

# Correctional Institution Management

إدارة المؤسسات الإصلاحية

## Participant Guide



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

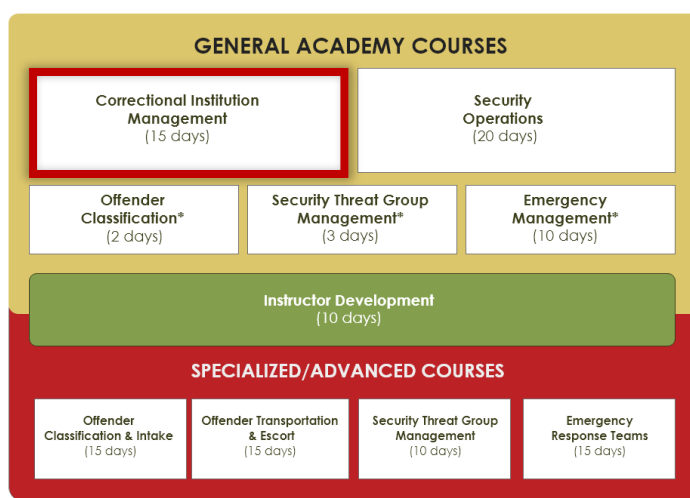
Kingdom of Saudi Arabia  
Female Training Center

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

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

# COURSE OVERVIEW



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

## COURSE AGENDA

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test <b>Offender Programs</b>	<i>Continued</i>	<i>Continued</i>	<b>Human Rights Principles</b>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<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
<b>Policies, Procedures, and Post Orders</b>	<i>Continued</i>	<b>Correctional Leadership and Communication</b>	<i>Continued</i>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<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
<b>Ethics and Professionalism</b>	<b>Stress Management</b>	<b>Correctional Support Operations</b>	<i>Continued</i>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<b>Suicide Prevention</b>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<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		
<b>Bureau of Experts at the Council of Ministers</b>	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> <li>▪ <a href="https://www.boe.gov.sa">https://www.boe.gov.sa</a></li> <li>▪ <a href="#">Imprisonment and detention</a></li> </ul>
<b>National Center for Archives</b>	Directory of documents and archives	▪ <a href="https://ncar.gov.sa/">https://ncar.gov.sa/</a>
(Placeholder)		▪
INSTITUTIONAL POLICIES & PROCEDURES		
<b>General Directorate of Prisons</b>		▪ <a href="#">GDP website</a>
(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
<b>Offender Programs</b>	<ul style="list-style-type: none"> <li>A broad array of services and interventions tailored to meet an individual offender's needs in advance of re-entry into society</li> </ul>
<b>Restorative Justice</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>A definitive statement of position on an issue concerning the organization's effective operation</li> </ul>
<b>Post Order</b>	<ul style="list-style-type: none"> <li>Shift-specific and time-specific tasks listed chronologically with responsibilities clearly defined</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Detailed step-by-step description of actions necessary to fulfill the policy</li> </ul>
<b>Mission Statement</b>	<ul style="list-style-type: none"> <li>Communicates the facility's reason for being.</li> </ul>
<b>Vision Statement</b>	<ul style="list-style-type: none"> <li>A future-oriented declaration of purpose and aspirations.</li> </ul>
<b>Ethics</b>	<ul style="list-style-type: none"> <li>The specific rules and standards that guide behavior and are derived from the principles of right and wrong</li> </ul>
<b>Morals</b>	<ul style="list-style-type: none"> <li>Ideas, principles, and explanations of what we think is good or worthy</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Stress Response</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Mechanical Services</b>	<ul style="list-style-type: none"> <li>Maintaining prison infrastructure such as electricity, plumbing, climate control, security (gates, locks cameras), fire alarms, fire suppression systems, etc.</li> </ul>

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

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

**NOTES**

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## 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.

### NOTES

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## 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**



### 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.

### NOTES

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## 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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### 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.

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### 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.

#### NOTES

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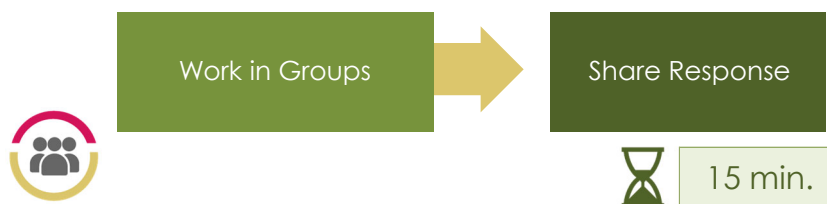
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## Programs in the Kingdom of Saudi Arabia

### 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



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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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create a list of services as currently instituted in KSA prisons.</li> <li>3. Create a list of interventions as currently instituted in KSA prisons.</li> <li>4. If no services or interventions are in place, create a list you would like to have initiated according to your prison population.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

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### 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



#### 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.

#### NOTES

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### 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

#### 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.

#### NOTES

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## 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.

### NOTES

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

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### NOTES

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<b>Data: Offender Needs</b>			
<i>Social Characteristics of Adult Offenders in England &amp; Wales</i>	Women	Men	General Population
Experienced abuse as a child	53%	27%	20%
Observed violence in the home as a child	50%	40%	14%
Experienced emotional, physical, or sexual abuse	53%	27%	--
Reported mental health issues	65%	42%	--
Unemployed in the 4 weeks before custody	81%	67%	--
Suffering from anxiety & depression	49%	23%	15%
Have attempted suicide in the past	46%	21%	6%

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**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.

**NOTES**

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### 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



#### 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.

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### 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.

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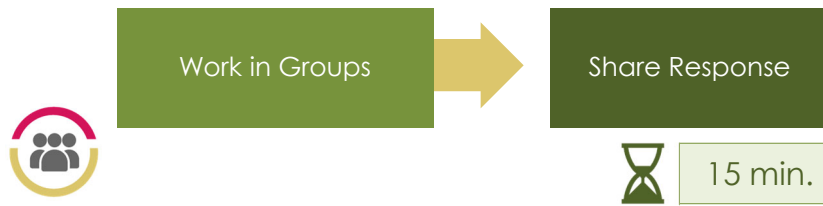
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### Meeting the Needs

**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



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>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.</li> <li>3. List practical skills and therapeutic support that would benefit this population.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## 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.

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## Guiding Principles المبادئ الإرشادية

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### NOTES

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### 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.

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## 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,

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### Programs to maximize likelihood of success

	<b>Education</b>		<b>Substance abuse (if needed)</b>
	<b>Employment Training</b>		<b>Mental Health</b>
	<b>Life Skills</b>		<b>Other Programs</b>

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**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.

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### 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.

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**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.

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



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### 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



#### 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.

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### 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.



#### 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.

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## 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.

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## 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



### 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.

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**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



**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.

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**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?

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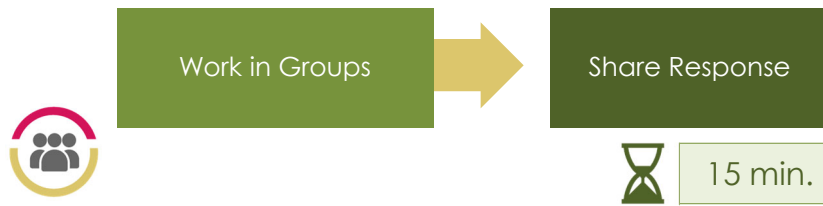
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### Using the Guiding Principles

#### 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



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Review the list you created in the previous exercise.</li> <li>3. Brainstorm additional rehabilitation programs you can add under the headings of education—including vocational training—employment, counseling, wellness, and community rehabilitation.</li> <li>4. Be prepared to share with the class and describe what the various programs will offer.</li> </ol>

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### Using the Guiding Principles

Each group debriefs its findings:

**REGROUP**

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



#### Using the Guiding Principles

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

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## 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.

#### NOTES

Blank lines for taking notes.



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



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### 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.

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### 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

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**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?



**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.

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### 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



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to Worksheet 1: Foundational Skills.</li> <li>3. Place a checkmark beside the skills you think most offenders would need to improve upon.</li> <li>4. Tally the number of checkmarks.</li> <li>5. List 3 programs that could help offenders improve in the area that needs the most improvement.</li> <li>6. Be prepared to share with the class.</li> </ol>

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## 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.

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### 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



#### 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?

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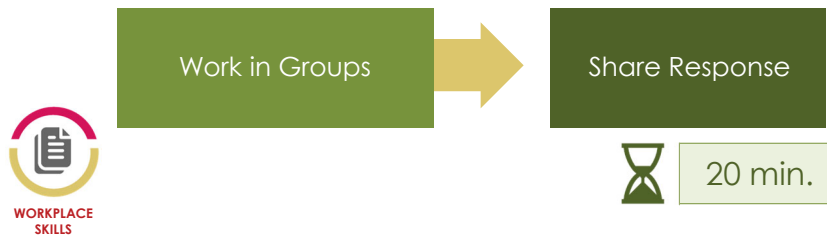
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## Gaining Skills to Survive in the Workplace

### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to Worksheet 2: Workplace Skills.</li> <li>3. Place a checkmark beside the skills that newly released offenders would have to learn to survive in the workplace today.</li> <li>4. Tally the number of checkmarks.</li> <li>5. List 3 programs that could help offenders gain those skills.</li> <li>6. Be prepared to share with the class.</li> </ol>

### NOTES

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### Gaining Skills to Survive in the Workplace

**REGROUP**

Each group debriefs its findings:

- 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.

#### NOTES

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### Discussion: Steps to Learning Those Skills

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

Find a computer ✓	Search for available jobs ✓	Navigate a website ✓	Complete and submit application ✓
Schedule an interview ✓	Get proper clothing for the interview ✓	Find transportation for the interview ✓	Maybe cope with rejection ✓



#### 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.

#### NOTES

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# Designing Successful Programs تصميم برامج ناجحة

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## NOTES

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Examples of Successful Programs

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

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 commutation, and business. It has a 7.1% recidivism rate.

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### 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?



#### 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.

#### NOTES

Horizontal lines for taking notes.



### 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.

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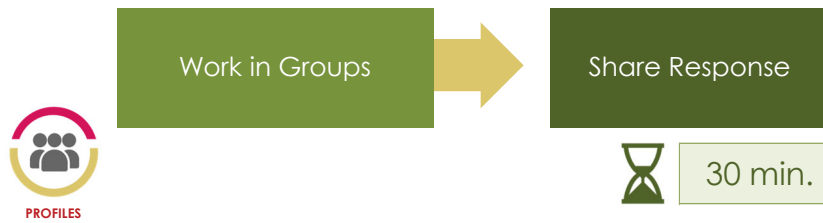
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### Creating a Program for an Offender

**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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to Worksheet 3: Profiles.</li> <li>3. Read the profiles.</li> <li>4. Select one profile.</li> <li>5. Create a program for her, beginning from the first day she is incarcerated in your prison and going through her release.</li> <li>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.</li> <li>7. Be prepared to share with the class.</li> </ol>

**NOTES**

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## 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.

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## Considerations for the Programs اعتبارات البرامج

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### NOTES

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## 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?

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### 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

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**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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### Cost of the Programs

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



#### 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?

#### NOTES

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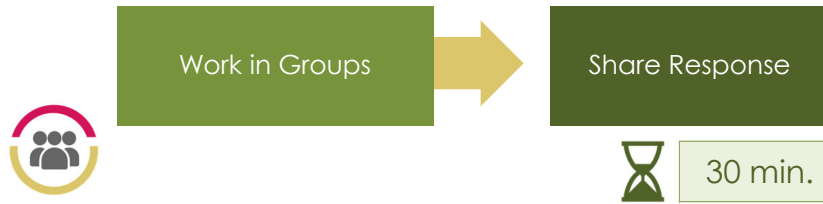
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**Launching a New Program**

**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)



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**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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. You will be assigned one of the categories listed above—staff, infrastructure, space, and materials.</li> <li>3. Brainstorm with your group all items in that category that must be procured to start the program.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Launching a New Program

Each group debriefs its findings:

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

**REGROUP**



### Launching a New Program

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

### NOTES

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### 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.

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## 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 21<sup>st</sup> 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.

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### 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

#### NOTES

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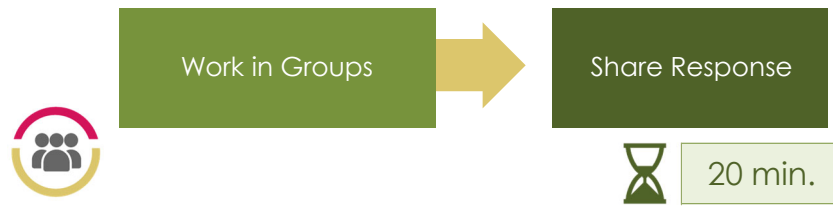
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### Mitigating the Risks

**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



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Select a program from the list of programs that have security risks.</li> <li>3. Brainstorm ways in which to mitigate those risks—cancelling the program is not an option.</li> <li>4. Be creative.</li> <li>5. Be prepared to share with the class.</li> </ol>

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### Mitigating the Risks

**REGROUP**

Each group debriefs its findings:

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



#### Mitigating the Risks

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

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## 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.

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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

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**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



**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.

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# Human Rights of Offenders

## حقوق الإنسان للجناه

3

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### NOTES

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## 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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Work Individually

Do Not Share Response



25 min.

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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

- Worksheet: Articles of Human Rights
- Pens/pencils

Steps

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.

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**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.

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# Managing Prisons Humanely إدارة السجون بإنسانية

6

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



## NOTES

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### 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



#### 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)

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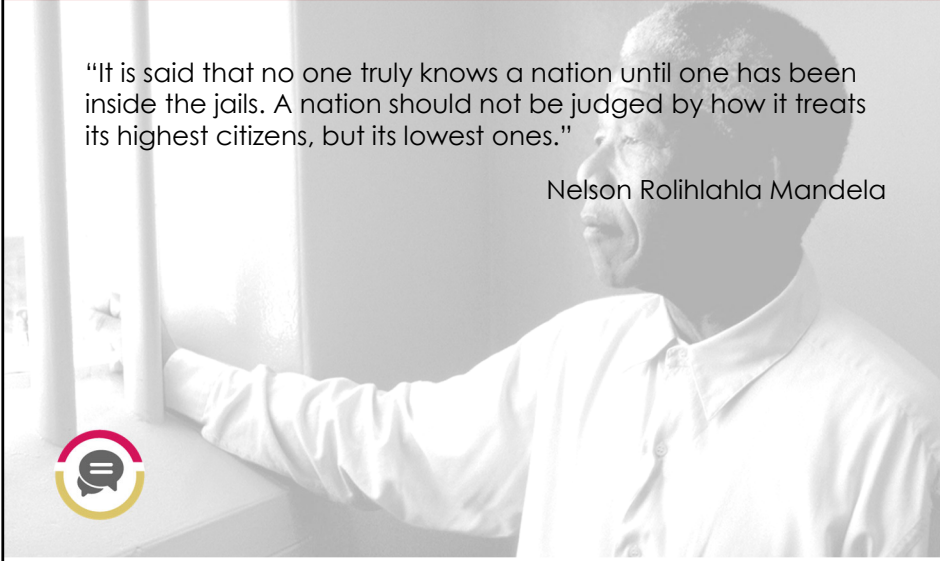
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**Discussion: Nelson Mandela**

"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



**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.

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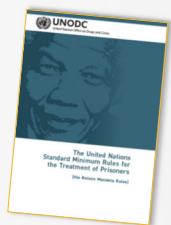
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### Human Rights Principles for Prison Management

## Nelson Mandela Rules

122 Rules



General Application (1-85)

Special Categories (86-122)

Basic Principles (first 5 rules)



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### 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.

**NOTES**

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### 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?



#### 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.

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## 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



10 min.

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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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. Think about imprisonment.</li> <li>3. Write a one- or two-sentence paragraph on what imprisonment means to you.</li> <li>4. Post your response on the wall.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

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### 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.

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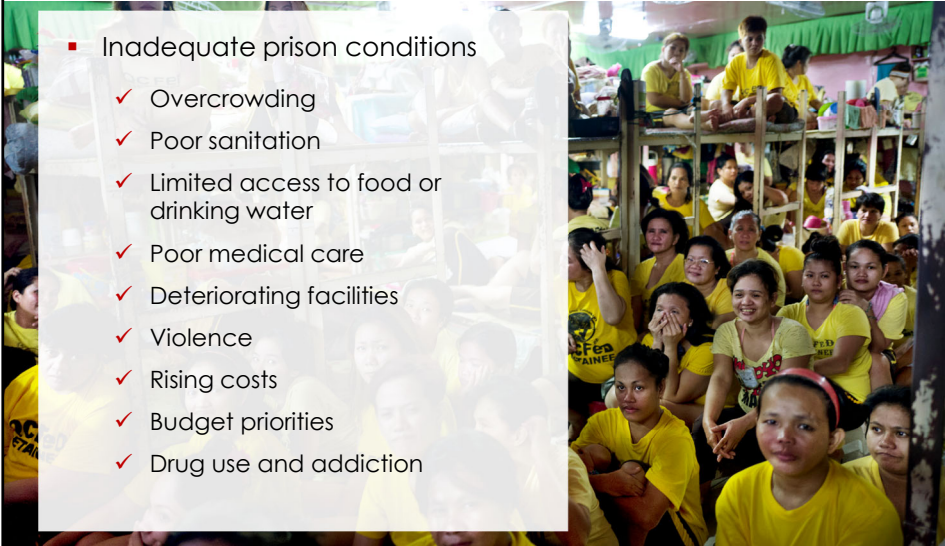
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## The Reality—The Global Prison Crisis

- 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



### 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.

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### 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

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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"> <li>• Worksheet: Impact of Overcrowding</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the section assigned to you by the facilitator.</li> <li>3. Be prepared to brief the class for approximately 5 minutes on what you have learned about the impact of overcrowding on your topic.</li> </ol>

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## Impact of Overcrowding

The groups will present their response to:

**REGROUP**

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



### 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.

### NOTES

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### 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



#### 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.

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### 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"> <li>• Make-believe prison</li> <li>• Pegs for staff</li> <li>• Pegs for offenders</li> <li>• Pegs for offenders at risk of discrimination</li> <li>• Stickers to differentiate staff from offenders (and any other differentiations)</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Consider the quota of staff to offenders that you have today.</li> <li>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).</li> <li>4. Label any managers you may have on the floor.</li> <li>5. Label or mark the remaining pegs as offenders.</li> <li>6. Place the offenders inside the "prison."</li> <li>7. Place staff where you think appropriate.</li> <li>8. Be as realistic as possible.</li> <li>9. Be prepared to share with the class.</li> </ol>

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## Today's Reality

### REGROUP

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



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### 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.

### NOTES

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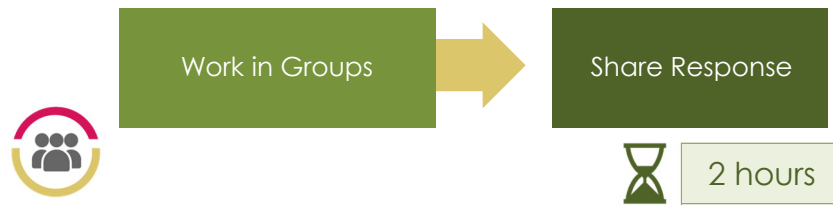
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### Supporting Human Rights Creatively

**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



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"> <li>• Display (prison) created earlier</li> <li>• 30 Articles of Human Rights</li> <li>• Mandela Rules</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Be creative!</li> <li>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.</li> <li>4. Think about using the space creatively or adding CCTVs, etc.</li> <li>5. Incorporate as many of the "rights" as possible—programs, work, education.</li> <li>6. Be prepared to share with the class.</li> </ol>

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## 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.

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### Offender Rights

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#### 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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#### 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

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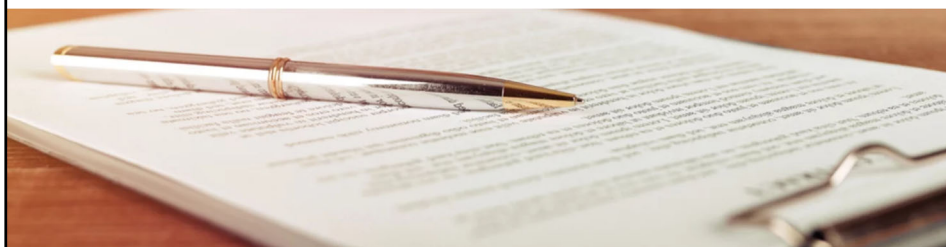
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### Goal of Prison Authorities

- 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



#### 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.

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### 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



#### 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.

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### 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



#### 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.

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### 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?



#### Discussion: A Common Humanity

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

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Promoting the Rights of Offenders  
Who Face Discrimination  
تعزيز حقوق الجناه الذين يواجهون تفرقة

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**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



**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.

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### 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



#### 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.

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### 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



#### 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.

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### 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



#### 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.

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**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



**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.

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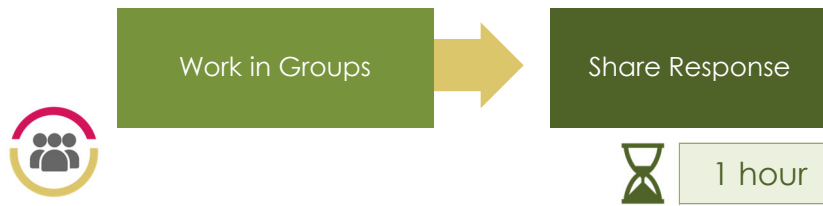
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### Rehabilitating At-Risk Offenders

**EXERCISE**

- 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



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>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.</li> <li>3. Refer to the 30 Articles of Human Rights and the Mandela Rules to remind yourself of the rights this population is entitled to.</li> <li>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.</li> <li>5. Be prepared to share with the class.</li> </ol>

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### 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.

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## 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.

### NOTES

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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

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### 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



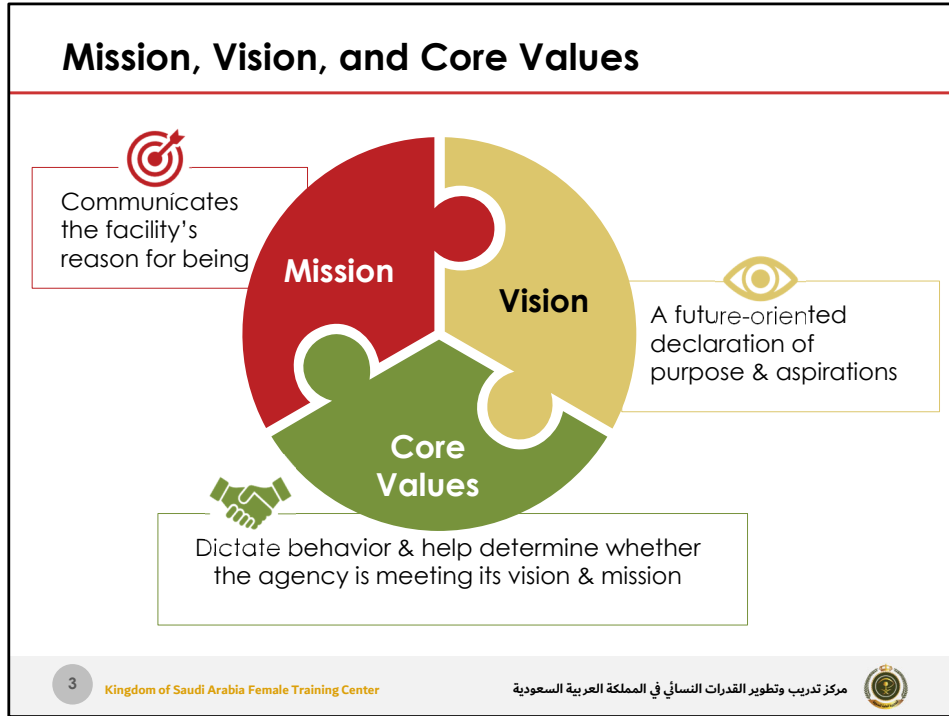
#### Learning Objectives

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.

#### NOTES

Blank lines for taking notes.





**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.

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### Policies, Procedures, and Post Orders

**Policy**

Definitive statement of position on an issue—e.g., offender count (what)

**Procedures**

Step-by-step description of actions to fulfill the policy (how and when)

**Post Orders**

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 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

**NOTES**

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Mission, Vision, Core Values  
المهمة، الرؤية، القيم

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### 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



#### 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....**

#### NOTES

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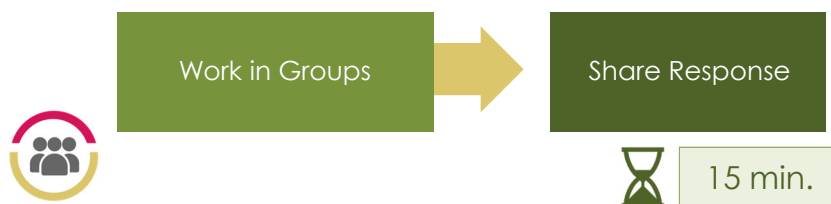
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### Write a Mission Statement

#### 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



### 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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>Write a mission statement for a new prison.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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### 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.

#### NOTES

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**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

**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.

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## 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

- Flipchart
- Markers

Steps

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.

### NOTES

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## Write a Vision Statement

### REGROUP



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

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### Write a Vision Statement

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

### NOTES

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### 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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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.

**NOTES**

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**Policies and Procedures**  
**(add Arabic)**

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### 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



#### 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.

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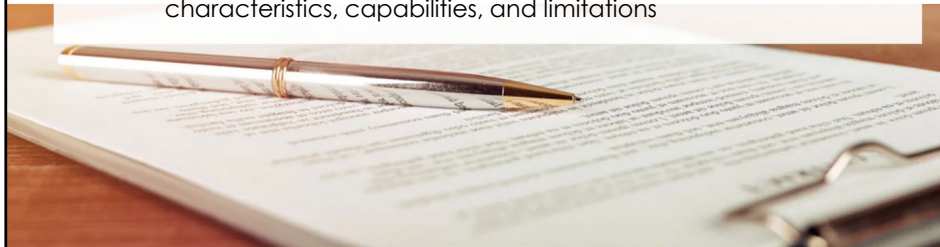
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**Characteristics of Policies and Procedures**

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



**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.

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### 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



#### 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.

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### 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.

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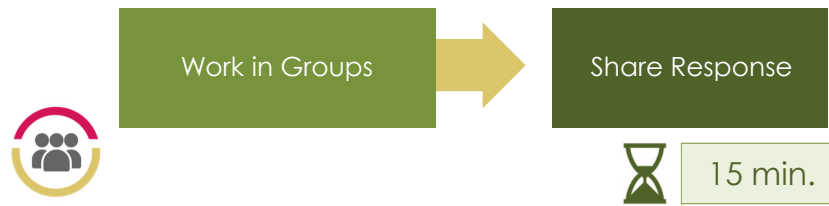
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## List Outcomes

**EXERCISE**

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



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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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>List at least six outcomes that should be expected from your vision and mission statements.</li> <li>Be prepared to share with the class.</li> </ol>

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### List Outcomes

**REGROUP**

What is your list of outcomes?



**Outcome List**

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

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## 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.

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### 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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in the large group.</li> <li>2. Engage with the whole class in determining all the policies that should be in place for “keeping them safe” outcome.</li> <li>3. Use the information you just learned from the “keeping them in” outcome.</li> </ol>

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### 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.

#### NOTES

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### 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



#### 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.

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### 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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Write a policy statement on Offender Counts.</li> <li>3. Incorporate the guidelines listed in the slide.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## 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.

### NOTES

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## 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



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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.

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**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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in large group with facilitator guidance.</li> <li>2. Write a procedure that supports the frequency of counts policy statement.</li> </ol>

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### 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.

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Post Orders  
المهام الوظيفية

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### 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



#### 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.

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### 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



#### 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.

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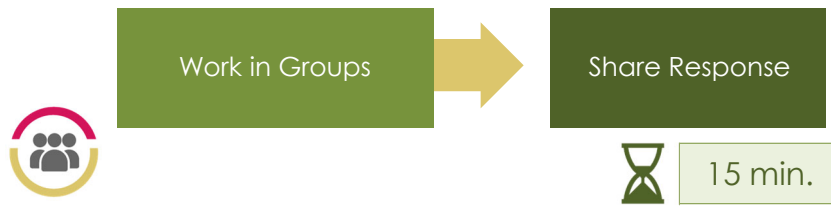
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### Write a Post Order

**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



#### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Write a post order for counting offenders.</li> <li>3. The post order is specific to the evening watch officer.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## 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



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### Write a Post Order

Regroup from the previous exercise and participate in the debriefing.

### NOTES

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## 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.

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# 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

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## 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



### 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.

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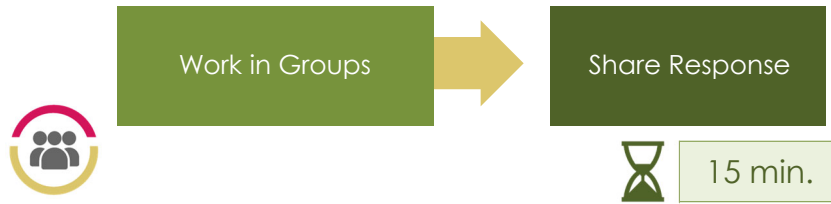
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### What Makes a Great Leader?

**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)



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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. List 5 most desirable traits of a leader.</li> <li>3. List 5 least desirable traits of a leader.</li> <li>4. List 5 most desirable skillsets of a leader.</li> <li>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.</li> <li>6. Be prepared to share with the class.</li> </ol>

**NOTES**

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### What Makes a Great Leader?

**REGROUP**

Each group debriefs its findings:

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



#### What Makes a Great Leader?

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

#### NOTES

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## Developing Leadership Skills

A path for developing your leadership skills



1. Leading Self



2. Leading Others



3. Leading Performance and Change



### 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.

### NOTES

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**Leading Self**  
**قيادة الذات**

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### 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



#### 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.

#### NOTES

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.

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### 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



#### 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.

#### NOTES

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### 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.

#### NOTES

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### 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



SELF-AWARENESS SURVEY & AWARENESS OF OTHERS



25 min.



#### 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"> <li>• Self-Awareness Survey</li> <li>• Awareness of Others Survey</li> <li>• Pen/paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in groups of 6 (or 7).</li> <li>2. Complete the <i>Self-Awareness Survey</i>.</li> <li>3. Next, complete the <i>Awareness of Others Survey</i> for each person at your table.</li> <li>4. Don't let the other members see your assessment of them until everyone is finished.</li> <li>5. Put the person's name on the survey and turn it over.</li> <li>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.</li> <li>7. Everyone will study their 5 surveys and compare them to her own survey.</li> <li>8. Be prepared to share with the class.</li> </ol>

#### NOTES

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## 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.

### NOTES

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### 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.

#### NOTES

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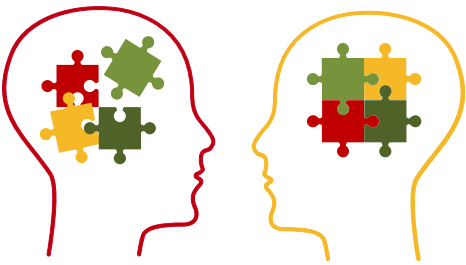
### Empathy

**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

### NOTES

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### 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

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## 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.

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### 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

#### NOTES

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## 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



BUILDING  
RELATIONSHIPS

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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"> <li>• Worksheet: Building Relationships</li> <li>• Pad</li> <li>• Pencil/pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm people with whom you should establish interpersonal relationships.</li> <li>3. Determine how to establish and maintain each relationship.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Establishing Interpersonal Relationships

**REGROUP**



### What Do We Need?

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

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## Leading Others

### قيادة الآخرين

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### Leading Others

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- 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.

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### 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

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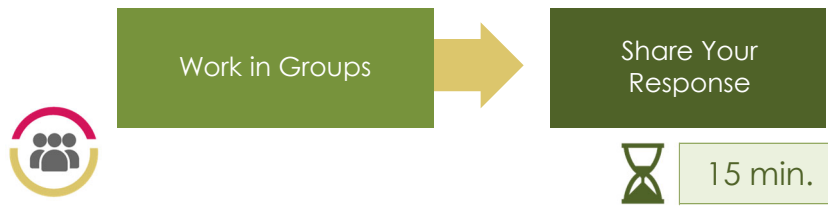


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## Creating an Ethical Environment

### 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



### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm ways in which you as a leader would create:                     <ul style="list-style-type: none"> <li>• An ethical environment</li> <li>• An environment in which staff and offenders are encouraged and feel safe to share concerns</li> </ul> </li> <li>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.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### 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?



**Creating an Ethical Environment**

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

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### 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.

#### NOTES

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### Principles of Communication: Nonverbal

How we appear

- Eye contact
- Facial expression



How we act

- Body language
- Posture
- Mannerisms
- Physical distance



**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.

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### Principles of Communication: Nonverbal

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



#### 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.

#### NOTES

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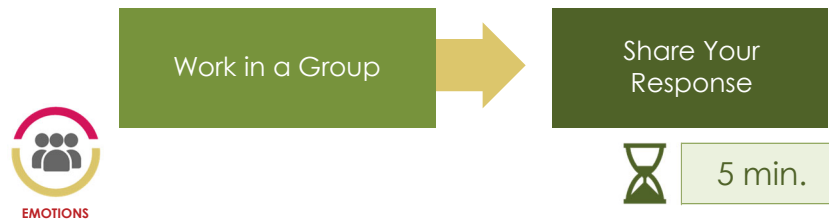
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## Improving Nonverbal Communication

### 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



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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"> <li>• Worksheet: Emotions</li> <li>• Pen/paper</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work as a group.</li> <li>2. One person in the group will role-play a number of emotions.</li> <li>3. The other members of the group will agree on the emotion and write it on a piece of paper.</li> <li>4. You cannot ask any questions of the role player.</li> <li>5. The role player cannot talk with the other members.</li> <li>6. Be prepared to discuss during the Regroup.</li> </ol>

### NOTES

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## 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.

### NOTES

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### 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



### 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.

### NOTES

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## 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.

### NOTES

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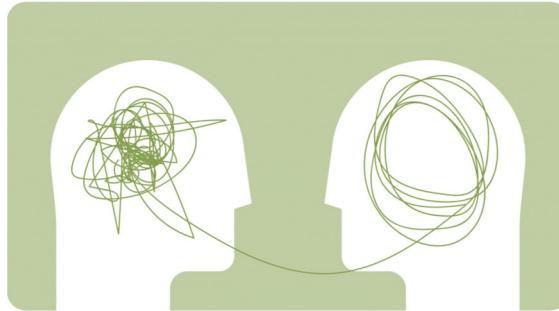
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### Active Listening

- 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



### 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.

### NOTES

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### 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.

#### NOTES

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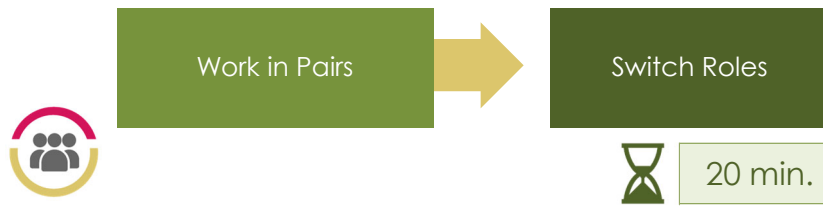
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### Going on Vacation

**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



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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"> <li>1. Work in pairs.</li> <li>2. One participant will be the speaker; the other will be the listener.</li> <li>3. The speaker speaks for 5 minutes, describing what she wants from a vacation, without specifying a destination.</li> <li>4. The listener practices active listening.</li> <li>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.</li> <li>6. The speaker and listener will change roles.</li> <li>7. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Going on Vacation

**REGROUP**

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

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**Going on Vacation**

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

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### 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



#### 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

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**Leadership Styles**  
**أساليب القيادة**

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**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.

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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.

### NOTES

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



### Visionary (Come with Me)

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Commanding



Visionary



Participative



Demonstrating



Coaching

- The leader creates a vision and mission to mobilize staff toward a goal
- Best for making changes and motivating people
- Less effective when overused, feeling overbearing to team members



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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.

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

**NOTES**

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## 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*

### NOTES

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**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



**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.

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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.

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

### NOTES

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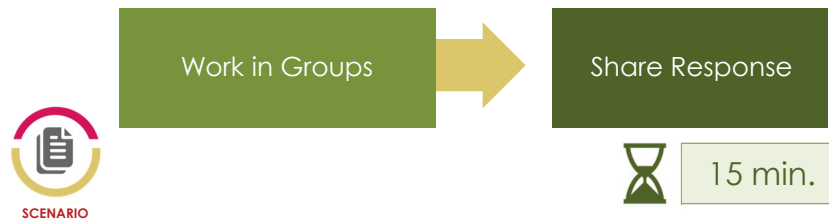


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## Choosing the Best Leadership Style

### 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



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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"> <li>• Flipchart</li> <li>• Markers</li> <li>• Situational leadership cards</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. The facilitator will distribute one leadership card per group.</li> <li>3. The groups will determine the best leadership style for their assigned scenario.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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



## Leading Performance & Change قيادة الأداء والتغيير

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### NOTES

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### 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.

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### 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



#### 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.

#### NOTES

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## 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



### 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

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## 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

### NOTES

- 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



### Decision Making

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



#### 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.

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## 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



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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"> <li>• Define the problem</li> <li>• Gather information</li> <li>• Develop your options</li> <li>• Choose the best option</li> <li>• Execute your option</li> </ul>
Materials	• None
Steps	<ol style="list-style-type: none"> <li>1. One group of 5 will illustrate decision making to the rest of the class.</li> <li>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.</li> <li>3. The rest of the class will observe.</li> <li>4. The entire class will discuss the activity on the next slide.</li> </ol>

### NOTES

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## Decision Making

**REGROUP**



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### Decision Making

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

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## 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.

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### Managing Conflict

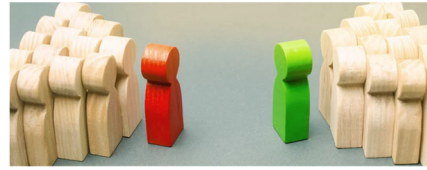
**Skill:**

- ✓ 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



#### 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.

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## 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.

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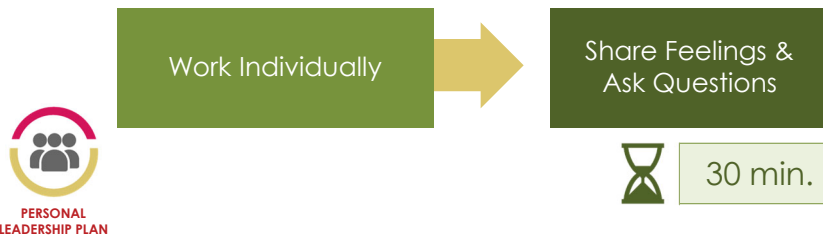


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### Creating a Personal Leadership Plan

**EXERCISE**

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



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"> <li>• Personal Leadership Plan</li> <li>• Paper/Pen/Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Complete the personal leadership plan.</li> <li>3. Be prepared to share your thoughts—not your plan—with the class.</li> </ol>

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## 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.

### NOTES

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## 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.

### NOTES

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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

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## 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.

### NOTES

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



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**Discussion**

Engage in the discussion question and share your thoughts.

**NOTES**


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## 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.

### NOTES

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## 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.

### NOTES

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### 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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Groups 1 &amp; 2 will create a list of vital qualities for leadership in an ethical workforce.</li> <li>3. Groups 3 &amp; 4 will create a list of vital qualities for staff in an ethical workforce.</li> <li>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.</li> <li>5. Be prepared to share with the class.</li> </ol>

**NOTES**

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## 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.

### NOTES

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Principles of Ethics  
مبادئ الأخلاقيات

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## 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.

### NOTES

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### Key Principles in Ethics & Professionalism

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



#### 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.

#### NOTES

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Ethical Leadership  
القيادة الأخلاقية

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### 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.

#### NOTES

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## 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

- Flipchart
- Markers

Steps

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.

### NOTES

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## Finishing the Sentence--

Each group debriefs its findings:

- Honesty
- Justice
- Respect
- Humanity
- Integrity

**REGROUP**



### Finishing the Sentence--

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

### NOTES

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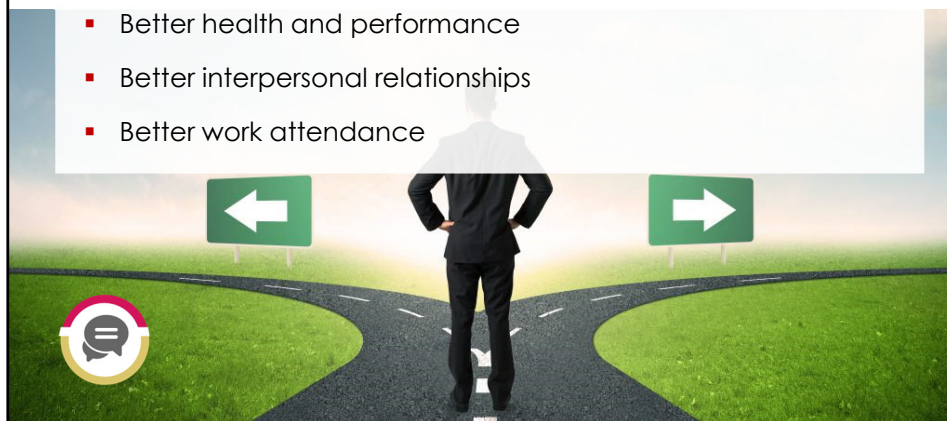
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### Impact of Ethical Leadership

- Healthy, mission-dedicated, professional employees
- Better energy in the workplace
- Better health and performance
- Better interpersonal relationships
- Better work attendance



#### **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

#### **NOTES**

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### 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.

#### NOTES

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## Ethical Dilemmas

### EXERCISE

- Read the ethical dilemmas in Worksheet 1
- Determine the ethical actions that should be taken in both scenarios



ETHICAL  
DILEMMAS

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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"> <li>• Flipchart</li> <li>• Markers</li> <li>• Worksheet: Ethical Dilemmas</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the two ethical dilemmas.</li> <li>3. Determine the best steps to take in both scenarios</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### 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.

#### NOTES

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### 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)



#### 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.

#### NOTES

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**Code of Ethics in Corrections**  
**مدونة الأخلاقيات في الإصلاحيات**

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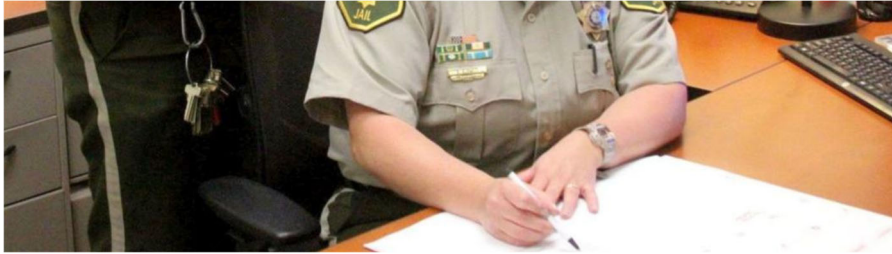
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## Code of Ethics in Corrections

- 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.

### NOTES

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**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.

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## 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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**Summary**

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

**NOTES**


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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

### NOTES

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## 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.

### NOTES

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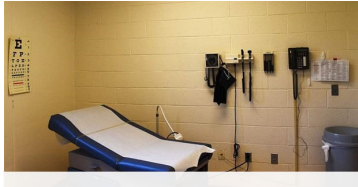
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Basic Services of Offenders



Medical services



Food services



Mechanical/facilities services



**Basic Services of Offenders**

This module covers these three basic needs for offenders.

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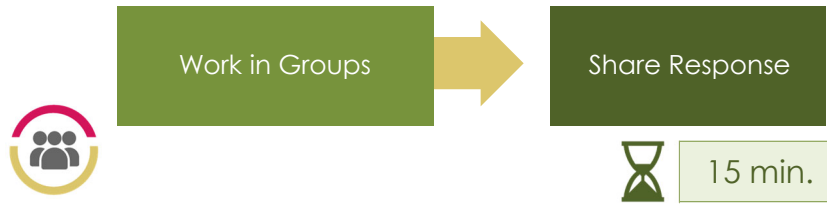
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## Support Programs & Prison Security

### 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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### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. One group will be assigned medical services.</li> <li>3. One group will be assigned food services.</li> <li>4. One group will be assigned mechanical/facilities services.</li> <li>5. The groups will explain how their assigned service affects prison security and the consequences of not providing that service.</li> <li>6. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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Medical Programs  
البرامج الطبية

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### 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.

#### NOTES

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### 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.

#### NOTES

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### 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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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



### 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.

### NOTES

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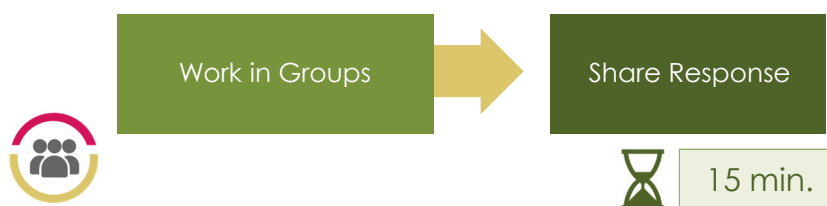




## Offender Health

### EXERCISE

- Brainstorm within your group all medical processes that should be conducted throughout an offender's incarceration



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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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>Brainstorm the medical processes that should be conducted throughout an offender's incarceration.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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**Offender Health**

**REGROUP**

Each group debriefs its findings:

- All medical processes for ensuring overall offender health

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**Offender Health**

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

**NOTES**

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**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?



**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)

**NOTES**

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### 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



### 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.

### NOTES

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#### 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.

#### NOTES

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### 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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm ways in which the prison medical services can improve offender health after release from prison.</li> <li>3. Offender health includes mental, physical, and emotional health.</li> <li>4. One example is providing advice on avoiding communicable diseases, specifically HIV, tuberculosis, and hepatitis.</li> <li>5. Be prepared to share with the class.</li> </ol>

**NOTES**

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### Prison-Based Interventions

**REGROUP**

Each group debriefs its findings:

- 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.

**NOTES**

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# Food Services الخدمات الغذائية

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## NOTES

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### 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



### Quote from World Health Organization

Engage in the discussion question. Your participation matters.

### NOTES

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### Food Services for Health Care

Food services are a vital component of correctional management




One of the most basic needs







Lack of nutrition is strongly linked to chronic disease




Chronic disease is a major driver of medical care cost






Medical care cost is a major expense for prisons



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**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.

**NOTES**

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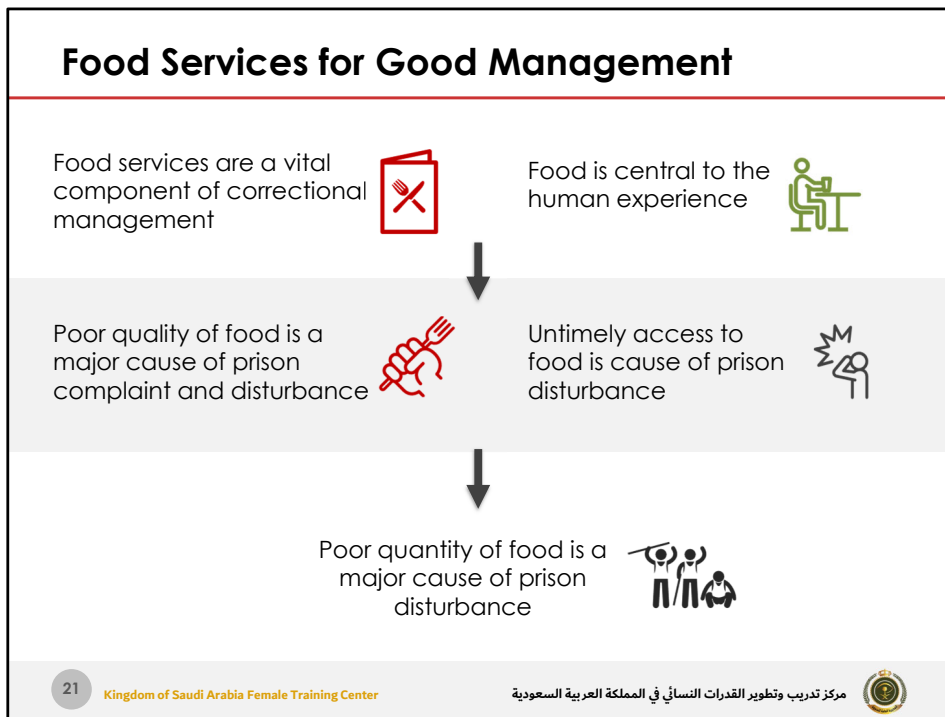
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#### **Food Services for Good Management**

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.

#### NOTES

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## 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?



Work in Groups



Share Response



15 min.

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### 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

- Flipchart
- Markers

Steps

1. Work in small groups.
2. Brainstorm options available to you for handling the incident fairly:
  - 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.

### NOTES

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## The Role of Food in Correctional Settings

### REGROUP

Each group debriefs its findings:

- ✓ 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.

### NOTES

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### 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



#### 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)

#### NOTES

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### 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.

#### NOTES

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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
- 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.

### NOTES

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## 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.

### NOTES

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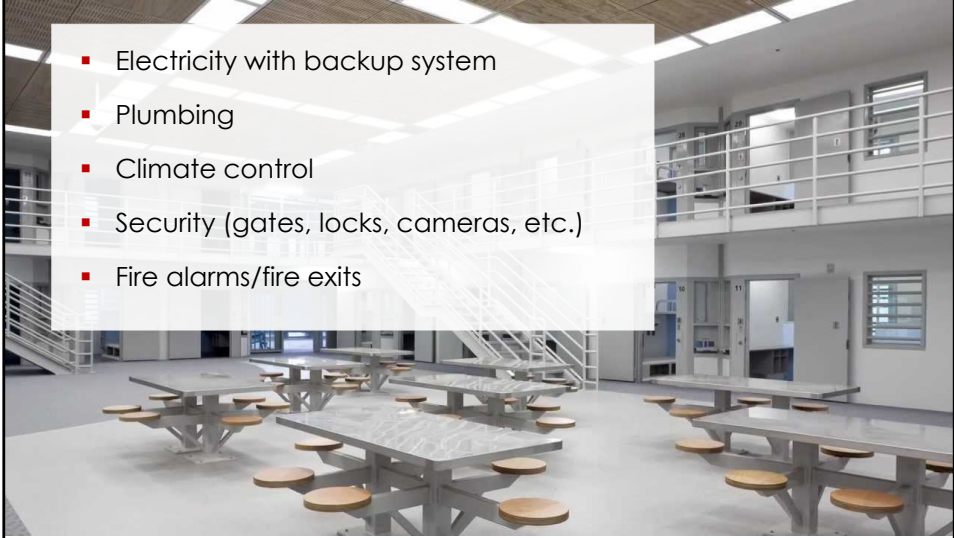
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### Mechanical Infrastructure Requirements



- Electricity with backup system
- Plumbing
- Climate control
- Security (gates, locks, cameras, etc.)
- Fire alarms/fire exits



#### 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

#### NOTES

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## 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

Work in Groups

Share Response



FACILITY/MECHANICAL  
BREAKDOWN

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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"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to Facility/Mechanical Breakdown Worksheet.</li> <li>3. Respond to the questions.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### Facility/Mechanical Breakdown

Each group debriefs its findings:

**REGROUP**

- ✓ Sleeping areas
- ✓ Hygiene/sanitation in all areas
- ✓ Dining/food preparation areas
- ✓ Recreation/education areas



#### Facility/Mechanical Breakdown

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

#### NOTES

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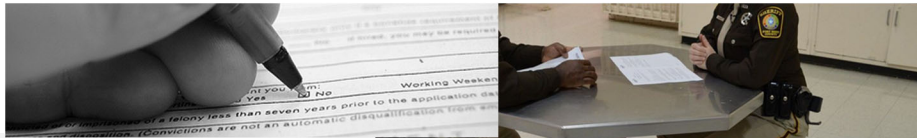
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## Status of Components

- 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

### NOTES

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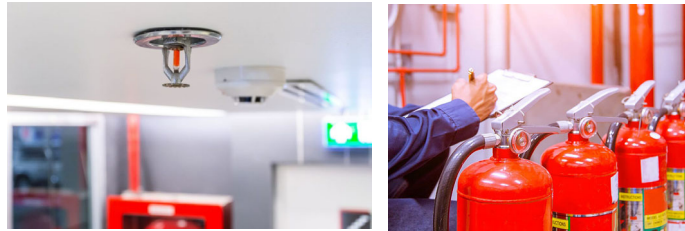
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### Discussion: Fire Suppression Systems

- Sprinkler systems
- Fire extinguishers
- Fire doors
- Evacuation/assembly areas
- Codes inspection
- Tracking (inspection tags or other reporting)
- Who conducts inspections
- Testing/drills



#### Discussion: Fire Suppression System

Engage in the discussion.

#### NOTES

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### 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.

#### NOTES

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### 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.

#### NOTES

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## 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.

### NOTES

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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

### NOTES

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## 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.

### NOTES

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**Stress**  
**الضغوط**

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### What Causes Us Stress?

Name things in your everyday life that cause you stress



#### 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.

#### NOTES

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## 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

5

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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.

### NOTES

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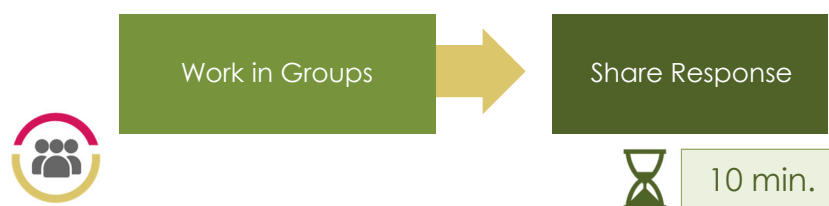
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## Ten Daily Stressors

### EXERCISE

- As a group, select 3 of the top 10 stressors
- Think of steps to avoid, overcome, or minimize the stress in that situation



### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Select 3 of the 10 daily stressors listed in the previous slide.</li> <li>3. Brainstorm in your group ways in which to avoid, overcome, or minimize the stress.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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### 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



#### 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.

#### NOTES

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## 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

### NOTES

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### Physiological Response to Acute Stress

<p><b>EYE</b> Tunnel Vision</p> <p><b>LUNGS</b> Fast breathing</p> <p><b>MUSCLES</b> Tense</p> <p><b>HANDS</b> Shaking</p>	<p><b>BRAIN</b> Signal to adrenal glands</p> <p><b>EARS</b> Auditory exclusion</p> <p><b>HEART</b> Acceleration</p> <p><b>STOMACH</b> 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.

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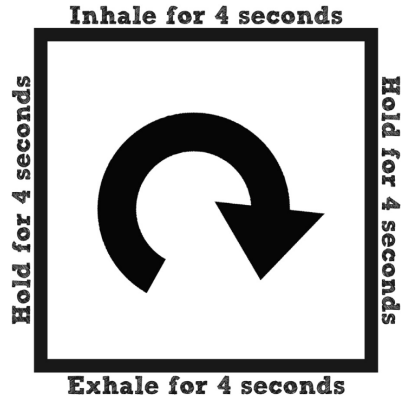
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## Managing Stress: Tactical Breathing

Tactical Breathing : Box breathing



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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

### NOTES

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## 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.

### NOTES

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## 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)

### NOTES

Physical symptoms:

- Aches and pains
- Diarrhea or constipation
- Nausea and dizziness
- Chest pain, rapid heart rate
- Frequent colds or flu

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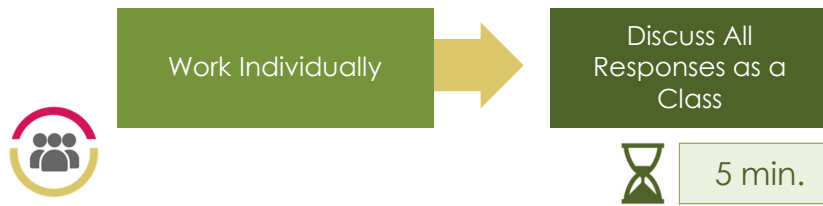
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### Write Down Your Symptoms

**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**



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"> <li>• 3 scraps of paper</li> <li>• Pen/pencil</li> <li>• Bowl or box</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>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.</li> <li>3. You can use all three scraps of paper—one symptom per paper—or list just one symptom.</li> <li>4. Fold the scraps of paper and put in the bowl.</li> <li>5. No one will know who is feeling the symptoms.</li> <li>6. Be prepared to share with the class.</li> </ol>

**NOTES**

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## 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"> <li>• Whiteboard/Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Think of everything that causes stress in a prison setting.</li> <li>3. As you think of the stressor, walk up to the whiteboard or flipchart and write it down.</li> <li>4. You can make multiple trips to the whiteboard or flipchart and multiple people can write at the same time.</li> </ol>

### NOTES

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## 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.

### NOTES

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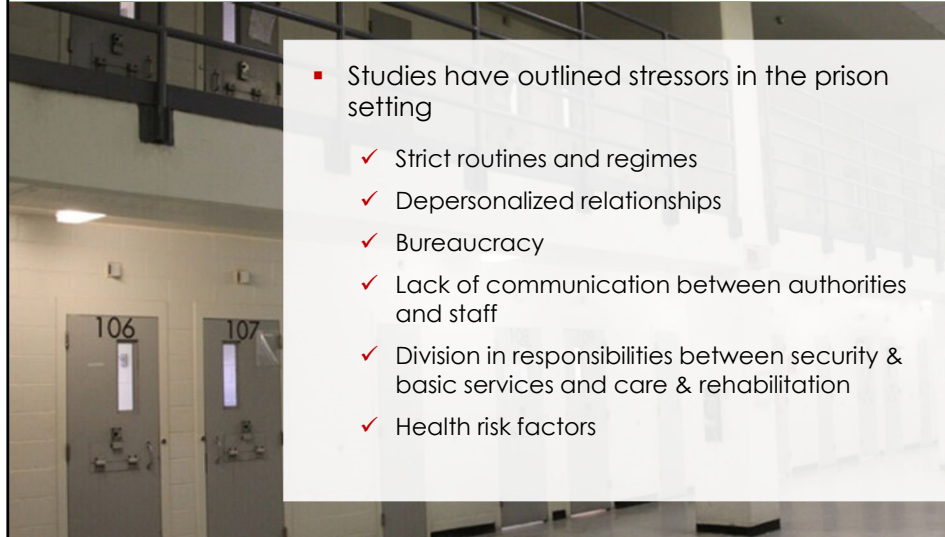


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### Stress in Corrections



#### 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

#### NOTES

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## 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.

### NOTES

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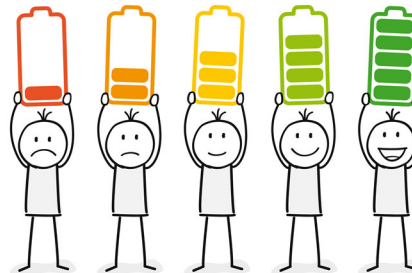
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## Five Stages of Burnout

- 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



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### 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.

### NOTES

- 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.

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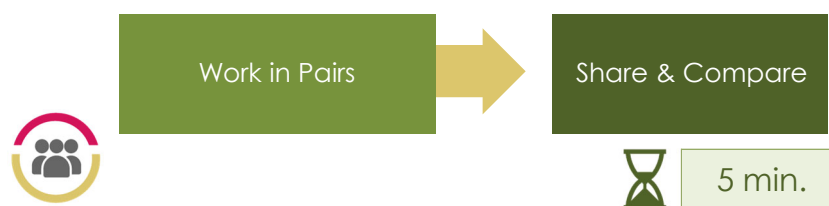


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## Share with a Colleague

### 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



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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
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.

### NOTES

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## 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.

### NOTES

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## 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.

### NOTES

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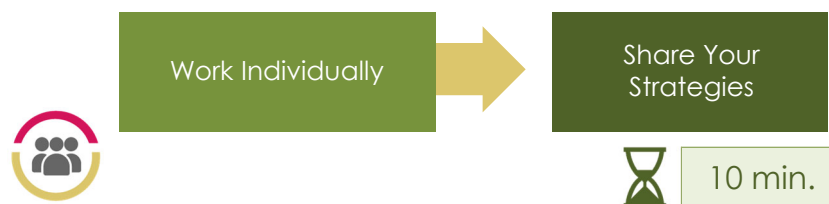
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## Share Your Coping Strategies

### 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



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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"> <li>• Previous list on the Whiteboard or flipchart of stressors</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work individually.</li> <li>2. Refer to the stressors that you listed on the whiteboard or flipchart in a previous activity.</li> <li>3. Now, think of different coping or managing strategies that can help alleviate the stressor.</li> <li>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.</li> <li>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.</li> </ol>

### NOTES

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## Share Your Coping Strategies

**REGROUP**

Does anyone want to discuss your strategies with the class?



COPING STRATEGIES



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### Share Your Coping Strategies

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

### NOTES

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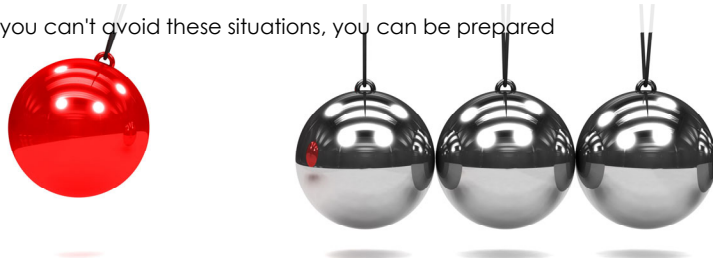




### Triggers and How to Manage Them

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



### 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.

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## 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



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"> <li>• Pad</li> <li>• Pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups initially.</li> <li>2. Brainstorm the many stressors in the corrections field. (You can build upon a previous exercise of stressors in corrections.)</li> <li>3. Then individually think of situations, concerns, or challenges in your workplace that trigger your stress.</li> <li>4. Make a list of these triggers. You will not be asked to share your list, but we will ask for volunteers to share.</li> </ol>

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## 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.

### NOTES

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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

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## 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.

### NOTES

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# Suicide in Prison الانتحار في السجن

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## NOTES

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## 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

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## 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.

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### 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

#### NOTES

##### **Prison factors:**

- Moves within the prison
- Employment/activity-related difficulties
- Placement in Disciplinary Segregation Unit

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## 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"> <li>• Offender Profiles</li> <li>• Markers/Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the profile assigned to your group.</li> <li>3. Highlight all risk factors and warning signs of suicide for the offender profile.</li> <li>4. Determine any steps the officer made that ultimately save the offender's life or caused her death.</li> <li>5. Be prepared to share with the class.</li> </ol>

### NOTES

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## What You Should Know about Suicide in Prison ما الذي ينبغي أن تعلمه حول الانتحار في السجن

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### NOTES

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## 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.

### NOTES

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### 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



#### 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

#### NOTES

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## 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"> <li>• Case Study</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Read the case study.</li> <li>3. Provide a thorough, candid response of your analysis of the study.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Suicide Prevention Programs برامج منع الانتحار

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### NOTES

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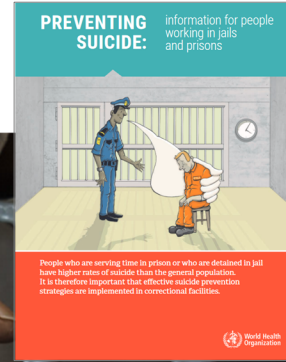
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## Suicide Prevention Programs

- 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](https://www.who.int/mental_health/media/counselors_arabic.pdf?ua=1)

### NOTES

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### 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.

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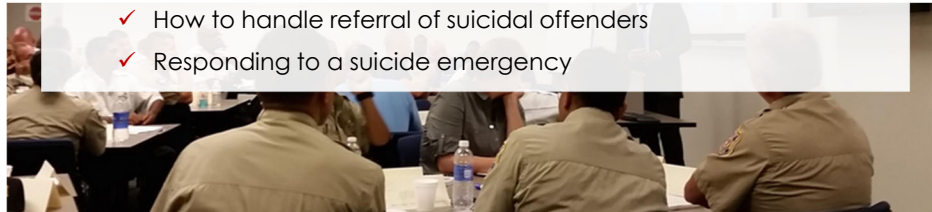
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### Suicide Prevention Program: Training

- 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



#### 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.

#### NOTES

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### 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

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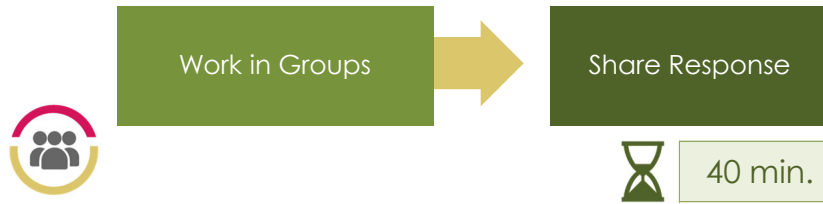
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### Designing the Ideal Suicide Watch Room

**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/videtaping of offender



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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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm the needs for preventing a suicidal offender from committing suicide and for responding to the suicide attempt, if required.</li> <li>3. Address (and sketch, when appropriate) the following areas:                             <ul style="list-style-type: none"> <li>• Layout (room and location within the prison)</li> <li>• Room equipment (must eliminate all suicide risk items and avenues)</li> <li>• Post orders (for staff observers)</li> <li>• Requirements for observation/videtaping of offender</li> </ul> </li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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# Clinical Mitigation التخفيف السريري

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## NOTES

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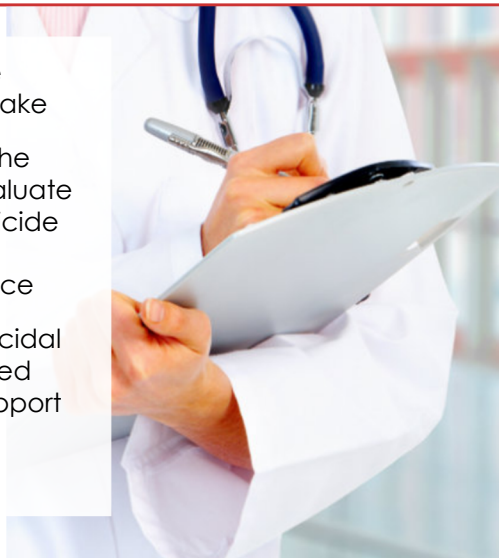
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### Clinical Mitigation

- 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



#### 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.

#### NOTES

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### 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

#### NOTES

- 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

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## 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.

### NOTES

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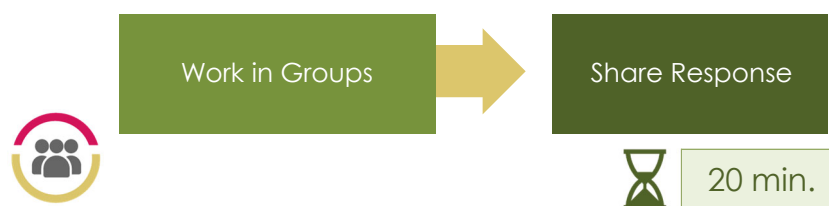


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## Suicide Program Coordinator

### 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)



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### 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"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Determine the skills and competencies that are required of a new Suicide Program Coordinator.</li> <li>3. Then, determine skills and competencies that you prefer she have in addition to those required.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## 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.

### NOTES

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# 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
<b>Basic Skills</b>	Reading for Comprehension	
	Writing	
	Mathematics	
	Listening and Speaking	
<b>Thinking Skills</b>	Creating Thinking	
	Decision Making	
	Problem Solving	
	Seeing Things in the Mind's Eye	
	Knowing How to Learn	
	Reasoning	
<b>Personal Qualities</b>	Responsibility	
	Self-Esteem	
	Social Skills	
	Self-Management	
	Integrity/Honesty	
	<b>Total Number of Skills that Need Improvement</b>	

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
<b>Resources</b>	Allocate time	
	Allocate money	
	Allocate materials and facility resources	
	Allocate human resources	
<b>Information</b>	Acquire and evaluate information	
	Organize and maintain information	
	Interpret and communicate information	
	Use computers to process information	
<b>Interpersonal</b>	Participate as a member of a team	
	Teach others	
	Serve clients/customers	
	Exercise leadership	
	Negotiate to arrive at a decision	
	Work with cultural diversity	
<b>Systems</b>	Understand systems	
	Monitor and correct performance	
	Improve and design systems	
<b>Technology</b>	Select technology	
	Apply technology to tasks	
	Maintain and troubleshoot technology	
	<b>Total Number of Skills Needs to Survive Workplace</b>	

List 3 programs that will help offenders learn these skills:



## Profiles

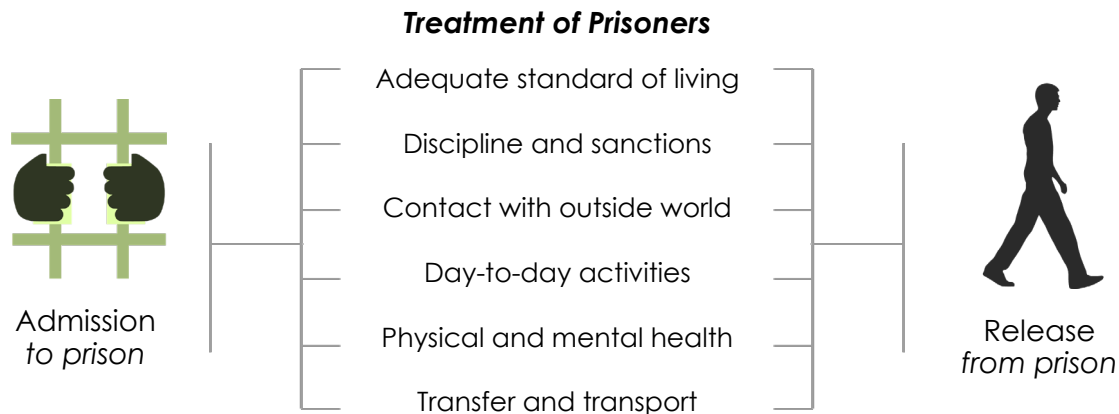
1. Read the profiles.
2. Select one profile.
3. Create a program for the offender, beginning from the first day she is incarcerated in your prison and going through her release.
4. Your goal is to ensure you address every need, she is rehabilitated while in your prison, and she is self-sufficient and thriving in her community upon release.

Offender 1	<ul style="list-style-type: none"> <li>• 24 years old</li> <li>• Secondary school graduate</li> <li>• Imprisoned for fraud</li> <li>• High IQ</li> <li>• Stable family situation</li> <li>• Resident of large city</li> </ul>
Offender 2	<ul style="list-style-type: none"> <li>• 57 years old</li> <li>• Grew up on a farm</li> <li>• Did not complete primary school</li> <li>• Functionally illiterate</li> <li>• Imprisoned for theft</li> <li>• One distant relative still living</li> </ul>
Offender 3	<ul style="list-style-type: none"> <li>• 16 years old</li> <li>• Grew up in another country</li> <li>• Imprisoned for drug possession</li> <li>• Not fluent in Arabic (reading/writing)</li> <li>• Can operate smart phone</li> <li>• No family in country</li> </ul>
Offender 4	<ul style="list-style-type: none"> <li>• 30 years old</li> <li>• Imprisoned for assault</li> <li>• University graduate</li> <li>• Family scattered around the country, not on speaking terms</li> <li>• Parent of a 7-year-old currently in foster care</li> <li>• Record of behavior management problems while incarcerated</li> </ul>
Offender 5	<ul style="list-style-type: none"> <li>• 70 years old</li> <li>• Imprisoned for involuntary manslaughter</li> <li>• Primary schooling only</li> <li>• Limited literacy</li> <li>• No exposure to technology</li> <li>• One living relative who visits frequently</li> </ul>



## 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

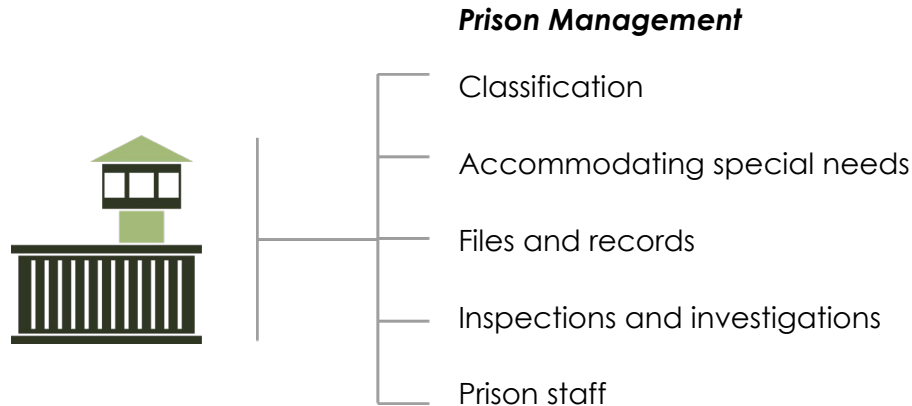
**Property** (Rule 67) – Any property or money taken from a prisoner on admission must be returned to them on release, and should have been kept in good condition. The prisoner should sign a receipt for property returned.

**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.

## Full Text Versions

This worksheet includes a summary of the Mandela Rules. Read the full text in your language:

- English: [www.goo.gl/qQBxtE](http://www.goo.gl/qQBxtE)
- French: [www.goo.gl/LDxUCM](http://www.goo.gl/LDxUCM)
- Spanish: [www.goo.gl/ctQGul](http://www.goo.gl/ctQGul)
- Arabic: [www.goo.gl/jBPe8y](http://www.goo.gl/jBPe8y)

Read more about the Nelson Mandela Rules: [www.un.org/en/events/mandeladay/rules.shtml](http://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](http://www.goo.gl/t8nKZu)



## Articles of Human Rights

<i>Directions: Place an X in the correct column</i>			
<b>Human Right</b>	<b><i>Offender Continues to Have the Right While Incarcerated</i></b>	<b><i>The Right Is Modified While the Offender Is Incarcerated</i></b>	<b><i>The Offender Does Not Have the Right While Incarcerated</i></b>
<p><b>1. All human beings are free and equal</b></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><b>2. No discrimination</b></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><b>3. Right to life</b></p> <p>Everyone has the right to life, liberty and security of person.</p>			
<p><b>4. No slavery</b></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>			
<b>Human Right</b>	<b><i>Offender Continues to Have the Right While Incarcerated</i></b>	<b><i>The Right Is Modified While the Offender Is Incarcerated</i></b>	<b><i>The Offender Does Not Have the Right While Incarcerated</i></b>
<p><b>5. No torture and inhuman treatment</b></p> <p>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>			
<p><b>6. Same right to use law</b></p> <p>Everyone has the right to recognition everywhere as a person before the law.</p>			
<p><b>7. Equal before the law</b></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><b>8. Right to be treated fair by court</b></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><b>9. No unfair detainment</b></p> <p>No one shall be subjected to arbitrary arrest, detention or exile.</p>			
<p><b>10. Right to trial</b></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><b>11. Innocent until proved guilty</b></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><b>12. Right to privacy</b></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><b>13. Freedom to movement and residence</b></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><b>14. Right to asylum</b></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><b>15. Right to nationality</b></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><b>16. Rights to marry and have family</b></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><b>17. Right to own things</b></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><b>18. Freedom of thought and religion</b></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><b>19. Freedom of opinion and expression</b></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><b>20. Right to assemble</b></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><b>21. Right to democracy</b></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><b>22. Right to social security</b></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>			



<i>Directions: Place an X in the correct column</i>			
<b>Human Right</b>	<b><i>Offender Continues to Have the Right While Incarcerated</i></b>	<b><i>The Right Is Modified While the Offender Is Incarcerated</i></b>	<b><i>The Offender Does Not Have the Right While Incarcerated</i></b>
<p><b>23. Right to work</b></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><b>24. Right to rest and holiday</b></p> <p>Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>			
<p><b>25. Right of social service</b></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><b>26. Right to education</b></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><b>27. Right of cultural and art</b></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><b>28. Freedom around the world</b></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><b>29. Subject to law</b></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><b>30. Human rights can't be taken away</b></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.

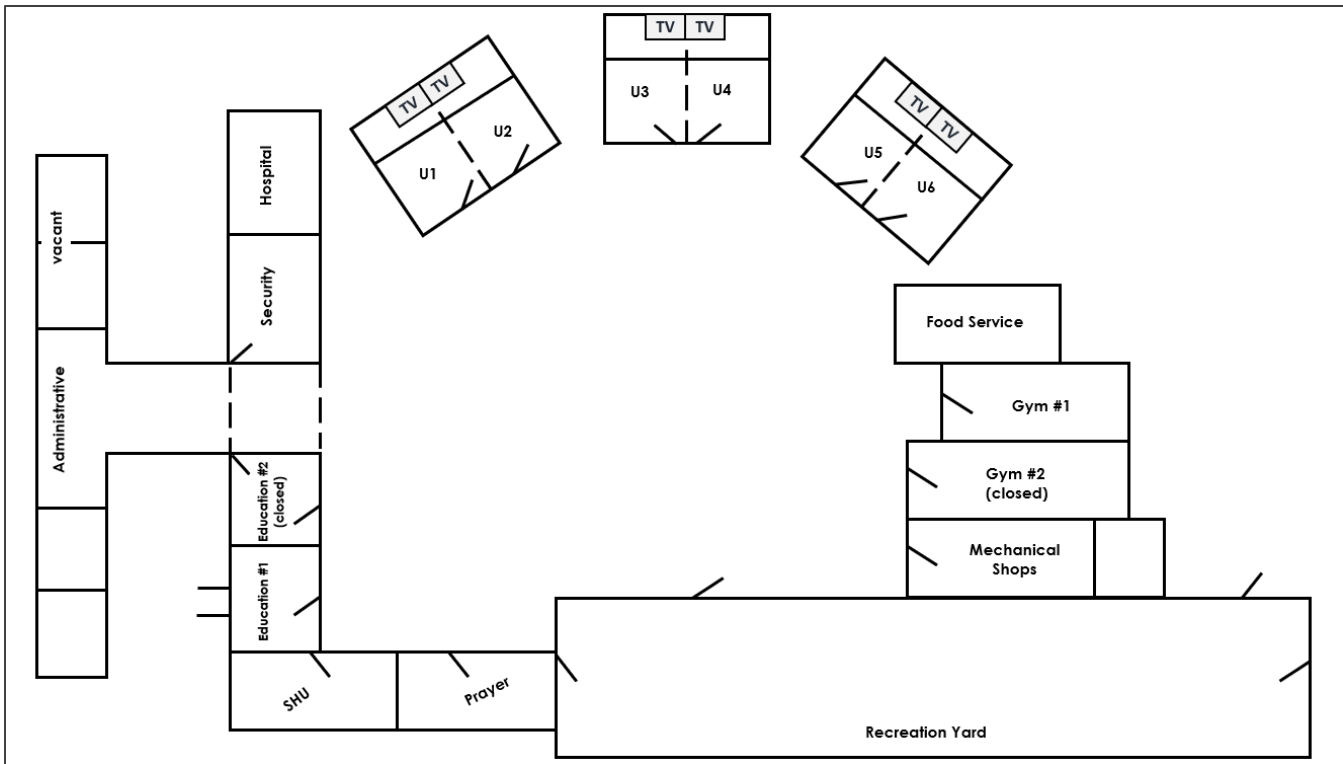
Vulnerable groups, such as children, young offenders, women, offenders with mental health care needs, with disabilities, and older offenders are at particular risk of being bullied and abused in overcrowded conditions, where different categories of offenders are not separated and in an environment where 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.

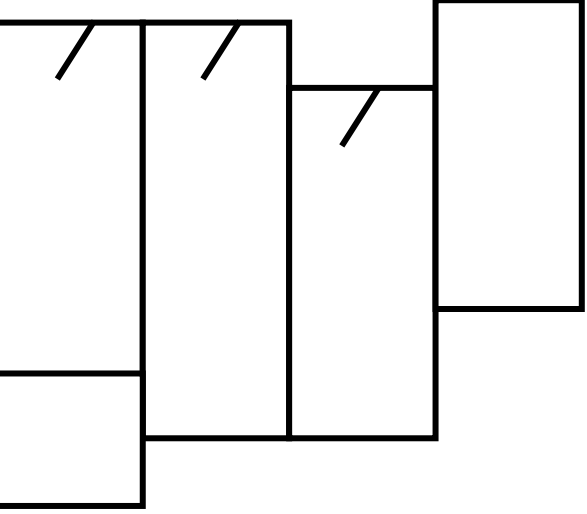
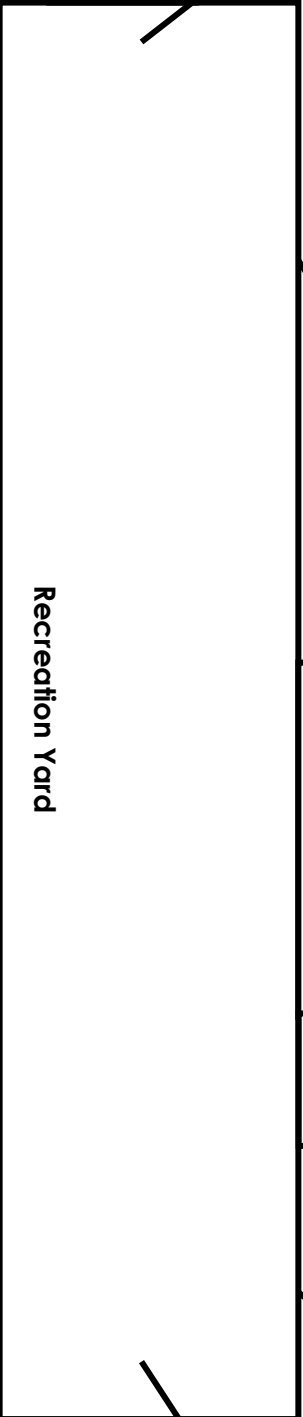
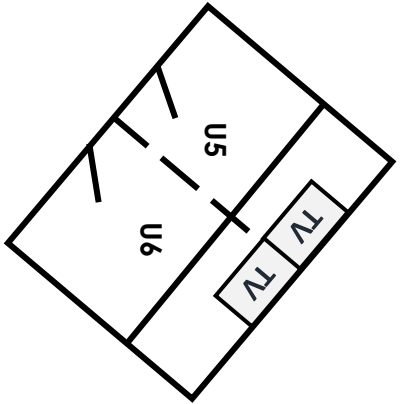
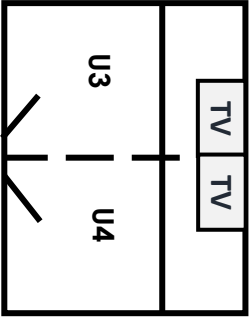
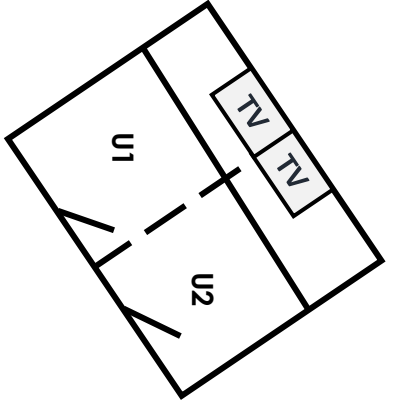
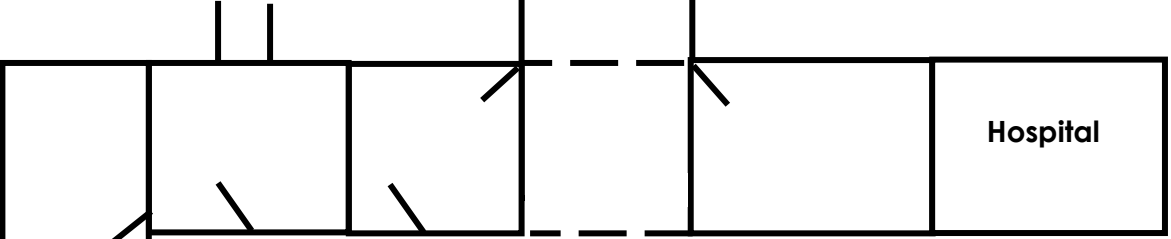


**Number of Staff: 16**

**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:**

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**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 2<sup>nd</sup> 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:

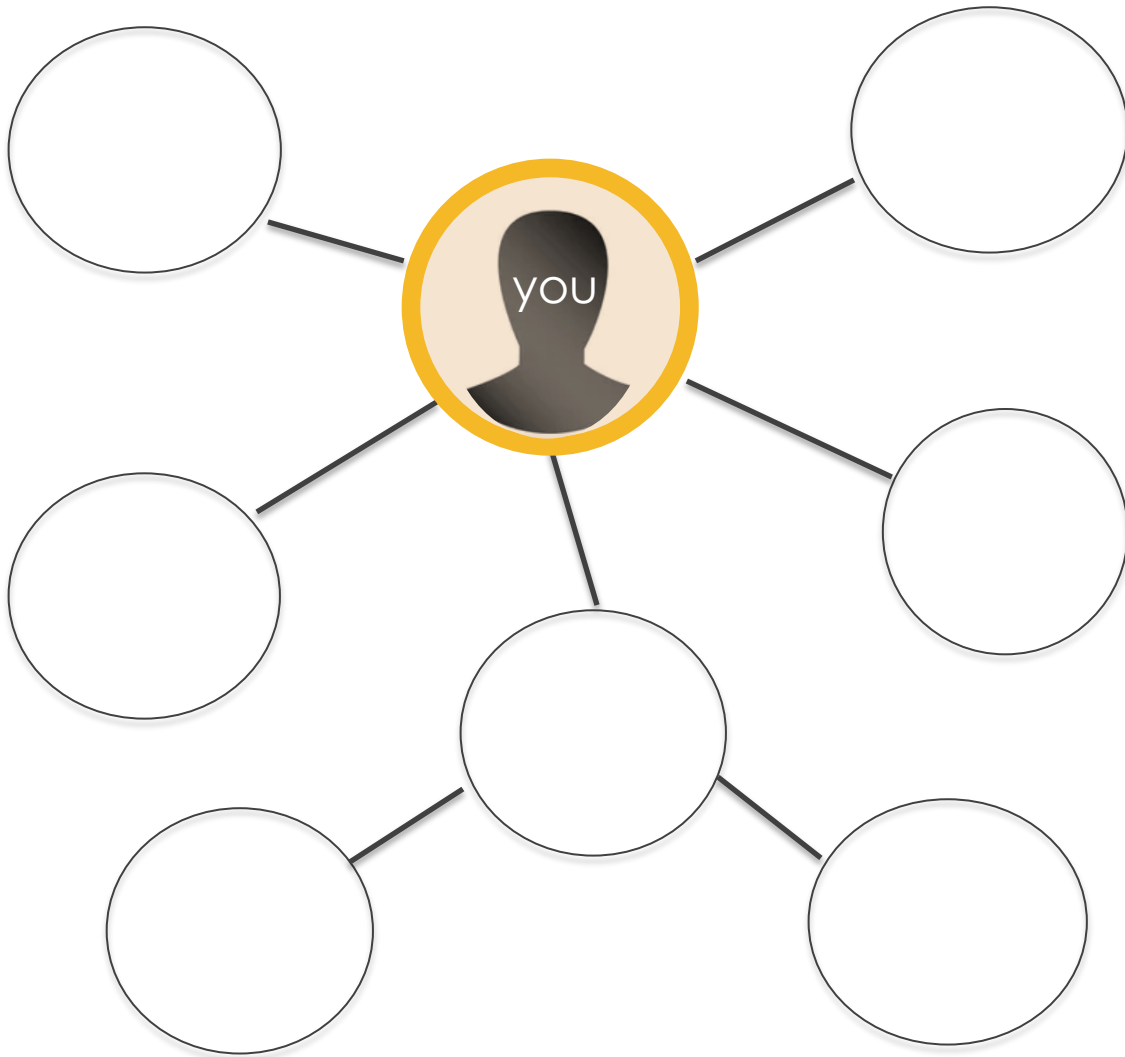
List one thing I really like about \_\_\_\_\_ or think she is strong in is: \_\_\_\_\_



## 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><b>Emergency</b> <span style="float: right;">1</span></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><b>Which leadership style(s) would be best here?</b></p>	<p><b>Tobacco ban</b> <span style="float: right;">2</span></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><b>Which leadership style(s) would be best here?</b> <b>Would you use different styles for staff and offenders?</b></p>
<p><b>New program</b> <span style="float: right;">3</span></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><b>Which leadership style(s) would be best here?</b></p>	<p><b>False alarm</b> <span style="float: right;">4</span></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><b>Which leadership style(s) would be best here?</b></p>
<p><b>Staff development</b> <span style="float: right;">5</span></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><b>Which leadership style(s) would be best here?</b></p>	<p><b>Escape</b> <span style="float: right;">6</span></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><b>Which leadership style(s) would be best here?</b></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.

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#### 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:

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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?

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- How do others currently perceive you?

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- Do you care about others' perceptions of you?

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- What are the expectations for professionalism and leadership in your prison system?

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- 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?

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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?

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2. What resistance do you anticipate?

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3. What steps can you take to overcome the resistance?

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### 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?

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2. Why or why not?

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3. What other steps, if any, would you take?

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## 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	<b>Learn to Manage Time More Effectively.</b> 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	<b>Make Small Changes Toward A Healthier Lifestyle.</b> 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	<b>Know Your Limitations and Don't Take on Too Much.</b> 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	<b>Avoid Unnecessary Conflicts.</b> 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	<b>Accept the Things You Cannot Change.</b> 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	<b>Take Time Out.</b> 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	<b>Take Time Off or Change Your Working Practices.</b> 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	<b>Harness the Power of Laughter.</b> 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	<b>Avoid Situations that Place You under Stress.</b> 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	<b>Welcome Change as a Challenge.</b> 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.

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*Thank You and Congratulations!*