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THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

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Culture in Corrections

Supervising a Sexually Safe Culture

Professional Boundaries and Effective Communication
Facilitator Guide

2020



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Acknowledgments

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1312 Pennsylvania Avenue, SE
Washington, DC 20003

This training is provided by The Moss Group, Inc. (TMG), a Washington, DC-based criminal justice consulting firm. Our mission is to be a trusted partner to leaders and their organizations in creating optimal safety and well-being for staff and those persons under their care. We specialize in assisting state, local, federal, and private organizations in developing strategic solutions to often sensitive issues that face correctional administrators. Our customer-focused philosophy ensures that we deliver programs, products, and solutions on issues that are responsive to our customers' needs.

Culture in Corrections Overview

Goals

This scenario and guide is a component of a training package of interactive vignettes to be used to supplement existing training. It is designed for trainers in adult corrections and juvenile justice to supplement training sessions with interactive, pragmatic, reality-based scenarios to encourage class discussion and ensure a deeper understanding of culture. Culture is defined as an organization's shared assumptions, values, beliefs, attitudes, norms, and practices. The overall goals for this curriculum are listed below.

- Build upon pre-existing knowledge of the Prison Rape Elimination Act (PREA) Standards, and best practices in prisons, jails, community confinement, and juvenile detention facilities to support a culture of safety, especially sexual safety.
- Provide reality-based scenarios to first- and second-level supervisors for working with staff and ensuring a culture of respect and safety.
- Provide resources to trainers related to subject matter to ensure effective delivery of the material.
- Offer alternatives to corrections and juvenile justice facilities for training first- and second-level supervisors by providing facilitation alternatives such as small group work, shift briefing, and individual work exercises.

Target Audience

This material is designed to support first- and second-level supervisors in establishing and maintaining a culture that supports sexual safety with those whom they supervise, by gaining staff buy-in, using effective communication skills, and role-modeling appropriate behaviors when responding to allegations of sexual assault and harassment.

Facilitator Qualifications and Expectations

The facilitator should be an individual with strong facilitation skills who consistently demonstrates respect for training participants and has established credibility in corrections and juvenile justice culture. In addition, it is strongly recommended that facilitators be well-versed in PREA, organizational culture, the dynamics of sexual abuse in confinement, corrections and juvenile justice best practices, facility operations, supervisor duties, and the importance of staff wellness.

It is encouraged to supplement the material with anecdotes and examples from personal and professional experience. Effective facilitation is predicated on class size, time management, and comfort with the subject matter. Facilitators are expected to plan for alternative delivery methods and facilitation strategies in advance of the training, such as small groups, triads, or large group discussion, and debriefing strategies. Tips have been added to the guide on options for modification based on class size, time, and experience with the subject matter.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes to help deliver the vignette effectively. The facilitation notes contain everything needed to teach. During the activity, refer to the facilitator guide to stay on track with time and ensure that all key points are addressed. A three-column text box is used to demonstrate the intended design of the activity, which is further explained below.

		Timing (mins.) 0.0
Icons	Facilitator Script or Talking Points	Notes and Resources
References additional training features.	<p>Say: <i>Recommended script to use.</i></p> <p>Do: <i>An action for the facilitators to take.</i></p> <p>Ask: <i>A discussion question for the group.</i></p>	<i>Guidance on facilitation, source citations, and additional resources.</i>

Facilitator Icons

This facilitator guide enables facilitators to easily scan each page, including facilitator icons to quickly visualize if an additional training feature is being used. The icons are in the first column on the left. The following icons are used throughout this curriculum and signify each type of activity or action that is incorporated into a slide.



Chart on Pad indicates when to document on an easel pad.



Multimedia indicates when to show a multimedia file.



Handout indicates a supplemental document to be distributed to the class.



Small Group Activity contains the instructions for completing an activity in a small group.



Individual Activity indicates when each participant will conduct an activity.



Large Group Discussion indicates the opportunity for open discussion.

Resources and Supplemental Materials

This section is located at the end of each scenario and contains resource material for conducting the activities, including tip sheets for activities, participant handouts, and additional resources related to subject matter and facilitation skills.

Professional Boundaries and Effective Communication

Objectives

1. Review the definition, dynamics, and importance of professional boundaries as a supervisor.
2. Discuss the advantages and disadvantages of being promoted within an agency or facility.
3. Review the importance of supervisors in modeling professional boundaries and supporting staff to establish and maintain their own boundaries.

Timing

This is a 60-minute lesson plan.

Instructional Outline

This instructional outline is a blueprint for the session. It provides an overview of the slide number, title, and anticipated duration for each slide. Use the instructional outline to conduct the session within a predictable timeframe, keep track of progress, and make modifications as needed.

Slide No.	Activity	Minutes
1	Culture in Corrections: Professional Boundaries and Effective Communication	1
2	Objectives	1
3	“Professional”	4
4	Importance of Professional Boundaries	5
5	So, Which is it?	3
6	Practitioner Perspective	3
7	Challenges for Supervisors	6
8	Discussion Questions	14
9	Professional Boundaries Scenario, Part One	7
10	Professional Boundaries Scenario, Part Two	8
11	How Supervisors Can Support Staff	4
12	Commitment Statement	3
13	PREA Resources	1
14	Thank You	--
Estimated Total Time (minutes):		60

Culture in Corrections: Professional Boundaries and Effective Communication

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Professional Boundaries and
Effective Communication

Month XX, XXXX



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Slide 1

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and resources
	<p>Do: Welcome the class to the Professional Boundaries and Effective Communication module within the Culture in Corrections training package.</p> <p>Say: <i>In this module, we will focus on the role of a supervisor in modeling healthy professional boundaries as well as strategies to effectively communicate with staff on the importance of boundaries, and offer supportive guidance on establishing and maintaining those boundaries.</i></p>	

Objectives

Objectives

- Review the definition, dynamics, and importance of professional boundaries as a supervisor.
- Discuss the advantages and disadvantages of being promoted within an agency or facility.
- Review the importance of supervisors in modeling professional boundaries and supporting staff to establish and maintain their own boundaries.

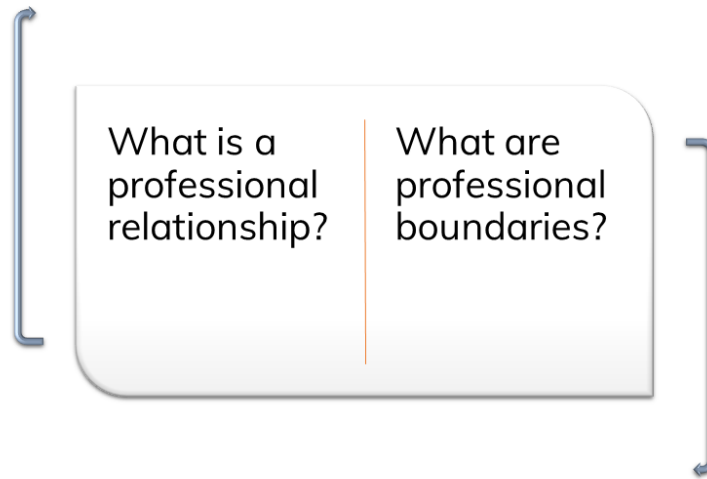
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Slide 2		Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources	
	Do: Review the objectives for this module.		

“Professional”

“Professional”



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Slide 3

Timing (mins.) 4

Icons

Facilitator Talking Points

Notes and Resources

Say: *Let’s make sure we understand what is meant when we use terms like “professional relationship” and “professional boundaries.” These terms are often used in correctional settings but are not often fully explained.*

Do: *Ask each question and call on one or two participants from the audience to discuss the difference. Respond as appropriate.*

Say: *A professional relationship is different from a personal relationship. It is forged in service of our professional goals and accounts for effective and appropriate interactions between people. A professional relationship observes a set of established professional boundaries in alignment with the agency mission and to maintain safety and security.*

Importance of Professional Boundaries

Importance of Professional Boundaries

Why is it important to have professional boundaries as a supervisor?



4

Slide 4	Timing (mins.)	5
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the question on the slide. Comment as appropriate. [Click] Confirm the responses from the class with those on the slide.</p> <p>Say: <i>Safety and security: As corrections professionals we must rely on our professional rapport to maintain our safety and security, ensure consistent application of policy, and support positive outcomes for the population we serve.</i></p> <p><i>Respectful workplace practices are critical to retention and staff wellness. Issues such as sexual harassment, disrespectful language, and fear-based work environments do not support the goals of correctional practice and re-entry. When supervisors don't address these boundaries and allow this behavior to continue, the whole culture suffers. When supervisors model, coach, and encourage staff, the result creates cultures of safety.</i></p> <p><i>Trust, reputation, and supervisory guidance: Though it may seem obvious, it's an important value to always remind ourselves. Supervisors need to have credibility with those whom they supervise. It is important for staff to trust and have faith that supervisors are fair and consistent. It's also important that staff trust the guidance that supervisors provide in implementing daily operations that are consistent with a facility or agency mission.</i></p>	

Agency protection: When boundaries are crossed, it exposes our facility, agency, and field to ethical and legal liability, which can cost taxpayers millions of dollars. When boundaries are compromised, the negative impacts on agency staff and the population can last years as an agency rebuilds its credibility and reputation. It also hurts staff recruitment and retention when staff aren't proud of where they work each day.

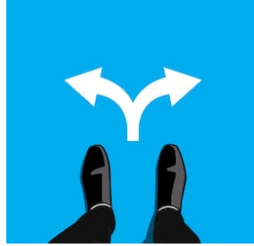
Victims: Victims of broken professional boundaries reach beyond the individuals involved and can include staff and people who are confined, family members, the community, and the stakeholders of an agency. The long-lasting impact of victimization of any person is a powerful reason to understand how impactful broken professional boundaries really become.

Staff wellness: Therefore, we all want less stress in the workplace, and maintaining professional boundaries is one of the simplest ways to keep ourselves healthy mentally, emotionally, and physically.

So, Which Is It?

So, Which Is It?

“You’re here to do a job, not make friends.”



“Get to know your staff and be personable.”

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Slide 5

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources

Ask: *Do you feel like this image sometimes?*

Say: *It's a careful balance of appropriately getting to know those whom you supervise but not getting too close.*

Imagine professional boundaries being a rod in this stick figure's hands to support you in navigating this tightrope with confidence.

Practitioner Perspective

Practitioner Perspective

How does finding a right balance with staff play into a supervisor's role ?













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Slide 6	Timing (mins.)	3
Icons	Facilitator Talking Points	Notes and Resources
Do:	Let's watch a quick message from a fellow practitioner related to this balance.	
	Play the clip.	
	Briefly debrief with the class. Below are examples of prompting questions for the discussion.	
Ask:	What do you think about the message?	
	Have you seen this be a struggle for supervisors?	
	What do you think your staff think or feel when you don't get to know them?	
	How can knowing these dynamics about your staff be helpful?	

Challenges for Supervisors

What are the challenges for supervisors to maintain professional boundaries with staff?

	Mixed messages or lack of clarity	Generation gap	
	Lack of confidence or skills	Favoritism	
	Chronic state of change and turnover	Off-shift activities	
	Rumor mill, personal differences, drama, cliques	Social media	
	Work performance	Attraction	

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Slide 7

Timing (mins.) 6

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the question on the slide. Chart class responses on an easel chart.</p> <p>[Click] Review the challenges on the slide and confirm with the responses from the class.</p> <p>As time allows, ask the class to identify how they have experienced these challenges as supervisors, or what they fear they will experience if newly promoted.</p>	

Discussion Questions

Discussion Questions



1. What are the advantages of promoting staff from within a unit or facility?
2. What are the disadvantages of promoting staff from within a unit or facility?
3. What do you wish you knew before you were promoted to a supervisor position?

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Slide 8

Timing (mins.) 14

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Facilitators can facilitate this activity in any of the following ways:</p> <ol style="list-style-type: none"> 1) Large group discussion with one question at a time. 2) Small groups discuss all three questions and then contribute to a large group debrief of responses. 3) Three groups where each group answers one question; and then a large group discussion is facilitated based on group responses. <p>Whichever option is used, ensure that responses are captured on an easel chart. If small groups are used, it's helpful to establish the role of the reporter, recorder, and facilitator for each group. It is important to facilitate this exercise by stressing that either path is one that can be very effective. The exercise just helps us be aware of the challenges and the strengths.</p>	<p>Examples of advantages include the following:</p> <ul style="list-style-type: none"> ● Familiar with policies and procedures. ● Knows staff. ● Proof of upward mobility. ● Institutional knowledge. ● Encourages line staff. <p>Examples of disadvantages include the following:</p> <ul style="list-style-type: none"> ● Need to redefine relationships with coworkers. ● May cause others to question your credibility. ● Animosity with old peers. ● Blackmail.

Professional Boundaries Scenario, Part One

Professional Boundaries Scenario, Part One

Who crossed professional boundaries in this scenario?



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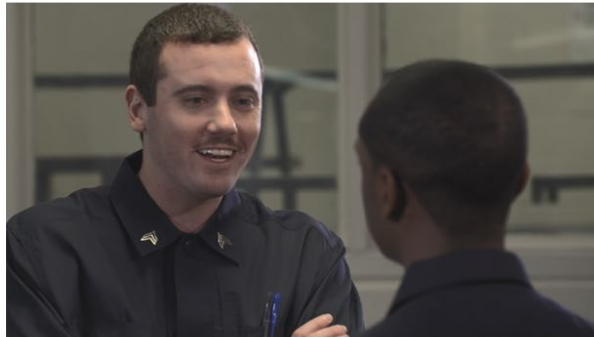
9

Slide 9	Timing (mins.) 7	
Icons	Facilitator Talking Points	Notes and Resources
<p>Do:</p> <p>Ask:</p> <p>Say:</p>	<p>Play the clip. Let the class know that a supervisor is conducting a roll call and overhears a male staff member make an inappropriate comment about a new female staff member. The inappropriate comment is intentionally muffled.</p> <p>Debrief with the class. Below are examples of prompting questions for the discussion.</p> <p><i>Who crossed professional boundaries in this scenario?*</i></p> <p><i>What did the supervisor do well? What could he have done better?</i></p> <p><i>In your facility, what would have happened next among your staff?</i></p> <p>Let's see how it would look if the supervisor used a different approach to this.</p>	<p>*Potential responses include the following:</p> <ul style="list-style-type: none"> ● The officer: <ul style="list-style-type: none"> ○ Inappropriate comment about an officer. ○ Disrespecting the supervisor. ● The supervisor: <ul style="list-style-type: none"> ○ Reprimanded the officer in front of the group.

Professional Boundaries Scenario, Part Two

Professional Boundaries Scenario, Part Two

What would your next steps be as the supervisor with this officer?



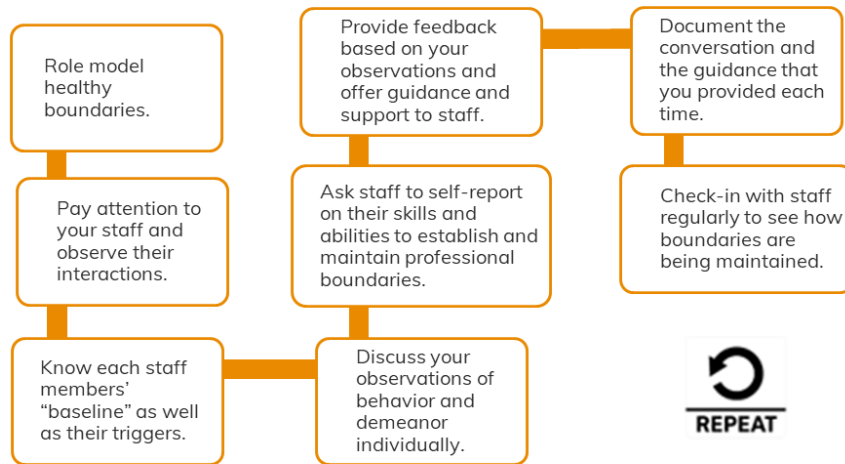
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Slide 10	Timing (mins.) 8	
Icons	Facilitator Talking Points	Notes and Resources
Do:	Play the second part of the clip. Debrief with the class. Below are examples of prompting questions for the discussion.	
Ask:	What did the supervisor do well? What could they have done better? Would you escalate this issue? If so, how and to whom? Would you follow up with your staff? If so, how? What would your next steps be as the supervisor with this officer?	

How Supervisors Can Support Staff

How can supervisors help staff establish and maintain professional boundaries?



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Slide 11

Timing (mins.) 4

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the question on the slide. Chart class responses on an easel chart.</p> <p>[Click] Review the challenges on the slide and confirm with the responses from the class.</p> <p>Say: <i>This is not a one-time exercise as a supervisor. This is something you will need to do on an ongoing basis with your staff. People are dynamic and sometimes different life circumstances and stressors, such as financial trouble, health issues, or loss of a partner may create vulnerabilities, which could jeopardize boundaries.</i></p> <p><i>The foundation of a healthy and productive supervisory relationship is trust. Trust is a building process that involves mutual sharing of information. The more you know about your staff, the more doors you open to promote partnership and develop accountability.</i></p>	<p>Resource: Patrick Lencioni, "The Five Dysfunctions of a Team."</p>

Commitment Statement

Commitment Statement

“As a supervisor, to ensure that professional boundaries are maintained, I will continue to _____, stop _____, and begin to _____.”



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Slide 12

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources



Do: Ask each class participant to think about professional boundaries and what each of them can do as a supervisor to encourage others to establish and maintain professional boundaries in relation to PREA and sexual safety.

Encourage the class to draw on all the activities and material that's been covered to identify goals that they can achieve in the near future.

Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.

PREA Resources

PREA Resources

PREA

- Talk to the agency PREA Coordinator or the PREA Compliance Manager.
- Visit the PREA Resource Center website: <http://www.prearesourcecenter.org>.

Books

- Lencioni, P. (2002) *The Five Dysfunctions of a Team* . San Francisco, CA: JosseyBass.
- Rath, T. (2007) *StrengthsFinder 2.0* . New York, NY: Gallup Press.
- Coffman, C. and Buckingham, M. (2016) *First, Break All the Rules: What the World's Greatest Managers Do Differently* . New York, NY: Gallup Press.
- Wagner, R. and Harter, J. (2006) *12 Elements of Great Managing* . New York, NY. Gallup Press.

Report

- National Prison Rape Commission Report, June 2009
 - 13 • Finding 2, page 5; Finding 4, page 9



Slide 13		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Instruct participants on where they can go for additional information and resources about PREA and sexual safety.</p>	1

Thank You

Thank you!

Have questions, comments, or concerns? Please reach out to The Moss Group, Inc. at 202-546-4747 or info@mossgroup.us.



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Slide 14	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Close the module, thank the participants for their time and attention, and ask the class if there are any additional questions related to the subject.</p>	