

INTEGRATING THE “CF2F” COURSE WELL WITHIN YOUR AGENCY BEST PRACTICES & RECOMMENDATIONS



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PURPOSE

- The **purpose** of this presentation is to assist you in appropriately using the course *“From Corrections Fatigue to Fulfillment™”* (CF2F), so that it is **integrated** in your agency **as intended**, maximizing the probability that its delivery will result in desired outcomes.

OVERVIEW

- Successful integration of CF2F in agencies is enhanced through:
 1. **Content considerations:** CF2F specifics
 2. **Strategic planning:** Sustainability matters
 3. **Implementation methods:** Practical approaches



1. CONTENT CONSIDERATIONS

CF2F SPECIFICS

CF2F VISION

- Promoting the wellbeing of **your most valuable asset** – your **STAFF**, as **individuals** and as **teams**
- Increased staff wellbeing can:
 - Improve your agency's culture, further impacting staff wellness
 - Enhance retention and recruitment
 - Increase the probability of successfully fulfilling your agency's mission

SIX CUSTOMIZED CF2F VERSIONS

- For **direct contact/frontline staff, custody and non-custody**, in:
 - **Adult Correctional/Detention Institutions – *Version 1***
 - **Juvenile Correctional/Detention Institutions – *Version 2***
 - **Adult Probation &/Or Parole – *Version 3***
 - **Juvenile Probation &/Or Parole – *Version 4***
- **Administrators & Supervisors – *Version 5***
- **New staff (entitled *Towards Corrections Fulfillment™*) – *Version 6***

CF2F PURPOSE – WHAT IT IS

- **Validation** for staff's work experiences and struggles
- A means to **offer staff help** through:
 - Social support
 - Strategies and practices bottom-up, top-down, and horizontally
 - De-stigmatizing and de-shaming seeking help
 - Resources
- **Building community, social cohesion, and a positive culture**

CF2F PURPOSE – WHAT IT IS NOT

- A “fix” for staff’s performance issues
- A means to “straighten out” negative staff attitudes
- Punishment for disciplinary issues
- A means to make it entirely the staff’s responsibility to be well without actually improving work conditions
- “Checking the box” for good public relations

NATURE OF THE CF2F COURSE

- Presents **information**, but also suggests **application**, to help promote **transformation**
- Addresses matters of both “head” and “heart”
- Is corrections-specific
- Is trauma-informed
- Is trauma-responsive



2. STRATEGIC PLANNING

SUSTAINABILITY MATTERS

SHAREHOLDER COLLABORATION

- Emphasize that **staff wellness** is a **mission critical** issue that requires the collaboration of all stakeholders – administrators, staff of all ranks and disciplines, union leaders, and even staff’s family members

SHAREHOLDER COLLABORATION (CONT'D)

- **Invite and facilitate stakeholder collaboration from the start**, e.g., to examine the merits of bringing the course to the agency, decide on method of course delivery, determine selection process of instructor candidates, announce rollout, address emerging needs regarding course delivery, select resources

SHAREHOLDER COLLABORATION (CONT'D)

- Emphasize to all stakeholders that the course will not be offered as a mechanism to address disciplinary or performance issues, but that it is **a tool to address Corrections Fatigue, and to offer staff help regarding their wellbeing**

OPTIONS FOR COURSE DELIVERY

- Option 1: **Direct** delivery by DWCO Master Instructors – 8 hours
- Option 2: **DWCO-certified agency instructor led** delivery – 42 hours per instructor candidate (groups, in person or online)

DIRECT DELIVERY ADVANTAGES

- Course available to be presented to staff immediately
- Smaller monetary and time investment to start with
- Minimal requirements, which include that the agency contract with DWCO, announce the course, determine training date(s), and schedule attendance
- Quality of delivery is ensured

DIRECT DELIVERY DISADVANTAGES

- Unless the agency is very small, this option will get quite costly
- Very likely, only a few of the agency's staff will take CF2F, missing out on the culture-shaping impact and support of individual staff

CERTIFIED INSTRUCTOR-LED DELIVERY ADVANTAGES

- All staff at the agency can have the opportunity to take the course
- Instructors can serve as a version of peer supporters, building community and facilitating social cohesion among staff
- Can offer CF2F as often as needed during the course of instructors' certification (3 years) to agency staff only
- Recertification is at a reduced fee
- Will have access to CF2F updates during this period
- Will have access to the different CF2F versions

CERTIFIED INSTRUCTOR-LED DELIVERY DISADVANTAGES

- More of a monetary and time investment to start with
- The course is not available to be taught until instructor training has been completed
- Strategic planning and resource investment will be needed to carry out CF2F delivery successfully
- Must factor in instructor attrition

STRATEGIC PLANNING FOR CERTIFIED INSTRUCTOR-LED DELIVERY

- The rest of this presentation addresses strategic planning and implementation issues related to certified instructor led delivery of the CF2F course.

APPOINTING A STAFF WELLNESS TRAINING COORDINATOR OR EQUIVALENT

- Dedicated at least part-time to staff wellness programming
- Is familiar with the course content
- Manages instructor recruiting, course evaluation data, instructor certification renewal, contracts with DWCO, interactions with administrators, ensuring the course is delivered as intended, etc.
- Compiles, provides, and updates resources list
- Oversees instructor candidate training, course training rollout, etc.
- Interacts on an ongoing basis with DWCO about course rollout
- Provides feedback to the agency and DWCO about rollout

PROVISION OF RESOURCES

- Ensure availability of wellness resources provided by the agency (e.g., Peer Support, EAP, Critical Incident Support, Chaplains' services), including:
 - List to be compiled and updated at least semi-annually
 - List to include local and national resources
 - Staff invited to suggest other resources (to be vetted before including)
 - List posted in staff areas
 - List posted on intranet and/or on agency website

TRACKING COURSE ATTENDANCE

- Build a tracking mechanism for attendance INDEPENDENTLY of existing performance or LMS systems
- Create a course schedule for the year
- In case of voluntary attendance:
 - Create a waiting list
 - Create a protocol for going through the waiting list impartially
- Request oversight of attendance process by warden/head administrator, and/or training department

TRACKING COURSE EVALUATIONS

- Set up a tracking mechanism for course evaluations INDEPENDENTLY of existing performance or LMS systems:
 - Evaluations/feedback by CF2F participants
 - Evaluations/feedback by CF2F instructors
- Set up a method to review and report on evaluations
- Provide means to address identified issues about course delivery concerns or suggestions for improvement

PLANNING FOR REFRESHER TRAININGS

- Course can be offered annually
- DWCO to provide new staff stories for each additional year that CF2F is offered
- The “Fulfillment” sections of CF2F can be offered as a refresher as often as desired to staff who have already taken the entire course

PRESENTING CONTENT WARNING

- Inform staff prior to their registering to attend the course about the emotional nature of its content.
- Content Warning to be disseminated agency-wide:
 - **CAUTION:** This course includes potentially emotionally activating (“triggering”) content and discussion, which could produce painful feelings for some participants, or bring personal traumatic experiences to mind.

OFFERING ALTERNATIVE OPTIONS

- Give staff alternative options if they indicate that they would rather not attend the class at this time, such as:
 - Taking the class at a later time
 - Trying a stress-management course instead
 - Setting up an EAP or other mental health provider appointment
- Offer staff the agency's resources

SUPPORTING THE INSTRUCTORS

- Periodic group debrief by peer support team or mental health staff
- Individual debrief as requested
- Annual recognition
- Provision of opportunities to step down for a season or entirely if encountering challenges in their own life
- Provision of remedial training through DWCO, and/or support for instructors who may have to be removed from the team due to performance issues



3. IMPLEMENTATION

PRACTICAL APPROACHES

INGREDIENTS OF SUCCESSFUL CF2F IMPLEMENTATION

- **Fidelity** of content delivery
- **Readiness** to respond to participants' emotional needs
- **Protection** of participants' psychological safety

PROMOTING STAFF'S PSYCHOLOGICAL SAFETY

- Psychological safety is what employees may experience when:
 - Their wellbeing is valued, prioritized, and protected in their organizations through:
 - Assurance that their personal disclosures in class will be kept **confidential** (within pre-stated limits), and will not result in retaliation (formal or informal)
 - Consistent practice of **respectful, empowering, and encouraging social interactions** among employees of all ranks and job roles
 - **No tolerance for harassment**

PROMOTING PSYCHOLOGICAL SAFETY (CONT'D)

- Repeatedly remind staff of the importance of **confidentiality** of what is shared in class (with pre-stated limits), and address known confidentiality violations
- **Protect staff's privacy** (e.g., no supervisor or administrator “visitors” stopping by the classroom unexpectedly; no eavesdropping; no videotaping)
- **Enforce zero tolerance** for known harassment
- State that research suggests that that corrections work **takes a high toll** on staff's wellbeing

PROVIDING EMOTIONAL SUPPORT TO PARTICIPANTS

- Immediate sources of social support:
 - On site (in class or close by to access as needed)
 - Remotely (virtually or by phone)
- Other local and national resources for first responders

PROVIDING EMOTIONAL SUPPORT TO PARTICIPANTS (CONT'D)

- Support options:
 - Peer Support Team
 - Staff chaplain
 - EAP providers
 - Mental health providers on site
 - Mental health providers in the community

CIRCUMSTANCES FOR WHICH PROTOCOLS ARE NEEDED

- When there is reason to believe that instructors need to be removed from teaching the course – permanently or for a season, and if/when they can be re-instated

CIRCUMSTANCES FOR WHICH PROTOCOLS ARE NEEDED (CONT'D)

- Situations where there is concern that:
 - Participants or others may be a threat to themselves
 - Participants or others may be a threat to others
 - Criminal activity is being/has been engaged in
 - Policy violations have been committed

CIRCUMSTANCES FOR WHICH PROTOCOLS ARE NEEDED (CONT'D)

- Participants leave the class while having strong emotional reactions, receive support onsite, and choose to return to the classroom
- Participants leave the class while having strong emotional reactions, and do not want to return for a variety of reasons
- Participants are being notably disruptive, e.g., through ongoing expression of intense anger
- Participants cannot be located in the building
- Participants were observed leaving the building without permission, and did not return to class

PROTOCOL REVIEW

- Disseminate protocols to all agency/facility administrators, instructors, peer supporters, chaplains, union officials
- Meet with all instructors to review protocols
- Rehearse responding to such emergencies in class
- Engage the Critical Incident Support Team and/or the Hostage Negotiation Team and/or the Peer Support Team in rehearsals
- Instruct supervisors as to how to deal with staff's possible delayed emotional reactions
- Conduct an annual mandatory e-learning review of protocols

DETERMINING INSTRUCTOR NUMBERS

- How many staff does the agency have that will be taking the course?
- Will the course be offered as a mandatory or optional training?
- How many times per quarter/month/week will the course be offered?
- Will the course be offered annually or not?
- What is the expected attrition rate of the instructor group for the next 3-6 years?

INSTRUCTOR CANDIDATE SELECTION CRITERIA

- Prior instructor certifications received (recommended)
- Experience training corrections employees in a classroom setting (recommended; if none, provide Train the Trainer instruction)
- At least 5 years of working in corrections or equivalent (recommended)
- Ability to team-teach
- Experience having successfully worked through some work-related challenges
- Ability to present emotionally-laden material
- Ability to moderate emotionally-heated discussions

INSTRUCTOR CANDIDATE SELECTION CRITERIA

(CONT'D)

- Genuine motivation to help coworkers
- Ability to be an empathetic listener
- Good reputation among staff as being genuinely caring
- Respected by the majority of their peers and supervisors
- In good standing with the agency — good discipline and attendance record
- Not about to retire in a year or so
- Not having been through a traumatic or otherwise highly stressful event in the past year (recommended)



INSTRUCTOR SELECTION PROCESS

- Set up selection committee composed of administrators, supervisors (both custody and non-custody), frontline staff (both custody and non-custody), and union officials
- Nominations of instructor candidates by administrators, supervisors, union officials, and peers/frontline staff
- Self-nominations by interested employees
- Selection committee to evaluate and vote on instructor candidates
- *Note: Do not link becoming a CF2F instructor to any promotional considerations*

INSTRUCTOR SELECTION PROCESS (CONT'D)

- Possible methods for instructor candidate selection:
 - In person/virtual interview by selection committee members
 - Short essays submitted by interested employees on why they want to become a certified CF2F instructor
 - 3-minute live presentation to the selection committee by interested employees on a subject of their choice

INSTRUCTOR CANDIDATE TRAINING

- Completion of CF2F instructor candidate training in person or virtually by DWCO Master Instructors
- Completion of 2 hours of 1-on-1 virtual coaching of instructor candidates by DWCO Master Instructors
- 3-year certification* of those who successfully complete course certification requirements as instructors** or co-instructors***
 - **Certification does not include authorization to train other instructors*
 - ***Instructors can offer the course by themselves if necessary*
 - ****Co-instructors must always offer the course with an instructor*

ANNOUNCING THE COURSE

- Emphasize that this course:
 - Is about staff wellbeing – **ALL ABOUT STAFF** and **THEIR NEEDS**
 - Addresses Corrections Fatigue issues
 - Is not a disciplinary or performance management tool
 - Is not about policy or about managing justice-involved persons, with the exception of addressing ways to conduct such management to protect staff safety and wellbeing
- Use sensitive and respectful language about staff struggles
- *Note: Do not link attendance to any promotional considerations*

ANNOUNCING THE COURSE* (CONT'D)

- Months prior to the course rollout, Wellness Coordinator to announce the course by email, at roll call, through posters, intranet, etc.
- **Additional language can be provided by DWCO on a separate document*

CLASS SIZE

- Recommended: Small classes (ideally not more than 12-15 participants)
- If a number of institutions/offices are geographically close, select a few participants from each

WHY SMALL CLASS SIZE

- Encourages involvement in discussions
- Allows adequate time for discussions, reporting out, and Q&A
- Helps schedule staff for training

CLASS COMPOSITION

- Diverse disciplines of direct contact staff attending together
- Direct supervisors attending separately from direct reports
- Administrators attending separately from direct reports
- Participants can be from the same unit, same institution/office, or different institutions/offices of the same agency
- Participants can be from different agencies if their CF2F instructors received their instructor training together, and arrangements were made in advance for such cross-training

REASONS FOR SUCH CLASS COMPOSITION

- Participants who come from a similar background or rank tend to feel safer psychologically, and thus share more during the class
- Have similar challenges
- Have similar experiences
- Can focus on material that is directly relevant to them
- Diverse staff groups attending together discover how similar their experiences may be – e.g., custody and non-custody

MANDATORY OR VOLUNTARY ATTENDANCE?

- Each option has advantages and disadvantages
- **For agency staff wellness accreditation purposes, course attendance must be mandatory**

MANDATORY ATTENDANCE ADVANTAGES

- Employees know that no one is being singled out as a “problem child” and sent to this class to be “straightened out”
- Employees assume that those who are attending are doing so because they have to, not because they are struggling emotionally, so staff are not stigmatized or shamed for attending
- Ensures that all staff become familiar with the same course content, and can all talk about the same concepts

MANDATORY ATTENDANCE DISADVANTAGES

- Requires a lot more frontline staff time than voluntary participation
- Requires a lot more scheduling issues to be resolved
- Is much more costly
- Some mandated staff may not be willing to address wellness matters in their lives at this time
- The course may be perceived as one more “compliance” training, resulting in reduced staff “buy-in”

VOLUNTARY ATTENDANCE ADVANTAGES

- Engages participants with a “felt need” – who are already interested in wellness topics
- Creates a more receptive environment for learning
- Makes solution-based discussions more likely
- When staff embrace the CF2F message, they recommend it to coworkers, advertising it among themselves by word of mouth

VOLUNTARY ATTENDANCE DISADVANTAGES

- Staff may not attend (even if they wanted to do so), because they do not want to be perceived as being “weak” or undependable

A MIXED-ATTENDANCE MODEL

- Voluntary attendance by frontline staff
- Mandatory attendance by mid-level managers and supervisors
- Mandatory attendance by senior level/executive staff of at least an abbreviated version of the course
- Higher-ranking staff to take CF2F before the class rollout to frontline staff

WHY SHOULD HIGHER RANKING STAFF ATTEND?

- Demonstrates a “model-the-way” approach
- Demonstrates that administrators are making time to learn more about the impact of the job on themselves and on subordinates
- Familiarizes administrators with the course material
- Gives them the opportunity to ask questions prior to the course being offered to frontline staff
- Gives them the opportunity to address some of their own Corrections Fatigue issues

OPTIMIZING TRAINING CONDITIONS

- Ensure that the physical training environment is comfortable (chairs, desks, lighting, temperature, noise level, cleanliness, etc.)
- Minimize distractions inside or outside the classroom (noise, movement in and out of the classroom, etc.)
- Ensure all equipment is operating properly

OPTIMIZING TRAINING CONDITIONS (CONT'D)

- Ensure class starts on time for sufficient course delivery
- Minimize the likelihood participants will be called out of the training to tend to work duties
- If possible, offer training at an off-site location where custody staff can attend without being in uniform
- If the training occurs off grounds, request that no cell phones be brought to the classroom

OPTIMIZING TRAINING CONDITIONS (CONT'D)

- Never mandate staff to attend on their days off
- Do not mandate staff to attend right after they get off their shift
- Periodically offer the course during the night shift
- Do not mandate staff to attend if you know that they are going through something stressful – unless they state they want to attend

OPTIMIZING TRAINING CONDITIONS (CONT'D)

- Ensure instructors are given the time to meet to:
 - Review course delivery logistics
 - Rehearse delivering course sections
 - Review classroom management options
 - Designate who presents which sections of the course
- Ensure instructors do not teach the day after working a double shift

INSTRUCTING—SOLO OR TEAM DELIVERY

- Team-teaching with another instructor is strongly recommended
- Advantages:
 - Sharing the load of course delivery
 - More efficient classroom management
 - More resources when dealing with challenging classroom situations
 - Course delivery can still occur if one of the instructors is unavailable on a training day

INSTRUCTOR PAIRING AND TEAM-TEACHING

- When pairing instructors, aim for diversity
- Experienced instructors to offer new instructors suggestions about:
 - Effective team-teaching
 - Tapping into each instructor's/co-instructor's strengths when assigning slides
 - Resolving disagreements about course delivery issues

IN CONCLUSION

- Successful integration of CF2F at your agency can be accomplished through:
 1. Content considerations: CF2F specifics
 2. Strategic planning: Sustainability matters
 3. Implementation methods: Practical approaches

QUESTIONS?
CONTACT US

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**We'd love to hear from you,
and we are here for you.**





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