



National Institute of Corrections

TRANSCRIPT

THE CORRECTIONS PROFESSION: MAINTAINING SAFETY AND SANITY, PART 2

Corrections Fatigue and Fulfillment

Slide 1:

Desert Waters Correctional Outreach
The Corrections Profession: Maintaining Safety and Sanity, Part 2
Corrections Fatigue and Fulfillment

Maureen: I want to thank you all for joining us, and thank you for joining us for today's webinar. I'm Maureen Buell and I'm a program specialist with the National Institute of Corrections, and I am the project manager for this particular topic. We are pleased to be presenting the second of our two part series, The Corrections Profession, Maintaining Safety and Sanity. Today, we are going to talk about the Corrections Fatigue, caring for staff and managing the environment. In today's webinar, our presenters are really going to explore methods to address some of the topics that were described in the first webinar as well as some of the resources.

For those folks who were not able to join us on the first webinar, we talked about the correctional environment and the various stressors and the impact that they can have on us as corrections professionals. How those stressors can be cumulative, how they impact us daily as we carry out our roles and responsibilities in the workplace, and how oftentimes that impact often follows us at home, with our families, our kids, our friends, activities. I want to just let people know, both who were on the first webinar, and those who could not join us, that NIC is currently in the process of translating the recording from the January webinar into narrative, so we can be 508 compliant, that is that it will be available both in recorded and narrative format. We'll do the same with today's broadcast and post both them on our NIC website.

I just want to let people know as well that the webinar series is part of a cooperative agreement that we have with Desert Waters Correctional Outreach, today's presenters. They are working with NIC to develop, not only this webinar series, as well as a white paper, looking broadly at the research on this topic. Not only the work that they have done, but the work that is related to this and others researchers have done. We will also be developing a web page, dedicated to this topic, that will not only incorporate the

work again of Desert Waters Correctional Outreach, but of other entities out there that are doing this kind of work on this topic specific to corrections.

Today's webinar, like the first session, is scheduled for 60 minutes, and during that time we will not be responding to live questions. However, we have scheduled an additional 30 minutes after the hour, in which the presenters will respond to as many questions as they can, that are posted in the chat box during today's event. I'll turn it over to Bernie Iszler in a moment, who is another NIC staff person, and she'll give you a little bit of a tour about how to use that feature for folks who may not be familiar with it. We will make those questions and answers available as well on the website at a later date.

Without any further delay, I would like to introduce to you again to today's presenters, all of them from Desert Waters Correctional Outreach, which is located in Florence, Colorado.

Slide 2:

Presenters:

Caterina Spinaris, PhD, Executive Director, Desert Waters Correctional Outreach (DWCO)

Michael Denhof, PhD, Director of Research, DWCO

Greg Morton, B.A., Training Director, DWCO

First of all, Caterina Spinaris, she's the executive director and founder of Desert Waters, nonprofit corporation that's dedicated to promoting the health and well being of corrections professionals. Dr. Spinaris holds advanced degrees in counseling and psychology. She has really quite extensive experience in providing counseling services to corrections staff, conducting trainings on the challenges and solutions around correctional employee health, functioning and well being.

Mike Denhof is the director of research for Desert Waters. He too holds advanced degrees in experimental and clinical psychology, and has extensive background research in clinical and correctional context. He's worked in a number of correctional settings, performing clinical assessments and research function. Some of his areas of specialty is the development of clinical and organizational assessment tool.

Lastly, is Greg Morton, and he's Desert Waters training manager. He holds a bachelor's degree in psychology, and has worked for Oregon Department of Corrections his adult life, doing case management functions, conducting staff training and leadership management functions. Greg has also written about effective and efficient organizational lead utilization of training resources.

Slide 3:

Virtual Classroom Orientation

Bernie: Hello, this is Bernie. Are you hearing me?

Maureen: Yes.

Greg: Yes.

Bernie: All right, just wanted to orient you a little bit to this virtual classroom. If it's something, if it's a place you've not been before. Like Maureen said, you are muted when you come in. The way you can interact with all of the people in the room, particularly the presenters, is the chat, which is when you look at the list of names, it's right below the names. It says, "Chat." Has a little spot bubble beside it. If you go in there, there's a drop-down box and can hit that, and then figure out who you want to send the message to, your chat. Then in the box below that, you can write the message and then hit "Send." When Maureen talked about the questions at the end you can do, as well as there is some participatory part here at the beginning that you can use the chat to talk with people.

Right now if you could go to that and if some of you could send us a message, just an example, tell us where you are

coming from and send that to the all participants or all panelists so we can see that. I am being told that maybe the “all participants” is grayed out. That may be a function of this atmosphere, but let’s give it a try. Okay, we got all panelists. Thank you Ed Banks from Ohio, New Mexico, Florence, Shelton Washington we’ve got in the Q&A, Oregon. Okay, thank you. Kentucky, Kansas, thank you very. It looks like all panelist and particular panelist is working for you, so you can send those questions, and thank you. Several from Oregon, Missouri. Thank you very much. Please put any of your remarks or your questions in there. I will be watching for questions for the rest of this presentation. Thank you all.

Slide 4:

How Did You/Can You Promote These Key Workplace Dimensions?

- Physical Safety
- Psychological Safety
- Trust
- Power
- Respect
- Connection
- Meaning

Greg: Well, good morning everyone. This is Greg Morton. I’m the training manager for Desert Waters Correctional Outreach. Welcome to part two of this webinar series, The Corrections Profession, Safety and Sanity. Before we get completely underway, we would like to amplify this chat process a little bit, so that you can interact with the material. You may remember if you attended part one two weeks ago, that we closed our session with the suggestion that you deliberately aim to promote seven key workplace dimensions, which we believe are contributing influences to a positive workplace. If you did that, I posted a chat comment a while back, suggesting that if you did do that, then give us some idea on chat about how that went. What you did, what you tried to work on, and what the reaction was.

As a refresher, as we get into the material, the three of us, Caterina, Mike, and myself will spend just a second talking about the seven key workplace dimensions. First of all, physical safety, without which nothing else really matters. Exposure to traumatic material, especially to incidence of violence, injury and death, whether directly or indirectly, affect the corrections employees sense of safety, so it would be curious as to how you might have addressed that with your colleagues if you did. Now I pass it on to Caterina and Mike. First of all, Caterina.

Caterina: Hi there guys. The second dimension we are referring to is psychological safety. This refers to how comfortable you feel in the presence of other staff, either individuals or groups of staff. For example, how comfortable would you feel if you walked into an office where your peers are, when staff verbally attack, ridicule, harass or otherwise undermine other employees. Psychological safety obviously suffers.

Mike: The third dimension is trust. Trust refers to a corrections professional’s sense that staff are general reliable and has integrity.

Greg: The fourth dimension is about power. Power refers for example, to the ability to exercise one’s authority appropriately. To take charge appropriately in situations, to be allowed to offer input into relevant decision making, and to be allowed to operate according to one’s own style.

Caterina: The fifth key dimension is about respect. Respect addresses how staff treat one another, whether with civility, courtesy, consideration, or not. Regardless of whether they agree or disagree on issues.

Mike: The sixth key dimension is connection. Connection is about whether staff engage in socially helpful interaction, and constitute a network of support within an organization.

Greg: Finally, the seventh dimension is about meaning. Meaning refers to a sense that one’s professional contribution is valuable, and makes a positive difference in the community and in the lives of offenders and other staff. As you can see and

as you probably know, based on your experience, these seven dimensions interact with one another. For example, when you show respect to others, you help increase their sense of psychological safety, and their trust when they deal with you. They are likely to feel empowered and more connected to you. Like I said previously, if you took this on as informal homework over the last two weeks, if you could give us some information about what you did, how you did it, and what the reaction was, please do so using the chat function.

It is certainly our intent with this program and with this material, that staff feel safer physically, that staff increase co-workers psychological safety, that staff earn each others trust, that staff empower themselves and others, give and receive respect, build solid connections, and create positive meaning about the profession. Caterina?

Slide 5:

- Describe the concept of Corrections Fulfillment
- Present the basics of data-driven, evidence-based approach to addressing Corrections Fatigue
- Present corrections-specific resources to address Corrections Fatigue and promote Corrections fulfillment

Caterina: Yes. If you by any chance did not get to be here at this last webinar or you did not have a chance to practice any of those seven key areas and needs, what we would like you to do is, think about ways you could do that, and you can share it on chat. Now we are going to go over our objectives. In part one we asked, what might happen that could cause an employee to go from being motivated and enthused about the job, to being down and negative? What happens? Today we will talk about both personal and organizational tools that can take employees who are unmotivated, discouraged, and even disgruntled, and help them regain their enthusiasm and their sense of professional fulfillment, and even grow as a person as a result of working in this field.

In today's session we'll briefly review the material presented in part one, and then we'll proceed to describe the concept of Corrections Fulfillment, which is what we would like staff to enjoy. Then present basic information on a model to address Corrections Fatigue and move staff from fatigue to fulfillment, both individually and as an organizational culture. Also thirdly, to present corrections specifics strategies and resources to address these issues.

Part one involves addressing intent and what are called heavy subjects, such as the fact of being exposed to violence, injury and death on the job, directly or indirectly. Part two is about looking for solutions to fit particular agency's needs and identifying staff strength, training and programs and other types so resources to assist staff. References to the materials we will be referring to by the way will be listed at the end of the PowerPoint. There will be three slides that lists all the references for all of you who want to look things up further.

Slide 6:

Data-supported theoretical process model of corrections fatigue showing organizational issues, operational issues, and traumatic exposure feeding into declined health and functioning, dysfunctional workplace ideology/behavior, and negative personality charges.

Mike: In part one, we introduced the word "Corrections Fatigue" as an umbrella term to account of the combined effect of various types of stress and challenges that routinely bear upon corrections staff. We discussed organizational sources, which can involve things like demanding social interactions on the job and the role conflict involved with how corrections staff has to play the part of a disciplinarian and helper. We discussed operational issues such as working overtime and in harsh physical environment, and how staff are exposed to high stress and potentially traumatic events and information both indirectly and directly.

We reviewed a theoretically process model of Corrections Fatigue that has substantial research support. We highlighted how three main categories of stress: organizational, operational, and traumatic, can overtime, tend to generate various consequences for individuals in the workplace culture. One thing that can happen is negative personality changes in staff. For example, staff can become overly socially withdrawn or overly controlling overtime. Staff may also develop negative

health conditions or functional impairment. For example, staff can develop depressed mood and/or have difficulty taking care of their personal responsibilities. Whole workplace cultures can start to exhibit dysfunctional belief system and behavior such as involving an unsupportive cultural of toughness and denial, and an “us against them” mentality.

Slide 7:

What is Corrections Fulfillment?

Arrow showing the continuum from corrections fatigue reduction to increased job satisfaction and well-being to post-traumatic growth

Caterina: All right. Thanks Mike. You may remember prior part one webinar, we had a downward arrow that was showing the course of Corrections Fatigue. Now we want to present the up arrow, which we call Corrections Fulfillment. The path to Corrections Fulfillment begins with reduction, and then the various stages of Corrections Fatigue. Less fatigue, better chances for fulfillment, but fulfillment is a lot more than just absence of fatigue. Reducing fatigue removes obstacle to fulfillment and makes it possible for staff to start on the road to fulfillment that can weather storms and last past the honeymoon stage.

However, to fulfillment also involves additional stages of experiences. We believe that fulfillment starts with staff being relatively free from chronically negative thinking pattern, negative emotions and negative behaviors, and then expands to people enjoying their jobs and being satisfied with themselves professionally and with their fellow staff, and the work conditions. Also experiencing a greater sense of well being, feeling alive, and it then expands from there to staff even growing in character and values as a result of their processing skills following exposure to trauma and other high stress events. We call this post-traumatic growth and it is based on work that was started by Tedeschi and Calhoun.

Examples of such post traumatic growth are feeling personally stronger, having a deeper appreciation for life and feeling more compassionate towards others. Imagine that, feeling more compassion. Today we start this discussion by acknowledging that some of us do these things already on our own. In fact, most of you have at least developed a collection of coping strategies that allow you to continue to function in some acceptable manner, both at home and at work, daily. The of course is to make sure that strategies contribute to long term health, well being and growth, and they are not just helping a person to get by, and then in the end, end up blowing up in their face.

I'm sure you can think of some coping strategies that are used quite often that provide short term relief, but in the end turn out to be useless at best, if not harmful. I call them short term gain for long term pain. We welcome you to use the chat function again to share your thoughts on functional as opposed to dysfunctional coping strategy. Greg?

Slide 8:

Corrections Fulfillment

The cumulative positive transformative effect of implementing multiple, converging strategies and mechanisms to minimize Corrections Fatigue and facilitate staff movement toward increased job satisfaction, well-being, and professional and personal growth, including post-traumatic growth.

Greg: Thanks Caterina. When we do the longer eight hour from Corrections Fatigue to fulfillment class, we spend about half of the class talking about challenges, about fatiguing and issues, and the consequences of unhealthy, dysfunctional, whatever word you want to use, adaptations. Then about part way through the class, about midway through the class, we switch to the solutions and such and that's exactly what we are doing here. The solutions target that we aim for is what we are calling Corrections Fulfillment. You have quite a number of syllables on the screen there in front of you, so just for the purpose of emphasis, I'll read through that definition of Corrections Fulfillment.

The cumulative positive transformative effect of implementing multiple converging strategies and mechanisms to minimize Corrections Fatigue, and facilitate staff movement toward increased job satisfaction, well being, and professional and personal growth, including post-traumatic growth as Caterina mentioned. Once again, in the case of ... As was the case with Corrections Fatigue, we are talking about multiple, cumulative, interactive effects that add up overtime. In this case

however, our experience is that a person has to be ... An employee has to be intention in their application of strategies in order to achieve the fulfillment target that we are aiming for.

In this case the influences are health promoting and the outcome is positive, and we are talking about increased well being, job satisfaction and professional and personal growth.

Slide 9:
Success stories

- My wife and I reconciled...
- Now that I understand how...
- I can feel the change at work...
- If you are blessed, your friends and family...

Last time we had some stories that were stories of difficulties

that staff had communicated to us over the years. Here are some success stories. The first one starts, "My wife and I reconciled" and goes on to say, "And got back together after I realized what had happened to me that made me feel so distant from her and so angry all the time." In other words, this employee's awareness made a huge difference. Awareness of Corrections Fatigue made a huge difference in his relationship at home. "I talk to her more. I've also drastically cut back on my drinking." Mike?

Mike: "Now that I understand how the work environment can cause distrust and disconnection, I make a special effort to earn my colleagues trust and to be respectful, helpful and considerate with my co-workers."

Caterina: Okay, and we had another person emailed this. "I can feel the change in my facility." That was following the training regarding Corrections Fatigue. "Staff can talk about things now that we would never admit to one another before, such as being affected by the job. For some reason, before the training, doing so was seen as being disloyal to the department."

Greg: You might remember we had a long story from a corrections professional that we read in part one, where he listed a variety of incidence that had happened, and his reaction in each and every case was, "Big deal. Big deal. Big deal." This is how his success story communicated to us ends up. He was the one who had 500 plus Band-Aids of armor that had accumulated throughout his career.

"If you are blessed," he said, "Your friends and family or maybe a co-worker persuade you to go to a counselor, and they begin the long process of removing your Band-Aids. Then slowly overtime you realize, I hollered at my kid because he wrecked his bike and hurt his knees. He's only seven. I should have picked him up and carried him inside. Babied him a bit. Let him know that I'm here for him and will take care of him. I can't wait for the rewarding part when I can look in the mirror and feel like a normal human being again." Caterina?

Slide 10:
Phases of a Model Agency Response for Enhancing Workplace Culture
Inform, Assess, Evaluate, Plan, Implement, Re-assess.

Caterina: Thank you Greg. Moving from Corrections Fatigue to Fulfillment, in our opinion and our experience, requires consistent and systematic effort to be put out by both organization and individual working on it. The two way street and "my work for this training is relentless." That's the word that keeps coming back to me, that we have to be relentless about going after solutions, trying them out, see what works, and improving and moving on to the next improvement approach. Methods and strategies have to be both top down organizational and bottom up individual. All parties need to be engaged.

The way we look at this that the traumatic and other high stressors that impact the staff, are continual, relentless. Therefore, our counter of these toxic effects needs to be relentless, unstoppable as well. Here we start presenting a model that addresses steps in this process. This is like a road map of steps to be taken by an agency to address the Corrections Fatigue issues of the staff. As we move along these stages, we'll present examples of organizational and individual strategies and resources. These are phases that we believe are required to impact the workplace culture. Inform, assess, evaluate, plan, implement, reassess, and then the reassessing leads back to planning, given the data on hand. This is how we believe it works.

One thing I want to emphasize again right now is that we'll start first with presenting organizational strategies, the big picture, to promote staff fulfillment and then we will give you examples of individual strategies.

Slide 11:

Process Model to Enhance Workplace Culture

Inform- Educate decision-makers about Corrections Fatigue and its consequences, and about available interventions and resources to lessen its presence and increase staff fulfillment

Greg: As we go through this multi-step, organizational strategies concept or model, I do urge you to keep in mind Caterina's use of the word "relentless." It's perhaps unusual to think of educating decision makers about Corrections Fatigue and its consequences and about available interventions and resources to lessen its presence and increase staff fulfillment. In other words, the first informed stage as in some way having a relentless tone, but in fact, the culture that happens in the profession regardless or where you work in our experience is relentless in the opposite direction.

What we're recommending here is that the tone that be taken in this initial informed stage, is in contrast to the standard historical state of affairs that this is the way it is around here, so get used to it. It takes a relentless tone in a more positive vein to recognize yeah, this is the way it is around here and what are we going to do about it. The first step is informing decision makers and the organization as a whole about the notion of Corrections Fatigue and its consequences, and then beginning to apply and understand resource options that are available to you as an organization, and to individuals. All of which we will get to later on in this webinar presentations. Caterina?

Slide 12:

Inform - Options

- 20% of corrections employees score in the HIGH Corrections Fatigue range (Denhof and Spinaris, 2014)
- Corrections fatigue affects staff health and functioning
- Courses, interventions, educational materials, and resources address the issue
- Both top-down (organizational) and bottom-up (individual) strategies are needed

Caterina: Thank you. What are some options? Some of our most very recent research shows that about 20 percent of the staff are broad varied samples, scored in the high range of Corrections Fatigue and therefore, that tells us that the issue is something that needs to be addressed. Cannot be ignored. It definitely affect job performance, absenteeism and staff health. Now, we are thankful that there are courses, intervention, education materials and resources available to combat fatigue and to promote fulfillment. Again, we repeat that it's critical that these strategies be both top down implemented by the organization and bottom up practice by the individual staff members. We need both elements here. Thank you. Mike?

Slide 13:

Process Model to Enhance Workplace Culture

Assess - Assess for Corrections Fatigue and identify areas to target for improvement, as needed. Use a data-driven evidence-based approach (e.g., CFSAS-V5 or other quantitative assessment approach that allows for comparison with objective criteria and/or national baselines.)

Mike: The second step, once a decision is made to address the issue, is to assess the baseline level of the Corrections Fatigue in an agency or department, and identify areas to target for improvement as needed. Due to the complexity and challenging nature of the problem of Corrections Fatigue, we highly recommend data-driven and evidence-based

approaches to assessments.

Slide 14:

Corrections-specific Assessments

- Corrections-Fatigue Status Assessment Version 5 (CFS-A-V5)
- Violence, Injury and Death Exposure Scale (VIDES)
- Depression Danger Scale (DDS)

For example, three assessment tools developed by Desert Waters researchers includes the Corrections Fatigue Status Assessment Version 5, the Violence Injury and Death Exposure Scale, and the Depression Danger Scale. These are all quantitative and reliable assessment tools with established psychometric properties.

The CFS-A is a web-administered questionnaire that collects and aggregate agency or department wide input from staff. When we presented part one of this webinar series two weeks ago, we briefly introduced some specifically information from the CFS-A Version 4. I want to note right here that based on unanticipated timing of data collections efforts; we very recently expanded the content coverage of the CFS-A to a Version 5. I'll briefly show some details on that shortly. We'll also discuss how the CFS-A Version 5 as a validated measure of Corrections Fatigue can be used in the assessed stage and later in the reassessed stage.

The Violent Injury and Death Scales measure staff exposure to both direct and indirect traumatic incidents. It takes into account the timing of those incidents. This tool was prompted, the development of it was prompted, by the discovery in a research that just asking simple questions of corrections professional research participants about the extent of the exposure to violence, injury and death experiences, does not give us a reliable figure. The Violence Injury and Death Exposure Scale overcomes this. DWCO by the way intends to make this tool available in the public domain, very soon, like next week, as it has promising utilities as more clinicians and researchers....

The third instrument says studies have pointed out that corrections officers have a highly elevated suicide rate compared to the general population. Depression Danger Scale allows us to measure suicide risk pro-actively, and determine if there's a significant departure from national averages.

Slide 15:

CFS-A-V5 Relationship to Other Measures

Chart showing the relationship between CFS-A Overall Score and Various Concurrent Measures. The CFS-A-V5 has demonstrated strong and conceptually appropriate relations to a range of independent health-related measures.

Now, before using an instrument it's important to ensure that it validly measures what it's supposed to measure. This slide summarizes in concurrent validity of the CFS-A Version 5 based on its correlations with various established measures that tap related content.

The CFS-A total score for example, correlates significantly and substantially with things like PTSD, depression, stress, anxiety, suicide risk, traumatic exposure, and dissatisfaction with life.

Slide 16:

CFS-A-V5 and Sick Days

Chart showing sick day statistics according to High and Low Corrections Fatigue categories. Corrections professionals scoring High on the CFS-A accounted for 36% of total sick days reported by all participants in the total sample.

Additional criterion related validity evidence for the CFS-A and demonstrated through confirmed relationship between CFS-A scores and things like employee's sick days and the total number of different health conditions suffered by corrections professionals. As shown in the current chart, the mean and median number of reported sick days used by corrections professionals was found to be doubly high for individuals who scored high in Corrections Fatigue based on the CFS-A Version 5 measures.

Slide 17:

CFSA-V5 and Health Conditions

Chart showing the relationship between CFSA Total Score and Number of Different Health Conditions Reported (last 12 months)

Corrections professionals scoring HIGH on the CFSA reported suffering twice as many different health conditions as did individuals scoring LOW.

In other words, if your agency data were similar to what are shown here, you could get a clear picture of the sick time use connected to elevated levels of Corrections Fatigue. Also, the differences between the two groups of staff those with high and those with low Corrections Fatigue scores, point to one way to assess the effectiveness of interventions designed to lower Corrections Fatigue. What an agency would want to do is examine if interventions they implemented actually led to lower fatigue scores. If these lower scores were associated with lower sick leave use. This is exactly what we propose to do in the reassessed stage, to be discussed a little later.

Slide 17 shows that similar to what was observed for sick days, it was also found that individuals scoring high on the Corrections Fatigue, also reported ... Individuals who scored high in Corrections Fatigue also reported on average to experience twice as many different concurrent health conditions, compared to individuals with low Corrections Fatigue scores.

Slide 18:

CFSA Scale and 7 Dimensions

1. Behavioral Functioning
2. Psychological Safety
3. Peer Supportiveness
4. Leader Supportiveness
5. Meaning
6. Morale
7. Staff Reliability
8. Frustration Tolerance
9. Outlook/Disposition

Dimensions:

- Physical Safety
- Psychological Safety
- Trust
- Power
- Respect
- Connection
- Meaning

Factor analysis identified that CFSA Version 5 distinctively measures the following nine factors: behavioral functioning, psychological safety, peer supportiveness, leader supportiveness, meaning, morale, staff reliability, frustration tolerance, and outlook disposition.

These factors correspond to and support various theoretically important areas of focus for healthy workplace culture, that's shown on the pie image on this slide. The CFSA Version 5 allows for group data to be analyzed so the area of strengths and weakness can be pinpointed in relation to all nine of the defined content area. Efforts to reduce high fatigue scores in the nine measured areas will help improve different categories as shown in the pie image. As you look at this slide and consider the scales on the far left, remember that we are still in the assess stage.

Now, imagine how valuable it would be if you were able to collect information on these nine scales in your agency before you implement any staff resilient professional fulfillment or wellness programs. This is one key to evidence-based decision making. To have validated tools that identify the strengths and the needs of your workplace culture at any point in time,

and along several key dimension, and thereby guide decision making about these issues. Where your agency has strength, you can leverage them to address areas that need improvement. This will become part of the next stage as the model agency response, where you evaluate resources and programs that you want to keep, to drop or to add.

Slide 19:

Process Model to Enhance Workplace Culture

Administrators evaluate the suitability of existing programs and resources to address identified areas to be targeted for improvement.

Greg: Now we move into the evaluate stage of this development process. With assessment results now in hand, and those results outlining areas of strengths and areas that need improvement, administrators are able to evaluate effectiveness of existing and proposed programs, initiatives, and resources. What we recommend is a three prong approach to evaluation.

Slide 20:

Evaluate

Data-driven information

Existing programs and resources

Existing policies

Evaluate the fit of existing programs to see whether they address the identified areas, needing improvement. During that identification, decide which ones to keep, because they are successful, they are effective, and they provide the outcomes that you want, which resources to drop, and then what doesn't exist and what needs to be added. Evaluating through the data that's provided, through the data that is created in the assessment stage, evaluating the existing programs and resources, existing policies to determine which ones are important to keep because they are successful and we want to leverage their strengths, which ones are we not getting any mileage from and should be dropped, and what new needs to be added. The Keep, Drop and Add Model is what we are recommending, and as reflected by the three arrows on this slide.

For example, the department may have an EAP service, a mentoring program, and a critical management team. You've done assessments and even as a result of those resources, you determine that your staff have an above average level of Corrections Fatigue, and as a group, they score poorly in the following four areas: psychological safety, moral, staff reliability, and outlook and disposition, but that they score on an acceptable or even high range in the remaining five areas such as leadership support.

What needs to be examined then, is what would be the best ways to boost the areas of needs, and if any of the resources already utilized by the agency can be used for that purpose and how well that may work, then you would decide what programs to keep even if you need to modify them, what programs to drop because they were not effective and as said before, which new programs and initiatives are suitable candidates to be put in place. Resources to be tapped should make use of strengths identified by the assessment, what's going well in the department. We all have some recognition of this issue. That's our experience everywhere we've gone and talked to people, and so it's important to recognize what we are doing that does work, and apply that to the solutions of the future. If peer supportiveness and leadership supportiveness are high, then they need to be recognized as strengths that the agency can celebrate and build on. Caterina?

Slide 21:

Process Model to Enhance Workplace Culture

Plan implementation of best-choice interventions, solutions, and/or improvement efforts to address areas of need and/or that leverage areas of strength. Consider policy changes if necessary.

Caterina: Yes. The next stage involves planning. This includes designing or identifying existing interventions that address areas of need and/or leveraged areas of strength, determining a roll out process and considering policy changes if needed, to support improvement efforts.

Slide 22:

Plan

- Programs
- Timeline
- Target groups
- Training logistics
- Attendance policy
- Class size
- Resources
- New policies

Decision makers will have to plan and be able to plan on what programs to implement, including training and other interventions that are suitable for the needs, time lining for implementation and that will depend on the size of the workforce, if shift work is involved etc., what professional groups are to be targeted, if everybody is going to take the training or specific groups at the facility or agency will, depending on training content, whether the training will be mandatory or optional, what class size will be most appropriate for different types of training – Some are required small groups, others are fine with larger group – what types of resources to make available to staff and their families, such as services and education materials, that they can take home. And then what policies if any, to modify, to reduce the presence of Corrections Fatigue and to promote fulfillment in their professionals. Greg?

Slide 23:

Process Model to Enhance Workplace Culture

Roll out solutions, interventions, improvement effort plans and any related policy changes that target areas of need. Converging and multiple strategies are encouraged.

Greg: Thank you. Now we roll up our sleeves and dive into actions. Inform, assess, evaluate, plan and implement. This phase is about what we love best, implementation. It's about rolling out the trainings, interventions, education, any related policy changes that target area of need, identified by the assessment. We'll spend some time now, talking about some of the resources that we're familiar with in the work that we are doing. Caterina?

Slide 24:

Examples of Organizational Strategies – Trainings

Depending on assessment results, trainings on:

- Dealing with critical incidents (psychological first aid)
- Traumatic stress for probation and parole officers (KSL Research, Training & Consultation, LLC)
- Resilience-promoting coping strategies (Everly; Seligman, RAND, DWCO)
- Positive leadership strategies (Cameron)
- Emotional/social intelligence skills (self-regulation and relationship management) (Bar-On; Goleman, DWCO)
- From Corrections Fatigue to Fulfillment (DWCO)

Caterina: Yes. There are several, thankfully, several trainings out there and culturally proven approaches to address the effects of trauma and other high stress events, and work conditions in corrections workplaces. Selection of an approach depends on identified needs that would be the ideal, to be customized. These resources and trainings include for dealing with critical incidents, the psychological first aid material, and there's a reference at the end of the training with a link that you can get the whole manual for that. Evidence-performed training, traumatic stress trainings for probation parole officers by the KSL Research, Training and Consultation group. Programs on resilience-promoting that has been designed by Everly's Group, Seligman, for the military and Desert Waters for correction staff. Policy leadership strategies by Kim Cameron and his group. Emotional/social intelligence skills that are about managing ones self and managing others self and relationship management, and that's material that's classic in the corporate world by Bar-On Goleman. We have developed some materials for correctional populations, staff. Then Desert Waters also has of course from Corrections Fatigue to Fulfillment to address this issues as a training course and as a instructive training.

The key thing is that in your implementation strategies, we urge you to aim at prevention, since it's easier to prevent a problem in the first place, than to fix the damage after it happened. Like the saying goes, "An ounce of prevention is worth a pound of cure." That's so true. The ideal would be to start at the training academy with new hires. They won't yet have

the job related stories or events to relate the material, but it's very critical that they be informed for the outset and be educated to start a long term plan to develop pro health look, pro well being practices at an early stage in their career.

It's also critical that staff realizes from the outset that they are not the only ones affected by the job, and that being negatively affected by exposure to trauma and other high stress events at work is not a sign of weakness. Just a sign of being human. We also recommend that you build recognition and coaching into your FTO, Field Training Officer Program, so that increased awareness and appropriate responses through high stress instance can be taught to the staff, right off the bat. Repeat this whole thing with veterans. Also, another critical piece is to train supervisors to address their own issues for their own health, as well as for modeling appropriate behaviors and choices to their subordinate who are watching them to see how they behave.

Also lastly, to identify formal and informal leaders and certify them as classroom trainers on related subjects. We have found that to be absolutely phenomenal when such formal or informal leaders are trained and present that material to their staff, they are listened to and they are taken very seriously because they have credibility with their co-workers. Greg?

Slide 25:

Implementation of Reinforcement

Examples of Organizational Strategies Repeated Skills Practice

- Web-based and other interventions to reinforce new learning through practice of skills taught (e.g., Everly; DWCO's 7x7 Plan)
- Two versions:
 - Supervisors/administrators
 - Line staff

Greg: We also recommend repeated skills practice, whether web-based or other interventions. George Everly's group has an online system from Johns Hopkins University and Desert Waters has what we call a Seven By Seven Plan. One training once or even annually, no matter how good, is not enough by itself to undo the damage or change the course of the culture. Staff need to be provided with the opportunity to practice and practice, and practice new and positive skills repeatedly, so that they become the default responses when under stress.

We recommend two versions of such interventions, one to emphasize role modeling on the part of the supervisors, administrators, and the second version for line staff so they can be empowered and equipped to take responsibility for their own welfare. Again, aim for prevention. It's easier to prevent a problem than to fix it. Caterina?

Slide 26:

Organizing Solution Implementation

- Physical Safety
- Psychological Safety
- Trust
- Power
- Respect
- Connection
- Meaning

Caterina: Yes. Okay, one way conceptually to think about organizing how you approach, no matter what solution you approach, is to keep in mind the seven key, I like to call them needs, the big seven, those workplace dimensions, that really are undergirding and they are the elements like the molecular building structures of what works, and what helps things work. We want this model to be, we recommend that we see it as very valuable to be a way to organize what we are going to do, what approach we are going to take. The beauty about this is you can do that at any level. It can be done at the level

of a 10,000 staff population. It can be done in your unit or for your team with five people only. You can make a difference by practicing those. You can be the beacon of light, even if it's one individual at a time.

We believe, and it's obvious, and we have seen it, that the workplace culture is improved when people sense of physical safety is improved and increased, and the psychological safety is increased, when genuine trust exists among staff, when staff are empowered appropriately, where there are increased expressions of respect, when there is a lot of connectedness among staff in a healthy way, and when staff find ways to regard corrections work to be meaningful, and they encourage each other and remind each other of that.

One such example is our Seven By Seven Plan, that web-based program that provides, structures reinforcement and practice of those principles, relate to those seven areas. One a week, rotating seven times, seven times seven, and then over a span of a year. Greg?

Slide 27:

Examples of Individual Self-Care Strategies and Resources

Greg: Seven by seven that Caterina is mentioning is a web-based personal solution program, sponsored by an agency. There are numerous examples of individual strategies for self care that do not require agency sponsorship. As we've stated repeatedly throughout this training, for the corrections workplace culture to be positively impacted and for staff well being to increase, strategies needs to be both top down, system-wide, organization-wide, based on resources available to all staff, and bottom up, where individuals take responsibility for their own well being. What are we going to do about it now? Their own sanity, and make appropriate choices to that end.

Slide 28:

Typical De-stressing Strategies

Just as a quick review, as already been mentioned somewhat on the chat opportunity so far, let's start with a brief discussion of de-stressing strategies we are most familiar with. Getting sufficient good quality sleep. We can't over-state how foundational this is. Working out, taking care of ourselves physically, practicing various types of mindfulness, breathing and meditation exercises, eating healthy meals, spending quality time with loved ones, including pets. Laughing, spending time in nature and out of doors. Other helpful choices involve tobacco products and consuming alcohol in moderation only. From here, let's go to Caterina and an acronym of the ABCs.

Slide 29:

Examples of Individual Strategies – Self-care ABC's

Awareness
Balance
Connection
Discipline

Caterina: This is like a summary of self-care skills. It was originally suggested and presented by Pearlman and Saakvitne and we have the references at the end our presentation today. We have adapted it to corrections professional. We added D. They had the ABC standing alone. Even though this sounds simple, it sounds like child like, they are powerful. If you practice them, they can be extremely effective, and they are the basics. A stands for awareness. Awareness is really the first step. You cannot go anywhere effectively without awareness of what's going on.

Awareness is the opposite of denial. It's the recognition that Corrections Fatigue can overcome anyone, no matter how smart and effective and equipped they are in some ways. It can affect them even in that case. The best and safest approach comes from knowing both your strength and your vulnerability. Also, awareness about knowing what you are thinking, how you are feeling, what you need, what truly helps you, what works for you, and not pushes your buttons. It's really about living in your own skin, living in your body, and be tuned in to yourself, listening to yourself, what's going on with

you. Corrections people are extremely good at observing their environment externally to see if there are any changes anywhere, and now we want you to kind of focus inwardly as well and being aware of what's going on in you. Greg?

Greg: Thank you Caterina. B stands for balance, the very clever surfer picture there being the metaphor for balance. Balance between work life and personal life, remember that you are more than your job, making sure that you have a healthy life outside of work. Balance between activity and rest, between alone time and together time. Mike?

Mike: C stands for connection. Connections in relationships are critical if one is to have a life outside of work. Connection is the opposite of building walls of withdrawing and shutting people out. Building and maintaining healthy relationship is something that takes effort and work, but it is well worth it. Studies repeatedly find that good relationships and social connections have various benefits, such as positive feelings and a sense of happiness. Social support is also one of the most frequently cited health reclaiming strategies.

Caterina: Yes, and like we mentioned last time with Corrections Fatigue, people tend to isolate and not to like humans very much, and so that takes its toll on relationships and people have to work extra hard to maintain good and healthy relationship.

Now D, D for discipline. None of the ABCs above will happen without a degree of self-discipline. You don't have to run your own boot camp, but you must go against the pull of gravity that will keep you a couch potato. It is hard sometimes, and we understand that. It's hard to make the extra effort of being self disciplined when you are feeling exhausted already. However, without self-discipline and without that setting your mind to it, there won't be any positive change.

You have to make time, you have to make time for self care and self nurturing activities. You have to train your mind to find the positive side to every issue, and to be optimistic that things can get better. You have to build a habit of gratitude and thankfulness, and you have to be aware and correct your negative thought pattern. Like, "Oh, there I go again. I need to change that thought." You have to make yourself show compassion and kindness even if you don't feel like it. At work, you got to be very disciplined to maintain your professional boundaries with your clients, offenders, inmates. You have to.

Positive habit take practice to become established and that's why they need to disciplined reputation. On the contrary, negative habits don't need any help. They are like weeds. They spring up on their own, even if it's a drought, and they are hard to get rid of. The positive habits are the ones that take work, but they are the ones that are potential for quality of life and life, period. Greg?

Slide 30: Family Support

Greg: One thing to make sure that we emphasize, when you signed up for work in corrections, your family did too, only they didn't know it. They didn't know how they would be affected by your work schedule, by the ways you'd be changing as a result of the job. Families need information. Families need understanding of what is taking place, and the resources and support that are available to them, just as much as you do. Broken relationships and loss of support systems are way too common in the lives of corrections professionals, and can be devastating when added to all the other stressors.

You need to think through how you will share your work experiences in order to stay emotionally connected, socially connected with your family, and so they will be able to track with you as your career progresses. You need to decide what not to talk about for various reasons, such as confidential situations and things that are traumatizing, even indirectly to your family members. Caterina?

Slide 31: Resources

Employee Assistance Programs

Peer supporters

Mentors

Field Training Officers

Chaplains

Educational materials

Online resources

Family member education and support

Community-based resources

Caterina: Yes. I'll briefly go over the next slide. These are resources that are very familiar to all of you, P and P, whether internal or external programs, peer supporters and all mentors, field training officers, chaplains, you are very familiar with those resources, education materials of various types, we have some listed also in the references, and community-based resources. That includes volunteering opportunities and AA groups, and spiritual advisors, and behavioral health providers. Greg?

Slide 32:

Law Enforcement and Corrections Specific Resources

Emotional Survival for Law Enforcement Training, DVD course and book (2002). By Gilmartin

Book: Doing Prison Work (2004). By Crawley

Book: The Road Back to Wellness: Workplace Stress, Burnout and Trauma in Corrections. (2000). By Fisher

Book: The Manager's Guide to Stress, Burnout, and Trauma in the Corrections Workplace (2001). By Fisher

Booklet: Staying Well: Strategies for Corrections Staff (2008). By Spinaris

Workbook: Processing Corrections Work (2013). By Spinaris & Morton

Greg: Here are some individual educational materials that law enforcement correction specific professionals might find valuable. Emotional Survivor for Law Enforcement by Kevin Gil Martin. A lot of people are familiar with that. Two books by Patricia Fisher. The Road Back to Wellness, Workplace Stress Burnout and Trauma in Corrections, and the Managers Guide to Stress Burnout and Trauma in Corrections. Research that Desert Waters has done. A booklet that Caterina has developed, entitled Staying Well Strategies for Corrections Staff. A book by Elaine Crawly, entitled Doing Prison, which studies British prison officers and prison staff, but is very relevant, and then a workbook that Caterina and I have developed to help employees process their daily experiences, one day at a time.

As Maureen mentioned in the very beginning of the presentation, NIC is building a website, and this will be one place where we will capture these kinds of resources. If you have resources that you have used and you have found to be successful, please let us know. We want to make sure that they are collected on the website for the betterment of all. Mike?

Slide 33:

Process Model to Enhance Workplace Culture

Re-assess Corrections Fatigue periodically (every 6 to 12 months), using a data-driven/evidence-based approach. Check for progress in targeted areas and make adjustments as needed with the goal of reducing and deterring Corrections Fatigue.

Mike: The final step in the effort to curb Corrections Fatigue and to promote fulfillment among staff, is to reassess the level of Corrections Fatigue routinely and periodically, such as every six to twelve months. The idea is to check for progress in targeted areas following intervention. Reassessment information can then be used to make needed adjustment and to determine next steps. So the reassess stage is really involved in an ongoing loop back to the planning stage. For example, a given facility might use the CFSQ for periodic measurements of the workplace culture in the nine content areas. If a few areas stand out as needing improvement, these can be target for improvement through trainings and reinforcement of skills. Six months later, scores in the same nine areas can be reassessed to check if improvement goals are achieved or progress is made. In addition to reductions and CFSQ scores, administrators could also look for reductions in other outcome measures such as for example, sick leave rates, FMLA use, employee disciplinary, extent of healthcare use or other job performance indicators. Having reliable and validated, having reliable and quantitative scores, reflecting Corrections Fatigue, makes assessing relationship and the external variable such these, easy and precise. Caterina?

Slide 34:

In conclusion

Corrections Fatigue is a common and stubborn set of problems for correctional environments. It must be approached in the most data-driven/evidence-based way possible, such as through quantitative measurement of contributing factors. Corrections Fulfillment can be promoted through the implementation of individual and organizational strategies. For corrections workplace cultures to be moved from Fatigue to Fulfillment in a sustainable fashion, assessment, planning and solution implementation need to be ongoing, continual processes that are monitored and adjusted periodically.

Caterina: Yes. In closing, in conclusion, we would like to acknowledge that the first step is that Corrections Fatigue is what, call it common and stubborn set of problems, that exists in corrections environments, and we need to recognize it and address it. It's not something that can be avoided without cost of consequences. We believe that staff and organizations have been paying the price for far too long. The only way to really address it effectively is through the use of valid quantitative measurements for the precision that Mike just talked about and evidence informed practices.

Thankfully, there are resources available and more are being developed every day, and that is very, very encouraging, that allows people to address things individually and organizationally. For success and lasting benefits we must be relentless and systematic in our approach. It requires implementing evidence-based strategies and resources, and then assessing outcome. Tweaking these methods based on outcomes and then implementing the improved approach all over again, and again and again. Positive health promoting, sanity promoting behaviors can become the default setting.

Relentless pursuit of solution is what we are after because you are worth it, and your families are worth it. We thank you for serving in your community and serving your nation, by doing this very challenging work that takes its toll. We want to see you safe and sane, and thank you for joining us today.

Slide 35:

Closing/Questions

Maureen: I want to thank Greg and Mike and, Caterina for this presentation. Although I've become a little bit familiar with this material, it's amazing, I learn something all the time. I really want to thank all the participants for hanging in during this hour. What I would like to do now, there's been some questions that have come across in chat. What I would like to do is encourage all of you, if you have questions, please put them in the chat box, not in the Q&A section. We will respond to questions as they come up.

I'm not sure who first wants to fill the question, but I see that there's one that came across about a helpful curriculum or templates established for successful peer supporters group. I'm going to turn this over to the Desert Waters folks.

Caterina: Yes. Where is the question?

Greg: It's at the very bottom of the chat right now Caterina, about a helpful curriculum or template to establish a successful peer supporters group. Do you want to take that?

Well, I see one by Nicoletti-Flater Associates in Denver. They have one they use with law enforcement and I think also corrections. Nicoletti-Flater and Associates. There also was one, I don't know if they are still offering it, The Counseling Team I believe in California. We have developed material more for peer support for emergencies, but that's a little different. Sorry. Nicoletti-Flater and Associates program I believe is a week-long training program.

Greg: One of the things that I would comment on is that it does somewhat depend on the purpose of your peer supporters group. There's some research now that if your intent is for emergency response, that there actually is research data that indicates the proper approach to use in establishing and carrying out those kinds of crisis intervention teams. That it is possible to re-traumatize or continuously traumatize individuals who had been involved in difficult incidents and situations when you are trying to help them. Like I said, it does depend on, at least partially what you are trying to

accomplish with your peer supporters group. Caterina is there anything you wanted to add to that?

Caterina: Yes, and that material that is used more toward that goal after critical incident, is the psychological first aid. You will see it in the references that followed the slide, three slides of references, and it's the second one. Actually let me go to the prior slide Mike, please. The one prior to that. One more, yes. The one that's Bymer, you'll see the psychological first aid, the second reference from the top. It has the whole manual. It's for disaster situations that people have been using more and more for critical incidence responding because it seem to be the most effective at this point, and there are some data on that.

There are peer support that some people will use just for somebody to just want to unload and vent. That is the peer support of course after a critical incident, and they are rather different. The second one is a lot more structured, and the psychological first aid will give you some more, something more to chew on. They have the whole thing lined out for you.

Maureen: Bernie, do you have any questions that have come your way from participants, that you might want to pass to the folks from Desert Waters?

Bernie: Yes Maureen. We have one question about, what kind of comments do you get from staff during the trainings you do? The trainings that Desert Waters does.

Caterina: One of the common ones is that "where was this ten years ago when I was going through my fifth divorce" or "if my friend had had this training, maybe he wouldn't have killed himself." We hear those kinds of things a lot. That's the truth. We even collect some of those statements. There's a relief that people realize that they are not the only one, that they are not strange, or weak. There's a sense of empowerment, there's something they can do about it. Taking care of myself now, and my co-workers and my family. There are sometimes tears. You don't expect to tears like Greg said, in corrections environments, other than if you have pepper spray hit you in the face. We have seen a lot tears, and just overall a sense of relief and enjoyment. We've had a lot of people who became trainers, several people, that, "Hey, I was going to retire, but now that I can teach this course, I'm not going to retire, because it gives me a sense of purpose and fulfillment, meaning to be teaching this material." It's very encouraging. In fact, I had one amazing email this morning from someone, around that issue, and if you want to without discussing who it's from, if you want me to, I would be happy to read it to you, but if not, go ahead. Do you want to add anything to that Greg?

Greg: Yeah. One thing I would say is that, however many people you have in the room, there is some magnitude of Corrections Fatigue in every chair in the room. How it plays out and has played out in people's lives, is going to be very different from person to person. When I do work with instructors in their certification process, that's one thing we spend a lot of time talking about, especially if you have an organization that has lived, I guess I'll say, on a diet of denial about the difficulties that the profession causes, and how important healthy adaptations to the profession are. It is very...You have no idea what you are going to get in the classroom. It could be extremely dramatic if people could manage it well and talk to you one-on-one off to the side. In any case, as an instructor, it's very important to be aware that there are dramas going on in every chair in the room. That sounds melodramatic, but at the same time, as an instructor, it's very important to be prepared for that. I give Caterina tons of credit. She designed this curriculum and it's...People respond to it very, very well.

Caterina: I just got that email from a trainer, who forwarded the email he received from a sergeant, who recently went through a class. He said the sergeant said, "Just want to let you know how pleased I was with the training on the Corrections Fatigue Fulfillment." He wasn't looking forward to the training, which is common by the way. People say, "Oh no, not again." "But came in with an open mind and enjoyed most of it. I actually grabbed some extra handout activities from class and plan to go over them with my wife to help better myself." That's the kind of thing that is so positive and encouraging, and it spreads. The potential of spreading home to home in the community. Maureen?

Maureen: I was just going to say that one of the beauties of this forum, the webinar forum is an addition of being able to

just reaching people across the country. Particularly with the chat feature. You really get a chance to see some things are happening in different parts of the country. I'm just noticing a posting from Karen Ho. I think one of the things that we certainly are interested in doing, is to gather some of these resources that folks are noting, such as the International Critical Incident Stress Foundation, and perhaps having that be a resource that will go on our website that we are building.

When in fact the white paper, the research paper is available, and when the web page is up and running, we will definitely post that in the NIC News just to get the word out. Any additional questions that may have come to anybody from Desert Waters or Bernie?

Bernie: This is Bernie. I just have one comment that I thought maybe would lend itself to a question. When it comes to functional coping strategies and specifically the use of humor, and I didn't know if that was in the workplace, out of the workplace, because most of us have been seeing humor that's probably inappropriate or maybe not helpful; but can you comment on the humor as a functional strategy?

Caterina: We do mention it in one of our trainings when we say that you have to be careful around things being misunderstood, but yes, light humor is important, and maybe the safest way to make a joke is to make a joke about one's self and not somebody else. Humor, yes, is one of the big de-stressors as long as it's not sarcastic and mean, and demeaning to anyone. It could be a double-edged sword, but definitely a good laughter totally undoes the effects of stress physiologically, good belly laugh. As long as it's not of course, we have the gallows humor, so to speak, a lot of times in corrections because of the desensitization and that could be kind of revisit, but even that could provide a brief relief at the time.

Bernie: Thank you. Maureen?

Maureen: The one thing I just want to mention before we close this out, is that my interest in this topic, and I've been in criminal justice for some time now. I had on a couple of occasions in the past couple of years, we would do training to correctional audiences. I had on two occasions, staff say, "This is all great stuff that you are bringing to us, in terms of how to improve outcomes with the offender population, but it seems like we as staff get lost in the shuffle." That was just one of those things that just kind of was an aha for me. That's why I think this work is so critically important.

I really want to thank the folks from Desert Waters and all the work that they've been doing over the years. The real thoughtful comments and things from folks that were getting who have an interest in those topics, then toiling in this work for some time, and feel like there's some light at the end of the tunnel. Before we close this out, I want to obviously thank the folks at Desert Waters for all the work that you've been doing. Are there any last closing comments that any of you would like to make?

Caterina: The whole thing about being lost in the shuffle, is very important. The way I look at it is that, the staff are the tools like the tools in the toolbox. When you use tools, you have to take care of your tools. You have to make sure that they are not cracked, bent, whatever. They need oiling, they need maybe a blade to be replaced, and that the staff are the ones that absorb damage, and they need to be maintained, just like tools to be maintained, and more. That's our thought that you cannot be doing this kind of work without being affected, and therefore, maintenance and proactive maintenance is essential and smart, and saves money and lives and relationships.

Maureen: Thank you Caterina. Greg, Mike, anything you would like to add?

Greg: This is Greg. I'll just really quickly say one thing and that is, as a evidence-based movement in corrections continues to roll out, I personally, very strongly believe that what we are talking about here will be seen as mission critical, so there you go. That's a personal opinion.

Maureen: Mike, any last comment?

Mike: I would just like to say that I am glad to see that there are starting to emerge quantitative measures for really complicated construct like Corrections Fatigue, and I'm excited to see in the coming years what productive consequences are going to follow from that. The ability to assess and reassess and just prioritize in a systematic way, which those...I'm just glad to see the whole framework and ways of measuring start to become developed to the point where it's practical, and it give some people something to grab onto and start working with systematically.

Maureen: Thank you Mike. We just have one quick question that came up from one of the participants about, are there various ways that staff from states can share the resources? We've really been pondering that and I think that maybe for the short term, perhaps, if folks would feel free to send me emails and we'll be sure and have that information get on the website. Perhaps Bernie and I and some other folks from Academy can put our heads together and there may be a more expeditious way to do that. We have everybody's email contact, so we can create some way to respond to this. Bernie do you have any comments about that as a way to perhaps with a little bit more immediacy, get information out to folks?

Bernie: Yeah. We can put our heads together and figure out how to do that and also how to share across states, the way staff can do that. We have a regional training initiative where we have up to 10 people from each region of the country, that come together as trainers, and we use them as a resource out there in the region. That may be an avenue for us to pursue, to get the word out and to find out what other agencies are doing. We got multiple ways we can do that. Yes.

Maureen: Okay, great. One of the things that... Mike Jackson, I just got a note from you. Mike actually works with us in the Jails Division. That's a very good idea, the large jails network, have a forum, and perhaps we can create something like that. I would really hate to lose the momentum on this topic, so we'll put our heads together and see if we can get something going really quickly. In the meantime, I would just encourage folks to feel free to send me information on my email, and we'll be happy to see if we can distribute the information, at least to participants.

I think with that, we will close this out. I want to thank everybody for your full participation and Bernie for working behind the scenes, and certainly with all of the folks that presented from Desert Waters. We will continue to focus on this topic and we'll keep you notified once the website is up and running, so we can get this information very broadly to the field. Thank you very much, and I think this concludes today's part two webinar.

Caterina: Thank you Maureen for your enthusiasm and support. Thank you.

Maureen: Thank you.

Mike: Thank you.

Bernie: Thank you Maureen.

Maureen: Take care all.

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