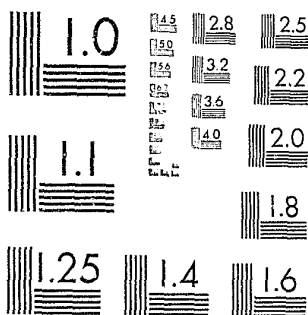


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POLICY GUIDELINES
for a
STATEWIDE CORRECTIONAL
STAFF DEVELOPMENT
PROGRAM

RECEIVED

AUG 8 1968

ACQUISITIONS

P.A.C.T.

PENNSYLVANIA ADULT CORRECTIONAL TRAINING
INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

January 21-23, 1968

1/29/68 LEC 38:JC

70094

GOALS FOR CORRECTIONAL TRAINING

The major goal of correction is the protection of society by preparing the offender to reenter (or remain in) the community as a law-abiding and productive citizen; and to provide, when necessary, for secure and humane custody and/or control of the offender.

Objectives for correctional staff development must be consistent with this major correctional goal. These are:

- A) Training staff to be knowledgeable about the role of their agency or institution in the continuum of the administration of justice system. Specifically, the criminal law, law enforcement, the judiciary, correctional agencies and institutions, parole, probation, and other agencies which provide services for offenders (e.g., vocational rehabilitation and mental health);
- B) Training staff to be knowledgeable about the function, philosophy, and responsibility of his particular institution or agency;
- C) Training staff to be knowledgeable about the specific programs and services provided by the agency or institution of which he is a part;
- D) Training staff to be knowledgeable about the specific role and responsibility of the positions they occupy;
- E) Training staff to be knowledgeable about the understanding of the offenders whom they serve and for whom they are responsible;
- F) Training staff to be knowledgeable about the impact of interpersonal relationships;
- G) Training staff to be knowledgeable about the ways by which to correctly utilize the services of community agencies on behalf of their clients;
- H) Training staff to be knowledgeable about the role and responsibility of correctional personnel to participate in the education of the public

GOALS FOR CORRECTIONAL TRAINING (continued)

in problems relating to corrections and the administration of criminal justice. The foregoing basic training should be given to all staff.

Additional concentrated training should be provided with staff consistent for the special positions they occupy. Staff development training must be commensurate with realistic standards, as well as professional performance requirements.

TRAINING NEEDS IN CORRECTIONS

Training needs emerge from an analysis of goals as heretofore set forth in Section 1. These needs can be met through three training strategies:

- A) Pre-entry training. This education should be at a level consistent with the job expectations and entry requirements.
- B) Post-entry indoctrination training for corrections and the administration of justice. (This basic training program would be universally provided for all staff whether service or professional since pre-entry training and education comes from a variety of inputs, some of which do not incorporate either justice concepts or content).
- C) Special staff development training designed to raise staff at all levels and in all functions to their maximum potential. Specific staff development programs can be organized on an inter-agency basis and can cut across the various sectors of the administration of justice, including law enforcement, intramural and extramural correctional services including interdisciplinary team training.

At the present time there are fragmented offerings of correctional and law enforcement -- related programs for staff development. There needs to be a significant effort to coordinate such efforts through the development of a master plan which includes periodic evaluation.

Specifically, the high priority correctional staff development needs are:

- A) Organized and coordinated training programs for all personnel working in the correctional field to be carried out on a regional basis.
- B) Training which will overcome the present deficiencies of correctional workers knowledge about their own rehabilitation programs and the resources of related social agencies.
- C) Programs which increasingly will utilize the merged talents of various agencies and universities in the training of staff both on campus and

TRAINING NEEDS IN CORRECTIONS (continued)

in the agency setting.

- D) Staff development programs must have built in rewards and advantages for those staff to undertake and complete such additional training.

Two major blocks are seen as preventing the realization of the unmet staff development needs listed above. These are:

- 1) Lack of sufficient funds to subsidize the training and hiring competent training staff.
- 2) Lack of replacement personnel to man critical services during times that personnel in training are on extended absences for such programs.

Many justice agencies are too small to employ any training personnel.

Resources that a small agency can afford for training must be merged with other agencies if needs are to be met at all. Massive training subsidies will be needed to bring small agencies up to minimal standards.

Educational institutions should be encouraged to develop meaningful and appropriate materials tailored for correctional and allied social agencies. Subsidies to underwrite such ongoing programs are vital.

CONTENT OF CORRECTIONAL TRAINING

The content of training programs should be compatible with agencies' philosophies which in turn should be consistent with cultural and social beliefs in a democratic society. Course material, therefore, should include skills, techniques, and attitudes in dealing with both offenders and correctional employees as individuals. Such knowledge should develop empathy for others. Additionally, the legal rights of offenders, and the trainees' responsibility and obligations regarding the use of power and authority should be included in training for workers in the administration of justice system. Such training should insure the development of a philosophy compatible with the ethical and moral thinking within the specific agency and the society it serves.

Content materials should be functional for all the personnel being trained and individual agencies should participate in the development of course content commensurate with the needs of agency personnel. The concept of evaluation must be incorporated in course materials so that the agency will be capable of periodically determining whether the programs of instruction are as effective as they should be. Whenever it appears that they are not meeting the needs of agency personnel, changes should be made.

Consistent with the above specific courses would include:

- 1) The dynamics of human behavior;
- 2) The impact of environment on individuals;
- 3) Community agencies which work with correctional clientele (e.g., public welfare, vocational rehabilitation, mental health);
- 4) Criminal law and procedures which relate to corrections;
- 5) Socio-cultural determinants of behavior;
- 6) Communications skills (verbal and written);
- 7) Skills in interpersonal relationships (particularly those dealing with hostility, aggression and authority);

CONTENT OF CORRECTIONAL TRAINING (continued)

- 8) Public relations and community information;
- 9) Professional disciplines which work with offenders (psychiatry, psychology, sociology, medicine, social-work, etc.);
- 10) Case management;
- 11) Correctional research (program evaluation and performance prediction);
- 12) Correctional administration.

The above list is illustrative and in no sense comprehensive. Training programs should maximize the connection between knowledge, skills, and attitudes necessary in the trainees work performance.

METHODS FOR CORRECTIONAL TRAINING

Guidelines for method to achieve the training objectives stated previously in this report are as follows:

- A) Effective training programs should involve maximum trainee participation;
- B) The selection of training programs should include the right combination of methods for the knowledge, skills, and attitudes to be taught;
- C) In the selection of methods, consideration should be given to the needs functions, and positions of trainees in their organizations as well as their degree of sophistication;
- D) Methods used should be evaluated for their contribution toward learning, not solely for the demonstration of a new technique;
- E) Methods should be varied in order to stimulate learning and reduce monotony (e.g., audio-visual devices, programmed instruction, etc.);
- F) On-the-job training can be a valuable component of an effective training program. Superiors should reinforce training by providing constructive guidance and recognition for improved performance;
- G) Actual agency problems and case materials should be utilized for training purposes whenever possible.

Specific techniques which have been useful in training include demonstrations of group interaction, laboratory methods ("T" Group, instrumented group), management games, role playing, psycho-drama, problem solving techniques.

PROGRAM SPECIFICATION

Grant funds from the Office of Law Enforcement Assistance, when received should be used in the following fashion:

- A) Staff of the Center for Law Enforcement and Corrections should be assigned the task of developing a variety of training materials, including content and strategies for transmission, which would be applicable to the entire field of the administration of justice cycle. Emphasis, however, should be addressed to the correctional area, and particularly targeted the line level and middle management personnel.
- B) Subsequent to the completion of the packages of training materials, one or more training workshops should be held either at the Penn State campus at University Park, or at the commonwealth campuses to utilize and test the materials which will have been developed. These recommendations should be construed as including the possibility that state-supported conferences and workshops during the year of the project could use some of the findings and materials developed out of the project.
- C) Contemplating the possibility that funds would be available subsequent to the expiration of the O.L.E.A. Phase II grant funds, it is recommended that efforts be made to make segments of the training program available at each of the 19 Penn State campuses around the State, so that minimal travel will be required for personnel located in adjacent areas. Efforts should also be directed toward the development of a coordinated system of training.

We, the undersigned, participants of the Executives' Workshop of the Pennsylvania Adult Correctional Training (P.A.C.T.) Institutes, have collectively produced the foregoing report and commend it as a common statement of policy guidelines for the development of a correctional staff training program for the Commonwealth of Pennsylvania.

Signed at The Pennsylvania State University on the twenty-third day of January, in the year nineteen hundred sixty-eight.

William F. Butler
William Butler, Member
Pennsylvania Board of
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John Case, Warden
Bucks County Prison

Thomas Cavanaugh
Thomas Cavanaugh, Warden
Northampton County Prison

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Angelo C. Cavell, Sup't.
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END