

# The Correctional Trainer



March 2020



## Table of Contents

Page(s)

Presidents Address	3
Board Members	4-5
The President Elect's Corner	6
IACTP Needs You	7
Let's Train Outside the Box	8-12
Sponsors	13
Icebreakers	14-15
2020 Conference Information	16
2019 Conference Photo	17
Classroom Management- The Staff Library	18
Are we training our staff to fail?	19-27
Upcoming Events	28
Membership Fee Structure	29
Ethics and the Correctional Trainer	30-32
Yesterday in IACTP	33
What Can IACTP Do For you?	34
The Certified Trainer	35
Awards	36

## President's Address

I hope this edition of the Correctional Trainer finds each of you healthy, happy and immersed in the training of fellow corrections professionals! Each time that I begin to write one of these letters for the Correctional Trainer it reminds me of the impact training has on our profession. Whether you are a correctional trainer, administrator, consultant, etc., you play an integral role in the success of your agencies. I'm sure that all of you realize this, and that is why you continue to be members of this great organization. Thank you for that!

I also want to spend a few minutes to ask for your continued support of this association. You may have noted that our annual elections are almost upon us. I encourage you to "throw your name in the hat" for one of the positions that sounds interesting to you. We have great board members right now, but this association always needs "fresh ideas" and I encourage you to become involved. We also always need more of you to volunteer to deliver some of our quarterly webinars. We had two of these last quarter and they were very well attended. Once again, we need "your fresh ideas and topics" to make these webinars even more attractive.

At the time of the writing of this letter, it also finds us very busy in the planning for our upcoming conference in 2020. As all of you should know by now, we will once again be in Portland, Maine this coming Fall. Our Association treasurer, Angie Newhouse is once again our local host for this conference. I know that I speak for Angie when I say we need all of you and your talents to attend this conference. **I strongly encourage you to submit a workshop proposal.** Angie and the Maine DOC hosted our conference in 2015 and it was a great success! I am confident 2020 will be an even greater success as I know that Angie has lots of surprises in store for us. This is a "can't miss" IACTP conference!!!

I know that I have stated this in the past, but I don't think it ever hurts to state it again. I want to make sure that each of you know that myself and all IACTP board members are committed to making this association about **you, the member!** If any of you have ideas, suggestions, etc. that you feel can move this association forward please email me directly and I will ensure that your suggestions will be brought before our Board. IACTP continues to be the only international association that caters solely to the needs of you, the correctional trainer. Let's all work together to make sure we stay on the "cutting edge" of correctional training concepts.

I once again challenge each of you to review our website and become familiar with all that we have to offer. [www.iactp.org](http://www.iactp.org) Darryl Smith is our new Communications Director and he is committed to ensuring that we serve you the best way we can. Help Darryl out by sending him your ideas and suggestions. Thanks again for your continued support of IACTP.



Jim Wiseman, President



International Association of Correctional Training Personnel

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## THE PRESIDENT-ELECT'S CORNER

Hello all

In this segment of the corner of the President Elect, I thought I would take care of some pressing IACTP business. I've been communicating with our Maine conference chair Angie Newhouse and she and her team are gearing up to deliver one special conference unlike any we have seen. If you have never been to one of our conferences, then this is the one you don't want to miss. Portland Maine is the place you want to be in September.

With that said, we are still in need of presenters for the conference. The conference theme is: **A New Day...A New Way; Strengthening the Correctional Trainer**. Remember we are all in this together, we have great talent in our agencies and we need to let our light shine. Show us what you have, bring it to the table. Your training colleagues are hungry for the newest and biggest training trend, topic, skills that can enhance their own talent. Come talk to us and help us grow. You can sign up on the IACTP website to facilitate for 1.5 or 3 hours. You chose how you want to help us grow as an organization.

On another note, last year the IACTP board decided that waiting until the last day of the conference to hold a business meeting was not such a good idea. Everyone is busy catching their flights to go home. So I just wanted to remind you and perhaps you are hearing this for the first time, that we have moved our business meeting up to be included during the conference so when you see that in the conference book you won't wonder what's going on. The board will have items to discuss with you all, but I would like to hear from all of you about your needs when you attend the conference, or how you think we could do things differently. We are a living and breathing partnership that grows together and all voices will be heard.

I look forward to seeing you all in Portland, Maine in September.

Trish Signor

President Elect





**IACTP** needs you and we want to hear from you. Share your stories, techniques and experiences with other correctional training personnel. All members are welcome and encouraged to write an article for The Correctional Trainer. This is a great way to learn from each other. Tell us how you do things, we want to know!

Articles can be sent to [Darryl.K.Smith@tn.gov](mailto:Darryl.K.Smith@tn.gov)

**Thank you!!!**

# Let's Train Outside the Box



Hello all, I hope everyone had a great time in Nebraska! I know I did! We also saw so many workshops that absolutely train outside the box, so we are dedicating a few pages to our 2019 Omaha, Nebraska Conference! (Shelly Carson, Missouri Dept. of Corrections)

## IACTP Conference 2019-Omaha, NEBRASKA





## **Lesson of the Day #107**

**Every 30 minutes**

The basics of being a jailer hasn't changed much in the last hundred years or so...

Sure, we've added a bunch of stuff... the way we deal with mental health folks might be a good example.

Training would be another example. There's a whole dictionary full of acronyms associated with corrections. A.C.A. - T.C.I. - A.J.A., just to name a few. Each one has its own set of training courses to make you certified at one aspect or another of Corrections.

Another example is cameras... twenty years ago, if an Officer said they did something, then it was just taken at face value that they did it. Now, with the advent of video cameras and the ability to store massive quantities of historical footage, it's just accepted as "common practice" to verify what an officer says by comparing video to the situation.

Which brings me to the point of today's Lesson of the day.

Conducting routine, standard issue, thirty-minute security rounds is one of the first things that you learn when becoming a Correctional Officer.

Over the course of your career, you will conduct thousands and thousands of rounds.

In fact, just for fun, I just researched how many rounds I have logged since being here at the DCSO. Granted, I haven't made rounds in a good while, but I figured my totals should be pretty typical.

As an Officer and Corporal, I made 27,778 log entries, 19,966 contact log entries and 1,248 incident reports.

So,,, you get the point... you'll make a bunch of log entries...and,,, technology being what it is, every one of those rounds will be recorded.

So,,, why am I telling you this... you already know that you're supposed to do a round at least every half hour...

Well, the fact is: They don't always get done.

I'm not talking about the occasional, legitimate need to do a "late entry"... I'm talking about "ghost rounds."

That would be the round that you put in JMS but in reality, you never even left the confines of your workstation.

Ghosting a round never ends well.

When that dead guy gets drug out of a shower, and video shows that you haven't been in that area for two hours... not only are you not gonna have a job, you'll likely be sued by the dead guys wife or parents.

It doesn't matter that the dead guy killed himself, once it goes to court, it'll be your fault for letting him kill himself. And... there will be video, for all the world to see, how you didn't do your 30 minute rounds.

There are much better reasons to get your face on the evening news.

Unless you've been living under a rock, you can't help but see what's currently on the news.

It's basic corrections... make rounds... at least every half hour...

Real rounds, the kind where you get up, walk through your areas and pay attention to stuff, kind of rounds....

The end.

Written by,

Lt. David Hodges, Davidson County Sheriff Office (DCSO), Nashville, Tennessee

### **Lesson of the Day #53 Jack and Jill**

A few months ago, Jack closed his finger in his car door and broke it.

Coincidentally, on the same day, Jill stubbed her big toe on her coffee table and broke it.

They have both been out on F.M.L.A. and have been at their homes healing.

Jack is eating Ramen noodles and drinking tap water every day because he's not getting paid and he has no money. He would always use his sick days, vacation days and Holidays just as fast as he would earn them, there is no time on his books to carry him through this situation. He's overdue on his rent and will soon be living with his mother.

Jill is grilling meat every day and drinks whatever she wants. Her rent is paid and she is happy. Jill would always come to work on time and never called

out. She has lots of time on the books and is still getting paid at 100%.

There is a moral to this story... I would tell you but I suspect you may have already figured it out.

The End

Lt. David Hodges

### **Lesson of the Day #103 Broken Windows and Jumpsuit Tops**

Back in 1982 a new model of policing the inner cities was introduced that by many standards was highly successful. It was known as the "Broken Windows" theory.

The Broken Windows theory is the concept that visible signs of crime, anti-social behavior and just plain old general disorder creates an urban environment that encourages MORE crime, anti-social behavior and all around disorder.

The most common example is a building with a few broken windows. If the windows are not repaired, the tendency is for vandals to break a few more windows. And why not,,, nobody seems to care that a few are already broken out... Eventually, they'll probably break inside and if it's unoccupied, become squatters and start a bunch of camp fires inside until eventually, the whole place is burnt down.

Another example is a sidewalk or parking lot: someone throws some trash down. If it's not picked up, then soon, a bunch MORE trash accumulates. Pretty soon, people start leaving whole bags of trash. Before you know it, the place is a dump.

Nobody wants to live next to either one of those examples and as a result, due to the lack of informal social control, more serious crime moves in...resulting in further withdrawal from the residents...

It's a perpetual thing... it only keeps getting worse and worse until finally, the whole place is a high crime area... property values fall through the floor and nobody wants to live there but the crooks and thugs.

If somebody had of just fixed a few windows and picked up some trash, it would still be a good neighborhood.

It's the little things that matter... by the time that they're big things... it's too late.

You're probably wondering what this has to do with Jailing...

Well, because as I just stated above... It's the little things that matter when you're running a jail. Letting the little things slide turns into big things sliding,,, turning into an out-of-control jail,,, and folks start getting hurt.

All because the little things didn't get addressed and corrected.

Having an Inmate tuck in his shirt in the hallway is one of those little things that matter. When he or she voluntarily tucks their shirt in when you ask them to...it's an instant compliance indicator. Either they will... or they will not... all the guess work is done.

It's the little things.

Another little thing is all that laundry hanging around the cells.

It's got to come down... If it's not addressed and corrected, it would only take a few days before there would be clothes lines stretched from end to end and side to side of the living areas. Even with the cameras, you wouldn't be able to see what's going on because of all the crap hanging around.. All kinds of nefarious things would be happening from assaults to P.R.E.A. stuff...

So, if you're that Officer who thinks that some of the things that we require the inmates to do is "petty" and "unnecessary"... pontificate what it would be like if we collectively didn't enforce the small stuff. It would be like working in one of those Tijuana jails that you see on Television. Complete chaos and anarchy!!!

It's the little things.

If you don't, won't or can't enforce the small stuff, then you'll never be able to get a grip on the big stuff.

The End

Lt. David Hodges

**Make your plans now for the International Association of Correctional Training Personnel (IACTP) Conference in partnership with the Maine Department of Corrections in Portland Maine September 22-25, 2020**



# Our Sponsors





Just for Fun!!!!

### **Team Jigsaw Puzzle Game**

Separate people into same sized teams. Give each a very different jigsaw puzzle (with equal difficulty & number of pieces). Each group has the same amount of time to complete the puzzle.

The secret twist is to switch up a few pieces with the other groups beforehand!

Fun icebreakers can help keep a team on their toes and encourage creative thinking – try ice breakers for meetings that include an edge of competitiveness and fun to really liven things up.

The goal is to finish before the others – so they must figure out collectively how to convince other teams to give up pieces they need. This can be through barter, merging or changing teams, donating minutes etc.

This could be a longer game, but one that is worth doing, since it encourages teamwork on several levels.

## Two Circles Ice Breaker

By Darryl Smith

I start by handing out a sheet of paper with only what you see below. Just two circles and the question; What do you see? I instruct them to keep the page face down until all participants have a copy. Then everyone can turn it over, no discussion! Have each person write down what they see. It may be more than one thing. After giving them approximately two minutes, I start by asking for one person to name one thing they see. Perhaps they say they see a donut or a tire, or a fried egg, or life saver. I say ok I see that, who else sees a donut?

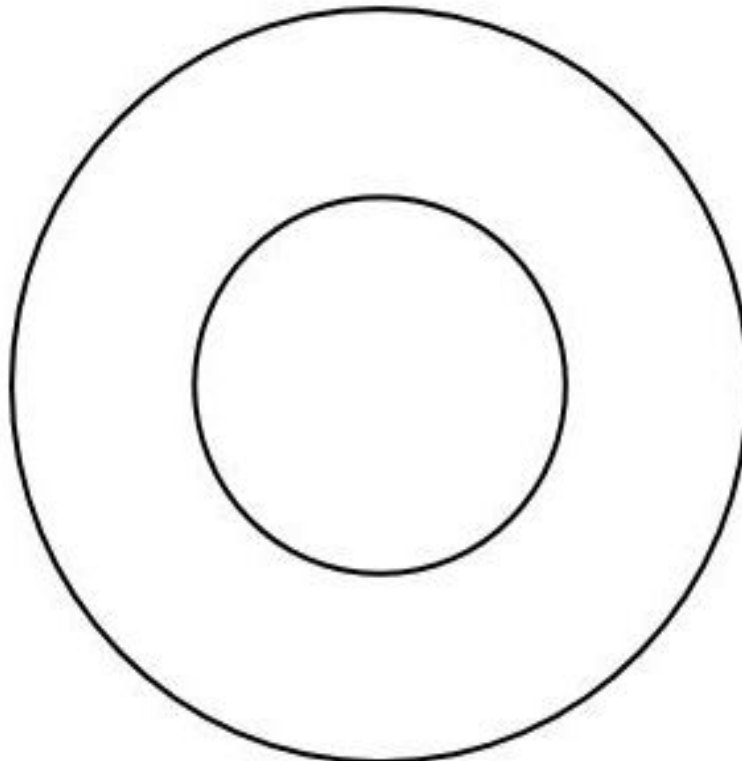
Make a note of who else sees it. I even right each item named down on the white board. Then I keep asking all participants for other items till we have made a long list.

Then we discuss why we do this activity, why do some see what others do not? What can we learn about others by understanding their perceptions may be different than our own?

The two circles ice breaker is about perception. We all have extensive different backgrounds and history; these life experiences enhance the way we all look at and perceive things differently. By asking people what they see, when looking at the two circles helps to build and appreciate the perceptions and differences, we all bring to the table. It is a simple activity, but it opens their minds.

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**What do you see?**





**Hosted by the International Association of Correctional Training Personnel (IACTP) in partnership with the Maine Department of Corrections**

**For more information:** <http://www.iactp.org/p/conferences.html>

LOCATION;

DoubleTree by Hilton  
363 Maine Mall Road  
South Portland, Maine 04106

- Trouble or Questions: Please contact the IACTP office at 859-333-4209 or IACTPC@gmail.com.

THINGS TO KNOW...

- Lodging rate is \$139 plus tax.
- Make your lodging reservation by August 21 to ensure you get the rate.
- Hotel will honor rate for 3 days before and after the conference, so come early and stay longer. Maine is amazing!
- The State Host Planning Committee is committed to making your conference experience one that you won't soon forget...great learning opportunities during the day and fantastic networking opportunities in the evening.

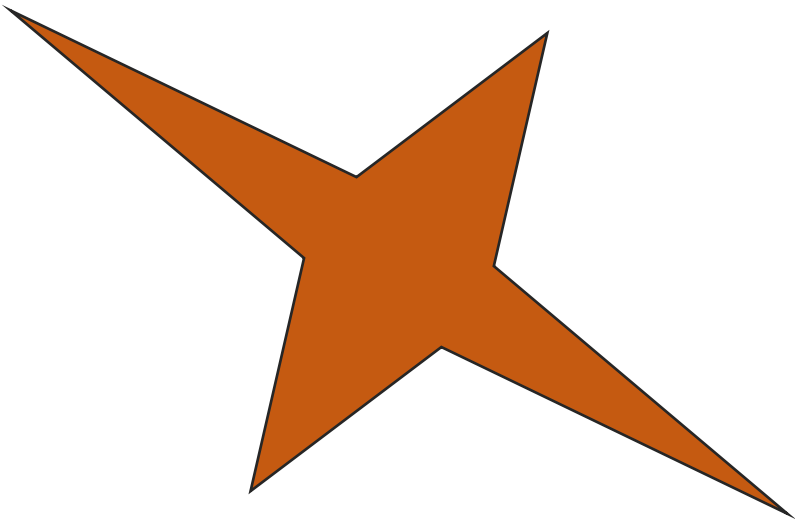
**GENERAL CONFERENCE INFORMATION**

IACTP is a criminal justice association that includes members of the training professions from national, state and local corrections agencies, community corrections, juvenile justice, higher education, academies and commissions, and private corrections.

The National Training and Performance Conference is a unique forum that brings together correctional leaders, training managers, trainers, field instructors, consultants and others interested in both effective corrections practice and exemplary training strategies. It provides attendees with the opportunity to network and share innovative approaches being used within correctional agencies throughout the country.



# IACTP Conference 2019-Omaha, NEBRASKA



# Classroom Management

## The Staff Library – the Trainer’s chore!

Most agencies have staff libraries, either because they think it is a good idea or because it is required by standards that may apply. These libraries are usually considered the responsibility of the training staff to maintain and keep updated. Sometimes these libraries look very impressive in nice shelves or work areas and with a variety of different medias (books, videos, journals, etc.). Sometimes these libraries are nothing more than the trainer’s storeroom. Either way they usually have one thing in common - no one ever uses them.

When I was in a management position at a minimum-security facility, we were going through an audit which required the staff library. The standard required a library be present – but the auditor decided that because no one had checked out a book from the library in three years that we were not complaint with the standard. After that, I made it my job to make sure books were checked out and returned at least a few times a year, by at least a few people. I didn’t care if they read the books, just check them out, hold them a few weeks and return them. –I know, not the best use of my time or even the best use of the staff library.

As a result of this particular audit, I have given some thought to the staff library and what it is meant to accomplish. The idea is, of course, to provide staff with resources they need to do their job, prepare for promotion, or to implement new strategies that may decrease recidivism. With that in mind, I believe that the best type of staff resource library is one that has some books (only if you have a book that someone wants to use) but that is mostly digital.

There are many resources available to corrections professionals through resources such as the National Institute of Corrections, National Institute of Justice, or the National Criminal Justice Reference Service. What if the staff library is a place where staff can access these types of sites and PRINT some of these resources? This type of set up could also be one of those terminals/work areas where staff can access all agency policies (including policies from other facilities for staff preparing for promotion), emergency plans, personnel rules, and corrections related networks like One Voice.

I am aware that most staff have access to some of these resources in some areas of each facility, but we rarely call this a staff resource library. For agencies that are worried about internet access, these types of links can become part of specified portals through the agency intra-net. If this can work in your facility, a necessary component must include the ability to add to the types of access links as new resources are identified.

Once a digital framework is in place, the facilities are free to expand this type of platform to connect with local library systems that offer free digital book lending or even online training links that can be accessed by staff and documented as training (i.e. FEMA National Incident Management Systems). This type of system can also track usage of the resources, particularly if there is a charge for any of the access. The possibilities can be expanded to allow corrections staff to access corrections related published research (this type of access, if available at all, is usually restricted to management staff). The possibilities are immense and the likelihood of staff using this type of system are very high. I would love to hear from you to let me know if you think this can work for you in your agency? Or, have you already implemented this type of system, if so – how is it working? And, do you have other ideas to share with me and other members of the organization to build upon this concept.

Susan Jones [sjicanoncity@gmail.com](mailto:sjicanoncity@gmail.com)

## Are We Training Our Staff to Fail: Revisioning Staff Training

John A. Shuford, MBA, Ed.S.

### Introduction

Staff orientation and inservice training have greatly improved in recent years; eLearning and cognitive behavior intervention training have been an important part of this. Yet, we are still experiencing a crippling situation with high turnover and staff burnout. Staff report leaving their positions mainly because of issues with other staff, poor supervisors and a feeling management cares more about filling positions than about staff well-being<sup>1</sup>. All three of these are the result of poor relationships, and the quality of these relationships is a key factor in the quality of the work culture. It is said that staff do not leave organizations, they leave their supervisors.<sup>2</sup> When relationships improve, staff retention improves, and relationships are impacted by people skills, which are called “soft skills.” Daniel Goleman, in his book “Emotional Intelligence”<sup>3</sup> calls these soft skills “emotional intelligence” and this may be a critical factor in reducing turnover, i.e., teaching our staff emotional intelligence skills or raising what is called their EQ, which is the emotional intelligence equivalent of IQ. We are in the people business<sup>4</sup>, so emotional intelligence skills are critical, and we don’t do well in teaching these skills. The question must now be asked, are we training our staff in all the areas necessary to be successful, or are we training them to fail?

### Staff Training Design

Our staff training design came from the military and how they train. The purpose of military training is to breakdown the recruits’ self-esteem and resocialize them into a new way of thinking, i.e., an “us vs. them” mentality where the “them” is the enemy and must be killed. When they do come in daily contact with and are supervising the enemy, they may abuse them as we saw what happened at Abu Grab. The question must be asked if this method is also appropriate for work in corrections where the goal is security and rehabilitation. In a FBI report on recruit training, it states that classic stress training has proven to be not only ineffective, but to actually be counterproductive. Because this type of training undermines and damages self-esteem, it results in low motivation and poor performance, and is one of the primary reasons for attrition of adult learners. What benefits it shows are short lived. When DOC recruits leave the training academy and the fear induced by the instructors is gone, performance deteriorates due to the continuing low self-esteem and motivation.<sup>5</sup>

Traditionally, training instructors were “trained to grab trainees’ attention by letting them know that the instructors were in charge, and if trainees did not conform quickly to the routine, more discipline problems would occur. This type of interaction between instructors and trainees is no longer effective and creates unnecessary stress for trainees.”<sup>6</sup> Moreover, it is less effective with the younger [post-baby boomers] generations, who do not accept the ‘do as I say’ approach that older generations did.<sup>7,8</sup> In a recent study of a DOC training academy’s curriculum, one of the major recommendations was to “replace elements of the paramilitary methodology with adult-learning principles and learning techniques conducive to an educational environment.”<sup>9</sup> Of those recruits who quit training, many cited the para-military approach as the primary reason.<sup>10</sup> The study also stated that “the paramilitary training methods of the past are obviously disconnected from the public and community service missions of law-enforcement agencies today.”<sup>11</sup>

In 2011 [updated in 2018], the National Institute of Corrections published the ITIP [Instructional Theory Into Practice] Toolkit; A Guide for Working with Curriculum Developers. This is a significant step forward

in transitioning from the classic stress training model to the adult learning model. It actively engages participants in the training process, is more experiential and is more learner focused rather than just content driven. Some DOCs, like Wyoming are using this model with great effectiveness.

### **Training Content**

It is not only important to address the teaching methods of training, but also the content of what is being taught to new recruits. Since relationships are key to staff retention, training needs to cover teamwork skills, work culture and communications among staff. All too often, teamwork is not directly covered, work culture is almost never covered and communication skills are usually covered in interpersonal communication [IPC], which normally deals with staff-inmate communications. Topics normally included are: inmate management, officer safety, security, practical skills, history and development of corrections, ethics and professionalism, criminal justice systems, laws, rights, investigations and special populations.<sup>12</sup> None of these deals with emotional intelligence, which includes: self-awareness; managing emotions; motivating self and emotional self-control; recognizing emotions in others [empathy]; social awareness; and developing and managing relationships. These skills are key to cooperation, teambuilding, supervision and leadership, which are key to developing a healthy work culture, and as the NIC Resource Guide for Newly Appointed Wardens states, “Do not underestimate culture; it drives everything.”<sup>13</sup> For many professions, these skills are not necessary, but they are critical in corrections where relationships can turn a problem situation into a dangerous crisis. Emotional intelligence skills need to be taught to the younger recruits who are addicted to social media, but also to the older staff who are socialized into the paramilitary culture.

Since one of the goals of corrections is to “correct” or rehabilitate, this should be an area that receives considerable emphasis in staff orientation and inservice training.<sup>14</sup> With all the day-to-day contact correctional officers have with inmates, they are in a prime position to play a meaningful role in rehabilitation. It is disappointing that a study of 43 state correctional agencies found that only 58% of agencies covered rehabilitation with an average of 3.83 hours and 44% taught cognitive-behavioral interventions for an average of only 3.24 hours.<sup>15</sup> This is especially significant because staff being involved in the rehabilitation or behavior change process gives staff more meaning to their jobs and thus, greater job satisfaction, which clearly is linked to staff retention. A 2018 report on turnover in the Maryland DOC recommended staff training programs designed to shift correctional officer ideology from punitive to restorative/rehabilitative,<sup>16</sup> and therefore, “training academies should include extensive training in rehabilitative tasks and skills.”<sup>17</sup> Viewing correctional officers’ job as a human service profession would help build officer professionalism.<sup>18</sup> Further, when inmates have access to effective rehabilitation programs, the staff’s fear of victimization can be greatly reduced, thus reducing their stress level.<sup>19</sup>

### **Supervisor Training**

Arguably, the most important training area for relationships is the preparation and ongoing training of supervisors, who are key to staff job satisfaction. “When it comes to employee retention, there is no one more influential than the immediate supervisor.”<sup>20</sup> Good supervisors, “even in bad organizations, have a greater probability of keeping workers happy, productive, and on the job.”<sup>21</sup> “The impact of supervisors goes beyond establishing effective interpersonal communications. That is necessary, but it is not sufficient. Good supervisors have rapport with and praise for their staff. Even more importantly, they care about their employees and strive to meet their needs. This is especially critical for today’s new employees – who are not as likely as their older predecessors to tolerate “assembly line” treatment where workers are viewed as replaceable parts in a bureaucratic machine.”<sup>22</sup> “Ninety-five percent of the reasons people leave are preventable. Of that 95%, more than 70% of the reasons are related to factors that are controllable by the direct supervisor.”<sup>23</sup> One of those factors is empowerment, that supervisors replace supervisor control with self-control.<sup>24</sup>

All too frequently, new supervisors are promoted without any training and maybe within the first year they receive minimal training on what the tasks are, but not how to be a supervisor. Part of the reason for this is that with high turnover, the training academy may be focused on orienting new officers and less on staff development trainings. This is unfortunate, because poor supervision is a key factor in turnover and effective supervisor skills are vastly different from traditional correctional officer skills. In one study, it was the number one reason COs reported for resigning.<sup>25</sup> Training new supervisors in leadership skills will go a long way to improving supervision in the institution, and with it, transforming the work culture making it a more appealing organization to potential recruits.

Emotional intelligence is especially important for supervisors. A 2017 study found that “small increases in leader emotional intelligence correlated with significant increases in the job satisfaction of prison employees.” And went on to state, “If correctional leaders want to retain qualified staff, increasing the leaders’ levels of emotional intelligence through training and hiring practices can help accomplish this goal.”<sup>26</sup> One quality of emotional intelligence is the amount of care the supervisor shows for their staff. A 2010 report states that, “Employees who reported higher levels of care from immediate supervisors had higher levels of job satisfaction.”<sup>27</sup> In that report, care is defined as “interest in one’s life outside the scope of work. This would include such things as asking questions about family, activities outside of work and general concern for overall employee well-being.”<sup>28</sup> This may be counter to many current prison cultures where staff getting together outside work is discouraged for fear of over-familiarization and where last names and titles are used, which depersonalizes relationships.

### **Addressing the Cause, Not Just the Symptom**

High levels of staff turnover are destructive to staff cohesion, not to mention the negative impact on security and the rehabilitation of inmates. As veterans leave, our staff become less and less experienced, which can increase turnover and it becomes a vicious downward spiral. As the labor recruiting pool becomes smaller and smaller, some systems lower their hiring standards out of necessity. Many agencies have attempted to improve retention by improving morale. What is important, as stated in the 2017 National Institute of Corrections’ “Resource Guide for Newly

Appointed Wardens,” is to be aware if you are addressing a symptom or the cause. “For example, if an agency is plagued by low morale, throwing parties or implementing other initiatives designed to “cheer people up” is unlikely to be successful without addressing the reasons that morale is so poor.”<sup>29</sup> On April 8, 2019, the New York City Department of Correction opened its George Motchan Wellness Center for staff, which provides a gym, counseling services, meditation and religious worship.<sup>30</sup> This is excellent for those who utilize it, but it only addresses the symptom – stress. It does not address the cause of the stress. It is not a systemic solution, one that addresses the work culture and relationships among staff.

The only way to create systemic change is to change attitudes, which can best be accomplished through the training academy; policies alone will not do it. Policies are a necessary but insufficient component of an effective culture change effort. Policies will create top-down conditions, but the engine for change must come from the staff themselves and that can only be accomplished through staff development training, including orientation, inservice and supervisor trainings. Currently, far too many training academies are focused on filling positions rather than developing staff. To change this, more funds need to be allocated to the training academy to allow it to expand its training options in order to focus on staff needs.

What employees state they want is a good work/life balance, trust, feeling valued and appreciated, decision-making authority, a good relationship with the boss and meaningful work [career development opportunities].<sup>31,32</sup> Frequently agencies see increasing wages and benefits as the answer to low staff morale. The mindset of administration is that employees rank good wages as their top expectation, while employees do not rank it in the top five items of value. A fair compensation plan is important, but it does little to improve retention.<sup>33</sup> “The lure of money is powerful. But once employees are making relatively competitive wages, the intrinsic drive to feel needed, valued, and appreciated become a stronger motivator.”<sup>34</sup> Agencies that do the best job of retention nurture a cohesive, family-oriented culture that maintains a steadfast commitment to the organization and to each other, like a family with a heartfelt

dedication to the best interests of each member.<sup>35</sup> Increasing wages may be a useful component in improving recruitment, but to improve staff retention, the training academy would be a better investment.<sup>36</sup> However, more money alone will not bring the desired results without changing the content and style of training.

### **The Training Academy is Key**

The role of the training academy in corrections needs to change in order for it to have the desired impact. Currently, “the long-held tradition of [veteran staff] telling new employees to forget everything they learned in training and pay attention to how it is really done here” undermines the credibility of the training academy and any attempts to make improvements.<sup>37</sup> One way to decrease this gap between training and custody is to improve the value of training to existing staff. One annual refresher [often redundant] training is not enough and must be revised and augmented with skill building and career development training opportunities that staff have reported desiring. One study reported that the lack of career development was the most influential reasons for employees resigning.<sup>38</sup> Another important step in decreasing the gap is revising and expanding orientation training from a focus on position replacement to career oriented training with an

emphasis on not just the tasks of the job, but how to do the job effectively, i.e., using emotional intelligence skills.

Research strongly states that factors related to emotional intelligence are hugely important,<sup>39,40</sup> but we have largely ignored this as a focus in our staff training. Within the first year of employment, 25% of staff are assaulted by inmates and after 5 years only 3% are.<sup>41</sup> What staff learn with experience is the psychological skills to do the job effectively. Providing these skills in orientation would have a significant impact on staff retention and safety. However, it may seem necessary to onboard new staff as quickly as possible due to staff shortages, but if this is all you do, it is a myopic strategy that will not improve staffing.

In a 2018 article on “Creating a Correctional Officer Academy” in Federal Probation, it recommends basic orientation needs to be at least 300 hours.<sup>42</sup> [Note: the article doesn’t mention soft skills, emotional intelligence, teambuilding or work culture, which would likely add more hours.] Of the 44 state training academies surveyed, only 12 [27%] met that 300 hour threshold. An equal number had less than 200 hours.<sup>43</sup> By comparison, South Africa trains new recruits for 1056 hours. Increasing the length of orientation will allow new important subjects to be covered without compromising existing content areas. If we also revise our teaching style to one that is engaging, empowering and sometimes fun, we will be on the right path.

#### **TACT Training Building Blocks One and Two**

In terms of content, training staff in emotional intelligence is not at all impossible and can be accomplished in as little as two or three days. There are models that have proven very effective, one of which is the Teambuilding Attitude Conflict Transformation [TACT] training. We must

remember however, that emotional intelligence is less about specific skills and more about attitude; so a new way of teaching must be incorporated. The TACT training model is based on certain building blocks that facilitate this process. A foundation of affirmation, respect and caring

must be established in the first session. This can be accomplished by engaging participants in experiential interpersonal exercises and not by lecture. The participants need to feel the trainer respects and cares about them as a group and individually and is not just “doing their job.” With this foundation, the participants will feel a sense of safety built on trust, connection and community; which is the second building block. This sense of safety is critically important for many reasons. Participants will comfortably let their barriers down and be more open to seeing themselves honestly, be more open to new ideas and information without being defensive, and connect with others in a positive, reinforcing community with a strong bond. This connection crosses department boundaries improving cooperation and collaboration. Individuals now feel connected and relationships that have been conflicted often are repaired.

#### **The Importance of Connection**

The sense of connection to others is one of our basic human needs.<sup>44</sup> A frequent and undesirable consequence of working in the field of corrections is developing a feeling of disconnection from self and others. The high divorce rate is indicative of staff being disconnected from their partners because of not feeling comfortable sharing with them what happens at work every day and also bringing their “work attitude” home. The feeling that others in the community do not understand

corrections and may not even respect the profession, only adds to the feeling of isolation and disconnection. Finally, the highly stressed environment of prison and the “us vs. them” culture encourages staff to disconnect from their own emotions so they can be “professional.” The high rates of PTSD, depression, suicide, addiction and absenteeism<sup>45</sup> all have in common a feeling of isolation or not being connected to others. There may also be a significant problem with moral injury, which can be misdiagnosed as PTSD [31% of security staff]<sup>46</sup> or depression [30% of all staff]<sup>47</sup>. Although it has not been researched in corrections, the military has researched it and found it is a significant contributor to suicide<sup>48</sup>. Psychologically, this chronic stress and disconnection cause decreases in the immune system, emotional management [pre-frontal cortex], empathy, memory and in cognitive processing.<sup>49</sup>

### **TACT Training Building Blocks Three, Four and Five**

Once a sense of safety, connection and community has been created in the training [the second building block], the skills of effective communication and cooperation must be taught, which will give staff the sense of hope that the working culture can actually be changed. This sense of hope is absolutely necessary in order for old established behavioral patterns to change.<sup>50</sup> These skills, which are taught experientially, include listening, assertiveness, problem solving and conflict transformation [resolution and prevention]. These emotional intelligence skills are the third building block of the training. Now that the participants have the tools and have actually experienced the change in culture within the training itself, they will naturally feel empowered and a sense of personal responsibility to make changes in their work setting; which is the fourth building block. Surely, they cannot change the work culture in the entire prison, but they certainly can with those whom they work and when enough staff experience this attitude change, work culture transformation gradually takes place. This process is organic, even with staff who come to this type of training skeptical or even defiant to change. The result of this process is the fifth building block, which is personal transformation. Now staff have the attitude, experience and skills necessary to transform the work culture in the prison. This personal transformation is not temporary as indicated by the Philadelphia Prison System where six months post training, 82%-85% of staff reported using the skills<sup>51</sup> compared with traditional teaching strategies showing a 10%-30% rate.<sup>52</sup>

### **TACT Training Results**

The results of this type of training are remarkable when incorporated in basic orientation and inservice training. Because the intention of this training model is to change attitudes, the impact on staff has been dramatic at work with co-workers, supervisors and inmates and in their personal lives, especially at home. The TACT training methodology above has been serving correctional agencies for over 25 years. TACT trainings have helped rebuild an emotionally devastated staff after four staff were brutally murdered by inmates in 2017, healed damaged relationships between departments, transformed and revitalized a dysfunctional training academy, turn an anger prone problem employee into an employee of the year, improved the working cultures in numerous prisons, re-energized a burned-out 18-year employee, transformed a problem supervisor and reduced employee grievances in one prison to an all-time low.



Some typical comments from staff are:

*“This training was life altering. Best I have ever had in my 25 years with the state;” “Not only equipped me to be a better manager, but also a better person;” “I now know how to deal with problems in a different way than I learned in the past;” “I learned to trust when I didn’t think I could;” “Life transforming. I will carry this training for the rest of my career;” “I ask why? Why did this training take twenty-eight to come into play with the department.” **From the director of a training academy,** “Words cannot express the value of the training you have conducted at the Academy. There is actually a paradigm shift from the rigidity and inflexibility ingrained in Corrections, to the understanding and acceptance of the value of community and teamwork.<sup>53</sup> **And from a warden,** “It is generally thought to be the best training program that staff has participated in. the labor unions are strong supporters of it and employee grievances have dropped to an all time low. Thank you for helping us change the culture. It is the best investment of resources that we have ever made.”<sup>54</sup>*

### Summary

This type of training model is actually an emotional intelligence inoculation and can be easily learned by staff. It can literally raise the EQ of an agency, department or organization. It is what is missing in corrections and an antidote for the current staffing shortages. It needs to be part of an overall strategy incorporating policy changes empowering staff to improve themselves, their work performance, their teamwork and the overall culture of the prison. We must address the needs of staff, focus on their wellbeing, or we will lose the most valuable asset we have – our employees – and the training academy must be a central player in this process. The training academy is the vehicle by which the desired transformation can occur, and by incorporating emotional intelligence training in its courses, it will greatly enhance its efforts. We need to focus on both the needs of the prison and the needs of staff, not just the needs of the prison. In the short run, they may differ, but in the long run, they are the same.

<sup>1</sup> These are consistent responses from staff told to the author in over 25 years of staff development trainings.

<sup>2</sup> Nink, Carl. “Correctional Officers: Strategies to Improve Retention.” Page 5. MTC Institute 2010

<sup>3</sup> Goleman, Daniel. “Emotional Intelligence.” Bantam Dell 2006

<sup>4</sup> Rand Corporation. “Building a High-Quality Correctional Workforce.” Pg.1. National Institute of Justice; the Priority Criminal Justice Needs Initiative. 2018

<sup>5</sup> Post, Gary M. “Police Recruits – Training Tomorrows Workforce.” FBI Law Enforcement Bulletin, March 1992. Pg.19

<sup>6</sup> Williams, Wendy D. “Process Evaluation of the Basic Training Program at a State Corrections Academy in the Southeast.” Dissertation, Nova Southeastern University 2013. Pg. 75

<sup>7</sup> Stinchcomb, Jeanne B, and McCampbell, Susan W. “Focused Leadership: A Resource Guide for Newly Appointed Wardens.” National Institute of Corrections 2017. Pg. 77

<sup>8</sup> Baby Boomers [1943-1964] are team-players, desire self-fulfillment and meaningful lives; focus on career development. Generation Xers [1965-1980] are self-reliant seek balanced personal/professional life, see work more as a job than a career and are mobile, flexible and technologically savvy. Focus on empowering them and give them independence avoiding strong management approach. Generation Y or Millennials [1981-2000] are loyal to family, friends, coworkers, themselves and then their job. Encourage and use their techno-knowledge, be a role model, allow flexibility and provide mentoring and coaching.

<sup>9</sup> Williams, Wendy D. Pg. 71

- <sup>10</sup> Williams, Wendy D. Pg. 73
- <sup>11</sup> Williams, Wendy D. Pg. 75
- <sup>12</sup> Burton, Alexander L., et al. "Creating a Model Correctional Officer Training Academy: Implications from a National Survey." *Federal Probation; a Journal of Correctional Philosophy and Practice*, June 2018. Pg.29
- <sup>13</sup> Stinchcomb, Jeanne B, and McCampbell, Susan W. Pg. 47
- <sup>14</sup> Rand Corporation. Pg. 1
- <sup>15</sup> Barton, Alexander L. et al. Pg. 32
- <sup>16</sup> Clark, Steve, et.al. "Addressing Personnel Shortages and Low Retention Rates in the Maryland Division of Corrections." *Governor's Summer Internship Program 2018*. Pg.1
- <sup>17</sup> Barton, Alexander L. et al. Pg.34
- <sup>18</sup> Ibid
- <sup>19</sup> Personal correspondence from Dr. Dawn Addy concerning Everglades Correctional Institution, Florida.
- <sup>20</sup> Stinchcomb, Jeanne B. et al. "The Future is Now: Recruiting, Retaining, and Developing the 21<sup>st</sup> Century Workforce." *Center for Innovative Public Policies, Inc.* Pg. 83
- <sup>21</sup> Nink, Carl. Pg.5
- <sup>22</sup> Stinchcomb, Jeanne B. et al. Pg.83
- <sup>23</sup> Ibid. Pg.84
- <sup>24</sup> Stinchcomb, Jeanne B, and McCampbell, Susan W. Pg.60
- <sup>25</sup> Warren Averett, "Recruiting and Retaining Correctional Officers" December 31, 2017. Pg. 107
- <sup>26</sup> Gibson, Emily Suzanne Hodgens. "The Influence of Leader Emotional Intelligence on Employee Job Satisfaction." *Dissertation, Piedmont International University.* 2017 Pg.86
- <sup>27</sup> Nink, Carl. Pg.8
- <sup>28</sup> Nink, Carl. Pg. 7
- <sup>29</sup> Stinchcomb, Jeanne B, and McCampbell, Susan W. Pg.54
- <sup>30</sup> Johnson, Latima, "NYC DOC's employee wellness center is an investment in officer well-being." *CorrectionsOne.com*, May 7, 2019
- <sup>31</sup> Nink, Carl. Pg.5
- <sup>32</sup> Stinchcomb, Jeanne B. et al. Pg.87
- <sup>33</sup> Nink, Carl. Pg. 6
- <sup>34</sup> Stinchcomb, Jeanne B. et al. Pg.84
- <sup>35</sup> Ibid. Pg.86
- <sup>36</sup> Nink, Carl. Pg.11
- <sup>37</sup> Stinchcomb, Jeanne B. et al. Pg.83
- <sup>38</sup> Nink, Carl. Pg.6
- <sup>39</sup> Hartman III, Lawrence Andrew. "Employee Morale." *International Foundation for Protection Officers.* May 3, 2003
- <sup>40</sup> Barton, Alexander L. et al. Pg.34
- <sup>41</sup> *Corrections Forum.* "Inmate Violence; NCDOC Survey Examines Violence by Inmates Against Staff." *American Correctional Association*, January/February 2000. Pg.16
- <sup>42</sup> Barton, Alexander L. et al. Pg. 33
- <sup>43</sup> Barton, Alexander L. et al. Pg.30
- <sup>44</sup> Shuford, John A. "Empowering Staff; The Key to Improving Morale." *Corrections Today*, March/April 2019. Pg. 34

- <sup>45</sup> Shuford, John A. "The Missing Link to Reentry; Changing Prison Culture." *Corrections Today*. March/April 2018, Pg. 43
- <sup>46</sup> Spinaris, C., & Denhof, M. (2013). Depression, PTSD, and comorbidity in United States corrections professionals: Prevalence and impact on health and functioning. Retrieved from [nicic.gov/depression-ptsd-and-comorbidity-unitedstates-corrections-professionals-prevalenceand-impact-health](http://nicic.gov/depression-ptsd-and-comorbidity-unitedstates-corrections-professionals-prevalenceand-impact-health)
- <sup>47</sup> Ibid
- <sup>48</sup> Moral injury is defined as perpetrating, failing to prevent, bearing witness to, or learning about acts that transgress deeply held moral beliefs and expectations or a generalized sense of falling short of moral and normative standards befitting good persons.
- <sup>49</sup> Segal, Elizabeth A., et al. "Assessing Empathy." Columbia University Press 2017. Pg. 53, 91
- <sup>50</sup> Guhigg, Charles. "The Power of Habit." Radnom House Trade Paperback 2014. Pg.85
- <sup>51</sup> Miller, Marsha L. PhD. "Conflict Resolution/Team Building Training for the Philadelphia Prison System; Evaluation Report." March 18, 1998
- <sup>52</sup> National Institute of Corrections White Paper, "Learning Organizations." December 2012. Pg.21. NIC Accession Number 026506
- <sup>53</sup> Personal correspondence from Craig Conway, Director New Jersey Training Academy, March 2003.
- <sup>54</sup> Personal correspondence from Chris Money, Warden, Marion Correctional Institution, Ohio Department of Corrections, June 2003.

John A. Shuford is retired and his last position was Correctional Training Coordinator II with the North Carolina Department of Public Safety, Department of Prisons. He continues to enjoy contracting with DOCs for staff development trainings [TACT] in his retirement.

## **2020 IACTP WEBINARS**

### **Avoiding Pitfalls: How to Keep Your Career**

Tuesday, March 31, 2020

1:00-2:00pm ET

Presenter: Lt. Gary F. Cornelius, Deputy Sheriff, Retired, Fairfax County (VA) Office of the Sheriff and Adjunct Faculty at George Mason University

### **Leadership Competency - Coaching Effective Strategies and Techniques**

Wednesday, June 10, 2020

1:00-2:00pm ET

Presenter: Elizabeth Kreger

### **TBD – Health/Mental Topic**

Wednesday, September 9, 2020

1:00-2:00pm ET

Presenter: Jim Eberlin

### **Growth Mindset for Excellence Professionally and Personally**

Wednesday, December 9, 2020

1:00-2:00pm ET

Presenter: Dr. Penny Veit-Hetletved, Director of Education, Staff Development, and Core Correctional Practices, North Dakota Department of Corrections & Rehabilitation

### **IACTP Regional Training Initiative**

Is your agency seeking professional, interactive correctional based training? The IACTP Board is seeking partners to host regional training sessions.

Who: Seeking Federal, State, Local Correctional Agencies  
What: Regionalized Training (Topics to Be Determined)  
Where: Host Agency's Training Academy  
When: To Be Determined By Host Agency  
How: For additional information, please contact: Elizabeth Kreger @ 614.981.8436  
Elizabeth.Kreger@odrc.state.oh.us

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**WATCH YOUR EMAIL FOR BOARD OF DIRECTORS NOMINATIONS**

## Ethics and the Corrections Trainer

By Lt. Gary F. Cornelius (ret.)

If you have been in corrections for some time, then you, as many of us, has heard the word: *ethics*. Your department has a general order on the right way and wrong way to perform your duties, and prohibited behaviors that may bring negative attention to the agency.

A simple definition of ethics, according to Professor Debbie Goodman, is ..."the study of morals, good and bad, right vs. wrong" (Goodman, 2008). To us in corrections, and especially trainers, we present to our staff's examples of good ethics and bad ethics. Good ethics means not taking bribes from inmates and treating them all fairly. Bad ethics means engaging in sex acts with offenders in our custody or using excessive force on them.

Unfortunately, the media pays attention; it seems to publicize correctional staff that engage in unethical acts. One incident in recent years was the escape of two convicted murderers, each doing life, from the Clinton (NY) Correctional Facility in June 2015, with the aid of two staff members. One, a female civilian, brought materials into the prison to aid the inmates in their escape. She shared too much information about her personal life, and they manipulated her into a sexual relationship and a vision of escape and a romantic getaway-literally. The other employee, a corrections officer (CO), helped the inmates live a life in the facility of ease, including getting around security. Duped by their 'friendship', he reportedly unknowingly brought the contraband items to the inmate from the female staff member. With these two employees, 'good ethics' were not on their minds-and it cost them their livelihoods, not to mention the embarrassment to both the facility and corrections. At the Baltimore City Detention Center in 2013, several female correctional officers were impregnated by the inmate who was, in effect running the jail contraband operation.

However, trainers can have an impact on staff learning and practicing good ethics. From the basic academy to roll call to in-service classes, trainers can discuss several contributing factors to the practice of ethics. They are (Goodman, 2008):

Environment: Corrections officers must perform in a way that is professional, attentive to duties and upbeat. If everyone behaves in this way, the working environment will be positive. However, if officers are lethargic, angry and negative, everyone will be impacted-both staff and inmates. Things may get out of control, such as an angry officer 'taking it out' physically on inmates. On the other hand-the inmates are harassed and treated in a condescending

manner. This also applies to the home. If COs and staff are stressed out and there are problems on the home front, the negativity and stress can have an effect on our job outlook and the way we act.

Training Academy: The academy procedures and learning environment stays with an officer throughout his or her career. Doing your best, following orders, learning job skills and personal grooming all contribute to pride and a feeling of accomplishment. Trainers need to be visible and available both in the classroom and if not assigned specifically to the academy, be present often enough so recruits can talk to them and ask advice. Trainers from the agency should frequently stop in at the academy to see how the recruits are doing, praising good behavior and correcting deficiencies. Recruits are nervous, and a friendly face from the department can boost their morale.

Home life: How an officer was raised in the past and lives in the present can affect the job. For example, in the past, an officer's parents may have voiced disrespect towards minorities. This *may* have influenced his thinking. If these views are present, chances are they may surface on the job. If they do, cultural diversity training may be in order. However, the opposite may be true where a CO's upbringing included respect for *all* people-and training can reinforce that. The CO's present home life usually fits into three categories: living at home with parents, living alone or with a roommate or living with a spouse or significant other. The home life gives emotional support to the officer working a stressful job. However, if things at home are not good, trainers can present stress management training, or encourage peer support and employee assistance programs.

Individual beliefs: Correctional officers must adhere to a set of positive beliefs, which can be included in training. The following are the basic five. Correctional officers should believe in:

- the constitutional rights of all people.
- providing the best service that they can at all times.
- self-conduct that includes pride and professionalism at all times, both on and off duty.
- obeying all federal and state laws and the policies of the department.
- treating people fairly, without bias and favoritism.

Citizens: In any ethics training, the main point to be included is that corrections serves the community, just as police officers do. We hold the public trust. Good public relations can illustrate what COs do, their training and their professionalism. Trainers must make it clear-when you are in a corrections agency; you are in the public service field. Act accordingly.

Stress: Life is not stress free. *Stress* is defined as a physical or emotional reaction to a situation or condition. What is important is how we act-because our supervisors, colleagues, family, friends, the media and the public are watching. To help have a long career in corrections, all staff having daily contact with inmates should be afforded opportunities to participate in stress management classes. If staff can learn to deal with stress in positive ways, the chances of unethical behavior decrease. Exercise, quitting smoking and engaging in quality time with friends, family and colleagues are better than drinking, overeating and being angry.

As trainers, we devise ways to keep up and make our jobs easier. You can remember these tips, as they spell: ETHICS.

Reference:

Goodman, Debbie J. (2008). *Enforcing Ethics: A Scenario-Based Workbook for Police and Corrections Recruits and Officers*. Upper Saddle River: Pearson Prentice Hall.

*Lt. Gary F. Cornelius retired in 2005 from the Fairfax County (VA) Office of the Sheriff, after serving over 27 years in the Fairfax County Adult Detention Center. His prior service in law enforcement included service in the United States Secret Service Uniformed Division. His jail career included assignments in confinement, work release, programs and classification.*

*He has been an adjunct faculty member of the Criminology, Law and Society Department at George Mason University since 1986, where he has taught four corrections courses. He also teaches corrections in service sessions throughout Virginia and has performed training and consulting for the American Correctional Association, the American Jail Association and the National Institute of Justice. His latest book, *The Correctional Officer: A Practical Guide: Third Edition* was published in April 2017 by Carolina Academic Press. He has authored several other books in corrections. Gary has received a Distinguished Alumnus Award in Social Science from his alma mater, Edinboro University of Pennsylvania and an Instructor Appreciation Award from George Mason University.*



## YESTERDAY IN IACTP

**Jailhouse Image by Elizabeth M. Wynn (Correctional Training Journal of Winter 1995)**

**The night was filled with “love” and laughter; the morning was a different picture. As her eyes began to focus on her surroundings, her heart began to pound faster and faster. She did not recognize the faces that were staring at her. From a distance, she could hear someone calling out a name. As the voice got louder, she realized that the name being called out was hers. Where was she? What happened to her clothes? How did she get here?**

**The young woman’s head ached. As she got up from the floor, a chill ran through her body. She heard her name again and this time there was a body attached to the voice: a correctional officer. Slowly, memories of the night before became clearer in her mind: what had started out as a “night on the town” had ended up as the “nightmare on 33rd Street”. And so begins this woman’s journey in the Orange County Jail.**

**For the past three (3) years, I have had hundreds of women in this jail: old women, young women; women of all races from a variety of back grounds. Their charges range from petit theft to driving under the influence; from possession of an illegal substance to prostitution; from child abuse to murder. Some will be in jail overnight; others will stay longer, sometimes up to a year. What affect does incarceration have on a woman’s self image? How can a woman maintain her self image? Why would one even care about self image? These were some of the many questions I set out to find the answers.**

**For as long as I can remember, I have been interested in the connection between self image, self-esteem and appearance. Throughout high school and college, I devoted hundreds of hours studying these concepts and their relationship. I have observed thousands of people individually and in groups, and the most interesting group to date is the inmate population...**

# What can IACTP Do for you?



We need your help!

We need to know if you have any ideas or needs that IACTP can help with.

Please send your responses to:

<http://www.iactp.org>

"Alone we can do so little;  
**together**  
we can do so much."  
~Helen Keller

If you change  
Nothing,  
nothing will  
change.

## The Certified Correctional Trainer

### The Purpose of Trainer Certification:

The Correctional Trainer Certification Commission (CTCC), the International Association of Correctional Training Personnel (IACTP), and the American Jail Association (AJA) promote the concept of voluntary certification for all correctional trainers. Certification is one part of a process called credentialing. It focuses specifically on the individual and is an indication of current competency in a specialized field. Correctional trainers who become certified will be distinguished as individuals who have reached one of the highest levels of achievement in their field.

Candidates must have an aggregate of **three years of experience** as a correctional trainer as defined in the CCT Handbook for Candidates (subject to change). Anyone who provides training for managers, staff, and/or volunteers of a correctional agency. Adjunct or field trainers and faculty of institutions of higher learning in the areas of corrections, criminal and juvenile justice (and related areas) are eligible to participate in the certification process.

This an example of some comments made during a recent AJA survey:

*“It has helped me by ensuring that I continue my involvement in training for recertification. Staying current with best practice always helps.”*

*“In addition to providing immediate affirmation of additional credentialing as a correctional trainer, the CCT certification has provided opportunities for increased growth via the necessity to keep pace with correctional training trends.”*

*“Professionally, the CCT has opened doors within the agency, which are directly related to knowledge learned during preparation for the exam.”*

The CCT is a path toward success within one’s agency. Are you interested?

To obtain more information download the [CCT Handbook](#) (PDF).

The application can be downloaded at [CCT Application](#) (PDF).



## International Association of Correctional Training Personnel (IACTP) Awards of Excellence



Please submit nominations for the 2020 IACTP Awards of Excellence. Annually our organization strives to recognize excellence in correctional training in the following categories:

**Specialized Topics Award** - given for high quality training in a particular course, program or subject.

**Innovative Approaches Award** - given for high quality training which advances the state of the art in correctional training.

**Training System Award** - given for high quality training throughout an entire system or training department.

**Commercial Program Award** - given for a high quality training offered by a commercial vendor.

**President's Award** - presented by the IACTP President for outstanding contribution to the Association and/or the field of correctional training.

### INTERNATIONAL ASSOCIATION OF CORRECTIONAL TRAINING PERSONNEL (IACTP) Trainer of the Year Award Guidelines

#### General

This award is to recognize individuals who have made contributions in training Correction's Professionals. The following guidelines apply to all nominations for the Trainer of the Year Award.

1. Membership to IACTP is a prerequisite for this award.
2. The candidate may not nominate him or herself.
3. The candidate provided exemplary training that surpassed the organization's guidelines while meeting personalized learning strategies for trainees.
4. Individuals may not be considered if they have received this award within the last 3 years. **Application**

#### Requirements

The application form must be completed in full, with a narrative not to exceed 500 words, in support of the nomination. Any incomplete applications will be refused.

#### Awarded Recipient

The Trainer of the Year will be announced at the IACTP Conference during the Awards Banquet. The recipient will be expected and be allotted the following:

- Receive an Award.
- Receive a 1-year membership to IACTP, the year after receiving the award.
- Receive a conference registration, the year after receiving the award.
- Receive a three nights free hotel room, the year after receiving the award.
- The recipient will be asked to present at the conference the following year.

All the above awards will be presented at the 2020 National Training and Performance Conference hosted by IACTP. 2020's conference will be held in Portland, Maine from September 22-25, 2020.