



**DESERT WATERS
CORRECTIONAL OUTREACH**

Participant's Manual

**From Corrections Fatigue
to
Fulfillment™**

For Juvenile Probation and Parole Staff

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WELCOME!

Welcome to the course *From Corrections Fatigue to Fulfillment™*! This course is all about STAFF NEEDS and taking care of staff – in other words, US. We'll learn about Corrections Fatigue and ways to go from Fatigue to Fulfillment as individual employees and as an organization. We believe that these issues are best addressed with an approach that considers "BOTTOM UP" (individual/self), "HORIZONTAL" (coworkers/peers), and "TOP DOWN" (administrators and supervisors) matters in an organization simultaneously.

We want to make this a safe and comfortable experience for all. Please keep an open mind. Listen with respect to others' opinions. When you share examples, do not mention people's names, locations, agencies or other identifiers.

Please do not share with others outside of the class what is shared in class. However, due to our duty to care for you and yours, we need to report and act on communications of possible threat to self or others.

Also, please limit your sidebar conversations during class in order to show respect to other participants who are trying to listen to the presenter.

Caution: This course includes potentially activating ("triggering") content and discussion, which could produce painful feelings for some participants, or bring personal traumatic experiences to mind.

COURSE OBJECTIVES

At the end of the course, participants will be able to:

- Describe the _____ and causes of Corrections Fatigue (CF).
- Identify basic skills that promote _____.
- Identify strategies to increase fulfillment as a juvenile probation/parole professional.
- Identify strategies to cultivate a _____ organizational climate.

JUVENILE PROBATION/PAROLE STAFF STORIES

Story 1: I've been a Juvenile Intensive Supervision Officer for 4 years. It's hard to do home visits where people live in dangerous and deplorable conditions, and then go home to my nice cushy life where everyone is safe and happy. The dissonance between these two worlds is wearing on me. It's like no one in my "real" life understands that there are two Americas. Sometimes I don't even think my spouse gets it. I don't even try to explain. I just go back and forth living in these two worlds that will never get any closer. There will always be these kids growing up in these extremely poor conditions

with parents who have no chance to move out of poverty and basically...ignorance. I feel isolated from my comparatively “rich” peers. I don’t even talk about work.

Story 2: We are trying so hard to keep from sending youth into detention or placement and prison because evidence-based practices show that lower-risk youth get worse in lock-up. But what about accountability? My hands are tied when it comes to protecting the community from criminal youth! Last week one of our 15- year-old youth who had been given another chance after technical violations... KILLED TWO PEOPLE! I know I’m not responsible, but I FEEL responsible. And I’m ANGRY that I couldn’t help prevent this loss of two innocent lives! It makes me feel useless and as if I’m a part of the problem. At the same time, I know that there are kids who get swept into the system because they are really children in need of care and they DO need to be kept out for their own good and for the good of the community. I just don’t know what to do anymore.

Story 3: Yesterday I got a call from the 14-year-old sister of my client. She called and said she just wanted to make sure I knew that her brother had been killed last night. She was just calling to let me know because I had gotten to know their family very well in the course of my supervision of her brother. Her brother who had been changing for the better, who had started to get off drugs completely and who had stated to break ties to his criminal peers. I guess that made him dangerous to his peers now since he had started to change. His body was found in the trunk of a car. After I hung up with her I just started yelling in my office... and then I cried.

Story 4: “As is the case in most ‘social services’ careers, my workload as a juvenile probation and parole officer has mushroomed—in fact, it has exploded—over the past several years. At the same time my pay has decreased, my health premium has increased, and the duties for which I am responsible have grown. Our clerical staff has refused to perform certain administrative duties, so now we have to do that as well. Overtime is not allowed, and therefore it is not an option. Absolutely NO ONE seems to care that our responsibilities are continuing to expand. How much more will I be able to take? For how many more years? I’ve been doing this for six years now and it feels like twenty. Actually, I have started looking for alternative employment.”

Story 5: “I’ve been employed as a juvenile justice court counselor for ten years. I can’t seem to get along with anyone anymore. I get to the point where I feel like I just can’t stand my job anymore, but then I go back. I complain to my husband nonstop. I sit alone and cry when no one is around. Honestly, I’m nervous about making home visits these days. We have many gangbangers on our caseload who (I hate to admit) intimidate me. It’s like they don’t have a conscience. They just don’t care about anyone, not even themselves. They’re throwing their lives away, and want to take others with them. And we have some staff who make each other’s lives hell. I’m always watching my back. Sometimes I don’t know who’s harder to take—the gangbangers or the staff. When I really think about it though, it’s the staff that is the worst. With the youth, I sort of know what to expect. But with staff, I never know what some of them are going to pull.”

Story 6: “I’ve been a juvenile justice court counselor for just three years. When I applied for the job I was sold. I was so excited! I really wanted to help these kids stay off the streets, and get away from drugs, gangs and the sex trade. But I’m finding that doing this work is changing me—and not for the

better. The kids' stories haunt me. What they did to people and animals, and what has been done to them. Often by their family members. And I'm not sure which is worse—their own trauma or the trauma they've inflicted on others. There's so much bad stuff. I don't know how we can make a dent. They keep going back to the wrong places and the wrong people, and keep getting in trouble. Some go in and out of lock-up. And I have to always be on the lookout, as I never know what may set them off while we're meeting. Most of the time now I'm irritable, exhausted, and gloomy. I know I wasn't like that before starting this profession. I used to enjoy hanging out with friends and meeting new people. Now I just don't like people anymore. So now when I'm off work I mostly want to be left alone.”

CORRECTIONS WORK IMPACT ASSESSMENT

1. What factors play into whether your work day is stressful or not?
2. *Typically, at the beginning of your work day*, how would you rate your stress level (from 0 to 10, with 10 being unbearably high)?
3. *Typically, at the end of your work day*, how would you rate your stress level (from 0 to 10, with 10 being unbearably high)?
4. *Typically, at the end of your work day*, how does your body feel?
5. *Typically, at the end of your work day*, what thoughts cross your mind?
6. *Typically, at the end of your work day*, what are your main emotions?
7. *Typically, at the end of your work week*, how would you rate your morale level (from 0 to 10, with 0 being extremely low)?
8. *Typically, at the end of your work week*, what do you notice in your body, thoughts and emotions?
9. Do you dream about your work? If so, what are your dream themes and images?

10. At work, are there certain people or tasks that are more stressful for you? Why? Has this always been the case, or is this a more recent development?
11. How long does it take for you to relax when you get away from work?
12. Are you relying on cigarettes, alcohol, food, illegal or prescription drugs, or compulsive sexual behaviors, gambling or shopping “fixes” to soothe yourself—if anything? YES/NO
13. If you answered “Yes” to question 12 above, what do you intend to do about this?
14. What do people close to you tell you about changes they’ve seen in you since you started working in corrections?
15. What is your response to these observations? (Question 14 above)
16. What physical, emotional, social/relational or spiritual changes have *you* noticed in yourself since you started working in corrections?
 - a. Physical:
 - b. Emotional:
 - c. Social/Relational:
 - d. Spiritual:
17. How has your treatment of your body changed since you started working in corrections – in the areas of exercise, nutrition, sexuality, relaxation, or posture (negatively or positively)?
18. What types of behaviors do you engage in now that you did not use to do before you started this line of work?

19. What do you no longer do that was once behavior you engaged in frequently or regularly?

CORRECTIONS FATIGUE

DEFINITION:

Cumulative _____ changes of corrections staff's _____,
_____, _____, and of the WORKFORCE _____.

POSSIBLE CAUSES:

INSUFFICIENT or UNHEALTHY:

- COPING STRATEGIES
 - a. personally
 - b. organizationally

- WELLNESS RESOURCES
 - a. personally
 - b. organizationally

Conclusion: The use of sufficient and/or healthy PERSONAL or ORGANIZATIONAL COPING STRATEGIES or WELLNESS RESOURCES can help counter or even prevent Corrections Fatigue.

The term "Corrections Fatigue" was coined by Caterina Spinaris in the year 2000. The Corrections Fatigue model is partly based on a theory that describes personality changes as the result of the psychological trauma. This theory is called Constructivist Self Development Theory (CSDT) and was developed by psychologists Laurie Anne Pearlman, Ph.D., Lisa McCann, Ph.D., and Karen Saakvitne, Ph.D. in the 1990's.

CORRECTIONS FATIGUE CHARACTERISTICS

- _____ occupational hazard

- Gradual process

- _____ if not counteracted

- Emotionally distressing

- Stressful to the _____

- But _____ and even _____ to some degree!

CONSEQUENCES OF CORRECTIONS FATIGUE

_____ : Corrections Fatigue causes staff morale to drop due to discouragement and pessimism—loss of hope about real or lasting improvements. This affects individual work performance and the team spirit through loss of enthusiasm, lack of engagement, and feeling disconnected from the agency and from coworkers.

_____ : Corrections Fatigue reduces the motivation to do well at our jobs. Increased complacency and indifference can lead to mistakes and policy violations. We may do only what we have to do, and that without enthusiasm.

_____ : Corrections Fatigue causes high staff turnover, which is costly, and also affects the remaining staff due to them having to carry very large caseloads or having to start over with inexperienced coworkers. Or fatigued staff do not quit the agency, but they remain on the job while disengaged—being “ROD:” retired on duty.

STAFF _____ : Corrections Fatigue can undermine both our physical and our psychological health. It may result in high blood pressure and other cardiovascular ailments, sleep problems, unhealthy eating, weight gain, diabetes, digestive problems, use of tobacco products, higher alcohol consumption than prior to the job, and psychological health issues.

_____ **AT WORK:** Corrections Fatigue can cause staff relationships with other staff to suffer, adding to the stress of the job, due to becoming impatient, irritable, angry, rude, withdrawn, or verbally or physically aggressive. It can also result in tense interactions with youth, which can increase the risk of violence.

_____ **AT HOME:** Corrections Fatigue can negatively affect staff’s personal lives, due to becoming irritable, tense, angry, controlling, “blue,” withdrawn, or verbally or physically aggressive with immediate or extended family members, or with members of the community.

PHASES OF PROFESSIONAL CHANGES RELATED TO CORRECTIONS FATIGUE

PHASE 1 – _____ : As new hires, we are on a “high,” excited, motivated, committed, and ready to make a difference through our corrections work.

PHASE 2 – _____ : At work we begin to climb a steep learning curve as we encounter the job’s complexity, the multitudes of policies and procedures, interpersonal dynamics with other staff and youth, and the overall workplace culture. We work hard to stay on top of things, to prove ourselves, and to earn other staff’s approval and acceptance. Our personal lives may feel boring and mundane by comparison with the excitement of the job.

PHASE 3 – _____: After a while one or more unexpected negative events occur in our work lives, causing disappointment, discouragement or distress. These emotions can turn into anger or fear. The passion about the profession begins to evaporate. We may no longer be sure that working in corrections is such a great idea after all, and some of us may quit our job.

PHASE 4 – _____: Unless issues are worked through successfully, we put up psychological walls, attempting to protect ourselves from the hurt of more negative experiences. We may duck and try to stay below the radar. Resentments continue to mount. We may no longer be as engaged on the job. Errors begin to occur. Instead of accepting constructive criticism, we may react to feedback about our attitude with anger and increasing bitterness. And we may pull away from coworkers or only hang out with other employees who are also angry.

PHASE 5 – CORRECTIONS _____: As negative experiences continue to accumulate without appropriate processing or resolution, Corrections Fatigue begins to set in, characterized by deep mistrust, bitterness and hopelessness, and with ways of coping that can be destructive. We may settle for career survival—hanging on till retirement or till we can find another job. Again, some may leave the agency at this point, or might be let go.

PHASE 6 – _____ - CORRECTIONS FATIGUE OR _____: At some point we reach a crossroads. Here we decide whether we will continue on the Fatigue path, or figure out more effective ways to deal with the demands and experiences of the job—coping better and getting our lives back both at work and at home. For some, this may include leaving the agency. Those who continue to work in corrections, and who discover ways to enjoy Fulfillment, also discover that even the most skilled employees may go through the phases related to Corrections Fatigue, and repeatedly so during their careers. What we want is for us to learn tools that will help us spend less time in the Wall-building and Corrections Fatigue phases, and to reach the Crossroads and “get back on the horse” faster as we gain more experience at handling Bubble-Bursting events. And we want this course to be a positive Crossroads experience for you if you are at a challenging place today—helping you chart your own map down the Fulfillment road.

(Adapted from J. Eric Gentry)

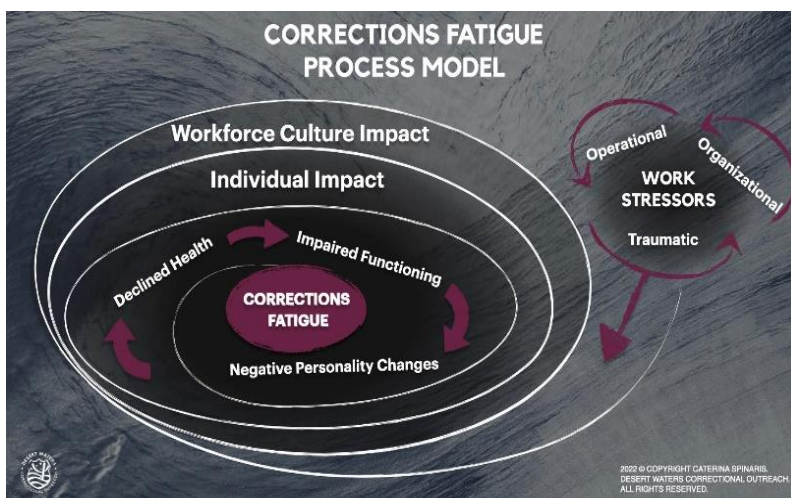
CORRECTIONS FATIGUE CONTINUUM

- CF exists on a continuum, a range; it is not an on-or-off switch; more like a dimmer switch.
- Not a clinical term, but more severe changes may include diagnosable conditions.
- Most staff may experience at most _____ changes due to CF.
- But a substantial number may experience more serious changes.
- We want this class to be the beginning of climbing up the slide to fewer negative changes.

SUICIDE IN THE CORRECTIONS RANKS

- This is a very serious mental health crisis, especially among corrections officers.
- We need to recognize red flags early on and make positive changes, including seeking help.
- We need to get rid of the shame associated with being affected by work conditions and seeking help.

CORRECTIONS FATIGUE PROCESS MODEL



_____ : Short-staffing; multi-tasking; large caseloads; equipment availability and condition; policies and procedures, etc.

_____ : Managing people; leadership styles; administrative and supervisory practices; coworker interaction styles; role clarity; role conflict; evaluation practices; promotion practices; recognition practices, public image; etc.

_____ : Exposure to violence, injury or death either directly (“firsthand”) through witnessing it or being the victim of it oneself, or indirectly (“secondhand”), through, for example, hearing or reading about such events or viewing photographs or electronically.

These three types of stressors tend to co-occur repeatedly in corrections work, and their effects interact and add up over time.

SOME CORRECTIONS FATIGUE CHALLENGES (SITUATIONAL/EXTERNAL)

1. NATURE OF THE _____ : Experiencing routine activities intermingled with outbursts of hostility, conflict or violence in often high-risk and ever-changing environments.

2. NEGATIVE _____ ENVIRONMENT: Operating in an atmosphere of tension, anger, hate, despair and fear, where confrontations and instances of youth acting out are frequent, where staff’s efforts to help youth may end in disappointment, and where there is lack of control of the youth’s home environment.

3. _____ **COMPLEXITY:** Wearing at least three hats (law enforcement, change agent, and advocate), containing/revoking, motivating/helping, and advocating for victims, while also having concerns about their own safety.
4. _____ **OF THE YOUTH:** Managing youth who may be violent, suffering from personality disorders, mental illnesses, addictions, trauma, and neurological disorders, and who may perceive structure as restricting their freedom. Sorting manipulation from authentic needs or behavioral change.
5. _____ **EXPOSURE:** Witnessing incidents of violence, injury or death of youth or others, or being assaulted/victimized themselves, or being exposed to traumatic material indirectly through youth files or stories.
6. **NATURE OF CORRECTIONS** _____: Working in organizations that are highly structured yet also focused on change, where staff need to continually be adapting to new evidence-based approaches as they emerge, and while operating in a prevailing culture of “toughness” which looks down upon those who admit to vulnerabilities, such as becoming strongly affected by youth failures or youth deaths.
7. **WORK** _____: Being weary due to short-staffing, multi-tasking, large caseloads, and paperwork.
8. **TRAINING** _____: Continually being instructed in “the latest” evidence-based approaches as they emerge, with the expectation of seamless integration and implementation.
9. **YOUTH VIOLATIONS/** _____: Deciding what interventions to implement following violations, or recommending revocation after interventions are implemented, but to no avail—while dealing with the youth’s reactions, and at times, also with the youth’s family’s reactions. If revocation is requested but denied by the court, feeling invalidated by the judicial system, being concerned about loss of credibility with the youth whom one is required to continue to supervise, and having one’s confidence shaken as to how to handle future violations.
10. **WITNESSING STAFF POLICY** _____: Becoming anxious and conflicted in such situations due to not wanting to be labeled a “tattle-tale” by peers, yet knowing that safety and professionalism come first and infractions must be addressed and/or reported, even at the risk of coworker retaliation.
11. _____ **IMAGE:** Not being respected in the community as a branch of the criminal justice system—being viewed as “cops” instead of as agents of positive change, and/or being stereotyped as too “hard” or too “soft” on youth or on crime.
12. _____ **CONTEXT:** Feeling pressured to keep revocations to a minimum, and being regarded as a drain on the budget with few positive returns, with little appreciation for the complexity of the job and for the severity of work-related stress of criminal justice professionals.

SOME CORRECTIONS FATIGUE CHALLENGES INDEPENDENT EXERCISE

*After the class, on your own time, come up with three suggestions that are **within your control** to implement to improve your working conditions in relation to the challenges listed below. Record your answers here.*

NATURE OF THE JOB:

NEGATIVE WORK ENVIRONMENT:

ROLE CONFLICT:

NATURE OF THE YOUTH:

TRAUMATIC EXPOSURE:

NATURE OF CORRECTIONS ORGANIZATIONS:

WORK OVERLOAD:

TRAINING COMPLEXITIES:

YOUTH VIOLATIONS/REVOICATIONS:

WITNESSING STAFF POLICY VIOLATIONS:

PUBLIC IMAGE:

POLITICAL CONTEXT:

**TWO ADDITIONAL PATHS TO CORRECTIONS FATIGUE
(PERSONAL/INTERNAL)**

Disciplinarian/Law Enforcer

What:

Motive:

Frustration (possible consequences):

Helper/Rescuer

What:

Motive:

Frustration (possible consequences):

NEGATIVE CHANGES DUE TO CORRECTIONS FATIGUE

PERSONALITY CHANGES

- _____:
- _____:
- _____:
- _____:
- _____:

OTHER CF CHANGES

- _____:
- _____:
- _____:

CORRECTIONS FULFILLMENT

DEFINITION:

The cumulative result of corrections professionals' **EFFECTIVE COPING** _____ and **WORK** _____, and the **POSITIVE QUALITY** of **HEALTHY corrections workforce cultures**.

This term was coined by Caterina Spinaris in the year 2006.



AVENUES OF ACHIEVING CORRECTIONS FULFILLMENT

- 1. Bottom Up: **Individual/Self**
- 2. Horizontal: **Coworkers, Peers**
- 3. Top Down: **Administrators, Supervisors**

ALL THREE ARE ESSENTIAL FOR STAFF WELLNESS

SELF-CARE ABCs¹

1. _____: We need to get better at inner awareness – what we think, feel, and need, and to do so in non-critical ways. We need to be aware of what’s building up in us, and what pushes our buttons. We also need to become more aware of the positives in our life – what is going well, and what gives us joy.

2. _____: Staying well requires balance. We need to do things and experience situations that go against and neutralize negative aspects of the job. Develop healthy routines and ways to transition from work to home life. Pursue meaningful activities and loving relationship outside of work. Keep a balance between work, play, and rest/sleep—all three are essential for well-being!

3. _____: It is crucial to our well-being that we build and maintain a healthy support system through family, friends, common-interest groups, sports teams, spiritual communities and places of worship, and through volunteering in our community. Studies on happiness indicate that supportive and nurturing relationships are the Number One source of feeling happy and satisfied with life.

Take a minute and write down the names of people you are connected to in the community – family, friends and others.

4. _____: Without self-discipline, there is no positive change. We have to discipline ourselves in practical matters by MAKING TIME to practice the ABCs of self-care. Self-discipline is needed for us to learn to be self-aware; to take care of our body, our soul and our spirit; to keep balance in our lives; and to build and maintain healthy relationships. And we need self-discipline in our

thinking and in our self-talk—identifying the positive side of issues, and correcting thought distortions that result from Corrections Fatigue.

¹Adapted from Saakvitne, K. & Pearlman, L. (1996). *Transforming the Pain: A Workbook on Vicarious Traumatization for Helping Professionals who Work with Traumatized Clients*. New York, New York: W.W. Norton and Company.

PERSONALIZING THE SELF-CARE ABCS

AWARENESS: What issues are you **aware of** that need your attention in your life at this time?

- 1.
- 2.
- 3.
- 4.

BALANCE: What can you do to have a more **balanced** life?

- 1.
- 2.
- 3.
- 4.

CONNECTION: In what ways can you increase your **connections** with others/strengthen your social support system?

- 1.
- 2.
- 3.
- 4.

DISCIPLINE: How can you increase your **self-discipline** in order to increase your self-care and your well-being?

- 1.

- 2.
- 3.
- 4.

PERSONAL GROWTH

CREATING A HEALTHY PERSONAL _____:

There are MANY SIDES to you as a person.

List different sides/aspects of you as a person:

CREATING A HEALTHY _____:

There ARE good people out there.

List the names of some good people you know personally:

CREATING A HEALTHY _____:

Adopt POSITIVE PRINCIPLES to live by.

List positive principles you can live by:

PROFESSIONAL GROWTH QUESTIONNAIRE

To what extent are the following items true for you since you became a corrections professional:

False (1) Slightly True (2) Fairly True (3) Mostly True (4) Very True (5)

1. I can depend on my skills and abilities more. _____
2. I am more confident that I can make sound choices in a crisis. _____
3. I lead more. _____
4. I am more comfortable with speaking my mind. _____
5. I am better at confronting people. _____
6. I have a more commanding presence than I used to. _____
7. I am better at talking with people. _____
8. I am more assertive. _____
9. I am wiser when handling threatening situations. _____
10. I am better at solving problems. _____
11. I am better at making decisions under pressure. _____
12. I read people better. _____
13. I set limits with people better. _____
14. I can tell more easily when people are lying. _____
15. I have better self-control. _____
16. I appreciate teamwork more. _____
17. I appreciate life more. _____
18. I appreciate the importance of good relationships more. _____
19. I appreciate the importance of spiritual principles more. _____
20. I have a stronger sense of right and wrong. _____
21. I am better able to take into account several factors at the same time. _____
22. Other: _____

THE BIG 7

Exposure to trauma and other high-stress events in corrections may result in the frustration of 7 key psychological dimensions—the needs for physical safety, psychological safety, trust, power, respect, connection and meaning—which we call the Big 7. For example, after being assaulted, corrections staff feel physically unsafe, mistrusting, powerless, disconnected from others, and that their jobs are meaningless. These unmet 7 dimensions and beliefs associated with them become the foundation of Corrections Fatigue. When corrections staff become able to once again satisfy their Big 7, they begin to rebuild their job satisfaction—their Corrections Fulfillment, and that is how the Big 7 dimensions become the foundation of a healthier workforce culture. Also, the Big 7 affect one another. For example, being treated with respect can increase trust or a sense of connection with coworkers, and make one’s work experience more meaningful.

1. _____ SAFETY:

“Without some degree of it, I can’t give serious thought to the rest of the Big 7.”

This refers to the need of juvenile justice staff to perceive – have the sense – that they are relatively safe from physical harm and that necessary precautions have been taken by their team and agency to attain that. By definition, corrections work environments are viewed as high-risk and unsafe. Whether planned or spontaneous, threats and the potential for physical danger never disappear. Physical safety can also be compromised by staff weariness, low morale, or a tendency to overreact to challenges or to perceived provocations. To boost Corrections Fulfillment, the pursuit of physical safety by the agency and work conditions that promote it must clearly be demonstrated to be the Number 1 priority and goal in every way possible.

2. _____ SAFETY:

“How will you talk about me and treat me, especially in my absence?”

This is about how socially safe or emotionally comfortable correctional employees feel around OTHER STAFF. Psychological safety around other staff is critical for good professional relationships. It affects trust among staff and how well teams function. Lack of psychological safety creates social anxiety that causes people to want to avoid other staff or to want to lash out at them. Lack of psychological safety can undermine job performance and even physical safety. Psychological safety is low or non-existent in workplaces where staff spread negative rumors; betray staff confidences that are unrelated to security issues; ridicule others’ struggles, differences and vulnerabilities; act spitefully; or harass other employees for any reason. We train and always talk about our goal of having every staff member go home physically safe at the end of their workday. Perhaps just as important is that we train and have as our goal that we all go home PSYCHOLOGICALLY SAFE as well at the end of our workday. Not having to worry about how one will be treated by fellow staff is a key component of healthy professional relationships and fulfillment.

3. _____:

“Can I depend on you and on your word?”

This refers to being able to believe that others can be depended on to follow through on promises, to engage in necessary activities and to care about others’ welfare. As juvenile probation and parole staff, we learn that trusting the wrong person can cost us our reputation, our career, our freedom or even our life. So we may become overly cautious and suspicious, and come to believe that no one can be trusted. This leads to interpersonal isolation and a state of excessive vigilance and anxiety. Additionally, if we have experienced fear, if we froze, lost our self-control, or crossed policy lines, we may no longer trust ourselves. Competent staff who act with integrity earn their colleagues’ trust. They become true leaders among their colleagues, regardless of their title or rank, and promote Corrections Fulfillment in others.

4. _____:

“Will you allow me to develop my style, make decisions, and give input when possible?”

This refers to the need of staff to have some degree of predictability and control over their environment and circumstances. Juvenile probation and parole staff can feel powerless for a number of reasons. They are expected to effectively manage the youth on their caseload, and to at times take control of youth’s chaotic home environment. Yet they may have little if any input on issues that impact them directly, as they are expected to follow orders without question. And they may not even have control over when their workday ends, as they may receive work-related calls after work hours. In reality they have very little power to ensure predictability. On the other hand, some staff may come to believe that they are all-powerful, and so either expect that they should be able to “fix” youth’s lives or may abuse their professional authority with youth or other staff. Appropriately empowering ourselves, our coworkers and our subordinates is a key factor of Corrections Fulfillment.

5. _____:

“Can we disagree and still be civil with one another?”

This refers to the need to be treated with decency and civility, regardless of title and position. Juvenile probation and parole staff may be treated disrespectfully by youth, their family members, neighbors or friends. Jaded staff might treat youth and other agency employees disrespectfully. Staff may not even respect themselves for a variety of reasons. In addition, the general public is mostly unaware of what community-based juvenile probation and parole work involves, and may have little respect or appreciation for juvenile probation and parole staff. Being shown respect promotes psychological safety and connection, inspires trust, and can be empowering.

6. _____:

“Do I have a ‘tribe’ to belong to at work?”

This refers to the need for relationship, social support, camaraderie, and emotional intimacy. While at work, juvenile probation and parole staff often operate alone, while also having to maintain professional boundaries with youth on their caseload. The opportunity to interact with coworkers may be minimal. Any lack of psychological safety and lack of trust regarding other staff adds to their emotional isolation. Re-engaging with one’s own family and community life after work can become difficult to sustain. Or staff may get involved with other staff in personal relationships that can become problematic. Healthy connections at work provide social support and a sense of belonging, which are vital for effective teamwork and a sense of professional fulfillment. They promote psychological safety and trust, they communicate respect, and they can be empowering.

7. _____:

“What’s the point of working in corrections?”

This refers to the need to be making a positive difference through choices and behaviors, and to be developing as juvenile justice employees and also as persons. While public safety and youth rehabilitation/success is the mission of the profession—and therefore the meaning that staff can assign to their work— employees may not often see successful long-term outcomes to youth’s experiences with juvenile justice. Without this reinforcing information, it may be hard for them to believe that their rehabilitative efforts with youth have any substantial positive effect over time or that their chosen career has long-term meaning by making a positive difference. An occasional success story or one good workday at a time are necessary, but may not be sufficient to for staff to derive and sustain a sense of meaning. Finding ways to increase positive meaning about the job for ourselves and also for our colleagues is a powerful way to boost Corrections Fulfillment for both ourselves and for our coworkers.

THE BIG 7—SOLUTIONS SMALL GROUP EXERCISE

*Your small group has been assigned one or more of The Big 7. Come up with at least one issue for each that you have experienced at work, and solutions for that issue—**solutions that YOU can put to practice at this time**—to report out at the conclusion of the exercise.*

1. PHYSICAL SAFETY:

Issue:

Solutions:

2. PSYCHOLOGICAL SAFETY

Issue:

Solutions:

3. TRUST

Issue:

Solutions:

4. POWER

Issue:

Solutions:

5. RESPECT

Issue:

Solutions:

6. CONNECTION

Issue:

Solutions:

7. MEANING

Issue:

Solutions:

SATISFYING THE BIG 7 INDEPENDENT EXERCISE

*After the class, on your own, come up with three suggestions that are **within your control to implement** to improve satisfaction of the Big 7 within your assigned work role and job site. Record your answers below.*

1. In what ways can I increase the physical safety of my workplace/facility?
 - a.
 - b.
 - c.

2. In what ways can I increase the psychological safety of my coworkers?
 - a.
 - b.
 - c.

3. In what ways can I increase my trustworthiness/earn my colleagues' trust?
 - a.
 - b.
 - c.

- 4. In what ways can I empower my colleagues?
 - a.
 - b.
 - c.

- 5. In what ways can I increase my demonstration of respect for others even if I disagree with them?
 - a.
 - b.
 - c.

- 6. In what ways can I increase connectivity among staff?
 - a.
 - b.
 - c.

- 7. In what ways can I increase my own sense of meaning about my work, and also my coworkers' sense of meaning regarding our profession?
 - a.
 - b.
 - c.

POSITIVE LEADERS

- Consider the _____ and needs of subordinates
- Actively engage, mentor and seek staff's _____ when appropriate
- Highlight the _____ people bring to the team
- Emphasize what is good, inspiring, motivating and encouraging

MY TEAM!

NAME

STRENGTH

If you have yet to tell your team members that you see these strengths in them, tell them at the first opportunity. And even if you've already told them, repeat the message periodically, or point out another one of their strengths.

¹Adapted from Cameron, K.S. (2008). *"Positive Leadership: Strategies for Extraordinary Performance."*

POSITIVE ORGANIZATIONAL CLIMATE²

This is increased through staff exhibiting the following in their interactions with one another: **Optimism, Encouragement, Empathy, Compassion, Gratitude and Forgiveness**. These 6 behaviors and attitudes contribute to a positive organizational climate in part by satisfying the Big 7 dimensions. For example, the practice of these 6 behaviors and attitudes can help increase staff's sense of psychological safety around coworkers, trust of other staff, a sense of being empowered, feeling respected by other staff and better connected with them, and a sense that their job has meaning. And staff who function well and operate well as a team are going to be more thorough and alert regarding physical safety issues.

²Adapted from Kim Cameron (2008).

_____ : Be a positive "forecaster" by identifying and pointing out positive aspects or possibilities of challenging situations.

_____ : Point out and commend staff for their strengths, efforts, improvement, successes. Exhort strugglers to persevere in their efforts.

_____ : Involves the ability to put yourself in other people's shoes. It can reduce tension and it can help de-escalate conflict.

_____ : Being aware of what is affecting others' lives, "feel with" those who are hurting, and mobilize and deliver help and support.

_____ : The practice of gratitude increases resilience, positive mood, and physical and psychological well-being (Emmons, 2007).

_____ : We need to apologize—ask for forgiveness, and seek to correct a wrong. We also need to extend forgiveness to others—let go of grudges, so we can keep moving forward as a team and as an organization. Forgiving is also associated with improved mental and physical health, and with increased self-esteem.

POSITIVE ORGANIZATIONAL CLIMATE INDEPENDENT EXERCISE

On your own time, come up with three suggestions to practice each of the six contributors to a positive organizational climate. Record your answers here.

OPTIMISM:

- 1.
- 2.
- 3.

ENCOURAGEMENT:

- 1.
- 2.
- 3.

EMPATHY:

- 1.
- 2.
- 3.

COMPASSION:

- 1.
- 2.
- 3.

GRATITUDE:

- 1.
- 2.

3.

FORGIVENESS:

1.

2.

3.

RESOURCES

- Employee Assistance Programs (EAP)
- Local mental health providers
- Mentors
- Peer supporters
- Community-based or online self-help groups
- Crisis hotlines
Websites on wellness and first responder issues
- Spiritual advisors and resources
- The “Correctional Oasis,” our free online magazine, and other resources at desertwaters.com

PROFESSIONAL VISION EXERCISE

Please enter today’s date and then list three areas in which you would like to become more skilled in measurable ways as a correctional professional in the next 12 months.

(By the term “measurable” we mean being able to at least tell if a goal has been met or not, or if improvement has taken place in ways that can be measured in incremental steps or documented with examples.)

This handout is for you to take home, review periodically, and modify as needed, adding new professional development goals as you meet prior ones.

Today’s Date: _____

1.

2.

3.

TOWARDS CORRECTIONS FULFILLMENT INDEPENDENT EXERCISE

On your own time, think about and answer the questions below.

1. What are some of my strengths as a person?

2. What are some of my most important emotional needs?

3. What are some of my most important physical needs?

4. What are some of my most important relational/social needs?

5. What are some of my most important spiritual needs?

6. In what ways do I “have a life” outside of work?

7. In what ways can I “recharge” myself (my energy level, mood, morale)?

8. How often do I engage in what “recharges” me?

9. Who or what can I depend on outside of myself for support (e.g., people, activities, spirituality, pets)?
10. How often do I turn to them for assistance?
11. What are some attitude and lifestyle changes I can make to take better care of myself?
12. What is stopping me from making such beneficial changes?
13. What do I stand to gain if I begin to take better care of myself?
14. What might it cost me if I begin to take better care of myself?
15. Which areas in my life require my most immediate attention and care?
16. What are my most important values? (Values=ideals, principles, morals I endeavor to live by.)
17. Who/what comes first in my life? (e.g., family, self, hobby, spirituality.)
18. What is my greatest desire in life?
19. What are my most important goals for the future?
20. Complete the sentence: I would feel that I had a successful life if _____
_____.
21. Why am I working in corrections?

22. If I could change three conditions at work to reduce my Corrections Fatigue and/or to increase my Corrections Fulfillment, what would they be, and why?
- a.
 - b.
 - c.
23. What do I appreciate more in life as a result of working in corrections?
24. What are three positive experiences I have had working in corrections?
- a.
 - b.
 - c.
25. What are three things I have learned about myself as a result of working in corrections?
- a.
 - b.
 - c.
26. What contribution would I like to make to the profession and to society through my corrections work?

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