ✓ Identify responsible individuals/units for each step
- ✓ Include times for completion and locations of activities
- ✓ Identify the steps by name & number
- ✓ Include modes of communication in the appropriate step



SAMPLE
PROCEDURE

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Construction of Procedures

Procedures should concisely and clearly describe specific actions to be taken to carry out the policy and be written in present or future tense. Criteria for procedure statements:

- A procedure cannot exist without a policy.
- Procedural steps should be ordered in sequence.
- The responsible individuals or functional units must be identified in each procedural step.
- Times and locations for completion of activities must be included in the steps where applicable.
- Any form to be completed must be identified by name and number in the appropriate procedural steps.
- The modes of communication must be included in the appropriate steps.
- Provisions should be included for handling major problems that could arise in the completion of the procedure.
- Situations should be identified in which personnel are allowed to exercise discretion.

Facilitator Notes

1. **EXPLAIN** that procedures typically involve a series of actions to be performed by certain persons and under certain circumstances.
2. **DISTRIBUTE** the procedure on Housing Unit Check-in.
3. **DISCUSS** with participants, pointing out how the procedure follows the guidelines.

Write a Procedure

EXERCISE

Together with the facilitator, create a procedure for frequency of counts that supports the policy statement

- Order procedural steps in sequence
- Identify responsible individuals/units for each step
- Include times for completion and locations of activities
- Identify the steps by name & number
- Include modes of communication in the appropriate step



Write a Procedure

Duration	15 minutes
Purpose	The purpose of this activity is to deepen the learning on procedures,
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in large group with facilitator guidance. 2. Write a procedure that supports the frequency of counts policy statement.

Facilitator Notes

1. LEAD participants in this activity.
2. MAKE sure that all participants are actively engaged in this exercise.
3. CALL upon participants and ask for volunteers.
4. REGROUP on the next slide.



Write a Procedure

REGROUP

- ✓ Procedural steps ordered in sequence?
- ✓ Responsible individuals/units identified for each step?
- ✓ Times for completion and locations of activities included?
- ✓ Steps identified by name and number?
- ✓ Modes of communication included in the appropriate step?



PROCEDURE FOR
OFFENDER COUNT

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Write a Procedure

Regroup from the previous activity and engage in a discussion on creating a procedure for Offender Count.

Facilitator Notes

1. REGROUP from the previous activity.
2. DISTRIBUTE the sample procedure on Offender Counts.
3. MAKE sure participants understand the purpose of procedures.

Post Orders in a Prison Environment

- A written description of a security post that specifies the duties and responsibilities of the staff assigned to the post for each shift
 - ✓ Facility-specific, Shift-specific and time-specific tasking
 - ✓ Tell the person working the post how and when to accomplish tasks
 - ✓ May not be shared or viewed by offenders and must be accounted for
 - ✓ Updated at least quarterly to adjust for changes in policy/procedure



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Post Orders in a Prison Environment

Post orders are facility-specific, shift-specific and time-specific tasking made for each correctional post. They tell the person working the post how and when to accomplish tasks to include times and procedures for counts, when to lock and unlock the unit, when to wake up offenders, times for lights out, how many cells to search each shift, starting and ending times for the shift, etc.

Post orders are used to ensure ANY staff member can work the post without significant oversight. Post orders are sensitive and may not be shared or viewed by offenders.

Facilitator Notes

REVIEW post orders.

NOTE that Post Orders focus on the operational realities of the organization. Each prison has unique characteristics, capabilities, and limitations. Physical plant and design, staffing patterns, technology available, and types of offenders affect the content of a facility's policies and procedures. These are all noted in Post Orders.

General Information for Post Orders

- The post orders will contain the following:
 - ✓ A **general section** with information from procedures and Department policies, and memos
 - ✓ A **post-specific section** covering the chronological duties of the post
 - ✓ Information **specific to each shift** worked on that post
- Staff are required to:
 - ✓ Familiarize themselves with the duties of any post to which they are assigned or supervise
 - ✓ Review changes in post orders as they are made



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General Information for Post Orders

Post orders must be kept current. Post orders and logbooks are confidential documents and should never be left unattended or in an area accessible to offenders. They must be secured at all times when not in use by staff. Historical files and backup copies of post orders should be maintained.

Each post order contains instructions on the immediate action staff should take in an emergency particular to the post they occupy. These first responder instructions should contain specific action steps including, but not limited to, containment, staff protective considerations, and emergency reporting protocols.

Particular requirements regarding assaultive offenders, suicides, fires, evacuation routes, and other immediate response emergency situations should be addressed.

Facilitator Notes

1. REVIEW the general information on post orders.
2. EXPLAIN the importance of staff familiarizing themselves with the duties of posts to which they are assigned or supervise.



Write a Post Order

EXERCISE

- Create a post order for evening watch Housing Unit Officer
- Include steps for counting offenders
- Remember that post orders:
 - ✓ Are facility-specific, shift-specific and time-specific tasking
 - ✓ Tell the person working the post how and when to accomplish tasks



Work in Groups

➔

Share Response



15 min.

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Write a Post Order	
Duration	15 minutes
Purpose	The purpose of this activity is to deepen the learning on post orders.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write a post order for counting offenders. 3. The post order is specific to the evening watch officer. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Write a Post Order

REGROUP

- Is the post order
 - ✓ Shift-specific and time-specific tasking
- Does it
 - ✓ Tell the person working the post how and when to accomplish tasks



Write a Post Order

Regroup from the previous exercise and participate in the debriefing.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the groups' responses.
4. PROVIDE feedback for this activity and tie it to the previous activities. Participants should have included: who will count, back the count, who does the count slip, procedures for the count clearing, when offenders can be released for the evening meal, # of cell searches, door search procedures, metal detection requirements, pass system information (if available), when to lock unit, light out times, etc.)

SUMMARY

Topics

- ✓ Vision, Mission, Core Values
- ✓ Policies and Procedures
- ✓ Post Orders

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Correctional Leadership & Communication

القيادة الإصلاحية والاتصال



Correctional Leadership and Communication

Purpose: The purpose of this module is to describe the skills and attributes of an effective correctional leader and explain how these skills and attributes can be developed.

Activities:

- What Makes a Great Leader (15 min.)
- Developing Self-Awareness (25 min.)
- Establishing Interpersonal Relationships (25 min.)
- Creating an Ethical Environment (15 min.)
- Improving Nonverbal Communication (5 min.)
- Going on Vacation (20 min.)
- Situational Leadership (15 min.)
- Decision Making (10 min.)
- Personal Leadership Plan (30 min.)

Estimated Time: 3 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Self-Awareness Survey
- Building Relationships
- Emotions
- Geography Speech
- Scenarios
- Personal Leadership Plan

Learning Objectives



- Identify effective leadership characteristics & principles



- Describe ways in which to cultivate interpersonal relationships



- Demonstrate effective communication techniques
- Describe leadership values critical to being a good leader



- Determine styles of leadership and their value to the organization

- Describe strategies for developing problem-solving and decision-making skills

- Create an action plan

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the skills and attributes of an effective correctional leader and how they can be developed.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.





NOTES

What Makes a Great Leader?

EXERCISE

Think of different leaders and their skillsets and traits

- ✓ List 5 **most** desirable traits of a great leader (e.g., empathy)
- ✓ List 5 **least** desirable traits of a leader
- ✓ List 5 most desirable skillsets of a great leader (e.g., good communicator)



Work in Groups

➔

Share Response



15 min.

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What Makes a Great Leader?	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on what a great leader is to you as well as traits you think are the least desirable for a leader.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. List 5 most desirable traits of a leader. 3. List 5 least desirable traits of a leader. 4. List 5 most desirable skillsets of a leader. 5. If your group cannot agree on the 5, present the options to the group and have them vote. The options with the most votes win. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. EXPLAIN that if the group members cannot agree on the top five, the group has to vote on the options. Those options with the most votes win.
4. REGROUP on the next slide.



What Makes a Great Leader?

Each group debriefs its findings:

- 5 most desirable traits
- 5 least desirable traits
- 5 most desirable skillsets

REGROUP



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What Makes a Great Leader?

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the responses and highlight any most desirable and least desirable traits that were listed by more than one group.
4. KEEP responses posted and refer to them throughout the module.

Developing Leadership Skills

A path for developing your leadership skills

1. Leading Self
2. Leading Others
3. Leading Performance and Change

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Developing Leadership Skills

We must be able to lead ourselves before we can lead others. To lead others, we must be able to affect change and improve performance.

Facilitator Notes

1. EXPLAIN leadership progression.
2. ADVANCE the slide to begin with the first leadership level, leading self.

Leadership Values

- Values are qualities of character that provide the psychological and moral foundation to sustain judgment and act on it



- Key leadership values

- ✓ Integrity
- ✓ Responsibility
- ✓ Fidelity
- ✓ Competence
- ✓ Respect
- ✓ Honesty
- ✓ Accountability
- ✓ Stewardship
- ✓ Inclusiveness

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Leadership Values

Having integrity creates moral coherence in a person's life and the culture of her institution. Integrity begins by acting on personal values, promises, and commitments.

Responsibility starts with a promise to live up to the obligations, laws, and professional judgment with the discipline required to do so.

Fidelity is the self-discipline and moral strength to live up to promises made to uphold the law and values necessary to do a job ethically and legally.

Competent individuals possess the skill, training, and capacity to do their defined jobs.

Respect follows from recognizing the dignity of human beings. It is anchored in self-respect and requires people to treat each other with civility and honesty in their dealings.

Truthfulness and honesty begin with striving to understand the full context and facts in any given situation.

Corrections officials must act according to established standards and procedures and be accountable in exercising authority and power.

Stewardship means that public officials attend to the long-term welfare of their agency and staff.

Inclusiveness is an imperative to ensure that good policy is made. Inclusiveness flows from having the respect and stewardship to address an institution's long-term need to attend to the cultural, gender, religious, and racial divisions that can undermine its legitimacy.

Facilitator Notes

1. DEFINE values.
2. REVIEW the key leadership values listed in the slide and in the left column.
3. CONNECT participants' list of values to those listed here.
4. DISCUSS the opposite—the lack of values. The three common forms of unethical behavior—or the lack of values—include violations of trust, self-dealing, and conflict of interest.
5. PROVIDE examples of each.
 - Violations of trust include incompetence, abuse of power, favoritism, discrimination, disrespect.
 - Self-dealing includes corruption, bribery, theft.
 - Conflict of interest occurs when an official decides or acts in circumstances in which the official, or those related to the official, stand to benefit materially from the decision or action. Conflict of interest includes nepotism.



Leading Self





Ethical behavior lies at the heart of good management and leadership

- Integrity: Protect your integrity and ethics
- Self-awareness: Know yourself and seek self-improvement
- Followership: Be a good follower
- Aligning values: Keep your values consistent with the organization's core values

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Leading Self

Leading yourself first enables you to lead by example and makes you a better leader for others.

Five reasons to lead yourself first:

1. You will develop self-discipline—you'll be more consistent and follow-through on your commitment as a leader.
2. You will hold yourself to a higher standard. By challenging yourself to be the best you can be, you invite others to do the same.
3. You will develop the habit of taking action. Taking action goes hand-in-hand with making decisions.
4. You will become accountable to yourself. Accountability to yourself and others is a critical element of strong leadership.
5. You will become patient with yourself, and you'll develop more patience with others.

Facilitator Notes

1. **EXPLAIN** the importance of leading self before leading others, referring to the five reasons listed in the left column.
2. **ENGAGE** participants in a discussion on followership by asking them why being a good follower makes a good leader. Some expected answers include: When one becomes a good follower, she learns how to pay attention to people's opinions and consider their input. She enhances her emotional intelligence. She values contributions made by any member of her team.

Self-Awareness



- Correctional leaders need to develop self-awareness to understand ways in which their strengths and weaknesses affect their ability to reach goals
- To capitalize on their strengths and not be derailed by their weaknesses, leaders need to:
 - ✓ Understand the underlying motivations of their actions
 - ✓ See themselves as others see them

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Self-Awareness

Self-awareness is understanding our strengths and weaknesses. It is understanding why we are the way we are and knowing how our strengths and weaknesses affect others and our ability to reach goals. With this knowledge, we can capitalize on our strengths and practice self-improvement on our weaknesses.

We can be unaware of how others perceive us. One way to find out is to conduct an assessment of areas that we need to cultivate in ourselves and seek feedback from others if we want to be more self-aware. These areas are our values, passions, aspirations, fit (type of environment that is going to make us happy and engaged), personality, strengths and weaknesses, and impact we have on people around us.

One way to find out how others perceive us is to invite people who know us well enough to give a balanced feedback. Try to choose a wide variety of people. Choose someone with whom you do not have a close relationship. Be specific about what you want to know. Getting this type of feedback from others on their perception can be difficult but will help in the long run.

Facilitator Notes

1. REVIEW the key points on self-awareness.
2. EXPLAIN the importance of knowing our strengths and weaknesses and of knowing how others perceive us.
3. ENGAGE participants in a discussion on why knowing how others perceive us is important, especially as a leader.

Developing Self-Awareness


EXERCISE

- Refer to Worksheet: Self-Awareness Survey
- Rate yourself according to how you see yourself
- List one thing you really like about yourself
- Rate the other 5 members at your table on how you perceive them in each area—one member per survey
- List one thing you really like about each of the 5 members


Work in a group of 6

➔

Share Response




SELF-AWARENESS SURVEY &
AWARENESS OF OTHERS



25 min.

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Developing Self-Awareness	
Duration	25 minutes
Purpose	The purpose of this activity is to perform a self-analysis and get feedback from 5 others to determine whether they see you the way you see yourself.
Materials	<ul style="list-style-type: none"> Self-Awareness Survey Awareness of Others Survey Pen/paper
Steps	<ol style="list-style-type: none"> 1. Work in groups of 6 (or 7). 2. Complete the <i>Self-Awareness Survey</i>. 3. Next, complete the <i>Awareness of Others Survey</i> for each person at your table. 4. Don't let the other members see your assessment of them until everyone is finished. 5. Put the person's name on the survey and turn it over. 6. When you complete all 6 surveys, select a representative from your group who will shuffle the stacks and hand each person the 5 surveys with her name on them. 7. Everyone will study their 5 surveys and compare them to her own survey. 8. Be prepared to share with the class.

Facilitator Notes

1. You will need 6 or 7 copies of the self-assessment for each participant.
2. HAVE participants work in small groups of 6 or 7.
3. EXPLAIN the activity.
4. Each participant will conduct a self-awareness of the 5 areas listed in the worksheet.
5. Each participant will complete the Awareness of Others for all participants at the table.
6. The purpose is to determine whether others see the person as she sees herself.
7. HAVE participants keep their own self-assessment and collect the others at their table. The participant will not have to share the results of these assessments.
NOTE: Read the room. If there are sensitivities or group dynamics at play, you can skip this step.
8. ALLOW the groups 25 minutes to complete the activity.
9. REGROUP on the next slide.



Developing Self-Awareness

REGROUP

Discussion:

- Did everyone see you as you see yourself?
- If not, why not?



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Developing Self-Awareness

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for volunteers but don't require participants to provide a debrief.
3. ASK the volunteers whether others see them as they see themselves. If not, ask why not.
4. ENGAGE participants in a discussion on steps they can take so that others can see them as they see themselves.

Interpersonal Relationships

- Interpersonal skills—people skills—are the primary factor in a leader's career success or failures
- Interpersonal skills are traits you rely on when you interact and communicate with others
- Three aspects of interpersonal relationships:
 - ✓ Empathy
 - ✓ Social responsibility
 - ✓ Relationship networks



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Interpersonal Relationships

Interpersonal relationships are characterized by meaningful exchanges that reward both individuals with a sense of satisfaction from successful interactions.

These skills involve the ability to communicate and build relationships with others. Often called *people skills*, they tend to incorporate innate personality traits and how a person has learned to handle certain social situations.

Leaders who derail their careers tend to lack awareness of how their behaviors affect others or their own careers. Instead of demonstrating the interpersonal skills of a successful leader, they go in the opposite direction and may be dictatorial, arrogant, emotionally volatile, and closed off from their staff.

Facilitator Notes

1. **ENGAGE** participants in a discussion on interpersonal relationships.
2. **ADVANCE** to the next slides to discuss the three aspects of interpersonal relationships.

Empathy

Skill:

- ✓ Considers others' perspective when making decisions

Behaviors:

- ✓ Put one's own emotions on hold
- ✓ Ask probing questions
- ✓ Listen fully to others' concerns

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Empathy

Definition: The ability to be aware of, understand, and appreciate the feelings of others

Successful leaders' empathetic approach to management:

- Try to see the world from others' perspectives
- Put their own emotions on hold
- Determine how others feel
- Listen fully to concerns
- Ask probing questions
- Consider others' feelings and situations when making decisions

Facilitator Notes

1. EXPLAIN that empathy is the ability to be aware of, understand, and appreciate the feelings of others. Empathy is being sensitive to what, how, and why people feel and think the way they do. Being empathetic means being able to emotionally read other people. Empathetic people care about others and show interest in and concern for them.
2. Empathy itself is a way of being, not just a skill. Managers and supervisors have to care sincerely about other people, their feelings, and their points of view.

Social Responsibility

Skill:

- ✓ Demonstrating willingness to be a contributing member of the work community



Behaviors:

- ✓ Give time and energy to things that benefit the organization, even if they offer no immediate personal benefit
- ✓ Cooperate with others in times of need
- ✓ Consider the greater good of the organization, not just your immediate area of authority

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Social Responsibility

Being socially responsible means acting responsibly regardless of whether you immediately benefit, having basic concerns for others, and acting for the good of the larger group and community.

Socially responsible leaders let others know they are trustworthy and will always do what is best for everybody.

Social responsibility is not itself a skill; rather, it is a way of being that incorporates a set of skills that facilitate socially responsible behavior.

Socially responsible leaders do the following:

- Cooperate when others have pressing needs
- Contribute to others' work when necessary
- Give time and energy to things that do not bring immediate personal benefits
- Consider the needs of other units, divisions, and stakeholders

Facilitator Notes

1. ENGAGE participants in a discussion on social responsibility.
2. Being a socially responsible leader does not require helping everybody with everything or contributing time and resources to every project or cause. It is simply behaving in a way that shows concern about the group. It is being a contributing member rather than someone who lets others do the work or someone who cares only for his or her own interests.
3. ASK how do you encourage others to do it.



Relationship Networks

- Relationship networks are webs of strong interpersonal relationships
 - ✓ Characterized by trust and cooperation
 - ✓ That can be accessed for support and information during times of need
- Leaders with strong interpersonal networks do the following:
 - ✓ Feel comfortable around all kinds of people
 - ✓ Make and keep friends in the workplace
 - ✓ Read social environments accurately
 - ✓ Establish support networks
 - ✓ Experience fewer conflicts

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Relationship Networks

Those who cannot build and maintain effective interpersonal relationships struggle when they try to lead and call on others to follow. In fact, the inability to establish and maintain healthy interpersonal relationships is one of the main causes of leadership failure.

Empathy and social responsibility are necessary for building strong networks of effective interpersonal relationships. When leaders take an empathetic and socially responsible approach to leadership, they show their intentions are genuine. So, they are able to create and maintain a strong network of individuals who trust them, cooperate with them, and support them when called upon.

Facilitator Notes

1. **ENGAGE** participants in a discussion on relationship networks.
2. **EXPLAIN** the importance of having the network in place.
3. **EXPLAIN** that the inability to establish and maintain healthy interpersonal relationships is one of the main causes of leadership failure.



Relationship Networks

Skill:

- ✓ Understanding and working effectively within the organization's social environment



Behaviors:

- ✓ Identify people whose skills & abilities contribute to the network and develop a working relationship
- ✓ Actively make & keep friends within the workplace
- ✓ Learn to feel comfortable in social settings and make others feel at ease
- ✓ Maintain contact with those in the network

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Relationship Networks

According to the Center for Creative Leadership, "leadership networking is about developing and using networks in a way that builds relationships and strengthens alliances in service of your organization's work and goals."

Rather than focusing on what you can gain in a network, being sincere and forming real connections with people builds a real support system. Steps to take to build effective networks include:

- Start networking when you do not have a motive to gain anything
- Establish strong skills and connections that you can offer to help others in your field
- Focus on being personable and friendly; connect with people
- Remember that everyone has value
- Help others make connections with each other when suitable
- Follow through with offers to help

Facilitator Notes

1. **ENGAGE** participants in a discussion on skills and behaviors required to build relationship networks.
2. **EXPLAIN** that a robust network helps provide access to people, information, and resources.
3. **EXPLAIN** that effective leadership networking requires the following:
 - **Be sincere.** If you earn a reputation as someone who takes but doesn't give, who uses information inappropriately, or who breaks confidences, your networks will disappear.
 - **Share resources.** Having resources such as information, services, and access will build your leadership network through give and take.
 - **Use power thoughtfully.** Power is the ability to get things done. You need 3 sources of power to build your network: reputation, alliances, and position.
 - **Communicate skillfully.** Communicate in a way that builds awareness of your needs and assets.
 - **Be a savvy negotiator.** Effective negotiators know when to push hard and when to back off, when to share information and when to hold back, when to swap resources, and when to trade short-term outcomes for a long-term goal.



Establishing Interpersonal Relationships

EXERCISE

- You are the new head of your department
- You know that you need to establish and maintain interpersonal relationships with others in your agency
- Using the worksheet, determine who should be in your “circle” of relationships and brainstorm ways you can establish and maintain those relationships

Work in Groups

➔

Share Response



**BUILDING
RELATIONSHIPS**



25 min.

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Establishing Interpersonal Relationships	
Duration	25 minutes
Purpose	The purpose of this activity is to brainstorm with whom you should establish relationships as the head of a department and how you can establish and maintain those relationships.
Materials	<ul style="list-style-type: none"> • Worksheet: Building Relationships • Pad • Pencil/pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm people with whom you should establish interpersonal relationships. 3. Determine how to establish and maintain each relationship. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity to participants.
3. DISTRIBUTE the Worksheet: Building Relationships
4. ASK participants to brainstorm and think of people other than the obvious. For example, if they were a teacher, they may want to establish interpersonal relationships with (1) the janitor (so the teacher's room can always be clean), (2) the head of the cafeteria (so she won't be upset if the teacher's class is late for lunch), and (3) the head of the Parent-Teachers Association (so the teacher can have the support of parents).
5. REGROUP on the next slide.



Establishing Interpersonal Relationships

REGROUP

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What Do We Need?

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your observations and ask any questions you may have of the groups.

Leading Others
قيادة الآخرين

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NOTES



Leading Others



- Lead with integrity and by example
- Resolve problems quickly and effectively
- Respond under stress

- Communicate effectively
- Encourage feedback from subordinates and peers
- Keep employees well informed
- Understand the power of expectations
- Influence others
- Respect employee
- Become a mentor

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Leading Others

One of the most important elements of effective leadership is creating an open line of communication with staff.

Building a real, personal connection with staff members is vital to developing the shared trust necessary to build a strong culture of accountability and exceptional performance.


Focusing on solutions rather than problems can help staff maintain positive engagement. A positive environment is more likely to create a more engaged and productive workforce. By displaying enthusiasm and confidence, a good leader will see the impact she can have in her working environment.

Setting clear goals and expectations for the staff is key to success. When setting these objectives, encourage employee questions and feedback.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the skills and behaviors needed to lead others.
2. **EXPLAIN** the importance of providing constructive feedback and performance reviews, highlighting staff accomplishments. Positive recognition will create an environment of greater success.
3. **ADD** that receiving feedback on leadership skills is invaluable—the feedback can be from higher-level leaders, colleagues, and staff.
4. **EXPLAIN** that being a good leader takes time. Although some individuals are naturally inclined to have good leadership skills, with hard work, dedication, and strategic planning, anyone can learn and improve upon their skills.


Lead with Integrity and By Example



- Model ethical behavior
- Create an environment in which staff follow an established code of ethics
- Set clear expectations of rules, regulations, and job performance
 - ✓ Train and mentor employees
 - ✓ Address unacceptable behavior through mentoring, coaching, and, if necessary, progressive employee discipline
 - ✓ Recognize those who continually uphold standards

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Lead with Integrity and By Example

Ethical leadership requires competence and courage. Steps to create a culture of integrity include:

- Consistently communicate the rules, standards, and code of ethics to the staff and offenders
- Model the expected values, virtues, and behaviors and demand that all others do the same
- Create rituals and public occasions to recognize and celebrate the expected values, virtues, and behaviors
- When uncertain about how to deal with a question of ethics, consult the available resources, including codes of ethics, superiors, human resources personnel, the legal affairs department, ethics officers, and the Inspector General's Office

Facilitator Notes

1. EXPLAIN that leaders must clarify and model the behaviors that embody the values and virtues they want to promote.
2. Leaders must set clear boundaries for unacceptable behavior and address unethical or illegal behavior in a fair and equitable manner.
3. ADD that leaders must create a safe environment in which staff can discuss values and ethical issues candidly.
4. ENGAGE participants in a conversation on the need for leaders to listen and watch carefully to understand the informal cultural patterns and norms of behavior among correctional officers and other staff.

Creating an Ethical Environment

EXERCISE

- Brainstorm the ways in which you, as a leader, would ensure you have created:
 - ✓ An ethical environment
 - ✓ A safe environment in which staff and offenders are encouraged to share concerns and issues related to ethics



Work in Groups

➔

Share Your Response



15 min.

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Creating an Ethical Environment	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ways that you, as a leader, would create an ethical and safe environment in which staff and offenders are encouraged to share concerns and issues related to ethics.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm ways in which you as a leader would create: <ul style="list-style-type: none"> An ethical environment An environment in which staff and offenders are encouraged and feel safe to share concerns 3. Think of policies and procedures that are in place in your prison today and be creative in thinking of additional steps you would take. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. ALLOW the groups 15 minutes to work.
4. REGROUP on the next slide.



Creating an Ethical Environment

REGROUP

- How would you create an ethical environment?
- How would you create a safe environment in which staff and offenders are encouraged to share concerns and issues related to ethics?



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Creating an Ethical Environment

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your observations and ask any questions you may have of the groups.
4. KEEP responses posted and refer to them throughout the module.

Principles of Communication: Verbal

- The better people are at communicating, the more effective they become as leaders
- Written and oral communication should be
 - ✓ Concise
 - ✓ Complete
 - ✓ Coherent
 - ✓ Clear
 - ✓ Courteous
 - ✓ Concrete
 - ✓ Correct



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Principles of Communication

The better corrections officers are at communicating, the more effective they become as leaders. These principles apply to all methods of communication, including written, to ensure that the message will be received as intended.

Make sure your communication is all the following:

1. **Concise.** Being concise ensures that the fundamental issues are covered and highlighted, making your main points clearer.
2. **Complete.** Clear, complete communication means imparting the message so that the audience grasps it in the manner you intended.
3. **Coherent.** Organizing the message so that each idea flows into the next makes it easier to follow and remember.
4. **Clear.** Use active voice and present tense.
5. **Courteous.** Make eye contact and speak in a conversational tone to acknowledge your audience.
6. **Concrete.** Be authoritative—use specific language to reflect your command of the topic.
7. **Correct.** Make sure your communication is factually and, when written, grammatically accurate to ensure your listener or reader receives it well.

Facilitator Notes

1. EXPLAIN each principle of communication.
2. EXPLAIN that clear and focused statements have a greater impact on listeners. Brief, well-delivered messages are more memorable.
3. ADD that the more direct the vocabulary and choice of words, the more effective the message is.
4. PROVIDE examples of writing or speaking in the active voice and present tense.



Principles of Communication: Nonverbal

How we appear

- Eye contact
- Facial expression



How we act

- Body language
- Posture
- Mannerisms
- Physical distance



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Nonverbal Communication

Nonverbal communication includes factors such as:

- Tone of voice, loudness, inflection, and pitch
- Body language—eye contact, gestures, posture, facial expressions (including smiling or frowning), how near or far we position ourselves in relation to others, etc.

Although nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. On the other hand, an inability to maintain eye contact is frequently seen as an indicator that someone is lying or being deceptive.

A leader must be proficient in reading nonverbal communications because it allows her to perceive the needs and desires of others. Too, she must be aware of her own nonverbal communication and ensure that it aligns with her verbal communication. If it does not, she can appear insincere or dishonest. A leader who delivers a fully aligned (verbal, vocal and visual) message is much more likely to be believed and trusted.

Facilitator Notes

1. **EXPLAIN** that what we say is important, but often the visual aspects of communication are more critical. Effective communication requires a speaker to control how he or she uses his or her body and eyes.
2. **ENGAGE** participants in a discussion on the powerful effect that tone can have on the meaning of a sentence by saying, "I'm fine" in a low tone and looking to the floor, saying it in a loud tone and glaring straight ahead, saying it in a hesitant tone, and finally saying it with a smile and pleasant tone.
3. **ASK** participants which tone did they believe you were actually fine.
4. **CONNECT** various types of body language to show interest, lack of interest, sincerity, insincerity, etc.
5. **ASK** participants which would most likely convey honesty, interest, sincerity, etc.
6. **EXPLAIN** that in our culture, we put a lot of emphasis on eye contact. Ask participants which gestures or facial expressions convey interest or honesty or trust in their culture.
7. **ADD** that in all cultures, leaders should display empathy and understanding and body language is an easy way to do that.



Principles of Communication: Nonverbal

- Proficiency in reading nonverbal communication is an important aspect of successful communication
- Communication is made up of:



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Nonverbal Communication

A leader must be proficient in reading nonverbal communications because it allows her to perceive the needs and desires of others. Too, she must be aware of her own nonverbal communication and ensure that it aligns with her verbal communication. If it does not, she can appear insincere or dishonest. A leader who delivers a fully aligned (verbal, vocal and visual) message is much more likely to be believed and trusted.

Facilitator Notes

- EXPLAIN that what we say is important, but often the visual aspects of communication are more critical. Effective communication requires a speaker to control how he or she uses his or her body and eyes.



Improving Nonverbal Communication

EXERCISE

- One person in your group will role play a number of emotions
- The other group members will agree on the emotion and write it on a piece of paper
- You cannot ask the role player to repeat the emotion
- Continue until the role player has completed her list



EMOTIONS

Work in a Group

➔

Share Your Response



5 min.

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Improving Nonverbal Communication	
Duration	5 minutes
Purpose	The purpose of this activity is to have participants practice recognizing nonverbal communication.
Materials	<ul style="list-style-type: none"> Worksheet: Emotions Pen/paper
Steps	<ol style="list-style-type: none"> 1. Work as a group. 2. One person in the group will role-play a number of emotions. 3. The other members of the group will agree on the emotion and write it on a piece of paper. 4. You cannot ask any questions of the role player. 5. The role player cannot talk with the other members. 6. Be prepared to discuss during the Regroup.

Facilitator Notes

1. HAVE participants work individually.
2. ASK for a volunteer with each group to role-play a number of emotions.
3. DISTRIBUTE the Worksheet: Emotions to the **role player only**.
4. No one else in the group can see the list of emotions.
5. ADVISE the role player not to share the list or talk with the other group members.
6. The role player will spend a few minutes on each emotion and move on to the next.
7. The other group members cannot ask questions or ask the role player to repeat the emotion.
8. ALLOW the groups 5 minutes to work.
9. REGROUP on the next slide.



Improving Nonverbal Communications

REGROUP

- Anger?
- Frustration?
- Satisfaction?
- Amusement?



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Improving Nonverbal Communication

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. For each emotion, ASK the spokesperson from each group to name the emotion.
3. Then ask the role players to confirm the emotion.
4. CONGRATULATE the groups for the emotions they got correctly.
5. CONGRATULATE the role players for their acting ability.
6. For those who did not get the emotion correctly, EXPLAIN that we often misunderstand body language and EMPHASIZE the importance of learning to recognize body language.



Principles of Communication for Leaders

- ✓ Do not convey a statement as a question
- ✓ Speak deliberately
- ✓ Use your hands
- ✓ Do not use caveats and filler phrases
- ✓ Express gratitude
- ✓ Insert smiles into your speech
- ✓ Use silence to your advantage
- ✓ Maintain good posture
- ✓ Replace ego with empathy



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Principles of Communication for Leaders

Leaders should follow these principles:

- Do not convey a statement as a question. To project ideas with confidence, don't let your voice creep upward at the end of a sentence.
- Speak deliberately. If you speak too fast, you can sound amateurish or nervous.
- Use your hands. Body language that accompanies a message is as important as the words.
- Do not use caveats and filler phrases. Avoid phrases like, "this is just my opinion," "sorry," etc.
- Express gratitude. When a leader shows gratitude, she creates a positive atmosphere.
- Insert smiles into your speech. You will appear friendly, approachable, and composed.
- Use silence to your advantage. Listeners need strategic pauses to retain and understand important points. The ability to not try to fill in the silence makes you seem more confident.
- Maintain good posture. Holding your head high and your shoulders back make you look more confident and improve the sound of your voice.
- Replace ego with empathy. When candor is communicated with empathy and caring and not arrogance, the listener listens.

Facilitator Notes

1. **EXPLAIN** the principles of communication for leaders.
2. **DEMONSTRATE** when someone conveys a statement as a question—that is someone who lets her voice creep upward at the end of a sentence as if she is unsure whether what she said is correct.
3. **EXPLAIN** that using your hands to emphasize certain points in a speech is a great way to communicate knowledge about the topic but make sure the movement is natural and fluid.
4. **SHARE** examples of using caveats and filler phrases. Point out how these phrases make the speaker seem less confident.



Communicating as a Leader

- **What we need:** One volunteer
- **What you will do:**
 - ✓ Take a few minutes to get comfortable with the two-paragraph geography speech
 - ✓ Deliver the speech to the class, capturing as many of the principles of communication for leaders as possible
- ✓ **What we will do:** Critique—tell you what you did well and what you can improve upon



GEOGRAPHY
SPEECH

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Communicating as a Leader

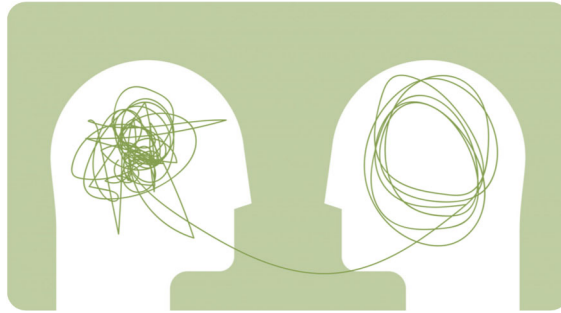
Practicing a skill is the best way to become an expert at it. Be willing to practice whenever the opportunity arises, and welcome feedback. Use the feedback to continue to improve.

Facilitator Notes

1. ASK for one volunteer to deliver the speech, capturing as many of the principles of communications for leaders as possible.
2. If time allows, ASK for more volunteers to communicate as a leader
3. EXPLAIN that practice is the best way to become an expert.
4. EXPLAIN that she will receive feedback from the class, which will allow her to continue to improve.
5. When you have a volunteer, HAND her the speech.
6. GIVE her a few minutes to read it over (maybe during break).
7. HAVE her stand in front of the class and deliver the speech.
8. RETURN to the previous slide and have the class offer critiques on what she did well and what she can improve on.
9. PROVIDE your own feedback, emphasizing what she did well and congratulating her for being confident and brave enough to be the volunteer.

Active Listening

- A message must succeed in the following 4 areas before communication has taken place
- The intended audience:
 - ✓ Receives it
 - ✓ Understands it
 - ✓ Remembers it
 - ✓ Responds to it appropriately



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Active Listening

Communication is a two-way process by which ideas and feelings are expressed by the sender of a message and received and understood by the receiver of the message.

Listening is as much a part of communication as is talking, and it is harder to accomplish. Active listening means that we try to understand from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what he or she said.

Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all your senses and give your full attention to the person speaking. Your ears are truly hearing, your brain is thoroughly processing, and the rest of your body is showing that you are fully present in the moment and engaged in what is being said.

Facilitator Notes

1. ENGAGE participants in a discussion on active listening.
2. EXPLAIN that active listening is harder to accomplish than talking.
3. SHOW the difference in how we look and act when we are just hearing versus actively listening.
4. ASK for a volunteer to show the differences in her culture.
5. EXPLAIN that when you practice active listening, you are fully concentrating on what is being said.



Practicing Active Listening

- Paraphrase what the speaker has said--“in other words, you are saying....”
- Don't interrupt
- Don't be thinking of your response while the person is speaking
- Be comfortable with silence
- Ask questions to clarify what is said
- Shut down your internal dialogue while listening
- Avoid abruptly changing the subject
- Be open, neutral, and nonjudgmental
- Watch the speaker's nonverbal behavior to understand hidden meaning

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Practicing Active Listening

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness and on the quality of your relationships with others.

Everyone will benefit from practicing active listening. Leaders can improve their ability to influence and avoid conflict and misunderstandings.

Facilitator Notes


1. ENGAGE participants in a discussion on practicing active listening.
2. PROVIDE examples of asking questions and paraphrasing.
3. DEMONSTRATE active listening and compare that to just hearing.
4. EXPLAIN that sometimes when we hear, we spend more time thinking of our response while the other person is speaking. In that case, we aren't truly engaged in listening.
5. STRESS the importance of shutting down our internal dialogue while listening. We can't be actively listening if we are daydreaming at the same time.



Going on Vacation

EXERCISE


- Work in pairs
- The speaker will describe for 5 minutes what she wants from a vacation without specifying a destination
- The listener will practice active listening
- The listener will highlight the 3 main criteria the speaker made about a vacation spot and then offer a place that matches that description




Work in Pairs

➔

Switch Roles



20 min.

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Going on Vacation	
Duration	20 minutes
Purpose	The purpose of this activity is to practice active listening to ensure that communication has taken place—the intended audience receives, understands, remembers, and responds appropriately to the message.
Materials	• None
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One participant will be the speaker; the other will be the listener. 3. The speaker speaks for 5 minutes, describing what she wants from a vacation, without specifying a destination. 4. The listener practices active listening. 5. The listener will highlight the 3 main criteria the speaker made about a vacation spot and then offer a place that matches that destination. 6. The speaker and listener will change roles. 7. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. ALLOW the groups 10 minutes for the activity and then ask participants to switch roles. Allow another 10 minutes.
4. REGROUP on the following slide.



Going on Vacation

REGROUP

- Did you actively listen?
- Could you repeat the 3 main points the speaker made?



Going on Vacation

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE the participants regroup as a class and discuss their findings.
3. Did the listeners listen well?
4. Did they indicate that they understood the speaker?
5. Did they follow the active listening techniques?
6. Did they capture the three main criteria?
7. Were their suggestions in line with what the speakers were looking for in a vacation spot?
8. Did they have trouble listening?
9. Did they want to interject?

Written Communication

Leaders must know:

- ✓ What they want to say
- ✓ What their objective is in saying it
- ✓ Why it is important for the audience to read it

Three goals of business writing:

- ✓ Clarity
- ✓ Conciseness
- ✓ Readability

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Written Communication

All writing—including emails—should focus on clarity, conciseness, and readability. Clear writing requires preparation. Lack of planning results in indirect, lengthy, and unfocused writing.

Clarity

- Use the active voice
- Avoid jargon
- Be direct: say what you mean

Conciseness

- Use short, crisp words that are to the point
- Use short sentences that are active and easily understood
- Use short paragraphs that convey only one idea

Readability

- Highlighting: Use bold and italic text to highlight key ideas and new topics
- Bullets: Use bullets to emphasize listed items
- White space: Use wide margins, narrow columns, and space between paragraphs to make the page look clean and professional
- Limited uppercase: Words written in all capitals are harder to read

Facilitator Notes

1. EXPLAIN that in written communications, leaders must know what they want to say, what their objective is in saying it, and why it is important for the audience to read it.
2. ADD that knowing the audience makes organizing the material easier. Good communicators show they understand the other person's goals. They put themselves in the reader's shoes so their message will be better received.
3. EXPLAIN that pictures, photographs, tables, charts, etc. can enhance written communications. They are often effective tools for visually conveying complex ideas and information.



Leadership Styles
أساليب القيادة

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NOTES





Leadership Styles

The most successful organizations often have a mix of these leadership styles.

Determine your style, learn the pros and cons of each style, and discover ways to grow and benefit the organization.

Facilitator Notes

1. INTRODUCE the framework for leadership styles by briefly walking through each of the five styles:
 - Commanding "Do as I say."
 - Visionary "Come with me."
 - Participative "What do you think?"
 - Demonstrating "Do as I do."
 - Coaching "Try this."
2. NOTE that each style will be expanded on over the next few slides.

Source: Adapted from Goleman, Daniel. "Leadership that Gets Results" Harvard Business Review



Commanding (Do As I Say)



Commanding



Visionary



Participative



Demonstrating



Coaching

- The leader issues orders that need to be followed immediately and accurately with no room for input
- Best in a crisis with limited time and no margin for error
- Less effective when overused, negatively impacting team morale



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Commanding—Do as I Say

The primary purpose of a driving, demanding leadership style is to set the expectation that individuals should achieve critical organizational goals in an efficient, effective, and timely manner.

A commanding leader makes decisions alone and gives orders to staff to achieve goals.

A commanding leader can make decisions quickly. She doesn't need to have discussions to make a decision most of the time. This saves time and is helpful, especially during a crisis. Commanding leaders are often respected and are rarely challenged by the staff.

Commanding leaders often inhibit critical thinking and demoralize employees' team spirit.

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*

Facilitator Notes

1. EXPLAIN that commanding leaders work best when quick decisions are to be made in a crisis or situation with inexperienced staff members. As a result, many famed generals and politicians operating in times of strife fall into this category.
2. EXPLAIN that leaders who primarily use the commanding dimension tend to be competitive, driven, and assertive. They can be powerful, decisive leaders who enlist others to work quickly toward ambitious goals.
3. ENGAGE participants in a discussion on what they think would be the disadvantages of a commanding leader. Expected answers should include:
 - They can be challenging and demanding. At their worst, they can be forceful, egotistical leaders who push others without a care for organizational morale or cohesion.
 - Staff feel disrespected or dissatisfied when their opinions or ideas are rarely considered.
 - If the leader relies on this style of leadership too heavily, they are seen as bossy or dictator-like.
 - It undermines people and stifles creativity if adopted over a long period of time.



Visionary (Come with Me)

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Visionary (Come with Me)

Visionary leaders see the bigger picture and set the overall goals for staff members.

This type of leader inspires creativity and teamwork as staff members are encouraged by the bigger end-goal of what they're working on day-to-day.

Visionary leaders are good in transitional situations, such as coming into an organization and immediately laying out the long-term vision for a place after the disgraceful exit of a predecessor.

A visionary leader needs others who can take her vision and translate it into day-to-day work for the rest of the organization.

Facilitator Notes

1. EXPLAIN the pros and cons of a visionary leader.
2. ENGAGE participants in a discussion on what they think would be the disadvantages of a visionary leader. Expected answers include:
 - If the staff do not see the vision and strategy tie in to day-to-day execution, they will get confused and ultimately leave.
 - Failure to communicate the vision and get everyone on the same page often results in an organizational breakdown.
 - Focusing on the long-term vision may impact the short term goals and the day-to-day operation of the company.
 - Fixation on the leader's vision could result in other potentially good ideas being tossed aside.

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*

Participative (What Do You Think?)



Commanding



Visionary



Participative



Demonstrating



Coaching

- The leader seeks the input and consensus of the team
- Best for leveraging the skills of a competent team
- Less effective when team members are not informed enough to contribute or have limited time to collaborate



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Participative (What do you think?)

Participative leadership is a style of leadership in which all members of the organization work together to make decisions.

Advantages of participative leadership include:

- Staff buy-in. Members of the organization feel empowered when they participate in high-level decision making.
- Boost morale. Group members who feel they are part of a team will have higher morale than if they feel they are working in a vacuum.
- Collective thinking. By introducing many voices and ideas to the discussion, leadership is more likely to receive creative and inventive thinking.
- Retention. Group members are more likely to stay with an organization that seeks their input.
- Value. Group members will feel valued when leaders listen to their ideas. Feeling valued leads to higher productivity.

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*

Facilitator Notes

1. **EXPLAIN** that the participative leadership decision-making process can take many forms, but the key element is collective input from all members of the organization.
2. **ENGAGE** participants in a discussion on possible disadvantages of having or being a participative leader. Expected answers include:
 - Organizing a large group, obtaining ideas and feedback, discussing courses of action, and communicating the decision can be a lengthy process
 - Lower-level group members may feel social pressure to conform to the desires of the group's majority or their superiors
 - Because of the time involved, group members lose time to complete their daily responsibilities
 - Organizing a large group of people and efficiently gathering thoughts and ideas can be challenging
 - Not everyone in the organization may have the background or knowledge necessary to productively participate in a decision-making conversation
 - Reaching a group consensus can be challenging
 - Endless meetings where ideas are discussed



Demonstrating (Do as I Do)



Commanding



Visionary



Participative



Demonstrating



Coaching

- The leader sets high standards by demonstration
- Best for getting results from a motivated and competent team
- Less effective when overused, creating a stressful environment for the team



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Demonstrating (Do as I do)

The demonstrating leadership style leads by example to extract performance from employees. She emphasizes high standards for performance and constantly asks for improvements while demanding stricter deadlines.

Demonstrating leaders set high standards for performance and expects their staff to exceed them with minimal management.

Facilitator Notes

1. EXPLAIN the demonstrating leadership style.
2. ASK participants to explain the disadvantages of this style. Expected answers include:
 - It can undercut morale and make people feel as if they are failing
 - When it is practiced long-term, this type of leadership results in staff members who are demotivated and burned out
 - It is intense and not sustainable

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*



Coaching (Try This)



Commanding



Visionary



Participative



Demonstrating



Coaching

- The leader focuses on team member's strengths and weaknesses to improve performance
- Best for encouraging growth and improving performance long-term
- Less effective when team members are unwilling to learn



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Coaching (Try this)

A coaching leader is someone who can quickly recognize her team members' strengths, weaknesses, and motivations to help each individual improve.

This type of leader often assists staff members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They're skilled in setting clear expectations and creating a positive, motivating environment.

Facilitator Notes

1. EXPLAIN the coaching leadership style.
2. ASK participants to name some of the disadvantages of this style of leadership. Expected answers include:
 - It is time-consuming
 - In an organization that focuses on immediate results, coaching is not preferred because it takes time to see significant results
 - This style doesn't yield positive results if the leader lacks the expertise to help the employee

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*



Choosing the Best Leadership Style

EXERCISE

- Read your scenario card
- Consider your role as a leader
- Discuss the situation in your group and agree on the ideal leadership style for an effective outcome



SCENARIO

Work in Groups

➔

Share Response



15 min.

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Best Leadership Style	
Duration	15 minutes
Purpose	In this activity, participants will work in small groups to decide on the best leadership style for their assigned scenario. Each scenario contains a challenge that requires one or more of the discussed leadership styles to resolve the issue.
Materials	<ul style="list-style-type: none"> Flipchart Markers Situational leadership cards
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. The facilitator will distribute one leadership card per group. 3. The groups will determine the best leadership style for their assigned scenario. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Situational Leadership

REGROUP

				
Commanding Seeks immediate compliance	Visionary Mobilizes people toward a vision	Participative Seeks consensus from the team	Demonstrating Sets standards for performance	Coaching Develops people for the future



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Situational Leadership

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. ASK each group to read its scenario and then share why it chose the leadership style(s). Expected answers are in parenthesis below.
 - Emergency (Commanding)
 - Tobacco ban (Visionary)
 - New program (Participatory)
 - False alarm (Demonstrating)
 - Staff development (Coaching)
 - Escape (Commanding)
2. ENGAGE participants in a discussion about their choices, reasoning, and biases.

Source: Adapted from Goleman, Daniel.
"Leadership that Gets Results" *Harvard Business Review*

Leading Performance & Change
قيادة الأداء والتغيير

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NOTES




Leading Performance and Change



- Clarity
- Determination
- Perseverance
- Good communicators
- Authority
- Values
- Relationships
- Team building
- Decisive
- Change agents

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Leading Performance and Change

View your leadership role as a challenge; don't be afraid to face challenges, take risks, and be positive about learning from mistakes—yours and others.

Build a common and shared vision with colleagues and staff. Ensure that the vision includes values.

Praise and reward individual achievement and successes to inspire those around you to want to improve and do more.

Be a model for others; encourage feedback and provide the same to colleagues and staff; build trust and cooperation by effective delegation of authority and empowering staff to take the initiative to develop their own competence and confidence.

All those involved (down to the front-line level) must receive clear directions and develop an understanding of how they can contribute to the overall goal to transform the institution.

Review structures, systems, policies, and rules and regulations to align them with the change.

Facilitator Notes

1. **EXPLAIN** leading performance and change.
2. **ADD** the following qualities of a leader of change:
 - **Clarity:** Being clear about goals—theirs & those of the organization
 - **Determination:** Projecting a determination to achieve goals & objectives
 - **Perseverance:** Tirelessly pursuing their goals
 - **Good communicators:** Communicating the vision & goals throughout the organization
 - **Authority:** Commanding authority & ensuring instructions & decisions are carried out
 - **Values:** Setting an example in terms of values & how the values guide conduct
 - **Relationships:** Building meaningful & effective relationships with other leaders
 - **Team building:** Empowering others & building the capacity of staff to accomplish complex tasks
 - **Decisive:** Developing good decision-making processes throughout the organization
 - **Change agents:** Managing change within the institution & dealing effectively with resistance

Effective Management Systems

- Effective leaders ensure that:
 - ✓ Prison rules and operational policies are clear, well drafted, fair, and comprehensive
 - ✓ Regulations are updated regularly and reflect changes in circumstances and policies
 - ✓ Regulations are consistent with relevant national and international law
 - ✓ Prison rules are current, enforceable, and enforced

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Effective Management Systems

Effective prison management is possible only when good information systems are in place to support decisions made throughout the prison system. Operational policies must be clear, well-written, fair, and comprehensive. Regulations must be updated regularly and reflect changes in circumstances and policies. They should also be consistent with relevant national and international law. In order for prisons to run well, prison rules must be current and enforceable, as well as enforced.

Facilitator Notes

1. REVIEW the need for leaders to ensure that management systems are always effective and updated.
2. ADD that prison rules must be current, enforceable, and enforced.



Management by Walking Around (MBWA)

- 4 reasons MBWA is important—and effective
 - ✓ You don't know the whole story
 - ✓ You get the real story from your staff
 - ✓ People trust someone they see frequently
 - ✓ You create happenstance



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Management by Walking Around

Listed below are the top reasons management by walking around is so important and effective:

- You get information first hand
- People trust someone they see frequently
- You create happenstance—every interaction outside the office creates happenstance that brings the leader into contact with more people, more information, and more ideas
- You become more accessible—staff are more comfortable and willing to speak freely about any challenges or issues when you go to them
- You can identify issues or obstacles in the early stages when they are easier to manage
- If you are visible and communicate openly with everyone, staff see you care

Facilitator Notes

1. **EXPLAIN** that management by walking around allows two vital things to happen:
 - The leader will build rapport with staff and offenders by having them see and talk with her frequently
 - The leader sees personally what is occurring in the prison
2. **DISCUSS** the importance of both.
3. **REVIEW** the additional benefit of MBWA.



Problem Solving

- Define the problem
- Analyze potential causes
- Identify alternative solutions
- Select the best option
- Develop an action plan
- Implement the solution
- Evaluate progress



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Problem Solving

These steps lead to effective problem solving:

- Define the problem
 - Write a one-sentence description of the symptoms of the problem
 - Write a one-sentence description of the goal that solving the problem will achieve
 - Answer the "so what" question. Why is the problem worth solving? What would happen if it was not solved?
- Analyze potential causes
 - List potential causes of the problem
 - Narrow the list to the most likely causes
 - Gather information to better understand the most likely causes
 - Identify the root causes of the problem
- Identify alternative solutions
 - Narrow the list to a manageable number of solutions
 - Develop criteria that the solution must meet to achieve the desired result
 - Use a matrix to rate each solution against the criteria

- Select the solution most likely to achieve the goal
- Develop an action plan
 - Specify tasks, responsible persons, and scheduled start and finish dates
 - Develop measures to gauge progress toward the goal
 - Develop a method for monitoring results
- Implement the solution
 - Gather information and talk to people to ensure tasks, targets, and success measures are being met
 - Implement contingency plans to ensure continued progress
- Evaluate progress
 - Capture lessons learned so that better solutions can be created in the future
 - Compare actual results with intended results
 - Identify what worked and what did not work; determine whether changes are needed

Facilitator Notes

Review steps for problem solving.



Decision Making

- Define the problem
- Gather information
- Develop your options
- Choose the best option
- Execute your option
- Follow-up with your decision



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Decision Making

Decision making is the process of selecting between alternative courses of action. Decisions are the logical outcome of problem solving.

Follow these steps to make decisions as a leader:

- Define the problem: What is the issue
- Gather information: Have everything related to the issue before having a discussion
- Develop your options: Determine multiple solutions based on your data
- Choose the best option: Decide which option works best
- Plan and execute your findings: Make a plan to follow through with your decision
- Follow up with your decision: Find out whether your solution worked

The decision-making process takes time to work through. But leaders will be able to achieve their goals based on well-informed decisions.

Facilitator Notes


1. EXPLAIN that decision making and problem solving are crucial skills for leaders to have. Both involve critical thinking, which is a process by which leaders question their own assumptions and those of others in order to decide upon next steps.
2. REVIEW the steps to decision making and point out the similarities to problem solving.
3. ADD that decision-making requires leaders to choose one course of action among many alternatives to find the best solution to the problem.
4. EXPLAIN that every time someone makes decisions, they get better at it if they reflect on the choices they made and the outcomes. A leader should identify areas for improvement and consider how she could improve the outcome the next time.



Decision Making

EXERCISE


- **What we need:** A group of five volunteers to illustrate the steps shown on the previous slide
- **The problem:** The staff are unhappy because there is a staff shortage, and they have to work too much overtime



One Group of Volunteers


➔

Illustrate to the Class



10 min.

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Decision Making	
Duration	10 minutes
Purpose	In this activity, five volunteers will follow the process just learned on decision making <ul style="list-style-type: none"> Define the problem Gather information Develop your options Choose the best option Execute your option
Materials	<ul style="list-style-type: none"> None
Steps	<ol style="list-style-type: none"> 1. One group of 5 will illustrate decision making to the rest of the class. 2. The group will talk through the 5 steps to make a decision on how to handle unhappy staff members because of understaffing and overtime. 3. The rest of the class will observe. 4. The entire class will discuss the activity on the next slide.

Facilitator Notes

1. HAVE one group of volunteers sit at a table in front of the room so the rest of the class can observe.
2. PRESENT the problem to the group.
3. ASK the group to talk through the problem, following the decision-making process they just learned.
4. The group has to come to a decision.
5. If feasible, PROVIDE any additional information to the participants to help them reach their decision.
6. REGROUP on the next slide.



Decision Making

REGROUP




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Decision Making

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. ASK the group to discuss their decision-making process.
2. ASK how they felt doing it. Did it work for them.
3. ASK the rest of the class to comment on their observations.
4. ADD any feedback you have on the group's decision making.

Providing Feedback

- Feedback should be:
 - ✓ Immediate, factual, and specific
 - ✓ Delivered in a positive, non-judgmental manner
 - ✓ Designed to give instruction on how to correct errors
 - ✓ Used to encourage a staff member to continue correct performance
 - ✓ Respectful



Providing Feedback

Feedback can be positive or corrective and should provide clear and specific information about performance.

When providing feedback, make sure that it is solutions-oriented. Be specific on what you'd like to see staff do and offer guidance on how they can apply the feedback. For example, "I noticed you were late for work the past two days. I'd like to work with you to see how we can prevent that from continuing to happen."

Never criticize a staff member in front of others.

Facilitator Notes

1. ENGAGE participants in a discussion on providing feedback.
2. EXPLAIN that feedback should always be focused on the issue at hand and not on personal traits or personality.
3. ADD that feedback should always be specific.
4. EMPHASIZE the need to also provide positive feedback so that staff know what they should continue doing.
5. EXPLAIN the importance of providing feedback immediately following an event.
6. EMPHASIZE the need to never criticize in public.
7. MAKE sure that feedback is provided to help the staff member improve. Let the staff member respond to the feedback and ask follow-up questions. Once the issue is clear, you can then discuss a solution or course of action.



Managing Conflict

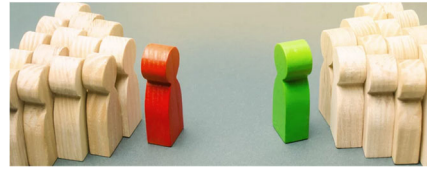
Skill:

- ✓ Acknowledging and resolving conflict with direct reports

Behaviors:

- ✓ Explain the situation & how it is affecting performance
- ✓ Listen to both points of view
- ✓ Confirm mutual understanding of the situation

- ✓ Explore & discuss possible solutions
- ✓ Ensure that both parties understand their role in the solution
- ✓ Dictate the solution only when necessary
- ✓ Follow up for accountability



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Managing Conflict

Conflicts in the workplace can arise when two or more parties have different objectives, opinions, or styles. Conflict resolution is the art of addressing those differences and finding common ground that enables everyone to work together peacefully.

The ability to resolve conflicts is an important leadership trait. Leaders who can identify conflicts, acknowledge different opinions, and build a consensus are valuable to correctional institutions. They make it more likely for personal differences to be set aside so work can continue.

To successfully resolve conflicts, leaders often need to read both verbal and nonverbal communication cues, remain calm and control their own emotions, and work to understand the position of the conflicting parties.

Facilitator Notes

1. REVIEW the skills and behaviors required for managing conflict.
2. EXPLAIN that during conflict resolution, a leader might use her problem-solving skills to identify areas of compromise between the staff members who disagree.
3. EXPLAIN the importance of the leader, as a mediator, to stay calm and maintain steady body language.



Your Personal Leadership Plan

- Define what makes a great leader
- Take a self-assessment
- Analyze what others think of you
- Identify your core values
- Write a personal vision statement
- Identify current and lacking leadership skills
- Set goals
- Write an action plan



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Your Personal Leadership Plan

To enhance leadership capacity, one important strategy for guiding growth is to create a personal leadership plan. This plan can help in your current role and prepare you for future leadership roles.

The first step is to make a list of 10 to 15 characteristics of an effective leader. Then conduct a self-assessment. How many of these traits do you already have? Successful leaders tend to have many qualities in common, so identify which traits are a strength for you and which will require some improvements.

For each area that requires improvements, include an action item and a timeframe in which you want to begin working on the improvement. Action items can be meeting with mentors, reading a book on leadership, or identifying training opportunities, etc.

Revisit the personal leadership plan on a regular basis to ensure you continue to address the areas you listed for improvement.

Take time to reflect. Take 15 minutes every morning to assess the most important tasks for the day and 15 minutes in the evening to reflect on what went well and what could be improved. Consider writing your thoughts in a journal, focusing on lessons or insights you have gained from your experience.

Facilitator Notes


1. EXPLAIN that core competencies for leaders emphasize the value of capabilities such as oral and written communication, strategic thinking, program planning and performance assessment, managing change, problem solving and decision making, and a knowledge of the criminal justice system. Core competencies also include skills such as interpersonal relationships, motivating others, developing direct reports, managing conflict, initiating collaboration, and team building and attributes of character that correctional leaders need, including a strong sense of ethics and values.
2. ADD that these competencies provide correctional agencies/organizations with tools for identifying and training current and future leaders who can embody these capabilities and attributes. Also, they offer correctional professionals guidelines for strengthening and cultivating their own personal growth and development.



Creating a Personal Leadership Plan


EXERCISE

- Refer to Worksheet 1: Personal Leadership Plan
- Fill out the plan
 - ✓ Be thorough and candid—no one will see this but you




PERSONAL LEADERSHIP PLAN

Work Individually



Share Feelings & Ask Questions




30 min.

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Creating a Personal Leadership Plan	
Duration	30 minutes
Purpose	The purpose of this activity is to reflect upon the core competencies corrections leaders need to be effective and to perform a self-assessment of your strengths and weaknesses from the leadership perspective. With that information, you will create a personal leadership plan that you will use to help achieve your goals.
Materials	<ul style="list-style-type: none"> Personal Leadership Plan Paper/Pen/Pencil
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Complete the personal leadership plan. 3. Be prepared to share your thoughts—not your plan—with the class.

Facilitator Notes

1. HAVE participants work individually.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Creating a Personal Leadership Plan

Assessing your strengths and weaknesses and following up with a personal leadership plan can lead to self-improvement and greater effectiveness for leaders

REGROUP



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Personal Leadership Plan

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ENGAGE participants in a discussion on their thoughts of the personal leadership plan and whether they plan to continue referring to it as they progress through their career.

SUMMARY

Topics

- ✓ Leading Self
- ✓ Leading Others
- ✓ Leadership Styles
- ✓ Leading for Performance and Change

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Ethics & Professionalism

الأخلاقيات والمهنية



Ethics and Professionalism

Purpose: The purpose of this module is to provide an overview of ethics and professionalism in the corrections workplace, including key principles of ethics, and impact of ethical leadership on professionalism.

Activities:

- What Do We Need (30 min.)
- Finishing the Sentence (15 min.)
- Ethical Dilemmas (15 min.)

Estimated Time: 1 day





Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

Ethical Dilemmas

Learning Objectives

- 
 - Define ethics
 - Discuss key principles of ethics in the corrections workplace
- 
 - Describe the differences between ethics and morals
- 
 - Describe ethical leadership
 - Describe the impact of ethical leadership in corrections
- 
 - Discuss the impact of professionalism on a workplace

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of ethics and professionalism in a corrections setting.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Discussion:
Can you explain the difference
between ethics and morals?



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**Discussion**

Engage in the discussion question and share your thoughts.

Facilitator Notes

1. This discussion is to gauge participant understanding of the differences between the two.
2. ASK participants to define morals and ethics in their own words.
3. ASK them whether morals are universal (shared by all in a society) or specific. Generally morals are shared by all in a society. Allow sufficient time for the discussion.
4. ASK participants whether ethics are universal or specific (generally, ethics are specific).
5. ENCOURAGE discussion, and then advance to the following slide to explain the differences.

Morals and Ethics Defined

- **Morals** are the ideas, principles, and explanations of what we think is good or worthy
- **Morals** define the things we value—
 - ✓ All life is precious
- **Ethics** are the specific rules and standards that guide behavior—what we should do
 - ✓ Honesty
 - ✓ Compassion



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Morals and Ethics Defined

Morals tend to be driven by personal beliefs and values, but there are morals that most people agree on, such as:

- It is bad to steal candy (based on a value of honesty)
- Helping a friend (based on a value of friendship)
- Treat others as you want to be treated (based on the value of fairness)

Ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

Ethical standards include honesty, compassion, and loyalty. They include standards relating to rights, such as the right to life, freedom from injury, and privacy.

In short, morals are how we define our sense of right and wrong. Ethics are the actions we're allowed or required to take in a given situation to support those morals.

Facilitator Notes

1. **EXPLAIN** that morals come from the Greek word for *custom*. Morals are the ideas, principles, and explanations of what we think is good or worthy. They define the things we value.
2. **ADD** that ethics come from the Greek word for *character*.
3. **At their foundation**, ethics should reflect a respect for fundamental human rights, integrity, and a code of conduct.



Ethics and Professionalism in Corrections

- Ethics are derived from the principles of right and wrong
- Officers must always
 - ✓ Act within the boundaries of their authority
 - ✓ Uphold standards of their code of ethics
 - ✓ Follow laws and policy
- Professionalism is behavior that demonstrates good character—it is marked by pride in self & career
- An officer should
 - ✓ Be dependable
 - ✓ Always strive to work efficiently and consistently
 - ✓ Fulfill obligations

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Ethics and Professionalism in Corrections

Ethics, values, and professionalism are intertwined, and each element is essential in the correctional officer's personal and professional life.

Correctional officers should behave ethically on and off duty and avoid conflicts of interest. Ethical behavior includes obeying all laws, policies, and procedures; protecting the civil rights of all offenders; respecting confidential and privileged communication; and treating persons who may be different from you with courtesy and fairness.

Professionalism requires that an officer respect the people she serves and maintain a personal commitment to the continued development of her skills in the pursuit of excellence. Correctional officers are service-oriented and trained to respond to needs in a timely and efficient manner.

The officer should consider professionalism as a means of doing the right thing no matter who is looking or whose back is turned. Thoughts and values help define character and influence behavior. The officer should evaluate her behaviors, strengths, and weaknesses. Assessing and overcoming weaknesses is especially important to achieving professionalism and being conscientious.

Facilitator Notes


1. **EXPLAIN** that the need for professionalism at all times cannot be overstated; professionalism is behavior that demonstrates good character and is marked by pride in self and career.
2. **EXPLAIN** that a correctional officer is to model professional behavior and perform her job to the best of her ability. An officer should be dependable, strive at all times to work efficiently and consistently, and fulfill her obligations. This includes reporting to her shift on time, wearing the proper uniform, and consistently performing the best job possible.
3. **EMPHASIZE** that the officer is a model for offenders to emulate.



What Do We Need?

EXERCISE


- Think about qualities you consider vital in an ethical workforce
 - ✓ Groups 1 & 2: Create a list of vital qualities for leadership
 - ✓ Groups 3 & 4: Create a list of vital qualities for staff
- After you complete your lists, wait for guidance from the facilitator



Work in Groups

➔


Share Response



30 min.

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What Do We Need?	
Duration	30 minutes
Purpose	The purpose of this activity is to reflect on what an ethical workforce—from the aspect of leadership and staff—looks like.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Groups 1 & 2 will create a list of vital qualities for leadership in an ethical workforce. 3. Groups 3 & 4 will create a list of vital qualities for staff in an ethical workforce. 4. At the direction of the facilitator, you will compare your list with that of the other group assigned the same task. Together, as a new group, consolidate the list and place the vital qualities in rank order—the most vital to the least vital. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. ALLOW the groups 15 minutes to create their lists.
4. After the groups have created their lists, HAVE the two groups with the same assignment work together to compare their lists and to rank order—the most vital to the least vital. The groups may have to debate the order, but they have to eventually agree.
5. ASK for a spokesperson from each new group to present the group's list to the class.
6. PROVIDE any feedback to the participants.
7. REGROUP on the next slide.



What Do We Need?

Each group debriefs its findings:

REGROUP

- Groups 1 & 2: Share the qualities you consider vital for leadership in order of most vital to least vital
- Groups 3 & 4: Share the qualities you consider vital for staff in order of most vital to least vital



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What Do We Need?

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your observations and ask any questions you may have of the groups.
4. TELL participants that the exercise they just took part in was a demonstration of ethical leadership. Respect, open communication about issues that impact the specific community, and team mindset are all key components of ethical leadership.
5. KEEP responses posted and refer to them throughout the module.



How Do You Determine What Is Ethical?

Ask the following seven questions before making a decision:

- 1 Would I be happy for this decision to be in the news?
- 2 Is there a universal rule that applies?
- 3 Will the decision bring about a good result?
- 4 What would happen if everybody did what I am going to do?
- 5 What will my decision do to my character or the character of my organization?
- 6 Is the decision consistent with my values and principles?
- 7 Am I acting in accordance with policy?

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How Do You Determine What Is Ethical?

Recognizing the presence of an ethical issue is the first step in ethical decision making. Paying attention to our emotions is also an important clue. Moral emotions are part of our makeup as humans. These feelings can be triggered even when we do not have a personal stake in an event. For example, if we see another person abused or treated unfairly, we feel anger.

Moral emotions encourage us to take action that benefits other people and society as a whole. Anger, disgust, and contempt are brought on by unfairness, betrayal, cruelty, and poor performance. Shame, embarrassment, and guilt are self-conscious emotions that encourage us to obey the rules and uphold the social order. These feelings are triggered when we violate norms and social conventions, present the wrong image to others, and fail to live up to moral guidelines.

Guilt motivates us to help others and to treat them well.

Facilitator Notes

1. **ASK** the question: Do ethical decisions ultimately come from the brain, the heart, or the "gut." Does it feel wrong? Bring the discussion around to "what feels right."
2. **ENGAGE** participants in a discussion on how we feel when we see abuse. We have anger and disgust. Those feelings are guided by our sense of right and wrong.
3. **TALK** about the feeling of guilt, embarrassment, and shame. We've all done things we know we shouldn't do. Those feelings just reinforce that.



Key Principles in Ethics & Professionalism

- Honesty
- Justice
- Respect
- Integrity
- Community
- Team-building
- Humanity
- Leadership by example
- Communication
- Coaching and mentoring
- Succession planning –



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Key Principles in Ethics & Professionalism

Some of the key principles in ethics and professionalism are intuitive and others are not so intuitive, but all are required for an ethical and professional leader.

Facilitator Notes

1. **INTRODUCE** the key principles in ethics and professionalism.
2. **EXPLAIN** that they will be discussed in more detail in the following slides.

Key Principles in Ethics for a Leader

- Team-building
 - ✓ An ethical leader fosters a sense of community & team spirit
 - ✓ She demonstrates and demands professionalism in all actions
 - ✓ When an ethical leader establishes goals, her aim is to benefit the entire organization, not just herself
- Leadership by example
 - ✓ Ethical leadership sets high expectations for each individual, from the most senior to the least senior
 - ✓ Ethical leaders set the example through their actions and hold all people accountable to the same standard

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Key Principles in Ethics for a Leader

Other key principles include:

- Communication – an ethical leader must learn to communicate clearly with her staff; she should also allow her staff to feel free to communicate honestly with her. The staff should know they are respected and their opinions are heard.
- Coaching and mentoring – ethical leaders willingly share lessons learned from their own experience to help subordinates succeed.
- Succession planning – ethical leaders build their organization's future through planning and staff development. The ethical leader must be observant of potential in individual officers and seek to develop and maximize that potential for the benefit of the entire organization.

Facilitator Notes

INTRODUCE these aspects of ethics for a leader. These are the less obvious aspects that were introduced in an earlier slide. Participants will be asked to describe the more obvious aspects in the next activity.



Key Principles in Ethics for a Leader

EXERCISE

- Write one or two sentences for each virtue below, beginning with “An ethical leader...”
 - ✓ Honesty
 - ✓ Justice
 - ✓ Respect
 - ✓ Humanity
 - ✓ Integrity



Work in Groups

➔

Share Response



15 min.

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Key Principles in Ethics for a Leader	
Duration	15 minutes
Purpose	The purpose of this activity is for participants to reflect upon and describe each virtue listed in slide as it relates to a leader in corrections.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Write one or two sentences describing each virtue listed in the slide as it relates to ethical leaders in the field of corrections. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Finishing the Sentence--

Each group debriefs its findings:

- Honesty
- Justice
- Respect
- Humanity
- Integrity

REGROUP



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Finishing the Sentence--

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a volunteer to read her group's response to the first virtue—honesty. Then, ASK for a second group to provide its response.
3. CONTINUE this process until all virtues are covered.
4. Expected answers include:
 - Honesty – an ethical leader is being truthful at all times and expects employees to do the same thing. She never overlooks or tolerates ethical violations
 - Justice – an ethical leader recognizes her biases and strives to make decisions that are fair and just. An ethical leader has no favorites; she treats everyone equally and fairly.
 - Respect – an ethical leader demonstrates respect for all by listening attentively, valuing contributions, demonstrating compassion, and treating opposing viewpoints fairly. In a disagreement, an ethical leader questions behaviors and ideas, not the person.
 - Humanity – an ethical leader recognizes and values kindness; she acts in a manner that is beneficial to everyone.
 - Integrity – an ethical leader has integrity. Doing the right thing in the absence of immediate gratification is the essence of integrity.



Impact of Ethical Leadership

- Healthy, mission-dedicated, professional employees
- Better energy in the workplace
- Better health and performance
- Better interpersonal relationships
- Better work attendance



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Impact of Ethical Leadership

Ethical leadership styles create positive standards that lead to a supportive and honest work environment.

Advantages of ethical leadership includes:

- A system wherein the organization is following all laws and supporting all rights to ensure the safest possible environment for staff, offenders, guests, and society
- A healthier, more positive workplace culture where every worker knows she will be treated with respect
- Inclusiveness—the leader is open to the opinions of others; she encourages staff to voice an idea or opinion to support the organization; she encourages collaborative experiences from different cultures, identities, and ethnicities
- A leader who treats the responsibility of her position seriously; she does what she says she is going to, and she expects the same from others
- Consistency and effectiveness; a system is in place that treats every person the same way

Facilitator Notes

1. DISCUSS the impact of ethical leadership on a prison environment.
2. ADD any other points you may have to those listed in the slide and to the left.

Impact of Ethical Staff

- Accountability
- Trustworthiness
- Respectful environment
- Inclusiveness
- Friendly environment
- Reliability
- Integrity
- Dedication
- Responsibility
- Productivity
- Cooperation
- Discipline
- Safer workplace

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Impact of Ethical Staff

Employees with a strong work ethic exhibit a set of values and behaviors that make them treasured employees. Employees with a strong work ethic are very reliable; they will be on time for their shift; they are committed to their job; they are highly disciplined and strive to meet or exceed expectations; they are productive and do more than minimum requirements; they are cooperative and inclusive. They respect the management, other staff, offenders, and society.

Facilitator Notes

1. DISCUSS the impact of ethical staff.
2. REVIEW the characteristics.
3. ENGAGE participants in a discussion on the opposite—unethical staff.
4. COMPARE the environment—e.g., an unethical staff would include those who: lie, verbally harass, take extended breaks, steal, are undependable and unaccountable, abuse offenders and staff alike, etc.



Ethical Dilemmas


EXERCISE

- Read the ethical dilemmas in Worksheet 1
- Determine the ethical actions that should be taken in both scenarios


Work in Groups

➔

Share Response




ETHICAL
DILEMMAS



15 min.

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Ethical Dilemmas	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on the issues presented and determine the best steps to take.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Worksheet: Ethical Dilemmas
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the two ethical dilemmas. 3. Determine the best steps to take in both scenarios 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Ethical Dilemmas?

Each group debriefs its findings:

- Scenario 1
- Scenario 2

REGROUP



Ethical Dilemmas

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response to the first scenario.
3. CALL upon another group or ask for a group to volunteer its answers.
4. CALL upon a different group for the second scenario.
5. CALL upon a second group to present its response.
6. ENGAGE the class in a discussion on the dilemmas.
7. PROVIDE your feedback and share any stories you may have on similar scenarios.

Ethics Issues in Corrections

- Reporting staff misconduct
- Improper relationships with offenders
- Sexual harassment
- Physical abuse
- Command presence as part of offender control
- Uniform appearance (versus non-uniformed staff)

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Ethics Issues in Corrections

Correctional organizations often face ethical issues, including various abuses that result in human rights violations, violations of a code of ethics, corruption, and other forms of misbehavior.

In the U.S., most ethical violations in corrections have to do with the introduction of contraband, the use of drugs or alcohol during performance of the job, violation of security and safety procedures, substandard job performance, and conduct that is likely to interfere with the orderly operation of the institution or create a serious security risk.

The most effective strategy in combatting ethics problems is to have a clearly written, accessible standard of conduct and an equally accessible corrective/disciplinary system related to staff conduct. Harmful conduct must be effectively stated in language everyone can understand.

Policy must clearly describe the prohibited behavior. The policy must be part of staff training and orientation.

When combined, these strategies develop the organization and provide opportunities to resolve critical staff behavior issues.

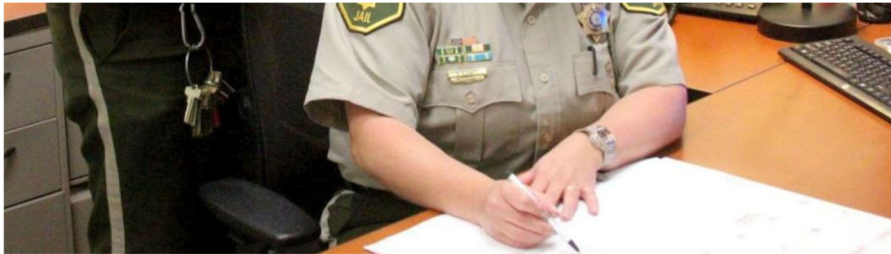
Facilitator Notes

1. **EXPLAIN** that rules within an ethics policy become meaningful and effective when they are supported by every member of the organization. Following these rules can transform the correctional workplace to a positive, effective environment.
2. **ENGAGE** participants in a discussion about a code or standard of ethics.
3. **EXPLAIN** how unethical behavior and misconduct erodes public confidence. For this reason, corrections departments worldwide should adopt and enforce codes of ethics and conduct for correctional officers and other employees whose job involves overseeing correctional facilities and the offenders in them.



Code of Ethics in Corrections

- The purpose of a code of ethics is to acknowledge a profession's acceptance of the responsibility and trust conferred upon it by society as well as to recognize any internal obligations inherent in that trust
- By adhering to an ethical code, corrections officers can bring credit to their entire profession



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Code of Ethics in Corrections

Correctional officer codes of conduct and ethics not only outline expectations for treating offenders, but also for fostering professionalism among facility staff and within correctional departments.

Because of the importance of the correctional system in protecting the public from dangerous criminals, correctional officer codes of ethics and conduct emphasize the value of public service.


Vision and mission statements describe where the organization is going and what it will do to get there. They direct the efforts of the people toward common goals. A code of ethics defines what the organization believes in and how people in the organization are expected to behave. The code of ethics provide a moral direction.

Facilitator Notes

1. **DISCUSS** a code of ethics for corrections. **EXPLAIN** the importance of emphasizing the value of public service in a code of ethics.
2. **EXPLAIN** the purpose and benefits of a code of ethics.


Discussion:

Name what you consider the most important item that should be included on a corrections code of ethics.



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NOTES

Facilitator Notes

1. ENGAGE participants in the final discussion question.
2. ASK multiple participants to name the one most important item they would include on a corrections code of ethics.
3. NAME the most important item you would include.



SUMMARY

Topics

- ✓ Ethics and Morals
- ✓ Principles of Ethics
- ✓ Ethical Leadership
- ✓ Ethical Dilemmas in Corrections

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Correctional Support Operations

عمليات الدعم الإصلاحي



Correctional Support Operations

Purpose: This module provides participants with an overview of the support functions required in a modern prison and delivers best practices for ensuring the effective operation of those functions.

Activities:

- Support Programs and Prison Security (15 min.)
- Offender Health (15 min.)
- Prison-Based Interventions (15 min.)
- The Role of Food in Correctional Settings (15 min.)
- Facility/Mechanical Breakdowns (15 min.)

Estimated Time: 1.5 days





Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

Facility/Mechanical Breakdown

Learning Objectives

- 
 - Describe the role of support operations in the day-to-day function of a modern prison
 - Explain how an effective health care operation can make a prison more secure
- 
 - Outline the security challenges relating to health care operations
- 
 - Explain how an effective food services can make a prison more secure
 - Examine the security challenges relating to food services
- 
 - Describe how an effective mechanical services operation can make a prison more secure

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Learning Objectives

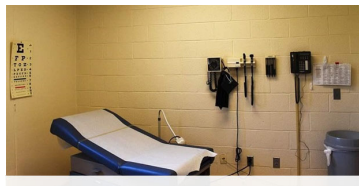
These learning objectives are the essential steps to reaching the goal of the course—understanding the role of support programs in a prison.

Facilitator Notes

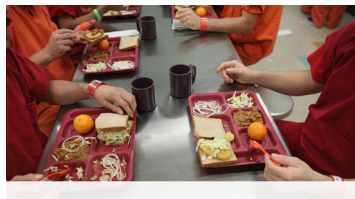
1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Basic Services of Offenders



- Medical services



- Food services



- Mechanical/facilities services

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Basic Services of Offenders

This module covers these three basic needs for offenders.

Facilitator Notes

EXPLAIN that these are the three basic needs that are discussed in the module.

Support Programs & Prison Security

EXERCISE

- Explain how each of the following programs affects prison security
 - ✓ Medical
 - ✓ Food
 - ✓ Mechanical/facilities services
- List the consequences of not providing these services

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            graph LR
            A[Work in Groups] --> B[Share Response]
            C[15 min.]
            
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Support Programs & Prison Security	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on the importance of providing effective support programs.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. One group will be assigned medical services. 3. One group will be assigned food services. 4. One group will be assigned mechanical/facilities services. 5. The groups will explain how their assigned service affects prison security and the consequences of not providing that service. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Support Programs and Prison Security

Each group debriefs its findings:

- Medical
- Food
- Mechanical/facilities

REGROUP



Support Programs and Prison Security

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

Medical Programs
البرامج الطبية

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NOTES



Discussion: Recent Illnesses

- Have you or anyone you know been sick recently with a cold, flu, or other communicable disease?
- Did anyone close to you catch the illness or did you catch it from someone else?
- How did you address the issue?
 - ✓ Stayed home and treated the illness?
 - ✓ Took over-the-counter medicine?



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Discussion: Recent Illnesses

Engage in the discussion questions openly. The purpose of the questions will be revealed.

Facilitator Notes

1. ASK participants whether they or anyone they know have been sick recently (e.g., cold, flu, stomach problems, anything else that might be communicable).
2. Next, ASK participants how they addressed the issue—e.g., went to the doctor, stayed home and treated the illness, took over-the-counter medicine, etc.
3. ASK whether anyone else close to them caught the illness or whether they caught it from someone else.
4. If participants are reluctant to share this information, PROVIDE your own story of when you or someone close to you became sick with a communicable disease.
5. ASK: "What happens at work when a staff member stays home sick?" "Who takes her place?"
6. Now, TURN the discussion to offenders. Discuss the potential exposure to the illness at work, which is home to the offenders.
7. EXPLAIN that prison is home to one group (offenders) and a workplace to another (staff). The first group tends to have lower standards of health, so ensuring good medical services standards helps ensure the safety of staff as well as offenders and the community.

Medical Services in Prison

- When compared to the rest of the population, as a group, offenders tend to have poorer:
 - ✓ Mental health
 - ✓ Social health
 - ✓ Physical health
- For many offenders, entry to prison provides their first regular contact with health services



Medical Services in Prison

Many offenders lived on the fringes prior to incarceration, so access to and opportunity for health care services may not have occurred.

This means that many offenders may suffer from acute or chronic health conditions that have remained undiagnosed and untreated.

- In the U.S., half of all incarcerated people have had a chronic illness at some point.
- Forty percent of offenders reported a current chronic health condition.
- Mental illness, drug addiction, and communicable diseases are the most common issues.
- Dental care is a huge issue as well.

Worldwide, offenders have higher prevalence rates of HIV/AIDS, hepatitis, and tuberculosis. All these diseases flourish in crowded conditions. Likewise, all three diseases thrive in conditions in which there are sanitary and health education challenges.

Female offenders specifically are high risk for sexually transmitted diseases prior to arriving as well as reproductive health issues, such as cancer.

Facilitator Notes

1. ENGAGE participants in a discussion on offenders and undiagnosed and untreated diseases. Possible communicable diseases include:
 - Tuberculosis (TB)
 - Flu
 - Ebola
 - Shingles
 - Hepatitis
 - West Nile
 - COVID
2. EXPLAIN the health situation of many offenders when they arrive in the prison system.
3. DISCUSS how overcrowded conditions and other unsanitary conditions exacerbate the poor health of many offenders.



Discussion

- What types of illnesses do offenders have when they enter the prison?
- What types of illnesses do offenders get while in prison?
- What steps are taken to treat these illnesses?



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Discussion

Engage fully in the discussion on illnesses offenders have when they enter prison, illnesses offenders often get in prison, and steps taken to treat these illnesses.

Facilitator Notes

1. ENGAGE participants in a discussion on illnesses offenders have when they enter the prison system.
2. Next, ENGAGE participants in a discussion on illnesses offenders get while in prison.
3. Finally, DISCUSS steps taken to treat these illnesses. Share your experience.
4. EXPLAIN that when the prison system delivers care to offenders, it is also supporting the health of prison staff. Staff and offenders share the same spaces and air, so policies that affect one group will necessarily affect the other.
5. ADD that any untreated or unresolved health issues offenders have upon their discharge from prison will impact the community.

Prison Conditions & Medical Health

- Conditions within many prisons are tied directly to poor offender health outcomes
- All the following contribute to offender health problems:
 - ✓ Overcrowding
 - ✓ Poor ventilation
 - ✓ Poor nutrition
 - ✓ Lack of activity
 - ✓ Irregular or insufficient personal and environmental hygiene
- Poor infectious disease controls contribute to offender health problems



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Prison Conditions and Medical Health

The goal for prison medical operations should be to directly mirror community standards, when possible. However, offenders in many prisons receive substandard health care, generally based on lack of resources, staffing levels, or security concerns.

A country's approach to prison health care reflects its view of human rights. International standards require prisons to meet the basic needs of the offender. In particular, the U.N.'s Basic Principles for the Treatment of Prisoners states that: "Prisoners should have access to the health services available in the country without discrimination on the grounds of their legal situation."

Facilitator Notes

1. EXPLAIN that many offenders did not receive regular medical care prior to incarceration, so offender expectations and attitudes about the care they receive may be based on faulty assumptions.
2. EXPLAIN that each prison must have at least one qualified medical services officer to look after the physical and mental health of offenders. This person (or team) must have some training in psychiatry.
3. EXPLAIN that offenders must be provided with a care facility that is sufficiently equipped and supplied to deal with their physical and mental health needs. Specialist treatment might require outside help—ideally from the community's general health administration. Specialists should be budgeted sufficiently based on the overall offender medical needs.



Offender Health

EXERCISE

- Brainstorm within your group all medical processes that should be conducted throughout an offender's incarceration







15 min.

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Offender Health	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm medical processes that should be conducted throughout an offender's incarceration.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm the medical processes that should be conducted throughout an offender's incarceration. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Offender Health

REGROUP

Each group debriefs its findings:

- All medical processes for ensuring overall offender health



Offender Health

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback. Expected responses include:
 - Initial medical screening
 - Psychological screening
 - Insulin distribution process
 - Pill line
 - Chronic care procedures
 - Communicable disease training for offenders
 - Suicide prevention, training
 - Nutrition reviews for meal schedules
 - Medical trip procedures,
 - Dental cleanings/exams/treatment

Discussion: Challenges

- The reality of health services in a prison setting requires prison authorities to address a number of issues specific to the correctional setting

What challenges are posed to the security and good order of a prison by providing health services to offenders?



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Discussion: Challenges

The on-the-ground reality of health services in a prison setting requires prisons to address issues specific to a correctional setting, including:

- Quality of care for offenders, including the actual performance standard and how that care is perceived by offenders
- How drug shipments are received into the prison, including scheduling and responsible parties
- How drugs are stored, dispensed, and accounted for
- Accounting processes for medical supplies (e.g., scalpels, syringes, etc.)
- Emergency medical response for sick and injured offenders (if medical intervention is perceived by offenders to be inadequate, a riot may result)
- Pill lines for diabetics and/or other chronic care offenders
- Offenders attempting to hide or hoard dangerous medications and substances
- Professional standards inherent in providing medical care to female offenders
- Outside medical trip procedures (including the approval process, staffing, and how conflicts between medical necessity and security are resolved)

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. If you get no responses, PROBE participants to think about some of the concerns—e.g., the distribution of drugs. What are some concerns related to that? Then continue with probing questions: What about security concerns related to medical supplies—needs, for example?
3. CONTINUE with this line of questioning until participants become engaged in brainstorming some of the security and good order issues.
4. ASK whether visiting doctors, nurses, and lab technicians are trained in security issues. Follow up by asking whether security considerations should override doctor-patient confidentiality, and under what circumstances.
5. EXPLAIN that doctors in some countries are subject to penalties for breaching patient confidentiality, and lead a discussion on how that issue is addressed in KSA.
6. ASK whether medical supplies are tracked using perpetual inventory cards that are updated and cross-checked on a regular basis.
7. ASK whether the results of medical examinations and tests undertaken in prison are treated with the same respect for confidentiality as is normal under ethics in medical practice.



Public Health Implications of Prison Medical Services

- To improve offender health outcomes after release, prison medical services should address health/patient:
 - ✓ Education
 - ✓ Prevention
 - ✓ Other interventions to improve offender health outcomes after release
- These actions should be taken in consultation or partnership with the community public health authority



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Public Health Implications of Prison Medical Services

Most offenders return to society at some point. Best practice dictates that when they leave prison, they not be in worse health than when they arrived. Sick offenders re-entering the community serve as vectors for disease.

Good health and wellbeing are key to successful rehabilitation and resettlement. Offenders with chronic conditions such as diabetes or heart disease require regular medical treatment and medication and typically lack the resources to pay for these.

Prison medical services should address health/patient education, prevention, and other interventions to improve offender health outcomes after release. The prison should take these actions in consultation or partnership with the community public health authority.

Facilitator Notes

1. EXPLAIN the need for prison medical services to address offender health education, prevention, and other interventions to improve offender health outcomes.
2. DISCUSS the need to take these actions in consultation or partnership with the community public health authority.
3. EXPLAIN the need for regular medical treatment and medication for chronic diseases.





Good Prison Health

Good prison health is essential to good public health.

According to the World Health Organization, although prison is an environment with special difficulty in promotion of health, it is also a unique opportunity for all aspects of health promotion, health education, and disease prevention. Prison offers access to disadvantaged groups who would normally be hard to reach. It is an opportunity to address inequality in health by means of specific health interventions as well as measures that influence the wider determinants of health.


Facilitator Notes

1. **EXPLAIN** how good offender health in a prison is essential to good public health.
2. **HIGHLIGHT** the benefit of having the opportunity to contribute to the health of communities by helping improve the health of some of the most disadvantaged—and often the most unhealthy—people in society.

Prison-Based Interventions

EXERCISE


- Brainstorm prison-based interventions that can help improve offender health outcomes after release
- This includes:
 - ✓ Physical health
 - ✓ Mental health
 - ✓ Emotional health



Work in Groups

➔


Share Response



15 min.

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Prison-Based Interventions	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on prison-based interventions that can improve offender health after release from prison.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm ways in which the prison medical services can improve offender health after release from prison. 3. Offender health includes mental, physical, and emotional health. 4. One example is providing advice on avoiding communicable diseases, specifically HIV, tuberculosis, and hepatitis. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Prison-Based Interventions

Each group debriefs its findings:

REGROUP

- Prison-based interventions:
 - ✓ Physical health
 - ✓ Mental health
 - ✓ Emotional health



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Prison-Based Interventions

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback. Some suggested responses include:
 - Drug abuse avoidance through education, including smoking cessation
 - Instruction on leading a healthy lifestyle, including diet and hygiene
 - Mental health assistance/treatment
 - Job training/placement
 - Social/family ties reinforcement
 - Immunization (e.g., tuberculosis)
 - Training in psychological skills
 - Advice on specific conditions, such as minor illness, diabetes, epilepsy, asthma
 - Access to cancer prevention and advice and services for early detection

Quote from World Health Organization

An understanding of the role of food in correctional settings and effective management of food systems may improve outcomes for incarcerated people and help correctional administrators to maximize the health and safety of individuals in these institutions



How can effective management of food systems improve outcomes for offenders?

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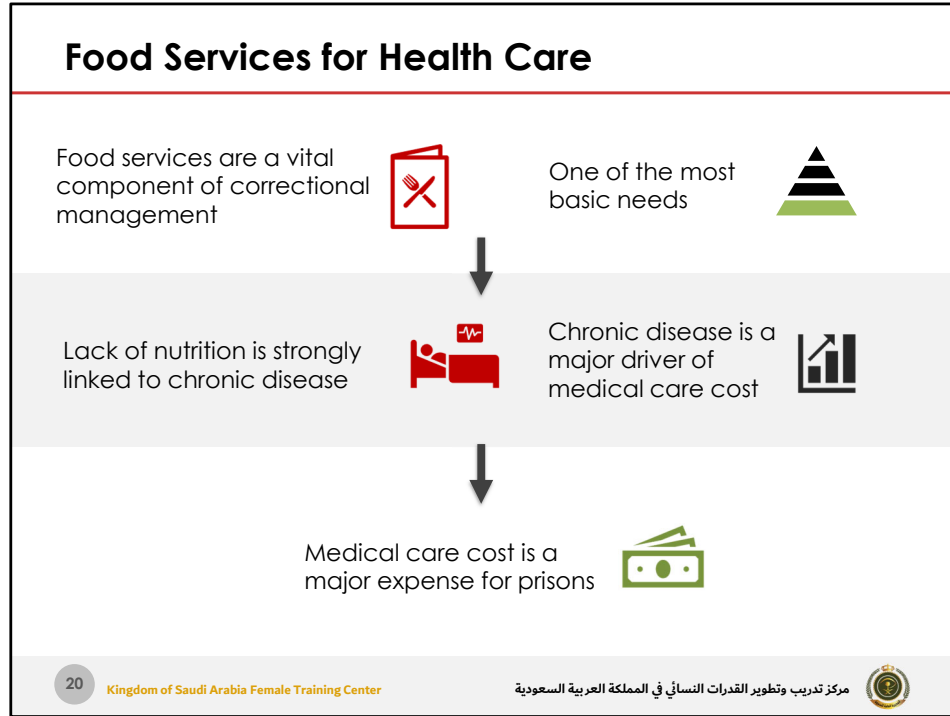


Quote from World Health Organization

Engage in the discussion question. Your participation matters.

Facilitator Notes

1. ASK for a volunteer to read the quote from the World Health Organization.
2. ENGAGE participants in the discussion question that follows the quote.
3. The following slides support the quote.



Food Services for Health Care

Food is one of the most basic offender needs that prisons must meet.

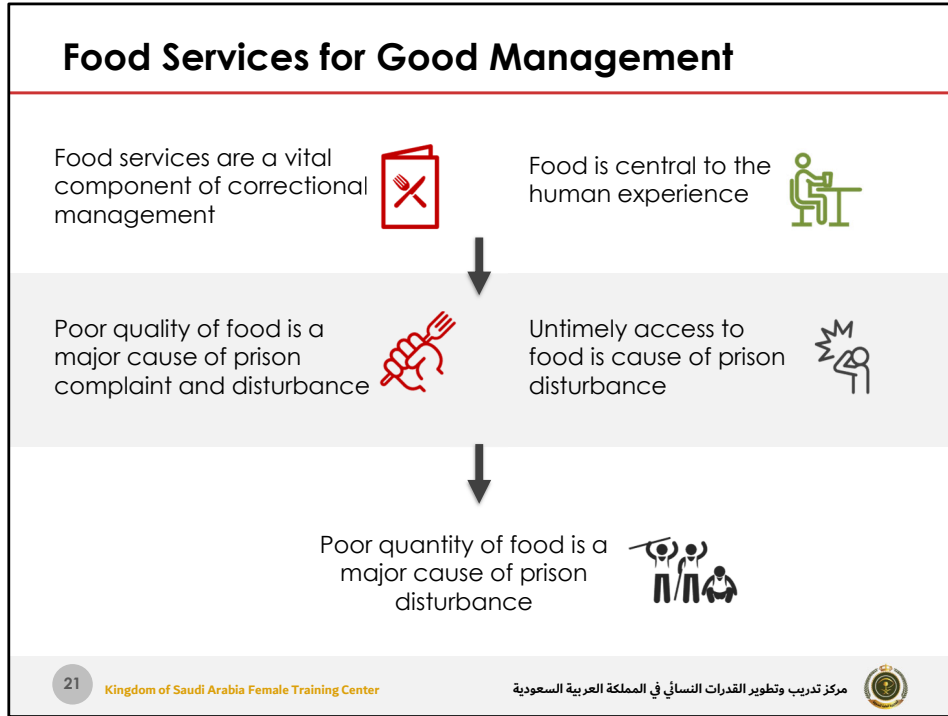
Nutrition is strongly linked to both chronic disease and health outcomes.

Poor nutritional provision can not only have a lasting impact on the wellbeing of the offender, but it is also costly to the prison system. Various medical complications that arise from poor nutrition—nutritional deficiencies, cardiovascular disease, diabetes, and high cholesterol—burden prison health resources.

Facilitator Notes

1. **EXPLAIN** the connection between poor food services and health care costs.
2. **HIGHLIGHT** the diseases that are caused or exacerbated by poor nutrition and the long-term cost of treating these diseases.





Food Services for Good Management

Having a limited ability to determine what, when, where, or how much they eat means that offenders lose control over aspects of their health as well as this important part of their social autonomy. For some, this deeply affects their self-esteem and sense of identity.

For these reasons, food is a considerable source of frustration and anxiety among offenders and extremely important to understanding life in custody.

Food can affect security and safety in prison because frustration over the lack of food or the lack of quality of food serves as a catalyst for aggression and dissent.

So, food services is a vital component to prison management. Eating well is not just a matter of offender wellbeing, but it is also of practical and financial concern to the prison service.

Facilitator Notes

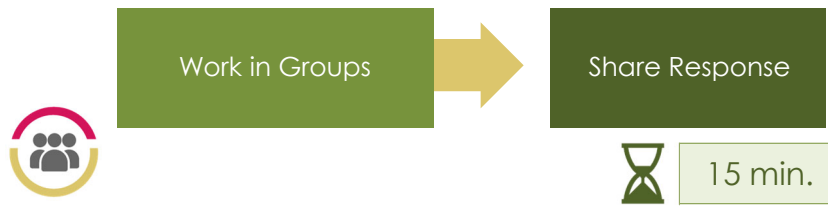
1. EXPLAIN how having good food services is part of good prison management.
2. SHARE any stories you have about prison riots or disturbances over food. Below is one such story:
 - A major riot at Kentucky’s Northpoint Training Center on August 21, 2009, resulted in 16 injuries and the destruction of several buildings critical to the prison’s operation. The riot was the second serious incident at the facility in as many years, and both involved food-related issues.



The Role of Food in Correctional Settings

EXERCISE

- Today is a national holiday, and a specialty dish is being served to the offenders
 - ✓ However, after 80% of the prison population has been served, there is no more of the specialty dish
 - ✓ The remaining offenders are becoming irritated and vocal about not getting the specialty dish
 - ✓ What would you do for the unserved offenders? What options are available to you?



The Role of Food in Correctional Settings

Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ways in which management can ensure fairness.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm options available to you for handling the incident fairly: <ul style="list-style-type: none"> • 80% of the prison population has been served the specialty dish • The prison ran out of the specialty dish before the other 20% were fed. • What would you do for the unserved offenders? • What options are available. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



The Role of Food in Correctional Settings

Each group debriefs its findings:

REGROUP

- ✓ 80% of the prison population has been served the specialty dish
- ✓ The prison ran out of the specialty dish before the remaining 20% were served
- ✓ What would you do for the unserved offenders? What options are available to you?



The Role of Food in Correctional Settings

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your examples from your experience and provide feedback.

Considerations for Food Service

- Institutional food service must consider:
 - ✓ Quality of the food
 - ✓ Variety of food
 - ✓ Quantity of food
 - ✓ Nutritional value
 - ✓ Dietary restrictions due to allergy, disease, or religious prohibition
 - ✓ Meal planning
 - ✓ Health/sanitation



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Considerations for Food Service

Institutional food service must balance cost against quality, regardless of the setting. In a prison, however, this equation must consider a number of additional factors, including:

- Quality of the food provided to offenders (major cause of disturbance)
- Variety of food provided to offenders
- Quantity of food provided to offenders (again, a major cause of disturbance)
- Nutritional value (relates to both medical and security considerations. Healthy offenders cost the prison system less in medical costs, but nutritionally dense foods typically require extensive storage and preparation resources that may impact security.)
- Dietary restrictions due to allergy, disease, or religious prohibition
- Bulk purchasing and contracting practices to reduce costs while maintaining quality
- Meal planning (employing a dietician to help ensure nutritional value and to facilitate bulk purchasing)
- Health/sanitation (local codes, agency mandates, local facility conditions, and the cost impacts of poor sanitation practices in a prison population)

Facilitator Notes

1. **EXPLAIN** the considerations for food service.
2. **DISCUSS** the need to balance cost against quality and add the need to balance cost of healthy, nutritious food to health costs for the lack of healthy, nutritious food. Add to that the cost of prison disturbances.
3. **ENGAGE** participants in a discussion on the considerations.



Discussion: Food Services in the KSA

- How are food services managed?
 - ✓ Do offenders staff the kitchens/dining areas?
 - ✓ If so, are they trained?
 - ✓ Who supervises them?
 - ✓ Are supervisors trained in security procedures and responses?
 - ✓ Are offenders tested for communicable disease before working with food?
- How are tools (e.g., knives) controlled and accounted for?
 - ✓ How are these items stored/secured?
 - ✓ Who is responsible for tool inventories?
- How are orders received?
 - ✓ What security protocols are in place during meals?
 - ✓ How is food waste tracked?

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Discussion: Food Service in the KSA

Engage in the discussion questions. Your thoughts matter.

Facilitator Notes

1. ENGAGE participants in a discussion on food service in the KSA.
2. ENCOURAGE participation.
3. EXPLAIN the way the food service works in the prison with which you are most familiar. Below is an example of how the food service works in the BOP:
 - The BOP has used a national menu, approved by BOP Executive Staff, to be served agency-wide for standardization of food service operations.
 - The national menu, which includes the approved menu, standardized recipes, and product specifications, is used for food procurement, preparation, and meal service at all institutions.
 - The menu is reviewed at least annually to assess responsiveness to eating preferences, operational impact, product pricing, and nutritional content.
 - Meal preparation is accomplished primarily by offender workers under the supervision of staff.
4. ASK if they use sharp counts and shadow boards for knives and other dangerous tools



Food Principles

- Prisons must provide food that is sufficient in amount, nutritious, well-prepared, and served at regular mealtimes
- Clean drinking water must be available to the offender without restriction
- Meal selections should be:
 - ✓ Based on the religious affiliation of the offender population
 - ✓ Sufficient in quantity and quality
 - ✓ Approved by a registered dietician



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Food Principles

Prisons must provide food that is sufficient in amount, nutritious, well-prepared, and served at regular mealtimes.

Clean drinking water must be available to the offender without restriction.

The quality and availability of food has a major impact on offender health, including obesity, malnutrition, and chronic conditions like diabetes.

Diet plays a major role in controlling health problems, including potentially lowering the cost of medical treatment.

Each prison must design its food services component to address the specific resources available to the institution, as well as circumstances that may define or restrict storage, preparation, and food service.

Meal selections should be based on the religious affiliation of the offender population, be sufficient in quantity and quality, and should be approved by a registered dietician.

Facilitator Notes

ENGAGE participants in a discussion on the food principles using the talking points in the slide and left column.

Mechanical/Facilities Services

- The UN's Standard Minimum Rules for the Treatment of Offenders require prisons to provide offenders with "...adequate living space, fresh air, natural light, and a generally healthy environment..."
- This requirement demands a three-way balancing act
 - ✓ Correctional objectives (rehabilitation, etc.)
 - ✓ Security and control of offenders
 - ✓ International standards and norms for physical space

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Mechanical/Facilities Services

International norms require that offenders be provided adequate living space, fresh air, natural light, and a generally healthy environment during their imprisonment.

Specifically, the Standard Minimum Rules for the Treatment of Prisoners states:

- All accommodation...shall meet all requirements of health, due regard being paid to climatic conditions and ... cubic content of air, minimum floor space, lighting, heating, and ventilation.
 - The windows shall be large enough to enable the prisoners to read or work by natural light, and ...constructed [so] they can allow the entrance of fresh air
 - Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight
 - The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner
 - Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene.

Facilitator Notes

1. ENGAGE participants in a discussion on the Standard Minimum Rules for adequate living space, natural light, and a healthy environment.
2. EXPLAIN that a strong facility maintenance program can make a significant impact on prison safety and operations. But facility managers have to weigh the maintenance against tight budgets.
3. EXPLAIN the need to prioritize certain functions that directly impact security and good order and ensure that other functions are not permitted to deteriorate. Priorities include:
 - Sleeping areas (living areas, includes common areas in the units)
 - Hygiene/sanitation in all areas
 - Dining/food preparation areas
4. EXPLAIN that prison authorities have an obligation to ensure that offenders have adequate living conditions in regard to hygiene, space, heating, lighting, ventilation, physical activity, and other reasonable requirements for health.



Mechanical Infrastructure Requirements

- Electricity with backup system
- Plumbing
- Climate control
- Security (gates, locks, cameras, etc.)
- Fire alarms/fire exits



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Mechanical Infrastructure Requirements

Each of the priority functions—sleeping areas, hygiene/sanitation, and dining/food preparation—has specific mechanical infrastructure requirements, including:

- Electricity with backup system
- Plumbing
- Climate control
- Security (gates, locks, cameras, etc.)
- Fire alarms/fire exits

Facilitator Notes


1. DISCUSS the requirements for each function area.
2. EXPLAIN that in a 24/7 operation like prisons, these systems are constantly working. Most of them have myriad components that wear out. As they age, replacement parts become harder to obtain and failure becomes more frequent.
3. EXPLAIN that prisons are safest when all systems are operating normally. But another challenge is to have the appropriate combination of staffing and funding to maintain an effective preventive maintenance program.
4. DISCUSS back up systems , such as emergency generators and ASK whether they use them in the KSA.
5. ADD that some of the biggest challenges are roof repairs, perimeter detection systems, and plumbing systems.
6. EXPLAIN that the facility manager is also responsible for ensuring compliance with all building codes to ensure life-safety systems, such as fire alarms and fire suppression systems, are in place and functional.



Facility/Mechanical Breakdowns

EXERCISE

- Refer to the Worksheet: Facility/Mechanical Breakdowns
- Answer the questions on the worksheet for the mechanical area assigned to your group




**FACILITY/MECHANICAL
BREAKDOWN**

Work in Groups

➔

Share Response




15 min.

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Facility/Mechanical Breakdowns	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on steps that should be in place to prevent or recover from mechanical breakdowns.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to Facility/Mechanical Breakdown Worksheet. 3. Respond to the questions. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Facility/Mechanical Breakdown

Each group debriefs its findings:

- ✓ Sleeping areas
- ✓ Hygiene/sanitation in all areas
- ✓ Dining/food preparation areas
- ✓ Recreation/education areas

REGROUP



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Facility/Mechanical Breakdown

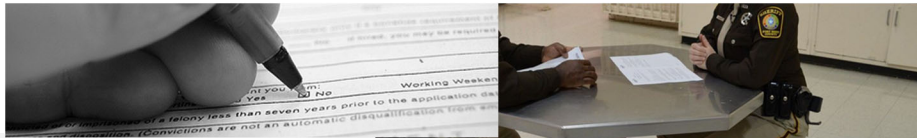
Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

Status of Components

- Establish a system for reporting, prioritizing, and repairing all correctional security-related issues
 - ✓ Resolve security issues as soon as possible
 - ✓ Prioritize all other issues according to need and budget
 - ✓ Inspect components by shift, daily, or weekly
 - ✓ Refer issues to the mechanical services department for action
 - ✓ Maintain a trained and experienced mechanical services staff
 - ✓ Staff must be current & trained on all systems
 - ✓ Prioritize scheduled maintenance during inspection process



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Status of Components

To ensure proper operation of the prison's mechanical services infrastructure, prisons must track the status of each infrastructure component. For example, prison authorities should ensure a system is in place for:

- Reporting, prioritizing, and repairing all correctional security-related issues.
- Resolving security issues as soon as possible
- Prioritizing all other issues according to need and available budget
- Inspecting components by shift, daily, or weekly and referring issues to the mechanical services department for action (some must be inspected more frequently than others)
- Maintaining a trained and experienced mechanical services staff that is qualified to service all systems inside the prison
- Ensuring that staff is current on all systems in the prison and ongoing training is provided as new systems come online
- Prioritizing scheduled maintenance during the inspection process
- Ensuring that all maintenance staff are trained in security procedures and responses

Facilitator Notes

1. ENGAGE participants in a discussion on establishing a system for the various aspects of facility management.
2. ASK participants to describe their system.

Discussion: Fire Suppression Systems

- Sprinkler systems
- Fire extinguishers
- Fire doors
- Evacuation/assembly areas
- Codes inspection
- Tracking (inspection tags or other reporting)
- Who conducts inspections
- Testing/drills



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Discussion: Fire Suppression System

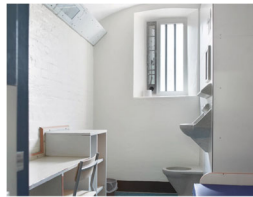
Engage in the discussion.

Facilitator Notes

1. ASK participants how they handle inspection of fire suppression systems in their prison(s). They should address:
 - Sprinkler systems (if equipped)
 - Fire extinguishers
 - Fire doors (security aspects, egress routes unblocked)
 - Evacuation/assembly areas (condition of route/area, as well as security)
 - Codes inspection (if required)
 - Tracking (inspection tags or other reporting)
 - Who conducts inspections
 - Testing
2. LEAD a discussion on the potential implications of failure due to missed scheduled maintenance on one or more fire suppression components. What happens if a fire extinguisher is empty?
3. What happens if a fire exit is blocked by debris or boxes on the outside?
4. What happens if the fencing around the assembly area is in poor condition?

Discussion: Impact on Offender Health

- Mechanical/facilities services can directly impact the health of the offender population
 - ✓ Adequate fresh air
 - ✓ Natural light
 - ✓ Access to hygiene facilities
- A simple plumbing failure in a bathroom or shower can have a dramatic impact on sanitation and offender health



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Impact on Offender Health

Engage in the discussion.

Facilitator Notes

1. EXPLAIN that mechanical/facilities services can directly impact the health of the offender population. Provide examples.
2. ASK participants how failures in mechanical systems can affect the health of the offender population and lead to excessive burdens on the medical and/or food services departments. For example, consider the following scenarios:
 - Clogged floor drain in food preparation area
 - Broken air conditioner in cell block or dormitory
 - Electrical panel fire in common area
 - Broken lock on bathing facility door
 - Insufficient hot water in dishwashing area
3. If time permits, PROVIDE examples from your own experience highlighting how these or similar issues affected prison security and good order, and how your facility addressed the issue(s).
4. HIGHLIGHT the interdependent nature of prison support facilities:
 - How did the medical department contribute?
 - How was food services involved?
 - How did the mechanical services team work with those departments in resolving the issue(s)?



Offender Workers for Facilities Services

Bureau of Prison Policy: To the extent possible, sufficient numbers of offenders with appropriate skills are to be assigned to the Facilities Department. This number is to correlate with the approved institution work program.

Discussion: Is this something that you would consider in KSA prisons?



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Offender Workers for Facility Service

Thinking back on the module for offender programs, what is the possibility of training and assigning offenders to work in facilities services?

Below is an example of the U.S. Bureau of Prison's policy regarding offender workers in facility services.

Policy. To the extent possible, sufficient numbers of [offenders] with appropriate skills are to be assigned to the Facilities Department. This number is to correlate with the approved institution work program.

Assignment. [Offenders] assigned to the Facilities Department will be provided opportunities to acquire skills and abilities that may assist in obtaining employment after release, and, at the same time, accomplish the institution's work program.

The facility manager must interview each newly assigned [offender] in an effort to select the work assignment most helpful to the work program.

Each [offender] is to be given copies of work rules, safety requirements, or other information pamphlets and written explanation of general rules or procedures, which the [offender] is expected to follow.

Facilitator Notes

1. ENGAGE participants in a discussion on the possibility of using offenders to work for facility services in their work program.
2. SHARE any stories you may have of offenders working at the facilities—the example in the left column is BOP's policy.
3. ASK participants what are they pros and cons of using offenders for facility services.

SUMMARY

Topics

- ✓ Medical Programs
- ✓ Food Services
- ✓ Mechanical/Facilities Services

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. **ASK** for volunteers to answer these two questions.
2. **ENCOURAGE** participants to engage in a conversation to test knowledge gained in this module.

Stress Management

إدارة الضغوط



Stress Management

Purpose: The purpose of this module is to provide an overview of general stress and corrections-specific workplace stress. Various strategies for stress management and coping with stress are introduced.

Activities:

- Ten Stressors (10 min.)
- Write Down Your Symptoms (5 min.)
- Stress in Corrections (5 min.)
- Share with a Colleague (5 min.)
- Share your Coping Strategies (10 min.)
- Developing Resilience (15 min.)

Estimated Time: 1 day

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to next slide to review module objectives.

Worksheets

- Managing Daily Stress
- Coping Strategies

Learning Objectives



- Describe the difference between acute and chronic stress



- Identify symptoms of stress



- Describe effects of stress on personal wellbeing



- Discuss stressors in the correctional environment

- Describe the phases of burnout

- Discuss healthy techniques for managing stress

- Describe the difference between coping and managing stress

- Develop strategies for coping with stress

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding what causes stress and developing strategies for coping with stress.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



What Causes Us Stress?

Name things in your everyday life that cause you stress



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What Causes Us Stress?

A number of situations/events cause us stress, including:

- **Fear and uncertainty.** We feel fear and uncertainty when we learn about events that we have no control over—attacks, global warming, natural disasters, losing a job, losing a loved one, etc. We worry about situations at work, such as not getting along with our supervisors, security issues, or threats from offenders.
- **Attitudes and perceptions.** How we react to events can determine whether we feel stress. For example, if our purse is stolen, we can take the attitude, “It’s okay, I didn’t have my wallet in it and the purse was inexpensive, so I’m lucky,” or we can think, “This is awful, somebody stole my purse. What if they come back and demand my wallet?” “What if it had been my expensive purse?”
- **Unrealistic expectations.** If we expect to do everything right all the time, we’re destined to feel stressed when things don’t go as expected.
- **Change.** Any major life change can be stressful -- even a happy event like a wedding or job promotion. More unpleasant events, such as a divorce, major financial setback, or death in the family can be significant sources of stress.

Facilitator Notes


1. **EXPLAIN** that our stress level will differ based on our personality and how we respond to situations. To some people, work and life stresses are just minor annoyances. Others literally worry themselves sick.
2. **ENGAGE** participants in a discussion on whether they know someone who worries themselves sick over work and life stresses.
3. **SHARE** any stories you may have—of yourself or someone you know.

Ten Daily Stressors

1. Not having enough time
2. Unhealthy lifestyle
3. Taking on too much
4. Conflicts in the workplace or at home
5. Inability to accept things as they are
6. Failure to take time out and relax
7. Non-work-related issues
8. Failure to see humor in situations
9. Particular situations that cause stress
10. Major life changes

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Ten Daily Stressors

Stress is usually caused by too much pressure being put on us by others or by ourselves.

The situations and pressures that cause stress are known as stressors.

Some of the common, daily stressors are listed in the slide. Stress can be caused by external factors, but it also can be self-generated. For example, we sometimes worry excessively about something that may or may not happen or have irrational, pessimistic thoughts about life.

Facilitator Notes

1. **INTRODUCE** the daily stressors listed in the slide.
2. **ADD** any others you may have—e.g., traffic, waiting for the elevator, poor connection on the internet, etc.
3. **ASK** participants to add any they may have.

Ten Daily Stressors

EXERCISE

- As a group, select 3 of the top 10 stressors
- Think of steps to avoid, overcome, or minimize the stress in that situation



Work in Groups

➔

Share Response



10 min.

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Ten Daily Stressors	
Duration	10 minutes
Purpose	The purpose of this activity is to reflect upon daily stressors and brainstorm ways in which to avoid, overcome, or minimize the stress.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Select 3 of the 10 daily stressors listed in the previous slide. 3. Brainstorm in your group ways in which to avoid, overcome, or minimize the stress. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Ten Daily Stressors

REGROUP

- What are the three stressors you selected?
- What is your advice on how to overcome, avoid, or minimize the stress?



MANAGING
DAILY STRESS

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Ten Daily Stressors

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.
4. DISTRIBUTE the Worksheet: Managing Daily Stress and review with participants.
5. CONGRATULATE participants if they captured any of the recommendations listed in the worksheet. If they did not, tell participants that they can add their recommendations to the list.

What Is Stress and Is It Good or Bad?

- Stress is a feeling of emotional or physical tension
- It is the body's way of responding to a demand or threat
- The perception of threat triggers an acute stress response that prepares the body to fight or flee
 - ✓ When working properly, this stress response helps you stay focused, energetic, and alert
 - ✓ But when the stress is chronic, it causes damage to health, mood, productivity, relationships, and quality of life



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What Is Stress and Is It Good or Bad?

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes us feel frustrated, angry, or nervous.

Stress is the body's way of responding to a demand or threat. When we sense danger—whether it is real or imagined—our body's defenses react by going into a "fight-or-flight" reaction or "stress response."

The stress response is the body's way of protecting us. When working properly, it helps us stay focused, energetic, and alert. In emergency situations, stress can save our lives—giving us extra strength to defend ourselves—e.g., slamming on the brakes to avoid a car accident or fighting back when someone is attacking us.

Stress can help us meet challenges. It's what keeps us alert when we are concerned about a security incident or reacting to one. But beyond a certain point, stress stops being helpful and starts causing major damage to our health, mood, productivity, relationships, and quality of life.


Facilitator Notes

1. **EXPLAIN** what stress is.
2. **DISCUSS** the benefits of stress.
3. **ADD** that when the stress is chronic, it causes damage to health, mood, productivity, relationships, and overall quality of life.



Types of Stress

- Two types of stress
 - ✓ **Acute stress**—stress that goes away quickly, such as riding a bicycle for the first time, skiing down a steep slope, slamming on the brakes of a car when someone comes too close
 - ✓ **Chronic stress**—stress that lasts for a longer time
- Unmanaged, chronic stress often leads to health problems



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Types of Stress

Stress is a normal feeling. There are two main types of stress:

- **Acute stress** is stress that goes away quickly. We feel it when we slam on the brakes, argue with a coworker or partner, or ski down a steep slope. It helps us manage dangerous situations. It also occurs when we do something new or exciting.
- **Chronic stress** lasts for a longer time. Any type of stress that goes on for weeks or months is chronic stress. If we don't find ways to manage stress, it may lead to health problems

Facilitator Notes

1. EXPLAIN that our nervous system cannot distinguish between emotional and physical threats. If we are stressed over an argument with a friend, a work deadline, or yet another request to work overtime, our body can react as strongly as if we're facing a life-or-death situation.
2. ADD that the more our emergency stress system is activated, the easier it becomes to trigger, making it harder to shut off.
3. EXPLAIN that if we are frequently stressed, our body may exist in a heightened state of stress most of the time. That heightened state leads to serious health problems.
4. ADD that chronic stress disrupts nearly every system in our body. It can suppress our immune system, upset our digestive and reproductive systems, increase the risk of heart attack and stroke, and speed up the aging process. It can even rewire the brain, leaving us more vulnerable to anxiety, depression, and other mental health problems.



Physiological Response to Acute Stress

<p>EYE Tunnel Vision</p> <p>LUNGS Fast breathing</p> <p>MUSCLES Tense</p> <p>HANDS Shaking</p>	<p>BRAIN Signal to adrenal glands</p> <p>EARS Auditory exclusion</p> <p>HEART Acceleration</p> <p>STOMACH Slow digestion</p>
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Physiological Response to Acute Stress

An emergency can trigger a cascade of stress hormones that produce well-orchestrated physiological changes.

This combination of reactions to stress is often referred to as the **"fight-or-flight" response** because it evolved as a survival mechanism, enabling people to react quickly to life-threatening situations. The carefully orchestrated, yet near-instantaneous, sequence of hormonal changes and physiological responses helps someone to fight the threat off or flee to safety.

Facilitator Notes

1. **EXPLAIN** the fight-or-flight response
The **fight-or-flight response** (also called hyperarousal, or the acute stress response) is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival.
2. **SHOW** what happens to each part of the body
3. **DISCUSS** if participants have felt these responses in the body when they are under stress



Managing Stress: Tactical Breathing

Tactical Breathing : Box breathing

Inhale for 4 seconds



Exhale for 4 seconds



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Managing Acute Stress: Tactical Breathing

Corrections Officers may experience acute stress on the job more often than other professions. Practicing tactical breathing can control some of the physiological response.

Using a slow, deep, controlled respiratory effort results in a reduction in pulse rate, an important physiologic marker of stress. Practice these four simple steps:

1. Inhale for 4 seconds
2. Hold for 4 seconds
3. Exhale for 4 seconds
4. Hold for 4 seconds

Facilitator Notes

1. **EXPLAIN** how practicing tactical breathing can help control some of the physiological markers of stress.
2. **ASK** about possible situations when this could be helpful.
3. **DEMONSTRATE** how to breathe
4. **ASK** participants to **PRACTICE** this breathing technique for 1 minute
5. **ADVANCE** to next slide

Health Problems Caused By Chronic Stress

- Depression and anxiety
- Pain of any kind
- Sleep problems
- Autoimmune diseases
- Digestive problems
- Skin conditions, such as eczema
- Heart disease
- Weight problems
- Reproductive issues
- Thinking and memory problems



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Health Problems Caused by Chronic Stress

Studies have found many health problems related to stress, including those listed in the slide.

There are also connections between stress and other conditions such as Alzheimer's disease, diabetes, and asthma.

Facilitator Notes

1. REVIEW the health problems caused by chronic stress.
2. ADD any others you are aware of.



Signs and Symptoms of Chronic Stress

- The most dangerous thing about stress is it can creep up on you
- Be aware of the common warning signs and symptoms of stress overload



Discussion: Name signs & symptoms of stress overload

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Signs and Symptoms of Chronic Stress

Being able to recognize common stress symptoms can help you manage them. Listed below are some common signs and symptoms.

Cognitive symptoms:

- Memory problems
- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

Emotional symptoms:

- Depression or general unhappiness
- Anxiety and agitation
- Moodiness, irritability, or anger
- Feeling overwhelmed
- Loneliness and isolation
- Other mental or emotional health problems

Behavioral symptoms:

- Eating more or less
- Sleeping too much or too little
- Withdrawing from others
- Procrastinating or neglecting responsibilities
- Using alcohol, cigarettes, or drugs to relax
- Nervous habits (e.g., nail biting, pacing)

Physical symptoms:

- Aches and pains
- Diarrhea or constipation
- Nausea and dizziness
- Chest pain, rapid heart rate
- Frequent colds or flu

Facilitator Notes

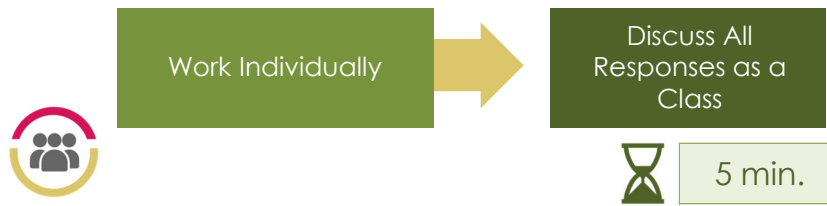
1. **EXPLAIN** that stress symptoms can affect the body, thoughts, feelings, and behavior.
2. **EXPLAIN** that participants should be aware of warning signs and symptoms of stress overload.
3. **ENGAGE** participants in the discussion question.
4. After a few minutes, **PROVIDE** those listed to the left and above.



Write Down Your Symptoms

EXERCISE

- You will be handed three scraps of paper
- On one scrap of paper, write down a symptom of stress you have noticed in yourself or a colleague--you can write up to three symptoms—one on each scrap of paper
- Fold the scraps of paper and put in the bowl that will be passed around--**YOU WILL NOT BE IDENTIFIED**



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Write Down Your Symptoms

Duration	5 minutes
Purpose	The purpose of this activity is to reflect on symptoms of stress and then discuss the impact of those symptoms.
Materials	<ul style="list-style-type: none"> • 3 scraps of paper • Pen/pencil • Bowl or box
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. On the scraps of paper the facilitator provides, write one symptom you have that you feel is related to stress—e.g., inability to sleep. 3. You can use all three scraps of paper—one symptom per paper—or list just one symptom. 4. Fold the scraps of paper and put in the bowl. 5. No one will know who is feeling the symptoms. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work individually.
2. EXPLAIN the activity.
3. EMPHASIZE that no one will know who has listed the symptom. The purpose is to share and discuss the impact of that symptom on their life and work.
4. ADD that others most likely experience the same symptom.
5. REGROUP on the next slide.



Write Down Your Symptoms

REGROUP

What are potential professional and personal impacts of the symptom?



Write Down Your Symptoms

Regroup from the previous activity and discuss the responses as a group.


Facilitator Notes

1. REGROUP from the previous activity.
2. Once all scraps have been collected, SELECT a few at random and read the symptom aloud.
3. LEAD a large group discussion on the potential professional and personal impacts of each symptom.
4. If you are comfortable doing so, SHARE any symptom you have related to stress and the impact on your professional and personal life of that symptom.

Stress in Corrections

EXERCISE


- Correctional officers are exposed to a high degree of stress every day
 - ✓ Reflect upon the sentence above
 - ✓ Think of everything that causes stress in a prison setting
 - ✓ As you think of something, write it on the whiteboard
 - ✓ Multiple people can go to the board at one time and one person can go to the board multiple times



Work Individually


➔

Write on the Whiteboard



5 min.

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Stress in Corrections	
Duration	5 minutes
Purpose	The purpose of this activity is to reflect on the stress that is connected to your job in the corrections field.
Materials	<ul style="list-style-type: none"> Whiteboard/Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Think of everything that causes stress in a prison setting. 3. As you think of the stressor, walk up to the whiteboard or flipchart and write it down. 4. You can make multiple trips to the whiteboard or flipchart and multiple people can write at the same time.

Facilitator Notes

1. HAVE participants work individually.
2. EXPLAIN the activity.
3. REGROUP on the next slide.
4. LEAVE on the board during class. A second exercise will refer to this list.



Stress in Corrections

REGROUP

What are the causes of stress in a prison setting?



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Stress in Corrections

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous exercise.
2. DISCUSS the stressors that participants wrote on the whiteboard.
3. ADVANCE to the next slide to introduce more stressors in the correctional environment.

Stress in Corrections



- Studies have outlined stressors in the prison setting
 - ✓ Strict routines and regimes
 - ✓ Depersonalized relationships
 - ✓ Bureaucracy
 - ✓ Lack of communication between authorities and staff
 - ✓ Division in responsibilities between security & basic services and care & rehabilitation
 - ✓ Health risk factors

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Stress in Corrections

Additional stressors include:

- Required overtime
- Constant fear and negativity
- Attempts by offenders to manipulate
- Staffing shortages
- Potential for injury or death
- Potential for legal liability

Facilitator Notes

1. ENGAGE participants in stressors in correctional environments.
2. ADD that the primary causes are:
 - Working in overcrowded and understaffed prisons
 - Mandatory overtime
 - Inconsistent rotating shifts
 - Perceived and actual threats of physical violence
3. ADD any others you may have.

Burnout

- Results from chronic, unaddressed stress that the officer is unable to change or avoid without external help
- Is a process that starts almost on the first day of the job and ends when that officer is no longer able to perform her duties to standard
- Accelerates when pressure, conflict, and demands of the job begin to outweigh the emotional rewards and support the officer receives while doing the job



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Burnout

If symptoms of stress are left unaddressed, they can lead to burnout.

Burnout is a process that starts almost on the first day of the corrections officer's job and ends when that officer is no longer able to perform her duties to standard.

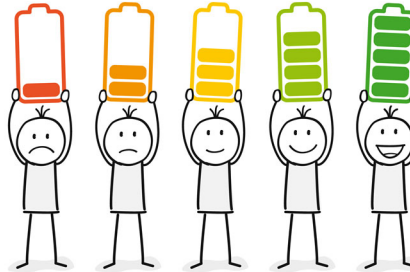
The burnout process accelerates when pressure, conflict, and the demands of the job begin to outweigh the emotional rewards and support the officer receives while doing the job.

Facilitator Notes

1. EXPLAIN that corrections officers spend their days managing offenders who don't want to be in prison. They are charged with maintaining both the security of the institution and the safety of the offenders and staff contained within it.
2. ADD that these responsibilities continue around the clock, seven days a week.
3. ADD that continued, unabated stress leads to burnout.
4. DESCRIBE burnout.

Five Stages of Burnout

- 1** Honeymoon—energy and enthusiasm
- 2** Fuel shortage—decline in energy and enthusiasm
- 3** Physical impact—increase in illnesses
- 4** Crisis—the job has taken over the officer's life
- 5** End game—the officer is unable to continue to perform



Five Stages of Burnout

- 1. Honeymoon** – Characterized by energy and enthusiasm. Stressors are seen as normal challenges that do not pose a problem. Staff are excited to go to work and face challenges with a good attitude.
- 2. Fuel shortage** – Characterized by a decline in energy and enthusiasm. Staff will start to identify dissatisfactions in their job, especially when compared to their earlier honeymoon phase. The earlier good attitude becomes replaced by depression or frustration.
- 3. Physical impacts** – Illnesses increase. Officers may become more difficult to work with or manage; some will begin to express their dislike of their job.
 - Emotional and cognitive problems start, including increased anger and depression.
- 4. Crisis** – The job has taken over the officer's life. Her performance suffers, along with her health. Doctor visits increase, as do mental health challenges.
 - The officer may think she is unable or unqualified to do the job, leading to increased stress.
 - The officer begins to imagine quitting the job, even without another lined up.

- 5. Endgame** – The officer is unable to continue to perform. She may quit suddenly, or she may fall victim to the effects of negative coping strategies.
 - Officers at this level may snap and become abusive or even violent with offenders or colleagues.
 - Others may recognize that something must be done and seek help.
 - Some officers disengage, leaving their job to seek a fresh start elsewhere.

Facilitator Notes

1. NOTE that burnout and stress are not the same thing. Burnout is the result of unresolved stress.
2. EXPLAIN that burnout can be described as a state of chronic stress. This state leads to physical and emotional exhaustion, detachment, being cynical, and feelings of little or no accomplishment.
3. EXPLAIN that not only do correctional officers experience mental and physical effects from burnout, there is also collateral damage. Co-workers avoid the officer. Significant others, friends, and family members also suffer.


Reference: <https://www.thisiscalmer.com/blog/5-stages-of-burnout>



Share with a Colleague

EXERCISE


- Each participant in the pair will share the following with her colleague:
 - ✓ How your work in corrections has changed you
- Discuss and compare your answer in your pair



Work in Pairs

➔


Share & Compare



5 min.

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Share with a Colleague	
Duration	5 minutes
Purpose	The purpose of this activity is to reflect on and share how your work in corrections has changed you, if it has.
Materials	• None
Steps	<ol style="list-style-type: none"> 1. Work in pairs 2. Communicate to your colleague how your work in corrections has changed you. 3. Listen while your partner explains how her work in corrections has changed her. 4. Discuss the change in both of you. 5. Be prepared to share your thoughts—not necessarily your response to this activity—with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Share with a Colleague

REGROUP

Does anyone want to share your responses with the class?



Share with a Colleague

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous exercise.
2. ASK participants whether they want to share what they and their colleague discussed. If they do not, discuss in general how working in corrections may change people.
3. SHARE how working in corrections has changed you.

Healthy Techniques for Managing Stress

- Avoid unnecessary stress
- Alter the situation
- Adapt to the stressor by adjusting your attitude
- Accept what cannot be changed
- Make time for relaxation
- Adopt a healthy lifestyle



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Healthy Techniques for Managing Stress

Each time you feel stressed, keep track of it in a journal or use a stress tracker on your phone. Keeping a daily log will enable you to see patterns and common themes. Write down:

- What caused your stress (make a guess if you're unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

Facilitator Notes

1. DISCUSS the techniques for managing stress.
2. ADD the benefits of keeping a journal.
3. EXPLAIN how keeping a daily log will help see patterns or common themes.

Coping With versus Managing Stress

- Coping is different from stress management in that coping strategies are designed to minimize the impact of stress before it takes its toll on the officer
 - ✓ Coping is what you do before and during stress
 - ✓ Management is what you do with the stress you already carry



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Coping With versus Managing Stress

Coping involves adjusting to or tolerating negative events or realities while trying to keep an emotional equilibrium.

Some common coping strategies include:

- Lowering expectations
- Asking others to help
- Taking responsibility for the situation
- Engaging in problem solving
- Maintaining emotionally supportive relationships
- Directly attempting to change the source of stress
- Distancing yourself from the source of stress

Facilitator Notes

1. **EXPLAIN** that experts agree that coping is a process rather than an event. Several coping strategies may be necessary for a stressful event.
2. **ADD** that one of the most important strategies is to maintain emotionally supportive relationships with others.



Share Your Coping Strategies

EXERCISE

- Review the stressors on the whiteboard
- As you think of strategies to cope with the stressors listed, cross through the stressor and write your strategy in its place
- Even if the stressor has already been crossed off, add another line through it and write your strategy
- Multiple people can go to the board at one time and one person can go to the board multiple times



Work Individually

➔


Share Your Strategies



10 min.

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Share Your Coping Strategies	
Duration	10 minutes
Purpose	The purpose of this activity is to reflect on ways in which you cope with or manage stress.
Materials	<ul style="list-style-type: none"> Previous list on the Whiteboard or flipchart of stressors Markers
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Refer to the stressors that you listed on the whiteboard or flipchart in a previous activity. 3. Now, think of different coping or managing strategies that can help alleviate the stressor. 4. As you think of the strategy, go to the previous list, mark through the stressor, and add your coping/management strategy. Even if the stressor has already been marked out, put another line through it and write your strategy. 5. You can go to the board multiple times as you think of strategies, and multiple people can be at the board at the same time.

Facilitator Notes

1. HAVE participants work individually.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Share Your Coping Strategies

Does anyone want to discuss your strategies with the class?

REGROUP



COPING STRATEGIES



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Share Your Coping Strategies

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous exercise.
2. DISCUSS the strategies that have been written on the board.
3. If any stressors have not been marked out, ENGAGE participants in a discussion on strategies to cope with or manage the stressor.
4. DISTRIBUTE the Worksheet: Coping Strategies and discuss with participants.

Being Resilient

- **Emotional resilience** is taking steps to look after your wellbeing
- It is your ability to adapt in the face of challenging circumstances while maintaining a stable mental wellbeing
- Resilience **isn't** a personality trait – it's something that we can all take steps to achieve



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Being Resilient

Those with a higher degree of emotional resilience can handle more effectively and calmly the stresses that come with daily life. They also can manage crises more easily.

Resilience is not a quality that you either do or do not possess; there are varying degrees of how well a person can handle stress.

Facilitator Notes

1. EXPLAIN emotional resilience.
2. ADD that emotional resilience is a trait that can—and should—be developed.
3. One way to start becoming resilient is to have emotional awareness. People with emotional awareness understand what they are feeling and why. This type of emotional understanding allows people to respond appropriately to others and to better regulate and cope with difficult emotions such as anger or fear.
4. Other steps include:
 - Building connections with other people
 - Managing your thoughts; working on maintaining a hopeful outlook and accept that change and setbacks are part of life
 - Fostering wellness by taking care of your mind and body



Triggers and How to Manage Them

A trigger is something that affects your emotional state, often significantly, by causing stress or distress

- ✓ Offenders often work to identify officers' triggers
- ✓ Learning to identify your triggers can help you avoid internalizing stress
- ✓ Working out what triggers stress for you can help you anticipate problems and think of ways to solve them
 - Even if you can't avoid these situations, you can be prepared



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Triggers and How to Manage Them

Effective stress management starts with identifying your sources of stress and developing strategies to manage them. One way to do this is to make a list of the situations, concerns, or challenges that trigger your stress response. Take a moment to write down some of the top issues you're facing right now. You'll notice that some of your stressors are events that happen to you while others seem to originate from within.

Facilitator Notes

1. EXPLAIN triggers.
2. EXPLAIN the importance of learning to identify--and thus avoid or manage—triggers.

Developing Resilience

EXERCISE

- Resilience starts with identifying your triggers
- Brainstorm in your small group various triggers in the field of corrections
- Then individually make a list of situations, concerns, or challenges that trigger your stress response



Work in a Small Group
& Then Individually

➔

You Do Not Have
to Share This List



15 min.

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Developing Resilience	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on what causes you stress (your triggers) and your reaction to the stress.
Materials	<ul style="list-style-type: none"> • Pad • Pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups initially. 2. Brainstorm the many stressors in the corrections field. (You can build upon a previous exercise of stressors in corrections.) 3. Then individually think of situations, concerns, or challenges in your workplace that trigger your stress. 4. Make a list of these triggers. You will not be asked to share your list, but we will ask for volunteers to share.

Facilitator Notes

1. HAVE participants work in their small groups and then individually.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Developing Resilience

REGROUP

- You will probably notice that some of your stressors are caused by external sources and others are caused by **the way you react** to the external stressors
- Brainstorm strategies that can help all of you create more resilient ways to react to external stressors



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Developing Resilience

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for volunteers to present some of their concerns, situations, or challenges that trigger stress.
3. MAKE sure participants know they do not have to share if they do not want to.
4. ADD any concerns, situations, or challenges you have or had in the field of corrections that triggered stress for you.
5. EXPLAIN that the various coping strategies that you shared throughout the module will help develop and maintain resilience.

SUMMARY

Topics

- ✓ Stress
- ✓ Stress in Corrections
- ✓ Managing and Coping with Stress

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Suicide Prevention

منع الانتحار



Suicide Prevention

Purpose: This module provides participants with the knowledge and tools needed to identify and manage offenders who are at risk for suicide.

Activities:

- Offender Profiles (15 min.)
- Case Study: A Young Woman's Suicide (15 min.)
- Designing the Ideal Suicide Watch Room (40 min.)
- Suicide Program Coordinator (20 min.)

Estimated Time: 1.5 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Offender Profiles
- Case Study: A Young Woman's Suicide

Learning Objectives



- Define suicide
- Identify 6 risk factors for suicide
- Identify 6 suicide warning signs



- Discuss typical profiles of offenders who successfully commit suicide



- Discuss special suicide risk factors of offenders housed in secure housing unit or protective custody



- Identify offenders who require special precautions
- Describe elements of a successful suicide prevention program

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding indicators of suicide and methods of managing a suicide prevention program.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Suicide in Prison
الانتحار في السجن

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NOTES



What Is Suicide and Who Commits Suicide?

Suicide is the intentional taking of one's own life.

- Who commits suicide in general?
- Who commits suicide in prison?
- Where are offenders most likely to commit suicide?



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What Is Suicide and Who Commits Suicide?

Many factors can influence a person's decision to commit suicide. The most common factor is severe depression. Depression can make people feel great emotional pain and loss of hope, making them unable to see another way to relieve the pain other than ending their own life.

Suicide cannot be prevented with certainty, but risks can often be reduced with timely intervention. Research suggests that the best way to prevent suicide is to:

- Know the risk factors
- Be alert to the signs of depression and other mental disorders
- Recognize the warning signs for suicide
- Intervene before the person can complete the process of self-destruction

Facilitator Notes

1. PROVIDE the definition of suicide.
2. ENGAGE participants in the discussion questions.
3. REMIND participants of the previous module on stress. Explain that depression is the number one cause of suicide, but there is a significant correlation between stress, wellness, and suicide.

Risk Factors for Suicide Attempts

- History of previous attempts
- Substance abuse
- Depression or other mood disorder
- Access to lethal means
- Knowing someone who committed suicide
- Social isolation
- Chronic disease or disability
- Lack of access to behavioral healthcare
- Impulsive or aggressive tendencies
- Recent loss (relational, social, financial or freedom)



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Risk Factors for Suicide Attempts

A combination of situations could lead someone to consider suicide. Risk factors increase the possibility of suicide, but they are not necessarily the direct cause of suicide.

Risk factors are characteristics of a person or her environment that increase the likelihood that she will die by suicide. However, there is no single cause for suicide. Suicide most often occurs when stressors and health issues converge to create an experience of hopelessness and despair.

Depression is the most common condition associated with suicide. Unaddressed anxiety also increases the risk for suicide.

Identifying individuals who are higher risk for attempting suicide is important to preventing suicide.

Facilitator Notes

1. **EXPLAIN** that although there is no single cause for suicide, there are risk factors and warning signs that may increase likelihood of an attempt.
2. **READ** each item on the list of risk factors aloud and ask participants to raise their hand if they have encountered anyone they would consider having displayed the risk factor in question. They won't have to name nor describe their relationship to the person.

Additional Suicide Risk Factors for Offenders

1. Mental health issues

- ✓ Feelings of hopelessness
- ✓ Feelings of loneliness
- ✓ Feelings of guilt and/or shame related to crime

2. Relationship issues

- ✓ Problems with family, staff/other offenders

3. Prison factors

- ✓ Moves within the prison
- ✓ Employment/activity-related difficulties
- ✓ Placement in Disciplinary Segregation Unit



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Suicide Risk Factors for Offenders

Offenders also have the following risk factors:

Mental health issues:

- Depressive symptoms
 - Low mood
 - Depressive thoughts
 - Feelings of hopelessness
 - Feelings of loneliness
 - Feelings of guilt and/or shame related to crime
- Symptoms of anxiety
 - Hallucinations and/or paranoid ideation
 - Medication-related problems
 - Impulsivity
 - Religious beliefs

Relationship issues:

- Relationship problems with family of procreation/partner outside prison
- Relationship problems with family of origin/adoptive family
- Relationship problems with offenders
 - Not getting along
 - Threats from offenders
 - Physical fights
- Relationship problems with staff

Prison factors:

- Moves within the prison
- Employment/activity-related difficulties
- Placement in Disciplinary Segregation Unit


Facilitator Notes

1. **Note:** The information on this slide was gleaned from an Oregon Department of Corrections study on *Inmate Suicide Prevention*. For offenders, the risk factors fell into the three categories listed.
2. **REVIEW** the additional risk factors for offenders.
3. **EMPHASIZE** prison factors. Offenders found that a transfer within the institution (such as from a single cell to a dorm housing) or to different institutions led to feelings of depression and reported that it was a contributing factor to their suicidality. Others felt that unemployment and boredom may have been contributing factors. Offenders placed in DSU often had a particularly hard time adjusting to the new conditions, which in turn led to deterioration in mental health. The study determined that the DSU environment clearly increases risk of suicide.

Offender Profiles

EXERCISE

- Refer to Worksheet: Offender Profiles
- Highlight risk factors and warning signs for the profile assigned to your group
- Determine any steps the officer took that ultimately saved the offender's life or led to the offender's death.
 - ✓ Groups 1 & 2 – Offender Profile A
 - ✓ Groups 3 & 4 – Offender Profile B




OFFENDER PROFILES

Work in Groups

➔

Share Response




15 min.

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Offender Profiles	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect on the risk factors and warning signs for offender suicide.
Materials	<ul style="list-style-type: none"> Offender Profiles Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the profile assigned to your group. 3. Highlight all risk factors and warning signs of suicide for the offender profile. 4. Determine any steps the officer made that ultimately save the offender's life or caused her death. 5. Be prepared to share with the class.

Facilitator Notes


1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. NOTE that these case studies are true (with the names changed).
4. REGROUP on the next slide.



Offender Profiles




Offender A
Groups 1 & 2




Offender B
Groups 3 & 4

REGROUP



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Offender Profiles

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. BELOW are steps the officer did correctly for A.
 - Noticed a change in behavior
 - Made the offender remove the sheet from over her head and respond verbally
 - Changed security checks to be unpredictable
 - Called for backup & medical assistance
 - Obtained the emergency cutting tool
 - Waited for backup in case it was a set-up by the offender
4. BELOW are steps the officer did **incorrectly** for B:
 - Should have taken the offender's threat of committing suicide seriously
 - Should have conducted a one-on-one suicide watch
 - At minimum, 10-minute visual checks should have been implemented and logged
 - A cell/body search should have been conducted before placing offender in cell
 - The officers or medical staff should have called in mental health staff
 - Medical staff failed to call in the after-hours on-call medical doctor to assess the wounds

Specifics of Suicide

- **93%** used hanging as the method
- **66%** used bedding as the instrument
- **30%** used a bed/bunk as anchoring device
- **31%** were found dead more than 1 hour after last observation
- **8%** were on suicide watch at time of death
- **38%** were held in isolation
- **37%** were assessed by mental health professionals
- **47%** who were assessed saw a clinician within 3 days of death
- **35%** occurred close to the date of a court hearing

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Specifics of Suicide

According to the U.S. Department of Justice National Institute of Corrections 320 First Street, NW Washington, DC 20534:

- 93% used hanging as the method
- 66% used bedding as the instrument
- 30% used a bed or bunk as the anchoring device
- 31% of the victims were found dead more than 1 hour after the last observation
- Cardiopulmonary resuscitation (CPR) was administered in 63% of incidents
- 38% of the victims were held in isolation
- 8% of the victims were on suicide watch at the time of death
- No-harm contracts were used in 13% of cases
- 37% of the victims were assessed by qualified mental health professionals; 47% of the victims who committed suicide and were assessed saw a clinician within 3 days of death
- 35% occurred close to the date of a court hearing, with 80% occurring in less than 2 days
- 22% occurred close to the date of a telephone call or visit, with 67% occurring in less than 1 day

Facilitator Notes

1. REVIEW the statistics listed in the slide.
2. DISCUSS the benefits of having this data—e.g., high-risk indicators.



Warning Signs

- Self imposed isolation
- Crying/displaying emotional behavior
- Displaying a lack of focus
- Mentioning a desire to die
- Change in mood/behavior
- Irritability
- Expressing fear/concern for safety



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Warning Signs

Suicides do not happen without warning, but some warning signs may be difficult to recognize.

Facilitator Notes

REVIEW the warning signs for someone who may be considering suicide.



Times of Greatest Risks of Offender Suicide

- The first four months in prison
- Within two days before or after a court hearing
- After getting bad news from a court hearing
- After a difficult visit or getting bad news
- When placed in a special housing unit
- Loss of child



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Times of Greatest Risks of Offender Suicide

High-risk factors for offenders:

- The first four months in prison
 - 23% of suicides occurred within the first 24 hours of an offender's stay
 - 27% occurred between 2 and 14 days
 - 20% occurred between 1 and 4 months
- Within two days before or after a court hearing
- After getting bad news from a court hearing, e.g., denial of appeal or parole, or getting a new, longer, or more severe sentence
- After a difficult visit or getting bad news, e.g., the death of a close family member or a spouse filing for divorce
- When placed in a special housing unit, e.g., restrictive housing

Facilitator Notes

Note: This information was also gleaned from the Oregon Department of Corrections study on *Inmate Suicide Prevention*.



Lower Risk of Suicide

- Offenders who have the following are at lower risk of suicide:
 - ✓ Skills in problem solving and/or conflict resolution
 - ✓ Ties to family or other communities of choice
 - ✓ Access to effective clinical care (including screening)
 - ✓ Access to clinical support and intervention options



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Lower Risk of Suicide

Certain protective factors help mitigate the risk of suicide. Generally, these protective factors revolve around concepts of resiliency and community, both in the individual offender and in the prison facility.


Facilitator Notes

DISCUSS the type of offender and circumstances surrounding her that will lower her risk of suicide.

Case Study: A Young Woman's Suicide

EXERCISE

- Refer to **Case Study: A Young Woman's Suicide**
- Read the case study and the questions that follow
- Brainstorm within your group and respond to the questions




CASE STUDY

Work in Groups

➔

Share Response




15 min.

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Case Study: A Young Woman's Suicide	
Duration	15 minutes
Purpose	The purpose of this activity is to reflect upon a real case study and the impact of a suicide on the prison population—staff and offenders.
Materials	<ul style="list-style-type: none"> • Case Study • Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the case study. 3. Provide a thorough, candid response of your analysis of the study. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Case Study: A Young Woman's Suicide



REGROUP

A spokesperson from each group will provide a debrief on her group's response



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Case Study: A Young Woman's Suicide

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback. The purpose of the activity is to highlight the impact of suicide on both the staff and the offenders and to point out the number of offenders who think or have thought about suicide.



Suicide Prevention Programs
برامج منع الانتحار

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Suicide Prevention Programs

- These programs must establish standards and protocols that address the following:
 - ✓ Administration
 - ✓ Training
 - ✓ Procedures



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Suicide Prevention Programs

Prison suicide prevention programs help mitigate suicide among offenders. To be effective, these programs must establish standards and protocols that address administration, training, and procedures.

Correctional officers should be familiar with their facility's suicide prevention program and protocols and what is expected of them.

To learn more: <https://www.who.int/publications-detail/preventing-suicide-a-resource-series>

Resource in Arabic:
https://www.who.int/mental_health/media/counselors_arabic.pdf?ua=1

Facilitator Notes

EXPLAIN that prison suicide prevention programs help mitigate suicide among offenders. However, these programs must have written standards and procedures for every aspect of suicide prevention.

Suicide Prevention Program: Administration

- Procedures and practices relating to offender suicide must be established in writing, including a risk assessment tool for offenders displaying suicidal behaviors:
- This tool should be used:
 - ✓ During intake screening
 - ✓ When offender displays warning signs of suicidal ideation
 - ✓ At every mental health evaluation
 - ✓ During regular classification processes



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Suicide Prevention Program: Administration

Procedures and practices relating to offender suicide must be established in writing, including:

- Risk assessment tool for offenders displaying suicidal behaviors. This tool should be used:
 - ✓ During intake screening
 - ✓ When offender displays warning signs of suicidal ideation
 - ✓ At every mental health evaluation
- The risk assessment should include information on the following:
 - ✓ Reason for the referral
 - ✓ Source of the referral (self, other offender, staff, etc.)
 - ✓ Risk assessment findings and action steps needed
 - ✓ Clinical diagnosis
 - ✓ Follow-up recommendations

Facilitator Notes

1. DISCUSS the need for having written policies and procedures.
2. EXPLAIN the risk assessment tool and when it should be used.
3. EXPLAIN the type of information that should be included in the risk assessment.
4. Below is a list of questions that should be included in suicidal assessments:
 - Did you attempt suicide before this incarceration?
 - How many attempts did you have during the most current incarceration?
 - Have you had a recent suicide attempt?
 - Do you feel victimized?
 - Have you had recent threats of assault?
 - Have you been treated for psychological-related problems prior to incarceration?
 - Have you had any hospitalizations due to psychological reasons?
 - Have you had any recent dosage changes to your prescribed medications?
 - Have you had any recent significant life changes?
 - Have you had any recent negative family interactions?



Suicide Prevention Program: Administration

- The Suicide Prevention Program should also include protocols for the following aspects of suicidal situations:
 - ✓ Identifying
 - ✓ Monitoring
 - ✓ Responding



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Suicide Prevention Program

Correctional facilities should have a suicide prevention program that details the protocols for identifying, monitoring, and responding to suicidal situations.

Identifying: Although the intake screening process remains a valuable prevention tool, the more important determination of suicide risk is the current behavior displayed by the offender during confinement.

Monitoring. This is probably the most important role correctional officers assume in suicide prevention and response. This involves monitoring detainees/offenders in the general population to identify stressors and warning signs as well as observing those placed on suicide precautions.

Responding. Procedures must be in place for the immediate response to a suicidal situation and the provision of life-saving measures. The procedures should detail steps the officer should take to save the life of the offender as well as ensure safety and security of others. Most prison systems require that officers respond to suicidal situations in pairs.

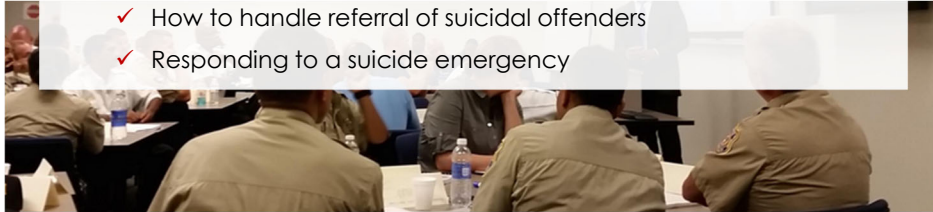
Facilitator Notes

1. **ENGAGE** participants in a discussion on protocols for identifying, monitoring, and responding to suicidal situations.
2. **EMPHASIZE** the importance of monitoring offenders to identify stressors and warning signs. Engage participants in a discussion on why there should be procedures for this stage.
3. **EMPHASIZE** corrections officers should be able to initialize first steps if they witness suicidal tendencies.
4. **ADD** that procedures should be in place for responding to a suicidal event, including the provision of life-saving measures.



Suicide Prevention Program: Training

- All staff must receive training
- Training should include mock exercises on how to respond
- Staff training will focus on:
 - ✓ Identifying risk factors for suicide
 - ✓ Typical offender profiles of successful suicides
 - ✓ Recognition of potentially suicidal behavior
 - ✓ How to conduct close observation/suicide watch
 - ✓ How to handle referral of suicidal offenders
 - ✓ Responding to a suicide emergency



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Suicide Prevention Program: Training

All staff must receive training on recognizing suicide warning signs and how to respond to suicidal behavior and suicides.

Staff training should focus on identifying risk factors for suicide, typical offender profiles of suicides, recognition of potentially suicidal behavior, how to handle referral of suicidal offenders, and responding to a suicide emergency.

Emergency response training should include use and location of suicide cut-down tool, name and contact details for Suicide Program Coordinator, location of suicide watch room, etc.

Staff should be trained on how to conduct and document a suicide watch for an individual offender.

Prison authorities should utilize scenario-based training that involves real incidents.

Have mental health staff, medical staff, and officers train together so each group will have a better understanding of each department's job functions when dealing with suicide prevention.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the importance of training and the frequency and type of training.
2. **ASK** participants to think of what should be included in the training. Some suggestions include:
 - Signs of depression
 - What behaviors to look for in a suicidal offender
 - Steps to take before and after placing an offender on suicide watch into a cell
 - Policies and procedures on suicide prevention
 - Notification policies



Suicide Prevention Program: Facilities

- Each prison must have a designated suicide watch room
 - ✓ A specially designed cell
 - ✓ Typically located in the medical services area
 - ✓ Provides for the safe observation and control of a suicidal offender



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Suicide Prevention Program: Facilities

The Suicide Watch cell must meet the following requirements:

- Located in or near the prison's medical services area; NOT in the prison's Secure Housing Unit (segregation unit)
- Allow for direct, unobstructed observation of offender while ensuring offender has sufficient privacy for personal functions
- Provide easy access to offender in case of emergency, while ensuring that staff and offender are separated by a locked door at all times
- Staff observer must have the means to summon help immediately (phone, radio, etc.)
- Observing staff must review and sign post orders before starting watch (and make written entries into the shift log every 15 minutes)
- Per Mandela Rules, the offender should be subjected to the least restrictive confinement possible that still ensures control and safety

Facilitator Notes

DISCUSS the requirements for a Suicide Watch cell.



Designing the Ideal Suicide Watch Room

EXERCISE


- Create the ideal suicide watch room for your prison
- Your plan must include:
 - ✓ Layout (room and location within the prison)
 - ✓ Room equipment (must eliminate all suicide risk items and avenues)
 - ✓ Post orders (for staff observers)
 - ✓ Requirements for observation/videotaping of offender



Work in Groups

➔

Share Response



40 min.

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Designing the Ideal Suicide Watch Room	
Duration	40 minutes
Purpose	The purpose of this activity is to reflect on the requirements of a Suicide Watch Room.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm the needs for preventing a suicidal offender from committing suicide and for responding to the suicide attempt, if required. 3. Address (and sketch, when appropriate) the following areas: <ul style="list-style-type: none"> Layout (room and location within the prison) Room equipment (must eliminate all suicide risk items and avenues) Post orders (for staff observers) Requirements for observation/ videotaping of offender 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Designing the Ideal Suicide Watch Room

REGROUP

- ✓ Layout (room and location within the prison)
- ✓ Room equipment (must eliminate all suicide risk items and avenues)
- ✓ Post orders (for staff observers)
- ✓ Requirements for observation/videotaping of offender



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Designing the Ideal Suicide Watch Room

Regroup from the previous activity and discuss the responses as a group.

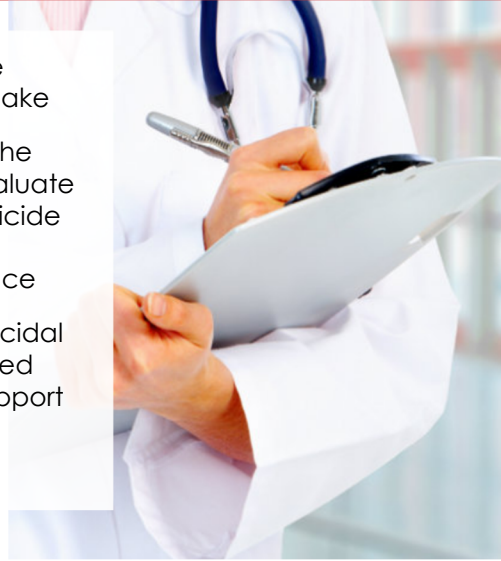
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. Briefings must include labeled sketches of the room's layout, including camera location(s) and field(s) of view.
4. The room equipment portion of the briefing must include the location of the suicide cut-down tool, if so equipped. Also, the equipment needed for the observation officer will need to be addressed (cameras, chairs, logbooks, communication equipment, etc.)
5. PROVIDE your feedback.



Clinical Mitigation

- The clinical side of suicide mitigation starts during intake
- Medical staff should use the risk assessment tool to evaluate each new offender for suicide risk to ensure that proper programming is put in place
- Offenders who display suicidal behaviors must be provided clinical treatment and support as soon as possible



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Clinical Mitigation

Certain offenders should automatically be treated as higher risk for suicide, including:

- First time offenders and all recent arrivals
- Protective custody offenders
- Offenders who request protective custody/solo housing may be seeking isolation to facilitate an impending suicide attempt
- Long-term lockdown offenders
- Mental health offenders

Additionally, staff should examine offenders with certain conditions for increased suicide risk, including:

- Chronic illness/chronic pain
- Relationship difficulties
- Unresolved legal issues (e.g., additional trial or charges not yet adjudicated)
- Gambling issues, including debts
- Drug use
- Hopelessness
- Depression
- Victim of previous sexual assault

Offenders who display suicidal behaviors must be provided clinical treatment and support as soon as possible.

Facilitator Notes

1. **EXPLAIN** that the clinical side of suicide mitigation starts at intake.
2. **DISCUSS** the conditions, as explained in the left column, that should automatically cause certain offenders to be treated as higher risk for suicide.



Mitigation Options

- Options to consider include:
 - ✓ Creating a healthy correctional community
 - ✓ Promoting connectedness
 - ✓ Reducing access to the means of suicide
 - ✓ Reducing access to harmful substances
 - ✓ Promoting resilience
 - ✓ Promoting general health and physical functioning



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Mitigation Options

The right mitigation options reduce suicide risk factors and promote protective factors across an entire incarcerated population. This impact occurs directly (such as increasing opportunities for offenders to connect with others) and indirectly (such as promoting hope).

Options to consider include:

- Create a healthy correctional community
 - ✓ Provide safe housing
 - ✓ Reduce emotional/physical trauma
 - ✓ Promote cultural awareness
 - ✓ Support healthy activities and daily routine
- Promote connectedness
 - ✓ Ensure that each incarcerated person, especially those housed alone, can maintain regular contact with family and other sources of support, regardless of administrative status or financial resources
 - ✓ Reduce isolation of offenders
- Lower barriers to seeking mental health care
 - ✓ Reduce stigma
 - ✓ Ensure confidentiality
 - ✓ Maintain an effective referral system
- Reduce access to the means of suicide
 - ✓ Focus on locations where offenders are isolated

- Promote resilience
- Educate and reach out to offenders about coping with stress and asking for help
 - ✓ Offender education and outreach can include classroom, written and other means of teaching incarcerated persons about suicide prevention, with an emphasis on the opportunity for each incarcerated person to experience herself as part of a community whose members can make a difference to others
 - ✓ Promote peer-to-peer outreach
 - ✓ Educate offenders on life skills and coping skills
 - ✓ Provide work skills development and opportunities
- Promote general health and physical functioning
 - ✓ Encourage healthy physical activities
 - ✓ Ensure restorative sleep
 - ✓ Ensure healthy nutrition
 - ✓ Control noise levels
 - ✓ Lower barriers to primary care

Facilitator Notes

1. REVIEW the mitigation options.
2. ASK participants whether they can think of other options.



Responding to Suicide

- A display of suicidal behavior should immediately trigger a pre-planned response by staff that ensures:
 - ✓ Qualified staff immediately place the offender under direct, continuous observation
 - ✓ Shift supervisor is contacted for assistance
 - ✓ During regular working hours, the program coordinator or designee is contacted
 - ✓ Outside regular working hours, the shift supervisor will contact the on-call physician



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Responding to Suicide

A display of suicidal behavior by an offender should immediately trigger a pre-planned response by staff, as dictated in a written policy document.

This response must ensure the following:

- Qualified staff immediately place the offender under direct, continuous observation
- Shift supervisor is contacted for assistance
- The observation staffing requirements will have an impact on scheduling and readiness for the entire shift/day
- During regular working hours, the program coordinator or designee (i.e., any other available psychologist) is contacted
- Outside regular working hours, the shift supervisor will contact the on-call physician
- Direct, continuous observation will continue until program coordinator determines otherwise

Facilitator Notes

DISCUSS the response to a suicide, using the talking points in the slide and left column.

Suicide Program Coordinator

- Each prison should have a Suicide Program Coordinator who answers to the warden directly on all suicides and suicide attempts
- Staffing must include mental health professionals, either on staff or on a contracted basis
- The Suicide Program Coordinator is the only person able to terminate a suicide watch



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Suicide Program Coordinator

Each institution must have a Program Coordinator for the Suicide Prevention Program. The Program Coordinator is responsible for managing the treatment of suicidal offenders and for ensuring that the institution's Suicide Prevention Program conforms to the guidelines.

The Program Coordinator is responsible for ensuring that appropriate training is available to staff. She will ensure that all staff will be trained to recognize signs indicative of a potential suicide, the appropriate referral process, and suicide prevention techniques.

The Program Coordinator is responsible for conducting evaluations at least daily of an offender who is placed under continuous watch. All visits must be noted in the offender's clinical record. She will also establish procedures for documenting observations of the offender's behavior while under Suicide Watch. These observations are typically recorded in a Suicide Watch logbook, which is maintained as a secure document.

Facilitator Notes

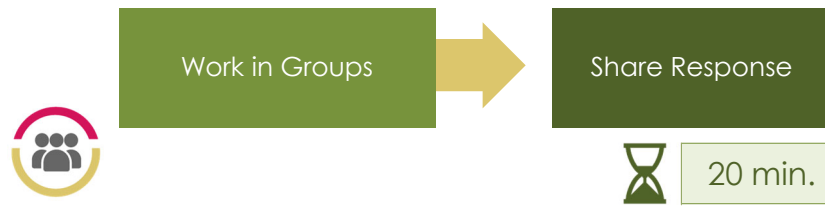
1. EXPLAIN the role of a Program Coordinator.
2. EXPLAIN that every institution must have a Program Coordinator for the Suicide Prevention Program.



Suicide Program Coordinator

EXERCISE

- You are looking to hire a Suicide Program Coordinator for a new Suicide Prevention Program you have initiated
- Write down the skills and competencies required of the Program Coordinator and others that are preferred (but not required)



Suicide Program Coordinator	
Duration	20 minutes
Purpose	The purpose of this activity is to reflect on the skills and competencies required of a Suicide Program Coordinator
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Determine the skills and competencies that are required of a new Suicide Program Coordinator. 3. Then, determine skills and competencies that you prefer she have in addition to those required. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Suicide Program Coordinator

REGROUP

- ✓ Layout (room and location within the prison)
- ✓ Room equipment (must eliminate all suicide risk items and avenues)
- ✓ Post orders (for staff observers)
- ✓ Requirements for observation/ videotaping of offender



Suicide Program Coordinator

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the groups' responses—highlighting the skills and competencies in which they agreed.
4. Now, CONCENTRATE on those skills and competencies that were not included in all groups' responses. Encourage a large group discussion to determine whether those skills and competencies should be included in everyone's response.
5. PROVIDE your feedback.

SUMMARY

Topics

- ✓ Suicide in Prison
- ✓ What You Should Know about Suicide in Prison
- ✓ Suicide Prevention Strategy
- ✓ Clinical Mitigation

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Course Worksheets



Foundational Skills

1. Place a checkmark beside the skills you think most offenders would need to improve upon.
2. Tally the number of checkmarks.
3. List 3 programs that could help offenders improve in the area that needs the most improvement.

Category	Skill	Need Improvement
Basic Skills	Reading for Comprehension	
	Writing	
	Mathematics	
	Listening and Speaking	
Thinking Skills	Creating Thinking	
	Decision Making	
	Problem Solving	
	Seeing Things in the Mind's Eye	
	Knowing How to Learn	
	Reasoning	
Personal Qualities	Responsibility	
	Self-Esteem	
	Social Skills	
	Self-Management	
	Integrity/Honesty	
	Total Number of Skills that Need Improvement	

Name 3 programs that will help offenders improve in these areas:



Workplace Skills (from U.S. Department of Labor)

1. Place a checkmark beside the skills that newly released offenders would have to learn to survive in the workplace today.
2. Tally the number of checkmarks.
3. List 3 programs that could help offenders gain those skills.

Category	Skill	Needs to Survive in Workplace
Resources	Allocate time	
	Allocate money	
	Allocate materials and facility resources	
	Allocate human resources	
Information	Acquire and evaluate information	
	Organize and maintain information	
	Interpret and communicate information	
	Use computers to process information	
Interpersonal	Participate as a member of a team	
	Teach others	
	Serve clients/customers	
	Exercise leadership	
	Negotiate to arrive at a decision	
	Work with cultural diversity	
Systems	Understand systems	
	Monitor and correct performance	
	Improve and design systems	
Technology	Select technology	
	Apply technology to tasks	
	Maintain and troubleshoot technology	
	Total Number of Skills Needs to Survive Workplace	

List 3 programs that will help offenders learn these skills:



Profiles

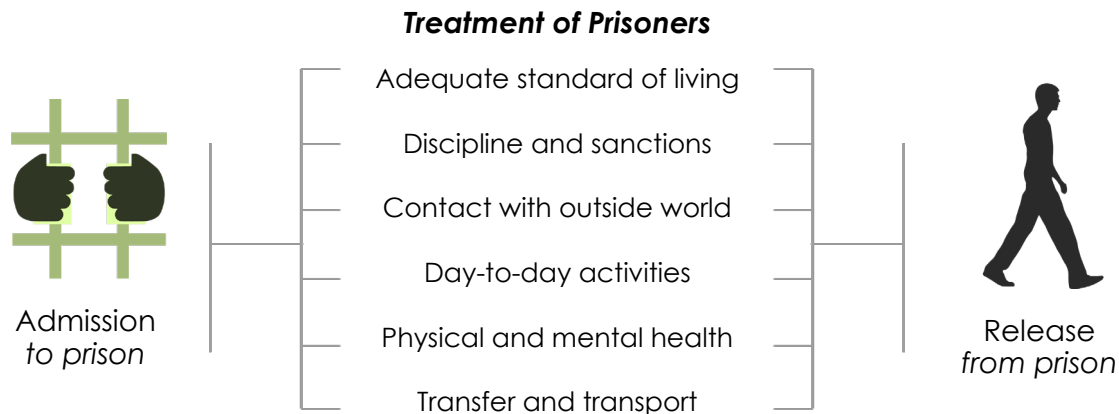
1. Read the profiles.
2. Select one profile.
3. Create a program for the offender, beginning from the first day she is incarcerated in your prison and going through her release.
4. Your goal is to ensure you address every need, she is rehabilitated while in your prison, and she is self-sufficient and thriving in her community upon release.

Offender 1	<ul style="list-style-type: none"> • 24 years old • Secondary school graduate • Imprisoned for fraud • High IQ • Stable family situation • Resident of large city
Offender 2	<ul style="list-style-type: none"> • 57 years old • Grew up on a farm • Did not complete primary school • Functionally illiterate • Imprisoned for theft • One distant relative still living
Offender 3	<ul style="list-style-type: none"> • 16 years old • Grew up in another country • Imprisoned for drug possession • Not fluent in Arabic (reading/writing) • Can operate smart phone • No family in country
Offender 4	<ul style="list-style-type: none"> • 30 years old • Imprisoned for assault • University graduate • Family scattered around the country, not on speaking terms • Parent of a 7-year-old currently in foster care • Record of behavior management problems while incarcerated
Offender 5	<ul style="list-style-type: none"> • 70 years old • Imprisoned for involuntary manslaughter • Primary schooling only • Limited literacy • No exposure to technology • One living relative who visits frequently



Summary of the Mandela Rules

Review the summary of the Mandela Rules relevant to the various aspects of prison treatment from admission to release.



Admission to Prison

Allocation (Rule 59) – Prisoners must be housed close to their homes to facilitate social rehabilitation

Registration (Rule 7, 8) – Information (including names and location of family and any visible injuries or complaints of ill-treatment) should be collected and entered into the prisoner's file

Information (Rule 54, 55) – Upon arrival, prisoners must be informed of prison regime, including rules and how to access legal advice. This information must be delivered in a language and manner the prisoners understand.

Prisoner's Property (Rule 7, 67) – The prison must safeguard and inventory any property prisoners are not allowed to keep. The property should be returned in good condition upon the prisoner's release.

Medical Screening (Rule 30, 34) – Upon a prisoner's arrival, a healthcare professional must assess his or her healthcare needs, treat any problems, and identify psychological or other stress. The professional must document and report to authorities any signs of ill treatment.

Adequate Standard of Living

Hygiene (Rule 15, 16, 18- 21, 115) – Every prison must have clean bathroom facilities, including access to water and toilet items (including sanitary towels for women). Adequate clothing and bedding must be provided. Untried prisoners may wear their own clothing or be provided prison dress that differs from convicted prisoners' dress.

Food and Water (Rule 22, 35, 42, 43, 114) – Prisoners must be provided nutritious food and drinking water whenever they need it. Food and water cannot be restricted as a disciplinary sanction, and must be provided without exception. Untried prisoners may have their food procured from outside at their own expense.

Sleeping (Rule 12-14, 42, 113) – In cell-based accommodations, only one prisoner should be housed per cell. Each pre-trial detainee should be housed in a single cell. In dormitories, follow careful selection procedures to determine who is housed together. Proper heating and ventilation, air, light, and floor space must be provided, without exception.

Children (Rule 28, 29) – The decision on accommodating children with parents should be based on the child's best interests. Pre- and post-natal care, childcare facilities, and healthcare services must be provided. Children housed in prison must never be treated as prisoners.



Summary of the Mandela Rules (continued)

Discipline and Sanctions

Searches (Rule 50-53, 60) – Search procedures must be regulated; appropriate and recorded; they must respect the dignity and privacy of the prisoner and not be used to harass or intimidate. Invasive body searches should be the last resort. Searches of visitors must follow the same safeguards, while consideration of the visitor's status as non-prisoner.

Solitary Confinement (Rule 43- 46) – Given its devastating effect on physical and mental health, solitary confinement must be used in exceptional cases only, as a last resort, for no more than 15 days, after authorization, and subject to independent review. Solitary confinement is defined as confinement for more than 22 hours per day without meaningful human contact. For some groups, e.g., pregnant or breast-feeding women, any use of solitary confinement is prohibited.

Disciplinary Offenses (Rule 36-43, 56) – The Rules outline procedures and safeguards to respond to allegation of a disciplinary offense. Laws or regulations must define what constitutes a disciplinary offense, proportionality of the sanction to the offense, and the opportunity for prisoners to defend themselves. Every prisoner must be allowed to make a complaint to staff, administration, or inspector about his or her treatment without censorship and with full confidentiality.

Use of Restraints (Rule 43, 47-49) – Degrading or painful restraints are prohibited. The use of restraints is subject to strict conditions and legitimate only if no lesser form of controlling a risk is available. Restraints are never to be used as a form of punishment. Restraints must be removed as soon as possible and during court appearances. They must never be used on women during labor and during or immediately after childbirth.

Use of Force (Rule 82) – Except in cases of self-defense or attempted escape, staff should not use force on prisoners. Any force must be appropriate to the act and reported. Only in exceptional circumstances should prison staff be armed.

Contact with Outside World

Family and Friends (Rules 43, 58-60, 68, 70) – Prisoners are allowed to receive visitors and contact family and friends by phone or letters. Visits should not be restricted as a disciplinary measure, particularly for women prisoners and children.

Prisoners have the right to inform friends or family of imprisonment, transfer, and serious illness or injury. If a near relative or spouse/partner becomes seriously ill or dies, the prisoner should be allowed to visit or attend the funeral. Conjugal visiting rights should apply without discrimination.

Legal Representatives (Rule 41, 53, 61, 119, 120) – Prisoners must have opportunity, time, and confidential facilities to meet with their lawyer and have access to legal aid in accordance with international standards. Prisoners are allowed to have access to their legal documents.

News and Media (Rule 63, 117) – Prisoners shall be informed regularly of important items of news by a method controlled by the administration. Untried prisoners shall be allowed to procure at their own expense books, newspapers, and other means of occupation.

Embassies (Rule 62) – Foreign nationals must have the opportunity to contact consular representatives.



Summary of the Mandela Rules (continued)

Day-to-Day Activities

Rehabilitation/Resocialization Programs (Rule 4, 88, 89, 91-94, 96-108) – Prisons should offer vocational training, work, and other assistance for rehabilitation, resocialization, and reintegration.

Work (Rule 40, 96-103, 116, 121) – Servitude, slavery, or work for the personal or private benefit of prison staff is prohibited. Prisoners must not be employed in a disciplinary capacity. Any work should be remunerated, enhance prospects for meaningful employment after release, and take place in safe and legal conditions. Untried prisoners must be paid for any work, but not required to work. Civil prisoners imprisoned for debt may be required to work.

Meaningful Activities (Rule 4, 23, 64- 66, 105) –Opportunities for sport and at least one hour per day of outdoor exercise should be provided. A library must be available and prisoners should be allowed to practice their religion.

Privileges (Rule 95)- A system of privileges appropriate to each class of prisoner shall be established to encourage good conduct, develop a sense of responsibility, and secure the prisoners' interest and cooperation.

Education (Rule 104) – Classes equivalent to the community education system should be provided to prisoners. For illiterate or young prisoners, education is compulsory.

Physical and Mental Health

Access to Healthcare (Rule 24-29, 31, 118) – The state must provide healthcare equivalent to that in the community. The Rules elaborate on healthcare services to be provided. Untried prisoners may be visited and treated by their own doctor or dentist if he or she is able to pay for any expenses incurred.

Role of Healthcare Staff (Rule 25, 30-34, 109) – The role of healthcare professionals is to evaluate, promote, and treat their patients to include care for infectious diseases, substance dependencies, mental health, and dental care. Healthcare staff must not be involved in prison management issues, such as disciplinary measures, and their clinical decisions must not be overruled or ignored by non-medical staff. Prison healthcare staff must report any signs of torture or other inhumane treatment.

Prisoners as Patients (Rule 26, 32) – When prisoners see a doctor they are patients just like they would be in the community. Patients must give their informed consent to any medical interventions and examinations, and their medical records are confidential.

Advice on Health (Rule 35) – The public health body should regularly inspect and advise the prison director on issues impacting the well-being of prisoners and prison staff to include food, hygiene, sanitation, temperature, lighting, and ventilation and other conditions.

Transfer and Transport

Transport (Rule 26, 73) – Prisoners should be transported in adequate conditions and concealed from the public. Medical files should be included in a prisoner's transfer.

Release from Prison

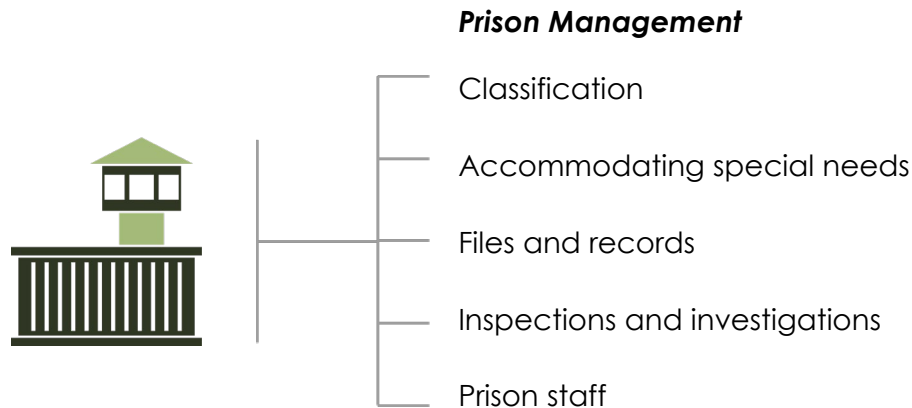
Property (Rule 67) – Any property or money taken from a prisoner on admission must be returned to them on release, and should have been kept in good condition. The prisoner should sign a receipt for property returned.

Reintegration (Rule 86,87,88,90,110) – Prisoners should be reintegrated into the community gradually, using opportunities such as pre-release schemes or open prisons. Aftercare services should be provided. If necessary, arrangements should be made to continue any psychiatric treatment after release.



Summary of the Mandela Rules (continued)

Review the summary of the Mandela Rules relevant to the five functions of prison management.



Classification

Categorization (Rule 11, 112) – Certain groups of prisoners must be housed separately for protection and to facilitate adequate individual treatment. This applies to men and women, pre-trial, untried, and post-convicted prisoners, children and adults.

Classification (Rule 89, 93, 94) – An assessment must be made to identify risks prisoners may pose as well as risks they may be exposed to, specific needs, and rehabilitation measures. Classification systems should be flexible to support individualization of treatment.

Untried and Civil Prisoners (Rule 111, 121, 122) – Prisoners awaiting trial or detained without charge are presumed to be innocent and treated as such. Civil prisoners imprisoned for debt are to be treated no less favorably than untried prisoners. No measures shall be taken implying that rehabilitation is appropriate to any person not convicted of a criminal offense.

Accommodating Special Needs

Special Needs (Rule 2, 5) – Prisons must accommodate prisoners with physical, mental, or other disabilities to ensure equitable access to services and programs. Measures to address specific needs must not be considered discriminatory.

Mental Disabilities/Health Conditions (Rule 109) - Prisoners diagnosed with severe mental disabilities or health conditions that imprisonment would exacerbate shall be transferred to the proper health facilities as soon as possible.

Files and Records

System (Rule 6, 10) – A standardized prisoner file management system must be in place. Data should be analyzed to identify occupancy rates and trends.

Information (Rule 7- 9, 26, 92) – Each file should include information affecting a prisoner, including personal data, date of release and/or transfer, status of their legal case, classification reports, disciplinary sanctions and complaint made. Individual medical files should be kept, separately and confidentially and be accessible to the prisoner.



Summary of the Mandela Rules (continued)

Inspections and Investigations

Inspections (Rule 83-85) – A two-fold system that includes internal monitoring by the central prison administration as well as external, independent monitoring must be in place.

Investigations (Rule 57, 71) – Prisons must report to an independent authority any death, disappearance, and serious injury and whether the death, disappearance, or serious injury were a result of torture or inhuman treatment. Prison management and staff must ensure that all evidence is preserved. Implicated persons must not be involved with the investigation.

Deceased Prisoners (Rule 72, 69) – A prisoner's death should be reported to the next of kin or emergency contact and the body returned to them after an investigation. If no party is willing or able to accept the body, the administration shall facilitate a culturally appropriate funeral.

Prison Staff

Safety (Rule 1) – The safety of prison staff must be ensured at all times.

Employment (Rule 74, 78) – Prison staff should be appointed on a full-time basis and should have civil service status with security of tenure, subject only to good conduct, efficiency, and physical fitness. Prisons should employ an adequate number of specialists, including psychiatrists, psychologists, social workers, and teachers.

Remuneration (Rule 74) – Salaries must be adequate to attract suitable staff; employment benefits and working conditions must be favorable.

Recruitment (Rule 74, 81) – Careful selection of staff is required because professional prisons depend on their integrity, humanity, professional capacity, and personal suitability. Only female staff should supervise women prisoners.

Training (Rule 75, 76) – Prison staff need continuous training opportunities that reflect evidence-based best practice. Training should include the use of force, working with certain categories of prisoners, and the concept of dynamic security.

Conduct (Rule 77) – Prison staff shall perform their duties in a way that positively influences and commands the respect of the prisoners.

Management (Rule 79, 80) – The Rules describe the duties of prison directors and the qualifications they should hold.

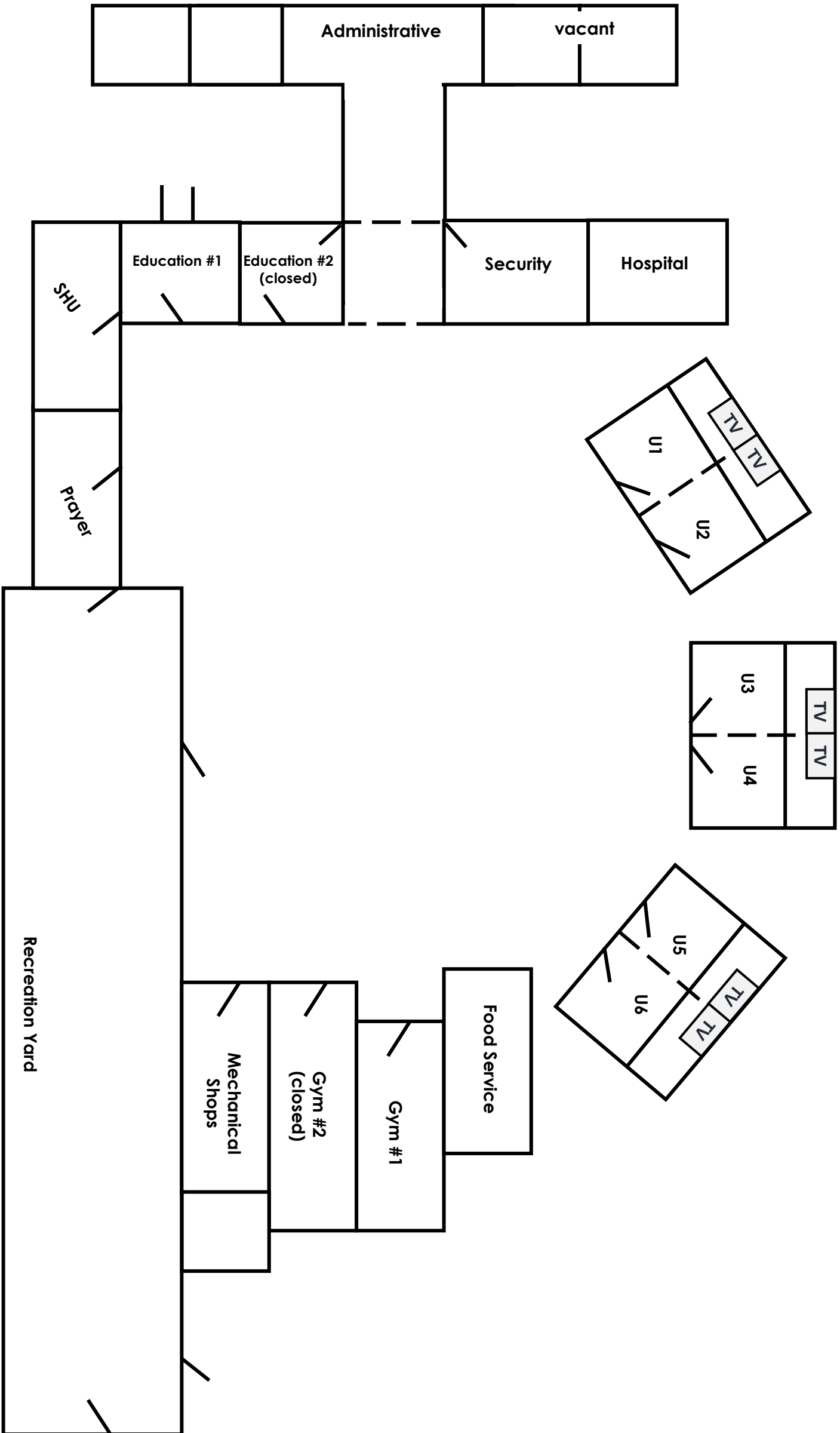
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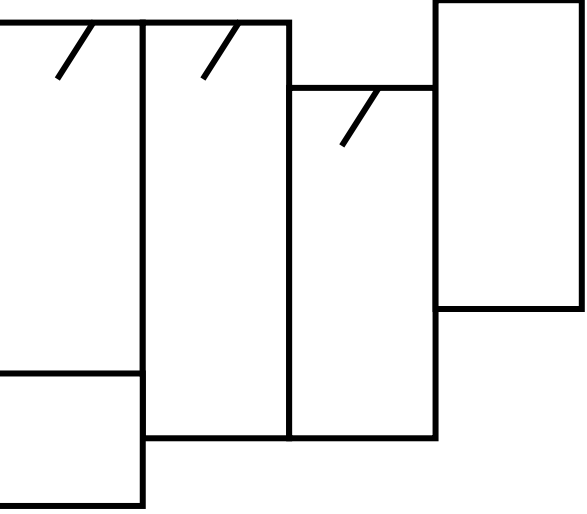
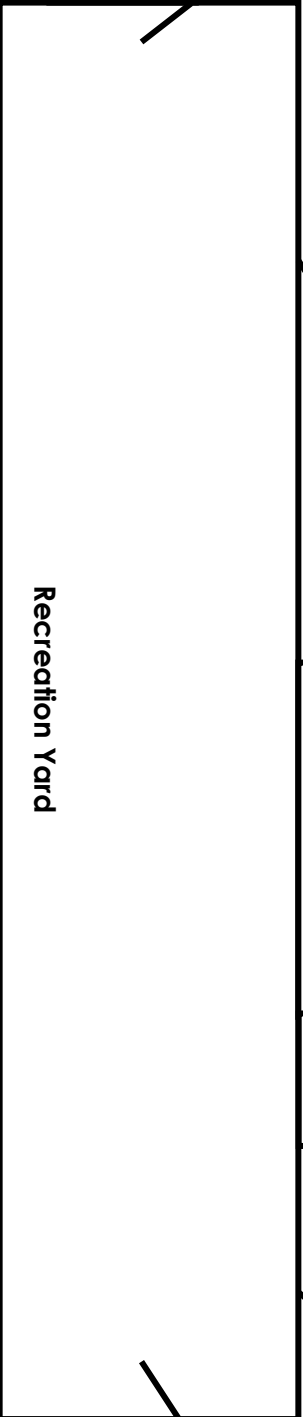
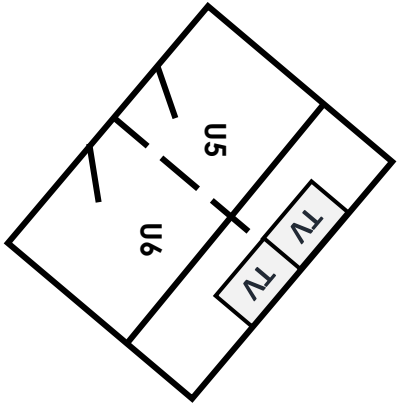
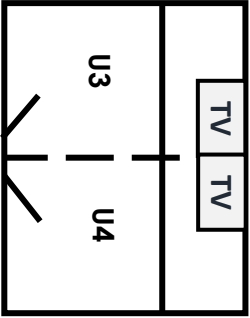
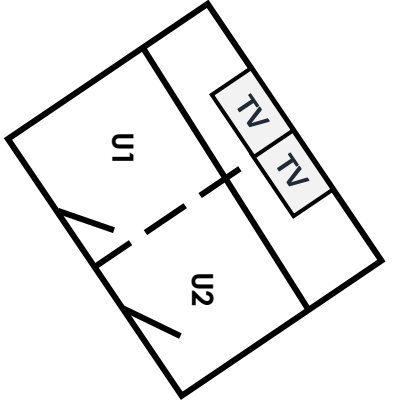
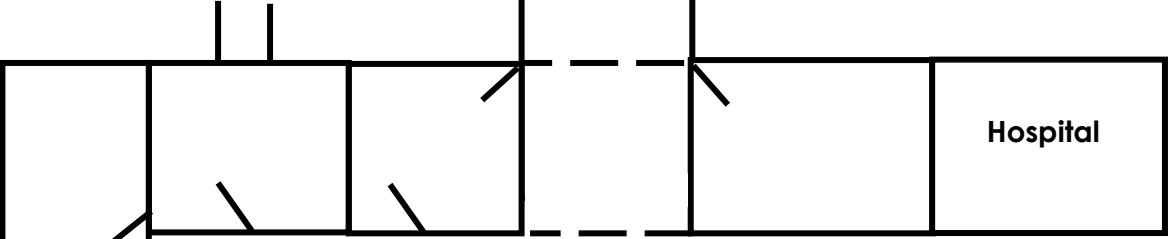
This worksheet includes a summary of the Mandela Rules. Read the full text in your language:

- English: www.goo.gl/qQBxtE
- French: www.goo.gl/LDxUCM
- Spanish: www.goo.gl/ctQGul
- Arabic: www.goo.gl/jBPe8y

Read more about the Nelson Mandela Rules: www.un.org/en/events/mandeladay/rules.shtml

Or, view an animated introduction to the Mandela Rules by Penal Reform International (PRI): www.goo.gl/t8nKZu







Articles of Human Rights

<i>Directions: Place an X in the correct column</i>			
Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>1. All human beings are free and equal</p> <p>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p>			
<p>2. No discrimination</p> <p>Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs.</p>			
<p>3. Right to life</p> <p>Everyone has the right to life, liberty and security of person.</p>			
<p>4. No slavery</p> <p>No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>			



<i>Directions: Place an X in the correct column</i>			
Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>5. No torture and inhuman treatment</p> <p>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>			
<p>6. Same right to use law</p> <p>Everyone has the right to recognition everywhere as a person before the law.</p>			
<p>7. Equal before the law</p> <p>All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation and against any incitement to such discrimination.</p>			
<p>8. Right to be treated fair by court</p> <p>Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p>			
<p>9. No unfair detainment</p> <p>No one shall be subjected to arbitrary arrest, detention or exile.</p>			
<p>10. Right to trial</p> <p>Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</p>			



Directions: Place an X in the correct column

Human Right	Offender Continues to Have the Right While Incarcerated	The Right Is Modified While the Offender Is Incarcerated	The Offender Does Not Have the Right While Incarcerated
<p>11. Innocent until proved guilty</p> <p>Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed.</p>			
<p>12. Right to privacy</p> <p>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.</p>			
<p>13. Freedom to movement and residence</p> <p>Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.</p>			
<p>14. Right to asylum</p> <p>Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.</p>			



Directions: Place an X in the correct column

Human Right	Offender Continues to Have the Right While Incarcerated	The Right Is Modified While the Offender Is Incarcerated	The Offender Does Not Have the Right While Incarcerated
<p>15. Right to nationality</p> <p>Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality</p>			
<p>16. Rights to marry and have family</p> <p>Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.</p>			
<p>17. Right to own things</p> <p>Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.</p>			
<p>18. Freedom of thought and religion</p> <p>Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.</p>			



Directions: Place an X in the correct column

Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>19. Freedom of opinion and expression</p> <p>Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</p>			
<p>20. Right to assemble</p> <p>Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.</p>			
<p>21. Right to democracy</p> <p>Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country.</p>			
<p>22. Right to social security</p> <p>Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.</p>			



Directions: Place an X in the correct column

Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>23. Right to work</p> <p>Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone has the right to form and to join trade unions for the protection of his interests.</p>			
<p>24. Right to rest and holiday</p> <p>Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>			
<p>25. Right of social service</p> <p>Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children shall enjoy the same social protection.</p>			



Directions: Place an X in the correct column

Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>26. Right to education</p> <p>Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.</p>			
<p>27. Right of cultural and art</p> <p>Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.</p>			
<p>28. Freedom around the world</p> <p>Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.</p>			



Directions: Place an X in the correct column

Human Right	<i>Offender Continues to Have the Right While Incarcerated</i>	<i>The Right Is Modified While the Offender Is Incarcerated</i>	<i>The Offender Does Not Have the Right While Incarcerated</i>
<p>29. Subject to law</p> <p>Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.</p>			
<p>30. Human rights can't be taken away</p> <p>Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.</p>			



Impact of Overcrowding

- ✓ *Group 1: Adequate Standard of Living*
- ✓ *Group 2: Safety and Security*
- ✓ *Group 3: Day-to-Day Activities*
- ✓ *Group 4: Physical and Mental Health*

Adequate Standard of Living

The reality in many prison systems is that offenders do not have even the minimum space requirements. Large numbers of offenders spend up to 23 (sometimes 24) hours in overcrowded, cramped accommodation. In some systems the level of overcrowding may be so acute that offenders are forced to sleep in shifts, sleep on top of each other, share beds or tie themselves to window bars so that they can sleep while standing.

The level of overcrowding is often much worse in pre-trial detention facilities in most countries worldwide, and the prison conditions are correspondingly much poorer, despite the fact that pre-trial offenders should be presumed innocent until proven guilty by a court of law and special privileges should be provided to them, reflecting their non-convicted status, according to international law. The lack of adequate space is only one of the numerous problems experienced as a consequence of overcrowding in prisons.

The budget for feeding offenders will rarely increase sufficiently to meet the nutritional requirements of the growing number of offenders. Especially in low resource countries, there will be no change in the budget allocated for food, thus offenders will need to rely on additional food from their families and/or suffer the consequences of inadequate and low-quality food. This will severely compromise offenders' health. In the worst cases, it can lead to prison deaths due to malnutrition.

Water, sanitation, sewage, ventilation, heating, and cooling. As the number of offenders increase beyond that which the water, sewage, sanitation, and heating systems were designed to provide for, these systems come under stress and struggle to meet the basic needs of offenders and protect their health and well-being. In overcrowded cells and dormitories, access to fresh air is severely curtailed, especially when the overpopulation is accompanied by less frequent opportunities to spend time outside. This can have a significant negative impact on offenders' health.

Contact with the Outside World

Contact with the outside world, especially with families, is recognized as being one of the key factors that contributes to the chances of successful resettlement of offenders. As the number of offenders increase, additional infrastructure and opportunities, such as more visiting rooms, extended visiting times and more telephones, must be provided if offenders are to maintain communication with their families. At times of financial constraint associated with overcrowded prisons, such investments are unlikely to be forthcoming.

Day-to-Day Activities

Meaningful activities, such as education, work and other programs are at the heart of creating a positive prison environment, channeling offenders' energy into constructive occupations and assisting with their preparation for release and subsequent re-entry into society. Such activities are also important from the security



perspective, as offenders who are engaged in meaningful activities are less likely to initiate disturbances than those who are bored and frustrated. However, when offender numbers increase:

- The necessary resources to ensure all offenders are engaged in activities outside of their accommodation are rarely made available
- Offenders are held in their dormitories and cells for extended periods due to the challenges faced in supervising the movements of large groups. Such circumstances reduce or eliminate the prospects of assisting offenders with their rehabilitation.

Physical and Mental Health

Offenders are likely to have existing health problems on entry to prison, as they are predominantly from poorly educated and socio-economically deprived sectors of the general population, with minimal access to adequate health services. Their health conditions further deteriorate in prisons that are overcrowded, where nutrition is poor, sanitation inadequate, and access to fresh air and exercise often unavailable—all factors that increase the risk for epidemics of communicable diseases. Tuberculosis (TB), hepatitis, and blood-borne diseases, as well as mental illnesses are widespread in prisons around the world.

Large proportions of people who enter prisons have a history of drug use. In the vast number of countries, treatment is ineffective or doesn't exist, while poor conditions, overcrowding and lack of activities may induce drug use.

Overcrowding can severely damage the mental health of all offenders, especially those who are vulnerable to bullying and abuse, and those who have existing mental health care needs. Such risks are usually exacerbated by a shortage of health care staff and medication and access to specialist care in community hospitals.

Consequently, one of the most fundamental rights of human beings to “the enjoyment of the highest attainable standard of physical and mental health” enshrined in the International Covenant on Economic, Social and Cultural Rights, cannot be met for offenders.

Safety and Security

Overcrowding has a major impact on the safety and security of offenders and staff, where the offender-to-staff ratio increases. Tensions can be high and offenders angry and frustrated about the conditions in which they are held. Experience in many countries has shown that the risk of violence, offender protests, and other disturbances in overcrowded prisons is acute. Prison suicides have increased in a number of countries as a result of overcrowding. In many prison systems, the lack of staff to supervise the growing number of offenders has led to selected offenders being given supervisory and disciplinary roles to keep order and maintain security in prisons. This violates a basic principle and increases the risk of abuse of vulnerable offenders by those who are stronger, as well as of corrupt practices.

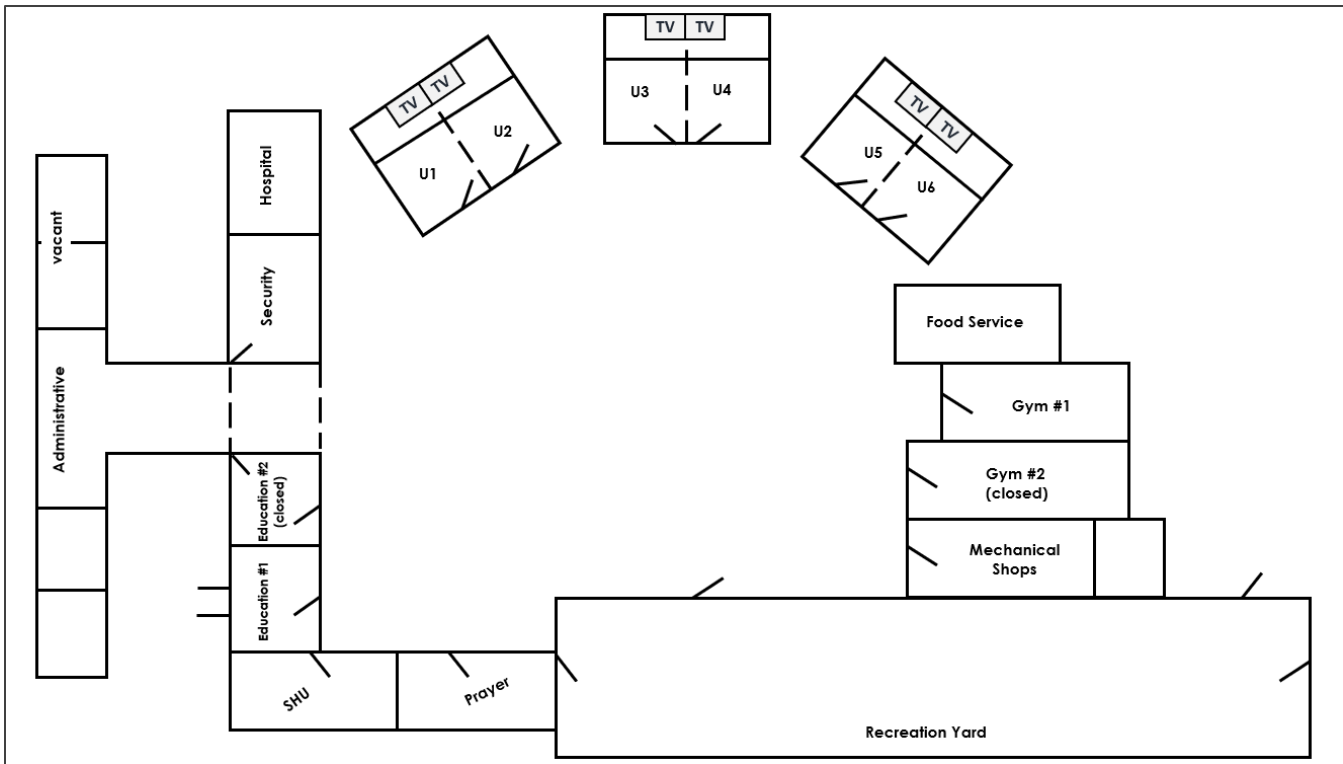
Vulnerable groups, such as children, young offenders, women, offenders with mental health care needs, with disabilities, and older offenders are at particular risk of being bullied and abused in overcrowded conditions, where different categories of offenders are not separated and in an environment where the control of the prison administration has been weakened.



Today's Reality: Prison Overcrowding

The purpose of the activity is to show how overcrowding in prisons can cause and accelerate human rights violations. This hands-on activity allows participants to play with solving the issues of overcrowding by moving offenders to different areas of the prison and identify other issues.

Provide participants with a blank small prison layout and wooden people pegs.



Number of Staff: 16

Number of Offenders: 60

Potential Human Rights Violations

1. Overcrowding in units
2. Lack of medical (staff)
3. Lack of programming (space, staff)
4. Food cold/potential for disease (small dining area)
5. Lack of visitation
6. Lack of religious worship systems (small chapel, no Imams, priests)
7. Lack of recreation time (# limits)
8. No access for the disabled



Possible Solutions

1. Convert TV rooms to cells, put TVs in center areas, convert closed gym #2 into housing unit, check classifications to transfer some offenders, enclosed tent in center compound as temporary unit
2. Run 2 shifts for medical treatment, run medical with volunteers from community, classify chronic care offenders to a hospital (prison)
3. Use TV rooms in units for classes, use trained offenders to teach courses, open Education #2 classroom, solicit teachers from community. Use Gym #2 for recreation classes
4. Feeding rotation with time limits, feed offenders in units with heated carts, set up outside feeding tables (fence if needed) distribute pre-prepared meals 3x per day
5. Convert vacant room in Admin Building as visiting area, relocate security office to vacant office and make visiting room, tent as visiting area in center area
6. Religious programming in TV rooms in units, alternate chapel in Gym #2/Education #2/Gym #1, volunteers from community, offender run services (bible study, etc.)
7. Subdivide recreation yard into 4 sectional (fences) raising capacity to 40, unit led recreation programs, open gym #2, use classrooms in Education in off hours for class
8. Have offender crews create ramps, railing and other disability related upgrades, re-classify disabled offenders to an ADA (KSA equivalent) compliant prison.

Housing Issue: Units 1-6 are rated for 8 offenders, but 10 offenders are assigned to those units.
Where can they reassign the offenders?

Solutions:

- Convert TV rooms to two more per unit
- Convert Gym #2 (closed) to house offenders
- Use enclosed tent in center compound as temporary unit
- Use SHU as general housing

Admin Consideration:

- Check all classifications of offenders to see if transfers are authorized
- Document that units are over capacity - violation of light requirement, air requirements

Program Issues: Education rooms lack space, staff and programming

Solutions:

- Open Education #2 for programming
- Use TV room in units for small classes
- Remove Security Office to Administration building for classes

Admin Considerations:

- Document that violation in programming requirements, if not met
- For staffing: Gain approval to use trained offenders to teach class

Recreation Issues: Rated for 20 offenders. Currently not enough staff and poor design



Solutions:

- Increase #1 of offenders by subdividing recreation yard into 4 sections of 10 each
- Open Gym #2 if still available

Admin Considerations:

- Document that exercise requirements are violated if not met
-

Prayer Room/Chapel Issue: Too small and not meeting programming needs. Need to have services for all religions to meet religious requirements.

Solutions:

Admin Considerations:

Food Service issue: Poor design. How to feed 60 inmates when the capacity is 10?

Solution:

Admin Considerations:

- Document that hot food and portions requirements are not being met and will incur violations/fines
-

Work for Offenders Issues: Lack of jobs; how to provide jobs for 60 offenders in 12 areas with works schedules 12/7

Solutions:

Admin Considerations:

Staffing Issues: The prison is understaffed and programs are suffering

Solutions:

- Put 1 staff per unit
- Distribute staff



Sample Procedure

Housing Unit Check-In Procedure

1. When an offender arrives at the housing unit, the housing officer will meet her, conduct a pat-down search, and carefully search all the property in her possession. Ensure you add her to your unit base count and verify with your control center or supervisor.
2. The housing officer will review the rules and regulations with the offender and carefully explain the daily routine of the housing unit. The rules and regulations will be provided in writing and the offender will sign a form acknowledging the receipt of the rules.
3. The housing officer will take the new offender to her assigned cell, thoroughly inspect the cell with the offender for any damage and note any damage on the Housing/Orientation Check-In form (Form 123). If any damage is noted, the housing officer will complete a Maintenance Report (Form 321).
4. The housing officer will orient the offender to the housing unit by—
 - a. Showing the offender where meals are served, explaining meal procedure, and after-meal cleanup
 - b. Showing the offender where the showers are, how they work, when they can be used, and how to clean them after use
 - c. Returning to the cell and explaining that bunks have to be kept made and the cell must be kept neat and clean.
 - d. Showing the offender what supplies are provided by the prison and where she can obtain basic supplies (soap, shampoo, toothbrushes, toothpaste, toilet paper, cleaning supplies, etc.)
5. When the orientation/check-in process is completed, the housing officer will respond to any questions from the offender, have her sign the Housing Orientation Check-In form (Form 123), and sign and date the form before placing it in her housing file.

Notes:

- Note the logical sequence of activities from start to finish and the basic *who does what* format.
- Focusing policies and procedures on achieving specific outcomes links desired goals to results. Each outcome has a set of related policy and procedure topics.



Procedure for Offender Count

Frequency of Counts

The (name of facility) adult offenders will be formally counted and reported to the master count 3 times in every 24-hour period.

All offenders on the grounds of a (name of facility) will be physically observed by (name of facility) staff during all formal counts for reporting to the counting official. The master count must be accurate at all times for all prison locations.

Offenders who are absent from their housing facility for work release or community service assignment will be physically observed by staff during at least 1 formal count every 24 hours.

Supervisors of offenders working off the grounds of a (name of facility) will perform informal counts throughout the day.

Each facility will designate actual count times. The designated count times can occur more than 3 times a day, but not less than the three 3 required formal count times per day.

The 3 formal counts reported to the master count must be completed and called to the appropriate location at the following times:

- Noon Count - 12:00 PM (noon)
- Afternoon Count - 9:00 PM
- Overnight Count - 3:00 AM

Census checks, not reported to the master count, may be performed at any time of the day or night and at any frequency, at the discretion of the warden or her designee. They should be accomplished once in the AM and once in the PM for all posts supervising offenders.

Emergency counts may be performed at any time at the discretion of the warden or her designee.

Procedures for Counts

Two full time staff will count each area, create a count slip (with an offender count agreed upon by both counting staff) and submit the slip to the master count official for every count conducted.

No movement is allowed during the count procedure. One staff member will watch the area being counted for movement, then will count. During each count process, one staff member will watch for unauthorized movement while the 2nd staff member is counting.

There will be no noise during the count. No talking is allowed, and offenders will stand next to their bed for count. They will remain there until a "good" count is received from the master counting official.

Staff will ensure they are counting human flesh, not a dummy or other substitute.



Self-Awareness Survey

Directions: Briefly answer the following five items (Note: You will not be asked to share your answers.)

1. Describe the way you communicate and your body language.
2. Describe your personal style and approach to life.
3. Explain how you cope with conflict.
4. Explain how you deal with stress.
5. On a scale of 1 to 5 (with 1 being the lowest and 5 being the highest), rate your confidence level.

Bonus: One thing I really like about myself or think I am strong in is: _____

One thing I really like about _____ or think she is strong in is: _____



Awareness of Others Survey

Directions: Briefly answer the following five items about each of the group members at your table.

1. Describe the way _____ communicates and her body language.
2. Describe what you think her personal style and approach to life are.
3. Describe how you think she copes with conflict.
4. Explain how you think she deals with stress.
5. On a scale of 1 to 5 (with 1 being the lowest and 5 being the highest), rate what you think her confidence level is.

Bonus:

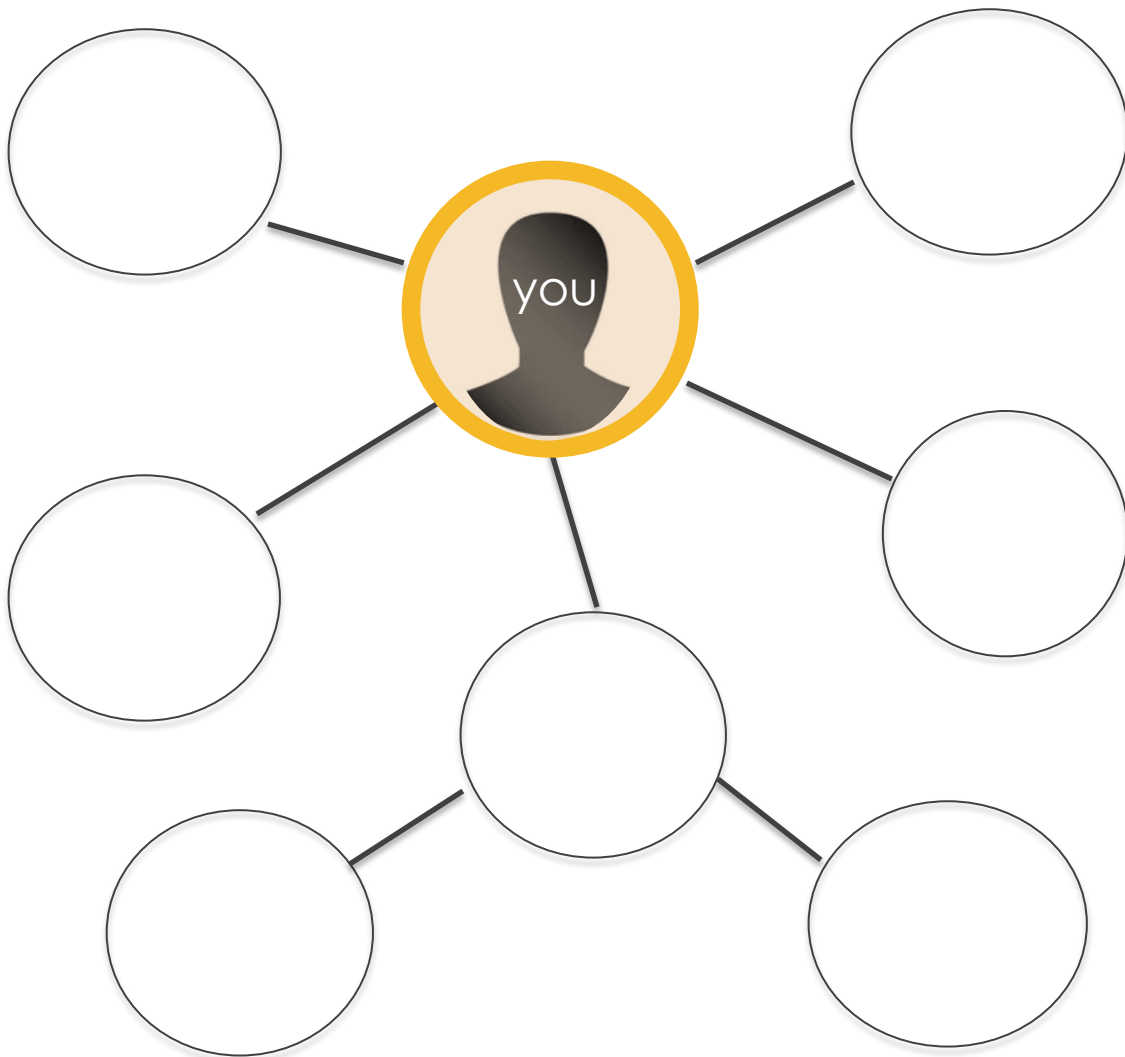
List one thing I really like about _____ or think she is strong in is: _____



Relationship Building

Directions:

1. You are the new head of your department.
2. You know that you need to establish and maintain interpersonal relationships with others in your agency.
3. Determine—by title—who should be in your “circle” of relationships.



4. Brainstorm ways you can establish and maintain those relationships.



Emotions: Nonverbal Communication

1. Amusement
2. Anxiety
3. Awe
4. Awkwardness
5. Boredom
6. Confusion
7. Interest
8. Sadness
9. Nostalgia
10. Sympathy



Geographic Speech

Geography is about more than just the location, coordinates, and position of things on Earth. Geography also studies the physical and human characteristics of places. From the dimensions of a single room to the extent of a cultural region or the entirety of the globe itself, geographers explore the meaning, function, and history of places, how places change, and how they are perceived.

Even though the term “geography” literally means to graph the earth, geography is also about the study of people. It is about the spatial aspects of human existence, how humans occupy and alter the landscape, and the relationships between nature and society.

Geography offers a unique lens through which to observe and richly describe current events, recount history, inspire, educate, and amuse. Geographic storytelling engages audiences, using maps to connect stories to actual locations on earth. Modern geographic tools let you move beyond the traditional idea of a map, combining narrative text, images, videos, and other content to effectively tell your story.

<https://www.geography.com/>



Situational Leadership Cards

Cut out the cards below for delegates to use during the situational leadership activity.

<p>Emergency 1</p> <p>A fire has started burning inside one part of the facility. The offenders are using the fire as a diversion for an escape. You are the on-duty correctional supervisor. As the ranking official, you must call for a total emergency lockdown of the facility and make the command post operational.</p> <p>Which leadership style(s) would be best here?</p>	<p>Tobacco ban 2</p> <p>Based on changes to national law and national health standards, the agency has decided to ban all tobacco products inside correctional facilities. This ban will affect staff as well as offenders. You are in charge of making sure this new policy is implemented.</p> <p>Which leadership style(s) would be best here? Would you use different styles for staff and offenders?</p>
<p>New program 3</p> <p>The military is proposing a new correctional industries program where offenders would be tasked with assembling military dress uniforms. This new program has the potential to provide valuable re-entry training and enhance internal security by keeping offenders busy doing meaningful work. You are tasked with assembling a team to identify all tasks to implement this program while satisfying security mandates.</p> <p>Which leadership style(s) would be best here?</p>	<p>False alarm 4</p> <p>Due to factors outside your control, numerous critical incident false alarms have occurred in the past month. You have noticed that some prison staff have become complacent because of the number of false alarms. You know that to ensure safety, staff must always be motivated to effectively respond to alarms.</p> <p>Which leadership style(s) would be best here?</p>
<p>Staff development 5</p> <p>In accordance with a staff-development plan, you have been assigned to act as a mentor to an under-performing officer. You are responsible for this officer's growth by ensuring that the tasks outlined in the plan are accomplished.</p> <p>Which leadership style(s) would be best here?</p>	<p>Escape 6</p> <p>As the supervisor on duty, you are alerted by Tower #1 that a prison-issued winter jacket has been sighted draped over the inner perimeter fence in the recreation yard. Then, the Control Center advises that Tower #2 is reporting a car speeding away from the parking lot near the recreation yard. You immediately call on duty recreation staff on the radio and there is no response.</p> <p>Which leadership style(s) would be best here?</p>



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Personal Leadership Plan

Directions: Respond to each of the sections below to develop your personal leadership plan.

Step 1: Define What Generally Makes a Great Leader (Make a leadership skills list of qualities you think comprise the traits, competencies, abilities, and experience of a good leader.)

Step 2: Take a Self-Assessment (Identify your core characteristics—e.g., kindness, integrity, etc.)

Step 3: Identify Your Core Values (Choose 8 – 12 of the following values that are important to you. Add any others you would like.)

Achievement	Advancement	Adventure	Affiliation	Affluence
Authority	Autonomy	Balance	Challenge	Collaboration
Community	Competency	Competition	Courage	Creativity
Duty	Economic security	Enjoyment	Fame	Friendship
Health	Helping others	Humor	Influence	Inner harmony
Integrity	Knowledge	Loyalty	Personal development	Responsibility
Self-respect	Spirituality	Wisdom		

From your selection of 8 – 12, identify 3 – 5 as your main core values.



Step 4: Write a Personal Vision Statement

A personal vision statement reflects your traits and core values. It answers the question: "Who am I, and what is my higher calling?"

Focus on the following:

- What you want to be (in terms of character traits)
- What you want to achieve or contribute
- The principles/values you use to make decisions, big and small

The personal vision statement will become your personal constitution — a physical reminder for you to see where you've been, where you are, and where you want to go.

Personal Vision Statement:

After you've written your personal statement, ask yourself the following questions:

- Does this represent the integrity I stand for?
- Are direction, purpose, and motivation signaled in this statement?
- Is this an accurate portrait of who I want to be?
- Does this inspire me?

Step 5: Analyze What Others Think of You

To determine whether the personality traits, core values, and personal mission statement you settled on align with what others currently think of both you and leaders in general, answer the following questions:

- What do you want your managers and coworkers to say about you when you are not in the room?

- How do others currently perceive you?

- Do you care about others' perceptions of you?

- What are the expectations for professionalism and leadership in your prison system?

- If your personal assessment doesn't align with the answers to these questions, are you capable of changing your image and do you want to?



By identifying gaps in what you want to be vs. what people already think you are, you'll be able to pinpoint exactly where you need to improve.

Step 6: Identify Current and Lacking Leadership Skills

Expand upon and further define the skills needed to become your definition of an ideal leader.

- First, identify the skills you already have
 - **Personal skills:**

 - **Interpersonal skills:**

 - **Group skills:**

 - **Technical skills:**

- Mark each item you listed with an "S" if it is one of your strengths or a "D" if it is something that needs development.

Step 7: Write an Action Plan

Select 4 or 5 of the leadership skills you listed in Step 6 in which you need development.

For each of the 4 or 5 skills, complete the following:

- Goal #1: (Write a goal for developing the skill)
 - Specific Actions to Take:
 - Resources to Assist Development: (Including any training you may need)
 - Timeline:

You now have a road map for achieving your goals and becoming the leader you want to be!



Ethical Dilemmas

Directions:

1. Work in your small groups.
2. Read the two scenarios below.
3. Respond to the questions that follow each scenario.
4. Be prepared to share your response with the class.

Ethical Dilemma #1

You have been assigned to work in a prison in which two juveniles have died as a direct result of overcrowding, neglect, and understaffing. Management has looked the other way, and staff appear disinterested in the health and wellbeing of juvenile offenders.

You have been tasked with correcting the environment.

1. What changes would you make?

2. What resistance do you anticipate?

3. What steps can you take to overcome the resistance?

Ethical Dilemma #2

A fellow correctional officer accepts candy/snacks from one of the offenders. She doesn't ask for the snacks nor does she do any favors for the offender.

1. Should you report this activity?

2. Why or why not?

3. What other steps, if any, would you take?



Managing Daily Stress

Stress is usually caused by too much pressure being put on us by others—or ourselves. If stress is left unchecked, it can lead to an inability to function effectively and cope under pressure. Here are some of the most common causes of stress with solutions and strategies on how to overcome them.

Daily Stressor	Solutions/Strategies
Not Having Enough Time	Learn to Manage Time More Effectively. Better time management can reduce stress. Many people waste time doing unimportant tasks — so make sure you always prioritize your day and do the important jobs first.
Unhealthy Lifestyle	Make Small Changes Toward A Healthier Lifestyle. Having a healthy diet, doing regular exercise, and getting enough sleep mean that your body will be able to cope with the stress that comes your way. Also, by knowing you're leading a healthy lifestyle, you'll be in a more positive frame of mind and will be better able to cope.
Taking on Too Much	Know Your Limitations and Don't Take on Too Much. Be honest and tell people your true limitations. This way, you can avoid getting unnecessarily stressed by not taking on more than you can comfortably handle at any given time.
Conflicts in the Workplace or at Home	Avoid Unnecessary Conflicts. Try to avoid or prevent conflicts whenever possible. There's no need to be argumentative or confrontational; simply try to arrive at a solution that both parties are reasonably happy with. Frank discussion is better than bitter dispute.
Inability to Accept Things as They Are	Accept the Things You Cannot Change. If you cannot change a difficult situation, accept that fact. Talking the situation over with somebody else may be good because they may be able to help you see it in a more positive light or from a different and less stressful perspective.
Failure to Take Time out and Relax	Take Time Out. Taking a break may mean that you can perform much better afterwards. As such, you will easily make up the time you have used for relaxing and feel more refreshed. Taking only 5 minutes can give you greater clarity.
Non-Work-Related Issues	Take Time Off or Change Your Working Practices. If other issues are causing you stress and making you unable to do your job, it may be best to take time off to deal with the issues. If there's an ongoing problem, you could try to approach your employer to ask for more flexible working arrangements, which may allow you to cope better with those issues.
Failure to See the Humor in Situations	Harness the Power of Laughter. Adopting a humorous view toward life's situations can help you deal with everyday stressors. Not being in a



	serious mode all the time can help you have clearer thinking. Laughing has been clinically proven to lower blood pressure and reduce stress hormones.
Particular Situations that Cause Stress	Avoid Situations that Place You under Stress. The way to avoid or minimize some of the stress you may be under is to stay away from situations that cause the stress. For example, if you get stressed when you shop in the supermarket, try doing your grocery shopping online instead.
Change	Welcome Change as a Challenge. If you see change as a positive rather than a negative challenge, then any stress that accompanies the change will be less likely to affect you.



Coping Strategies

Some changes to your lifestyle can help you cope better with pressure and stressful situations:

Use relaxation techniques	If you know that a certain activity helps you feel more relaxed, set aside time to do it.
Develop interests and hobbies	Finding an activity that is different from what is causing you stress is a great way to get away from everyday pressures. If stress is making you feel lonely or isolated, shared hobbies can be a good way to meet new people.
Make time for your friends	Talking to friends about situations you find difficult can help keep everything in perspective.
Find balance in your life	Try making a decision to focus some of your energy on other parts of your life, like family, friends, or hobbies.
Get enough sleep	Stress can often make sleeping difficult but getting enough sleep can help you feel more able to deal with difficult situations.
Be active	Being physically active is important for physical and mental health. Even making small changes such as going for a regular walk outside helps you feel less stressed.
Eat healthily	What you eat and when you eat can make a big difference to how well you feel.
Learn to be kinder to yourself	Being kinder to yourself in general can help you control the amount of pressure you feel in different situations.
Reward yourself for achievements	Take a walk, read a book, treat yourself to food you enjoy, or simply tell yourself "well done" for even small achievements.
Get a change of scenery	Go outside, to a friend's house, or a café for a break—even for a short time.
Take a break or holiday	Time away from normal routine can help you relax and feel refreshed. Even spending a day in a different place can help you feel more able to face stress.
Remove conflicts, if you can	Although this can be hard, speaking to a manager, colleague, or family member about problems with them can help you find ways to move forward.
Forgive yourself when you feel you have made a mistake or don't achieve something	Try to remember that nobody is perfect.



Talk to friends and family	Sometimes just telling the people close to you how you are feeling can make a big difference.
Peer support	Sharing your experience with people who have been through something similar will help you feel less alone.
Use guided relaxation techniques	These techniques offer a short, low-impact way to lower adrenaline levels and re-center.
Try breathing exercises	Breathing exercises help increase oxygen levels in the bloodstream, lowering both heart rate and blood pressure.
Establish control over the events in the day that are controllable	Establishing control of what you can helps build a sense of ownership and mastery over the things that happen.



Offender Profiles/Scenarios

Directions

1. Read the offender profile assigned to your group.
 - Groups 1 & 2 – Offender A
 - Groups 3 & 4 – Offender B
2. Highlight risk factors and warning signs for suicide.
3. Determine any steps the officer took that ultimately saved the offender's life or led to the offender's death.
4. Be prepared to share with the class.

Offender A (Groups 1 & 2)



Offender Susan Jones was transported to court from the jail at 0630 hours to have a sentencing hearing in circuit court. Following the sentencing hearing, she was scheduled for a child custody hearing in family court. Later in the day, the news she received was not in her favor.

The circuit court judge sentenced Jones to three years in state prison.

In family court, her ex-husband received full custody of their two minor daughters.

Jones was transported back to the jail and placed in a single-person cell for close observation, but not suicide watch.

The day before court, the female officer on duty noticed that Jones was talkative, happy, eating, and had taken a shower.

When Jones returned from court, the same officer noticed Jones would not come out of her cell for a shower, would not eat, would not get out of her bunk, and would not talk.

Noticing these changes in the offender's behavior, the officer started making dorm rounds at different intervals, changing up her times, and making her visits less predictable.

During one check, the offender was covering her head with her bed sheet. The officer told the offender to uncover her face and look at her. The offender was instructed to keep the bed sheet off her face and asked whether she was doing alright. The offender responded, "Yes."

Twelve minutes later, the officer returned three minutes early from the required 15-minute checks. The offender's skin color had changed, and she was not responding to verbal instruction.

The officer immediately called for backup and requested medical staff as she ran to the control room to obtain the Emergency Cutting Tool used for suicide prevention.

When backup arrived, the officer went in and observed the offender had tied her bed sheet around her neck with the other end tied to the bedrail. The offender was unresponsive and in the laying down position. Medical staff arrived and administered life-saving steps until the offender was revived. Jones was taken to the infirmary for recovery and observation.



Offender B (Groups 3 & 4)



Offender Smith was moved to a single cell and placed on suicide watch in the Critical Housing Unit at the state prison. For her own protection, she was left in the cell wearing a paper gown so she would not use her clothing to hang herself.

Everything appeared to be safe, and the cell door was secured. When Smith refused to eat her meals, officers said she simply was not hungry. Smith would yell out from time to time, "Just let me die." Again, officers did not take her seriously.

Unknown to the officers and medical staff, Smith had hidden the metal clasp to her offender identification card in her cell. Smith used the metal clasp to slash and sever a vein in both arms. She was found by officers lying in a pool of blood with blood still gushing out of both arms.

Medical staff was late in responding to stop the blood flow. Smith died 12 hours later. The autopsy report by the medical examiner indicated that the immediate cause of death was "blood loss that could have been prevented by appropriate medical attention."



Death of a Young Offender

(as reported by an offender in Texas who writes for the state's prison newspaper, The ECHO)

I glanced out the window and noticed two female officers leaving the cellblock, and something in their mannerisms startled me. The younger one, a well-known and feared guard, looked weak in the knees, her face somewhat buried into the other's shoulder. She struggled to stand.

Soon, we uncovered the details of what happened.

A girl had hanged herself when the cellblock turned out for rec. It was during this time, the staff preoccupied with all their strip searching, that she tied something around her neck and let go.

The lifers and big timers were the ones affected most by the suicide. Women who had spent decades locked up felt as if some part of their own hope and youth had died. This woman was young enough to be their granddaughter.

Questions nagged us. Who was this girl? She hadn't been locked up long, judging by her inmate number. Where had she come from? Why did she do this? Could we have prevented it?

We couldn't even gather as a whole, since large groups are prohibited on the rec yard, and broken up if formed. Instead, we separated into smaller groups, as large as the more sympathetic officers would allow us. Together we prayed and talked about who this unknown girl might have been, and who she might've become.

Then we began to talk about our own struggles. Many of us had contemplated suicide before. One of the most intimidating women on our unit revealed that she had wanted to die, many times. Another lady spoke up about her crime, which she told us she'd committed against her abuser: "I've always thought that I should have killed myself instead," she said. "If he were alive, maybe he would have gotten his life right, and I wouldn't be trapped in this place. Sometimes I just want it *all* to end."

We didn't just honor this young woman; we were able to connect to her suffering through our own.

A few days later, while at work in the library, I learned that the person who had discovered the girl's body was the same young officer I'd noticed leaving the cellblock that day. She had then taken some personal time off. Her coworkers whispered that she was deeply shaken by what happened.

No one blamed her, of course. It wasn't her fault. Everyone knew the girl had planned for the perfect moment when the officers were not making their usual rounds.

The young officer had seen something in us and couldn't make it unseen. In that desperate, unexpected moment, she finally saw us as more than the roles and characters we were forced to play.

Unwittingly, I too had seen beyond the guard's assigned role, when I noticed her slumped over with grief.



Questions

1. What are your initial thoughts about this story?
2. How did the young woman's suicide impact the other offenders?
3. How did the suicide impact the correctional officers?
4. What could have prevented the suicide?

Course Evaluation

تقييم الدورة

COURSE EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: CIM

Date: _____

1 Rate each aspect of the training: (circle rating)	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

2 What did you find particularly valuable?

3 What did you wish to receive but did not?

6 Rate the instructional methods used: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!