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Experienced Practitioners Committed to Excellence in Correctional Practice

IMPACT/JUSTICE

Cultures of Safety in Corrections

Building a Sexually Safe Culture

Staff

Facilitator Guide

2020



Table of Contents

Acknowledgments	3
Cultures of Safety in Corrections Overview	4
Goals	4
Target Audience	4
Facilitator Qualifications and Expectations	4
Facilitator Guide Organization Facilitator	5
Icons	5
Resources and Supplemental Materials	5
Staff Wellness Scenario	6
Objectives	6
Cultures of Safety in Corrections: Staff	7
Wellness Staff Wellness Objectives	8
Staff Stress	9
What Causes stress?	10
Effects of Stress on Staff	12
Effects of Employee Stress on the Agency	13
Stress Experienced by Isolated CO's	14
Staff Wellness State of Facility	16
Small Group Activity	17
Practitioner Perspective	18
Staff Wellness Scenario, Part One	19
Part One Debrief	20
Staff Wellness Scenario, Part Two	21
Part Two Debrief	22
Staff Wellness Policy	23
Strategies for Wellness	24
Staff Resilience	25
Self-Regulation	26
Commitment Statement	27
PREA Resources	28
Thank You	29

Acknowledgments

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The Moss Group
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 responsive to our customers' needs.

Cultures of Safety in Corrections Overview

Goals

This scenario and guide are 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 scenarios to encourage class discussion and ensure a deeper understanding about creating a culture of sexual safety.

- Build upon pre-existing knowledge of the Prison Rape Elimination Act (PREA) Standards and best practice in prisons, jails, community confinement, and juvenile detention facilities to support a culture of safety, especially sexual safety.
- Provide pragmatic, 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 day-to-day cultural norms that support 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 their agency or as an agency stakeholder. It is encouraged to supplement the material with related examples from participants' and facilitators' experiences to strengthen the connection with training concepts.

Effective facilitation is influenced by class size, time management, and comfort with the subject matter. Facilitators are expected to plan for a variety of 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 assist in the effective delivery of the vignette. The facilitation notes contain everything needed to teach; however, you are encouraged to include relevant examples from your experience, as appropriate. 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.	Say: <i>Recommended script to use.</i>	Guidance on facilitation, source citations, and additional resources.
	Do: <i>An action for the facilitators to take.</i>	
	Ask: <i>A discussion question for the group.</i>	

Facilitator Icons

This facilitator guide enables facilitators to easily scan each page, using 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 the subject matter and facilitation skills.

Timing

This is a 60-minute lesson plan.

Staff Wellness Scenario

Objectives

1. Recognize types of stress, common causes, warning signs and dangers of heightened stress for staff and supervisors within the corrections workplace, and the importance of staff wellness.
2. Discuss reality-based scenarios and practical solutions for supervisors to address staff wellness.
3. Identify agency policies, resources, and programs that can be implemented for staff to utilize when they encounter incidents that tax their health and well-being.
4. Apply the principles of resiliency and strategies for wellness to deal with stress and burnout in the corrections environment.

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	Cultures of Safety in Corrections: Staff Wellness	4
2	Staff Wellness Objectives	1
3	Staff Stress	2
4	Causes of Stress	2
5	Effects of Stress on Staff	3
6	Effects of Employee Stress on Agency	2
7	Stress experienced by isolated COs	2
8	Staff Wellness State of Facility	1
9	Small Group Activity	10
10	Practitioner Perspective	4
11	Staff Stress risks	5
12	Staff Wellness Scenario, Part One	1
13	Part One Debrief	4
14	Staff Wellness Scenario, Part Two	1
15	Part Two Debrief	5
16	Staff Wellness Policy	3
17	Strategies for Wellness	3
18	Resilience	2
19	Self-regulation	2
20	Commitment Statement	3
Estimated Total Time (minutes):		60

Cultures of Safety in Corrections: Staff Wellness

**Cultures of Safety in Corrections:
Building a Sexually Safe Culture**

Staff Wellness Month XX, XXXX

Slide 1

Timing (mins.) 4

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Welcome the class to the Staff Wellness module within the Culture in Corrections training package.</p> <p>Say: <i>In this module, we will focus on staff wellness, how stress affects staff wellness, and what you can do as a supervisor to help staff cope in a stressful workplace.</i></p>	<p>Facilitate a quick activity to engage the class and lighten the mood some, as conversations about staff stress can get emotional. Example questions include the following:</p> <ul style="list-style-type: none"> ● Tell us an accomplishment that you're proud of that most people may not know about. ● If you were a fruit or vegetable, which would you be and why? ● If you were a kitchen appliance, which would you be and why? ● What is your guilty pleasure TV show? ● What was your favorite childhood toy?

Staff Wellness Objectives

Staff Wellness Objectives

- Recognize types of stress, common causes, warning signs, and dangers of heightened stress for staff and supervisors within the corrections workplace and the importance of staff wellness.
- Discuss the reality-based scenarios and practical solutions for supervisors to address staff wellness.
- Identify agency policy, resources, and programs that can be implemented for staff to utilize when they encounter incidents that tax their health and well-being.
- Apply the principles of resiliency and strategies for wellness to deal with stress and burnout in the corrections environment.

2



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

Staff Stress


What is Stress?

- Job stress is defined as the relationship between the person and the environment where the environment is taxing or exceeding the person's resources or endangering his well-being. (Carlson & Thomas, 2006)
- Stress is consistently expressed by staff in corrections and juvenile justice as a significant contributing factor to personal health and well-being.

Joseph R. Carlson PhD & George Thomas PhD (2006) Burnout Among Prison Caseworkers and Corrections Officers. Journal of Offender Rehabilitation, 43:3, 19-34. DOI: 10.1300/J076v43n03_02

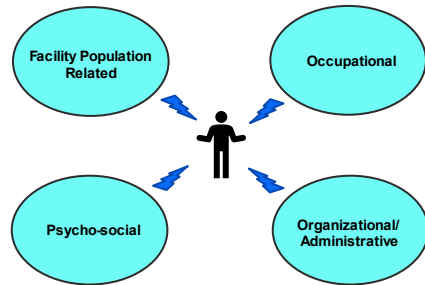
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3

Slide 3 Icons	Facilitator Talking Points	Timing (mins.) 2 Notes and Resources
	<p>Say: <i>Corrections is a high-pressure, stressful environment and the work can be very demanding. The culture of confinement is often referred to as "organized chaos."</i></p> <p><i>As supervisors, you have an important role to monitor that the staff who you supervise are healthy and able to handle the responsibilities of the job; and to intervene when you notice that someone under your supervision is not healthy (physically, mentally, etc.) enough to perform the functions of the position or is exhibiting stress.</i></p> <p>Ask: <i>How can you help? How do you deal with stress?</i></p> <p><i>How does stress affect you, your coworkers, and those whom you supervise where you work?</i></p>	<p>Joseph R. Carlson, PhD & George Thomas, PhD (2006,) "Burnout Among Prison Caseworkers and Corrections Officers," Journal of Offender Rehabilitation, 43:3, 19-34, DOI: 10.1300/J076v43n03_02.</p>

What Causes Stress?

What causes stress?



Correctional Officer Wellness and Safety Literature Review a CORRECTIONAL OFFICER WELLNESS AND SAFETY LITERATURE REVIEW Author Note Correctional Officer Wellness and Safety Literature Review i (2013). Retrieved from <https://s3.amazonaws.com/static.nicic.gov/Public/244831.pdf>


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4

Slide 4

Timing

(mins.) 2

Icons	Facilitator Talking Points	Notes and Resources
	<p>Ask: What are the four categories of stress that correctional staff may experience?</p> <p>Say:</p> <p><i>Confined population-related: threat of violence/threat of injury, gang activity, overcrowding, mental illness, substance abuse, suicide, other deviance (sex, contraband), etc.</i></p> <p><i>Occupational (inherent to the profession): closed work environment, hyper-vigilance, role ambiguity (rehabilitation vs. punishment), physical demands of the job (standing, use of equipment), culture around asking for help, etc.</i></p> <p><i>Organizational/administrative: mismanagement, poor leadership, poor perceptions of trust/support and fairness, inadequate resources/pay, understaffing, mandatory overtime/shift work, lack of confidential services, etc.</i></p>	<p>Correctional Officer Wellness and Safety Literature Review, "A Correctional Officer Wellness and Safety Literature Review," author note, Correctional Officer Wellness and Safety Literature Review (2013). Retrieved from https://s3.amazonaws.com/static.nicic.gov/Public/244831.pdf</p>

Psycho-social: fear, work/family conflict, media scrutiny, public misperceptions of profession, etc.

Effects of Stress on Staff

Effects of Stress on Staff

- Research suggests that staff who work in corrections or juvenile justice are more at risk to experience the following:



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5

Ferdik, F.V. and Smith, H.P. Correctional Officer Safety and Wellness Literature Synthesis. National Institute of Justice, U.S. Department of Justice, July 2017.

Slide 5

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources



Say: *If not properly managed, stress increases the risk for staff to suffer from heart disease, hypertension, diabetes, and a host of other physical ailments. Stress also weighs heavily on staff’s mental health and can lead to serious psychological distress, emotional disorders, and an elevated risk of suicide.*

Do: *Stress also weighs heavily on staff’s mental health and can lead to serious psychological distress, emotional disorders, and an elevated risk of suicide.*

Ask: *Review the points on the slide.*

Say: *Are these accurate for the staff that you work with and supervise? Any examples that you’d add or disagree with?*

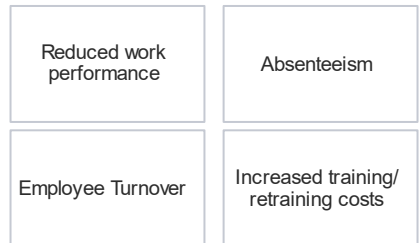
It’s important to note that these risks don’t necessarily start on day one. These factors build over time in a high-stress environment without a culture that supports staff wellness. As a supervisor, you are in a unique position to encourage a culture that supports staff wellness from the start before symptoms reach this degree of severity.

Ferdik, F.V. and Smith, H.P. “Correctional Officer Safety and Wellness Literature Synthesis.” National Institute of Justice, U.S. Department of Justice, July 2017.

Effects of Employee Stress on the Agency

Effects of Employee Stress on the Agency

- Research suggests correctional officer stress and burnout can have serious consequences for the correctional agency and the work environment in the institution:



Browler, Jaime, Fort, James, White, Michael. Correctional Officer Wellness Safety Literature Review. National Institute of Justice, U.S. Department of Justice, July 2013.

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6

Slide 6

Timing (mins.) 3

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>The effects of stress also extend to the correctional agency through reduced work performance, absenteeism, employee turnover, and replacement costs for new employees. Job stress can negatively affect employees' commitment to the organization and profession and can damage the quality of CO-supervisor relationships.</i></p> <p><i>Job burnout can cause:</i></p> <ul style="list-style-type: none"> • COs to withdraw from the job. • Negative impacts on their effectiveness at work and impaired work performance (i.e., carrying out careless searches and facility counts; some staff keep a second phone number to avoid unwanted calls pertaining to overtime and other work matters, which can result in staffing shortages). • High absenteeism. Correctional personnel use more sick leave than other state workers; high numbers of staff leave the profession voluntarily or due to physical and psychological problems resulting from stress and must then be replaced. • Increased costs of recruitment, selection and training of new staff. 	<p>Browler, Jaime, Fort, James, White, Michael. "Correctional Officer Wellness Safety Literature Review." National Institute of Justice, U.S. Department of Justice, July 2013.</p>

Stress Experienced by Isolated Correctional Officers (COs)

Stress experienced by isolated correctional officers (COs)

A Brief Note on Stressors Unique to Correctional Officers that are in the minority:

- The term "minority" doesn't only imply a racial or ethnic group. Supervisory COs, women, non-native English speakers, and others can all be in the "minority" of the CO population.
- COs that feel alone or isolated experience all the categories of stress described above, and additional stressors tied specifically to their minority status.
- Harassment and discrimination by colleagues and other persons in confinement can lead to isolation and alienation.
- Supervisory COs frequently experience -
 - Being on -call 24 hours a day, seven days a week.
 - Expanded external responsibilities.
 - Being positioned between leadership & subordinates

7



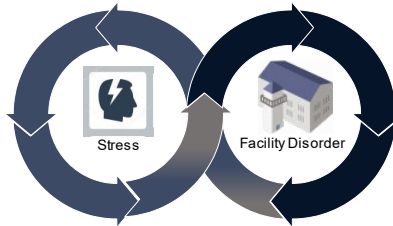
Slide 7	Timing (mins.) 2	
Icons	Facilitator Talking Points	Notes and Resources
	<p>Say:</p> <p><i>Correctional officers that feel alone or isolated may experience an enhanced level of stress because they have few peers or are in the minority of the CO population. The term "minority" doesn't only imply a racial or ethnic group, but it can. COs with supervisory responsibilities, women, non-native English speakers, and others can all be in the "minority" of the CO population.</i></p> <p><i>Lacking colleagues or a support network can be particularly isolating. It's imperative that correctional officers support one another and effectively communicate if you observe someone displaying symptoms of stress.</i></p> <p>Supervisory stress can include:</p> <ul style="list-style-type: none"> • <i>Handling relations with the officers' union; staff hostility or mistrust; pressures from central administration; political scapegoating and media exposure (Finn, 2000).</i> • <i>Line-level supervisors must walk a fine line between being responsive to the agency leadership while also representing the interests of their subordinates.</i> 	

- Supervisors also may find themselves in the role of disciplinarian while attempting to provide support, positive feedback, and rewards for exemplary work performance.
- Men and women see corrections work differently, and training might address how to create a more centered and balanced role-approach that is neither wholly 'hack or human service.'
(Carlson, Anson, & Thomas, 2003)

Staff Wellness State of Facility

Staff Wellness State of Facility

High stress among staff can lead to disorder in a correctional environment which is indicative of the staff wellness state of the facility.



Ferdik, F.V. and Smith, H. *Correctional Officer Safety and Wellness Literature Synthesis*. National Institute of Justice, U.S. Department of Justice, July 2017.

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8

Slide 8

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources



Say: Staff play a pivotal role within the prison system. Yet, working in a confinement facility brings with it stressful and dangerous conditions that are unique to this line of work. As mentioned earlier, research has shown that staff experience high stress levels, burnout, and a variety of other mental health-related consequences as a result of their jobs.

Together, the negative physical and mental health outcomes can have harmful effects on the wider prison institution. Staffing shortages and officers missing work create a dangerous cycle where low officer-to-inmate ratios and high turnover in staffing threaten a confinement facility's ability to implement appropriate security mandates.

Ferdik, F.V. and Smith, H.P. "Correctional Officer Safety and Wellness Literature Synthesis." National Institute of Justice, U.S. Department of Justice, July 2017.

Small Group Activity

Small Group Activity



In your small group:

- List warning signs and behaviors that staff members exhibit when they are under stress.
- List warning signs and behaviors that supervisors and administrators exhibit when they are under stress.
- Identify what may be the cause of stress and what you or your agency may be able to do to help reduce it.
- How is stress an indicator of facility disorder? How can facility disorder contribute to an unsafe culture?

Be prepared to report out to the group.



9

Slide 9	Timing (mins.) 10	
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Have participants work in small groups to complete this activity. Have participants chart their answers on easel chart paper. Allow participants six to eight minutes to complete.</p> <p>Ask: <i>What are some examples of warning signs or behaviors that staff members exhibit when they may be under stress?*</i></p> <p>Do: Chart the responses and respond as appropriate.</p> <p>Ask: <i>Is it the same for supervisors? What are some examples of warning signs specific to supervisors or administrators when they are under stress? **</i></p> <p>Chart the responses and respond as appropriate.</p> <p>Thank participants for their thoughtful answers.</p>	<p>*Potential answers:</p> <ul style="list-style-type: none"> • Excessive callouts • Overly aggressive or passive • Physical injuries • Unkempt attire • Lateness • Lack of interest • Mood swings • Change in appearance • Distancing from staff • Difficulty managing the population • Excessive breaks • Change in energy level • Conflicts <p>** Potential answers include the same as above, plus the following:</p> <ul style="list-style-type: none"> • Refusing vacation • Missing meetings • Disorganized • Not doing performance reviews

Practitioner Perspective

Practitioner Perspective

Why is it important for a supervisor to establish a culture that supports staff wellness?



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10

Slide 10

Timing (mins.) 4

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>Let's watch a quick clip from a practitioner in the field about the importance of a supervisor for establishing a culture that supports staff wellness.</i></p> <p>Do: Play the video. Debrief with the class.</p> <p>Ask: <i>What do you think about this clip?</i></p> <p><i>How does knowing some of the personal details about your staff (as appropriate) help you do your job?</i></p> <p><i>Do supervisors sometimes get caught between wanting to show compassion for staff and just wanting to get the work done?</i></p> <p><i>How do you approach staff that may be suffering from stress and need to focus on wellness?</i></p>	

Staff Wellness Scenario, Part One

Staff Wellness Scenario, Part One

How might staff handle this situation?



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11

Slide 11

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources



Say: *Let's watch a video clip where two corrections staff members are sitting in the break room. Juvenile Justice Specialist Williams is sharing with another specialist about the past week in his unit.*

Part One Debrief


Part One

Clip Debrief

1. What are your thoughts so far?
2. What were the concerns of the two staff members?
3. What are other ways staff might handle a situation like this?

12

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Slide 12	Timing (mins.)	4
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Facilitate a large group discussion with the questions on the slide.</p> <p>For the second question, look for answers such as the following:</p> <ul style="list-style-type: none">▪ Bad fight between two kids with injuries including a broken jaw, lost teeth, and fifteen stitches.▪ Youth are scared and seeking safety at specialist's desk.▪ Youth afraid to take showers and come out of their rooms.▪ Endless trash talk, fights.▪ Sense that things are out of control.▪ Rule violations are being ignored.▪ No accountability.▪ Lack of supervisory presence within the unit. <p>For the third question, look for answers such as the following:</p> <ul style="list-style-type: none">▪ Keep it to themselves.▪ Spread rumors.▪ Quit.▪ File a complaint against the supervisor.▪ Call out sick.	

Staff Wellness Scenario, Part Two


Staff Wellness Scenario, Part Two

How did the supervisor handle the situation?



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13

Slide 13	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>Let's watch the next part of the scenario. Take down some notes if it's helpful. Pay attention to the way the supervisor navigates this situation.</i></p>	

Part Two Debrief


Part Two

Clip Debrief

1. What were the key points that the supervisor addressed?
2. What did the supervisor do well or not do well?
3. Were other staff members affected by this stress? If so, how?
4. Are there other things the supervisor could have done or said?

14

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Slide 14	Timing (mins.)	5
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Facilitate a large group discussion with the questions on the slide.</p> <p>For the first question, look for answers such as those below. Desired answers include:</p> <ul style="list-style-type: none">▪ Showing an appreciation for bringing the issues to her attention.▪ Staff safety and the safety of everyone at this facility is an utmost concern.▪ There is an investigation into the assault that happened last week.▪ Ask for the specialist perspective and prevention ideas. <p>For the third question, look for answers such as the following:</p> <ul style="list-style-type: none">▪ Youth aren't listening to staff.▪ The need for more consistency in both consequences and incentives.▪ Supervisors and training staff to support staff during the really busy times on the unit.▪ Staff accountability to show up for work and address illnesses and problems.▪ Respect each other by working as scheduled.	


Staff Wellness Policy

Staff Wellness Policy

1. Agency policies for wellness usually consist of three types:
 - An *in-house* program is a separate unit within—and operated by—the correctional agency.
 - *External* arrangements involve regular use of a private service.
 - *Hybrid* programs combine elements of both in-house and external structures.
2. What is ours?

15

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Slide 15	Timing (mins.) 3	
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the three types of agency policies on the slide.</p> <p>Say: <i>In-house</i> examples include Massachusetts' Stress Unit; Multnomah County's Peer Support Program; New York State's Post-Incident Stress Debriefing Program; and Texas' Post Trauma Staff Support Program.</p> <p><i>External</i> arrangements examples include South Carolina's Post Trauma Resources, and California's Counseling Team.</p> <p><i>Hybrid</i> programs include Rhode Island's Stress Unit and Family Service Society.</p>	

Strategies for Wellness

Strategies for Wellness



Journal



Exercise



Vacation



Eat well



Get sleep



Talk to someone



Respect boundaries



Learn your triggers



Know your rechargers



Manage your time



Organize and plan ahead



Delegate tasks




Don't procrastinate

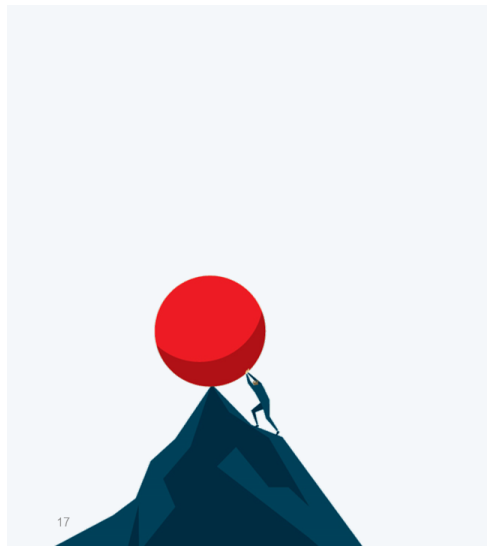


Slide 16

Timing (mins.) 3

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the strategies on the slide with the responses offered by participants. Reaffirm where appropriate.</p> <p>Say: <i>It's also important to know which coping mechanisms you use that are unhealthy and counterproductive to recharging yourself, such as substance abuse, over- or under-eating, gambling, overspending, etc.</i></p> <p>Ask: <i>In addition to agency policies on wellness, are there some things that we can do as supervisors to help staff with this?</i></p> <ul style="list-style-type: none"> • Monitor PTO if someone isn't using their vacation. • Regular check-ins with staff. • Be organized and don't wait until the last minute to post staff schedules, notify staff of policy changes, etc. • Others? 	<ul style="list-style-type: none"> •

Staff Resilience



Resilience

The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It means **"bouncing back" from difficult experiences.**

- American Psychological Association

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Slide 17

Timing (mins.) 2

Icons	Facilitator Talking Points	Notes and Resources
Say:	To cope with stressors and adversity that we experience throughout our lives and at work, we develop and build up a certain level of resiliency. Your resiliency, or your ability to “bounce back” from these difficult experiences influences your overall stress level and wellness.	
Ask:	What can we do for ourselves and for our employees to encourage and strengthen our responses to stress and burnout? Develop resilience.	
Say:	We all have different experiences in life that alter our ability or lack of ability to cope. It's important to note that just because a staff member appears to be highly resilient, sometimes that's reflective of a coping mechanism that keeps emotions bottled up until the individual “explodes.” It's important for supervisors to pay attention.	

Self-Regulation

Self-Regulation



Self-regulation and managing stressful situations are valuable tools for helping to navigate emotional and physiological well-being.

Creating a personal plan can be an effective and rewarding way to start the process.



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18

Slide 18

Timing (mins.) 2

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>You are your own first line of awareness and defense for managing stressful situations. Understanding how you react to adverse events and being aware of helpful strategies to keep yourself regulated and feeling healthy is all within your power and control.</i></p> <p><i>A personal, individualized plan for when these situations come up is helpful for keeping your own well-being in check.</i></p> <p>Ask: <i>What are some techniques that you use to manage and monitor your stress?</i></p> <p>Do: <i>Facilitate a discussion with the class and write down responses on an easel chart.</i></p>	

Commitment Statement

Commitment Statement

“As a supervisor, to promote wellness with staff, I will continue to _____, stop _____, and begin to _____.”



19

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Slide 19

Timing (mins.) 3

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the class to think about staff wellness and what he or she can do as a supervisor to encourage a culture of wellness at work.</p> <p>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.</p> <p>Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.</p>	

PREA Resources

Additional PREA Resources

For more information on building a Sexually Safe Culture

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

20



Slide 20	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>		

Thank You



Slide 21

Timing (mins.) -

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>	