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**IOWA DEPARTMENT OF CORRECTIONS STUDY**

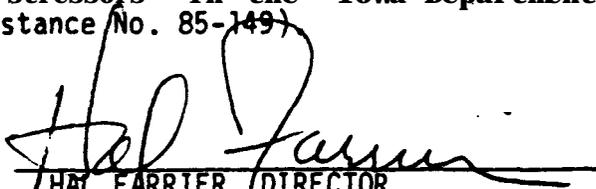
**NATIONAL INSTITUTE OF CORRECTIONS**

**July 1985**

**(O'Brien and Gustafson)**

**To Whom It May Concern:**

**I herewith grant permission to the National Institute of Corrections to place on file with the NIC Information Center in Boulder, Colorado, and otherwise share with agencies contemplating similar studies, the final report submitted to me by the consulting team of Gustafson and O'Brien in connection with a Department effort to identify (and explore approaches to correction of) organizational stressors in the Iowa Department of Corrections. (NIC Technical Assistance No. 85-149)**

  
HAL FARRIER, DIRECTOR  
IOWA DEPARTMENT OF CORRECTIONS

1-17-86  
DATE



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This technical assistance activity was funded by the Prisons Division of the National Institute of Corrections. The Institute is a Federal agency established to provide assistance to strengthen state and local correctional agencies by creating more effective, humane, and safe and just correctional services.

The resource person who provided the on-site technical assistance did so on a contractual basis, at the request of the Iowa Department of Corrections through the coordination of the National Institute of Corrections. The direct on-site assistance and this subsequent report are intended to assist the Iowa Department of Corrections in addressing issues outlined in the original request and in efforts to enhance the effectiveness of the agency.

The contents of this document reflect the views of Ms. O'Brien & Mr. Gustafson. The contents do not necessarily reflect the official views or policy of the National Institute of Corrections.

## **ABSTRACT**

The current technical assistance report represents an interpretation, of a paper and pencil survey of stress occurring in Iowa Correction Officers (CO's) conducted by the Iowa Department of Corrections and the American Federation of State, County and Municipal Employees (AFSCME), Local Council 61 with analysis conducted by the AFSCME Department of Research. The results of this survey along with a site visit are described as well as recommendations for approaches to stress and burnout for Iowa Correction Officers.

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## 1.0 Introduction

Stress and its impact on corrections is a topic that has been drawing increased attention from administrators across the country. In a study conducted by the National Institute of Justice, (1984) that surveyed corrections administrators, it was shown that high stress and poor public image were among some of the impediments to successful recruitment mentioned by the respondents. These same factors also impaired retention of current officers.

The issue of stress and its impact on the correctional officer is multifaceted in that stress can include more than one element or condition. Based on the work of Stratton (1978), stressors for the Correctional Officer can be divided into four categories:

1. Stressors external to the organization such as attitude of the public and frustration with the criminal justice system.
2. Stressors internal to the organization such as poor pay, poor training and/or supervision.
3. Stressors inherent in the job (in this case correctional work) such as shift work and role conflict.
4. Stressors peculiar to the individual such as marriage responsibilities and/or lack of self confidence.

In 1979, Dr. Frances Cheek conducted a study that involved a survey of Corrections Officers with the New Jersey Department of Corrections to identify the different types of stressors affecting them. One of the more interesting findings in the study revealed that correctional officers reported more stress related physical illnesses than police officers.

In 1984, the Iowa Department of Corrections and the American Federation of State, County and Municipal Employees (AFSCME) Council 61 cosponsored a similar study for the purpose of identifying stressors affecting Iowa Correctional employees. The survey instrument (Appendix A) was administered by the Iowa Department of Corrections in 1984, and an analysis and interpretation of the data was conducted by AFSCME's Department of Research in Washington, D.C.

In January, 1985, Mr. Hal Farrier, Director of the Iowa Department of Corrections, contacted Ms. Barbara O'Brien (stress consultant) to determine the availability of a team to conduct an assessment of survey results and to develop recommendations for intervention techniques based on the findings (Appendix B). The survey was primarily a tool to identify stressors and was not designed to identify possible interventions for the most fre-

quently cited stressors. The technical assistance performed by the team consultants was funded by the Prisons Division of the National Institute of Corrections, U. S. Department of Justice.

The technical assistance conducted by the team consultants involved a three-tier approach: pre-site review, site visit, and post-site review. The pre-site review involved analysis of AFSCME survey data, review of Iowa Department of Corrections policies and procedures, review of existing departmental employee assistance/support programs, and preparation of interview materials (Appendix C) for the site visit.

The site visit was conducted on July 21-24, 1985. The purposes of the site visit was to a) conduct interviews with administrative staff, corrections supervisors, and randomly selected Corrections Officers; b) visit two corrections facilities; c) review the current Employee Assistance- Program and department-offered stress programs; and d) review the existing budget in the Iowa Department of Corrections and assess the ability of the agency to initiate change.

During the site visit, interviews were conducted in Des Moines, Iowa, at the administrative office building, Department of Corrections. Individuals interviewed included the following: Mr. Hal Farrier, Director, Department of Corrections; Mr. Charles Lee, Assistant Deputy Director of Institutions; Ms. Merrie Murray, Director of Personnel and Training; and Mr. John Tapscott, Executive Director of the Employee Assistance Program in the Des Moines area. Additional interviews were conducted at the Mitchelville and Riverview facilities. During the site visit at the Mitchelville Women's facility, Barbara Olk, Warden, and Dick Stockner, Correction Supervisor I, were interviewed. At the Riverview facility, Steve Foster, Assistant Treatment Director, and Ken Daugherty, Security Supervisor, were interviewed. Random interviews were conducted with correctional officers at both facilities.

Training program information was provided during an interview with Jerry Eggleston, Superintendent for the Iowa Corrections Training Center. Copies of the stress course curriculum, both for recruit and in-service personnel, were provided to the consultants (Appendix D).

The post-site review included further analysis of AFSCME data as it related to other issues identified during the site visit and the development of visual graphics to depict AFSCME report and review findings.

## 2.0 Method

The primary methodology of this research is the use of a paper and pencil survey developed by Dr. Cheek and Ms. Miller (1981) to assess stress in Corrections Officers. This was originally applied to Corrections Officers in New Jersey, and subsequently in Pennsylvania, Illinois and Washington.

The Iowa survey was distributed to 1,891 employees at the eight corrections facilities and at the central office. The local training officer at each institution distributed the surveys. A total of 891 employees (47.1%) returned the survey. A random sample of approximately 10% of the respondents (N=90) was selected for analysis. The tabulation of these findings was conducted by the Washington staff of AFSCME under the direction of Mr. Mark L. Gray (1985).

In addition to the survey results, semi-structured interviews were conducted in Iowa of Corrections Officers at two sites (Mitchellville, a minimum and medium security women's facility, and Riverview Release Center, a minimum security male facility), as well as interviews with state corrections officials and academy training staff. (See Appendix C for interview form).

### Limitations to Methods

The limitations to self report are well known in the behavioral sciences (Campbell and Stanley, 1966; Neale and Liebert, 1980). These include the possibility that respondents either do not always remember their own behaviors or modify their portrait of themselves in their responses to surveys. Surveys are also sensitive to the use of specific language. Two questions which may appear similar to the consumer of a survey may elicit different responses from the respondents. Interviews are plagued by similar problems which also includes increased unreliability of responses due to the use of less standardized procedures. These limitations should be considered when these types of methods are utilized. However, it is important to also consider the strengths of these methods. Surveys and interviews are efficient and cost effective ways of asking a comparatively large number of questions, requiring less time to administer and evaluate and much less cost than "true experimental methods" (Campbell and Stanley, 1966). The survey methods can also ask people "what they are thinking" and other similar questions. The use of true experimental methods (experimental and comparison groups) and the more rigorous quasi-experimental methods typically are useful as follow-ups to survey methods. The non-survey methods can tie down a small number of experimental questions in the most rigorous fashion.

### 3.0 Results and. Conclusions

#### Summary of Survey Findings

The Iowa survey (AFSCME, 1985) in general mirrored the national survey (Cheek and Miller, 1981). Some differences are noted. Although the Iowa study primarily surveyed corrections officers (52%) it did include a greater number *of* other personnel (35%) than did the national. The composition of the Iowa survey is shown in Figure 1.

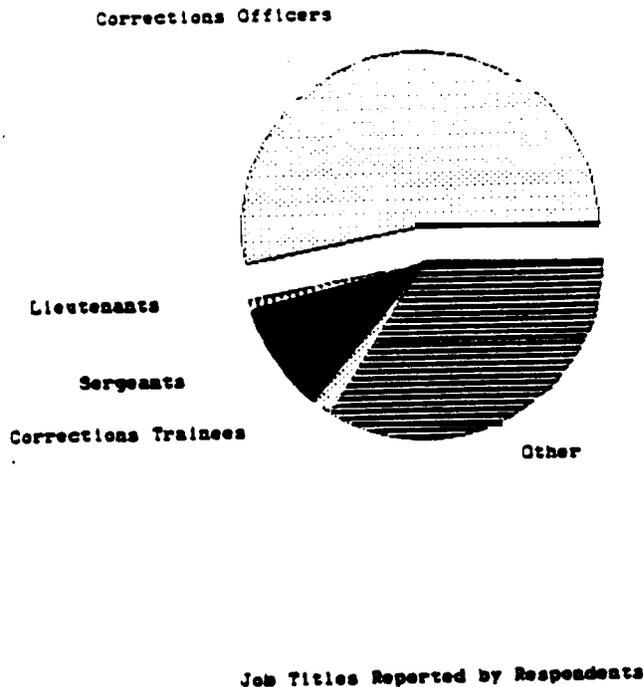


Figure 1

Another interesting difference in the compositions of the respondents is that the Iowa corrections officers appear to include more CO's with two or less years of service. See Figure 2. This may indicate that Iowa has a greater turnover rate than the other states (or a recent large scale hiring).

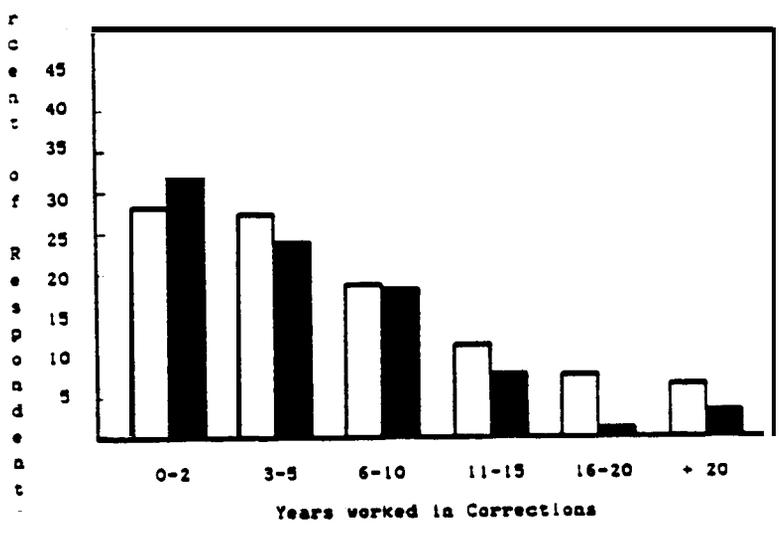


Figure 2

Figure 3 compares the national sample to the Iowa sample on the security of the work setting. The national study had more CO's working in maximum and minimum settings and less in medium settings than in the Iowa study: however, they do appear reasonably comparable.

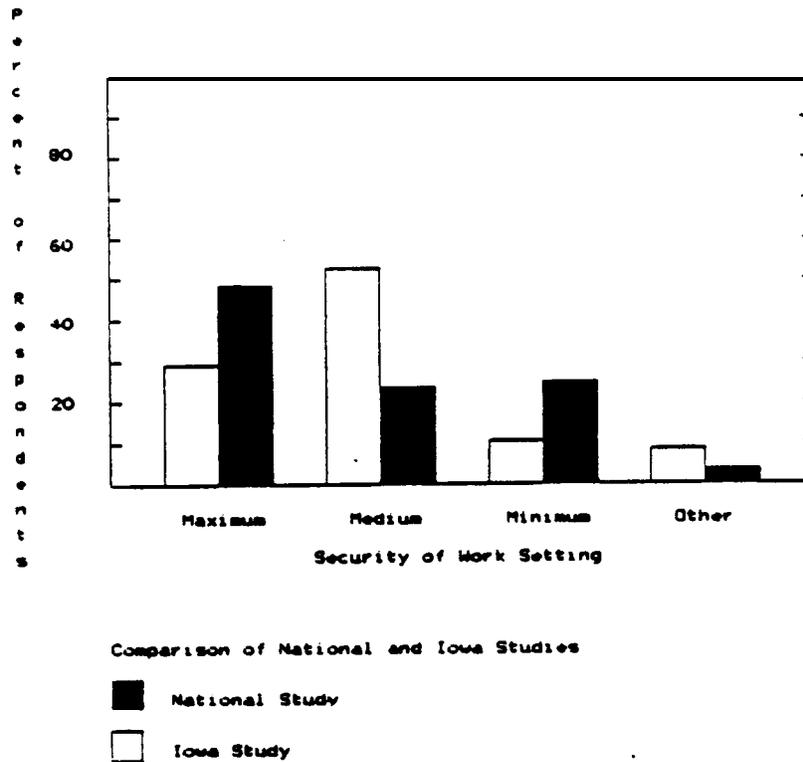
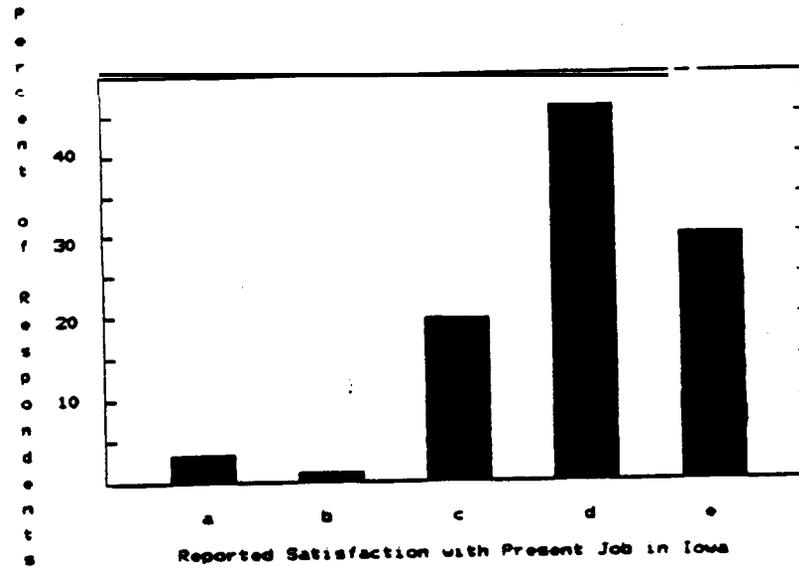


Figure 3

The overall self-attributed job satisfaction for Iowa corrections officers is shown in Figure 4. The average satisfaction is between somewhat and moderately. This is the same average finding as appeared on the national.



**Responses**

- (a) Not at All
- (b) Very Little
- (c) Somewhat
- (d) Moderately
- (e) Very Much

Figure 4

Iowa Corrections Officers report using less sick days than were used by CO's in the national study. See Figure 5.

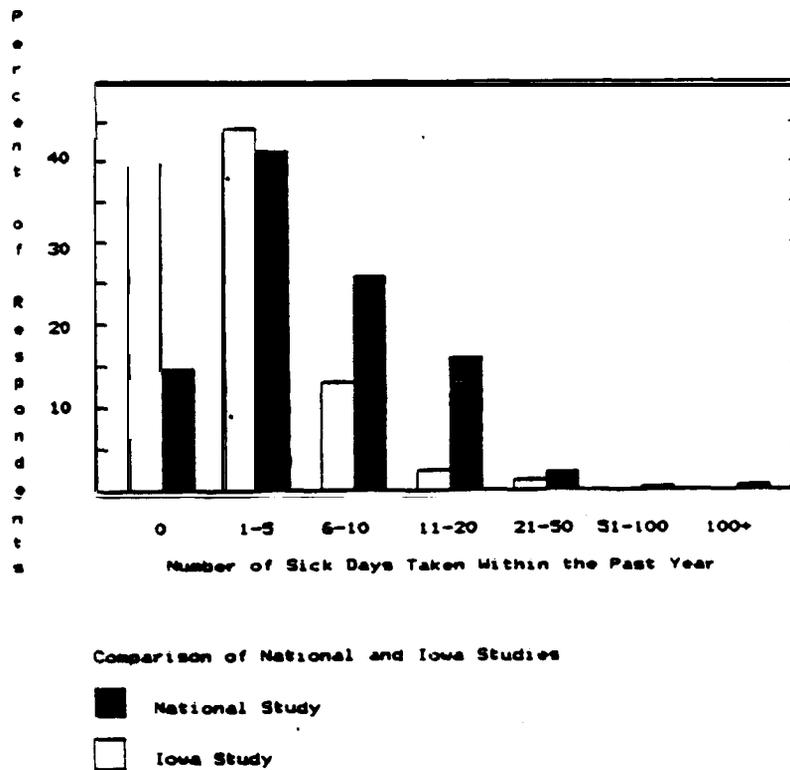


Figure 5

Primary Findings of Iowa Survey

1. Concerns over rules and regulations

The respondent CO's reported a number of concerns over their rules and regulations. They reported concerns over frequency of change for rules and regulations and communication of laws and rules. Two interviewees drew parallels between the rules

imposed on inmates by CO's and the rules followed by CO's. It is not surprising that people who are the enforcer of rules will be sensitized to the rules they have to follow themselves. An inspection of some of the rules for CO's does show concern for detail, such as defining anything at work as confidential and requirements against boisterous behaviors at work.

2. Self attributions of negative effects of job stress upon physical health, emotional health, family relations, and job performance.

Four items on the survey dealt with the above mentioned attributions about stress effects, respectively (Items 21, 22, 23, and 24). The average ratings of these effects are shown in Figure 6 for both the national survey (solid lines and circles) and the Iowa survey (broken lines and diamonds). These averages range from 1-no negative effect, 2-very little negative effect, 3-slightly negative effect, 4-moderate negative effect, to 5-very great negative effect. Most items are rated as having greater than a slightly negative effect and less than a moderate negative effect. The national group rated these effects on the average of about 0.7 points higher than the Iowa respondents.

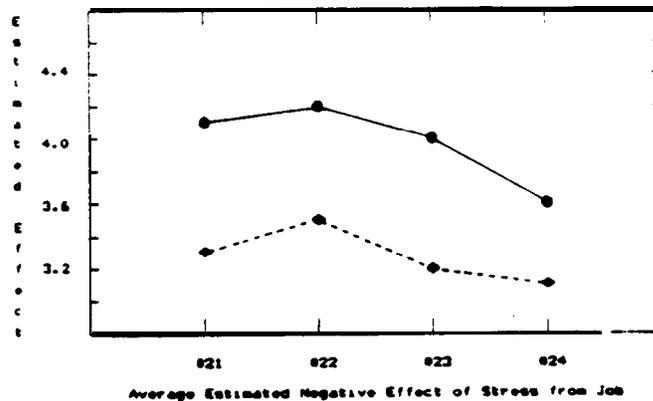


Figure 6

3. Sources of perceived stress by Corrections Officers

The CO's were asked to rate the perceived stress levels of a number of items dealing with a variety of potential job concerns. These items were rated from 1 (not at all) to 5

(very much). The average ratings of the top items ranged from 3.8 for concern over pay, 3.5 to staff morale, 3.4 lack of support by management, and 3.3 for changing management priorities. These items are typical perceptions of management/organizational issues which are described as causing burnout.

#### 4. Perceived consequences of Stress

The Iowa CO's perceived that the five most frequent responses of stress in corrections were: burnout, turnover, absences, poor job performance, and excessive leave time, respectively.

#### Summary of Interview Findings

One issue raised by most Corrections Officers interviewed was the frustrations dealing with inmates both in terms of distrusting the inmates and the sense of futility with changing the predictable negative "revolving door" outcomes for inmates. It was interesting that no Corrections Officers reported being afraid for their safety, even though all were questioned in this area. Another common complaint about the job of being a CO was the constant counting of inmates. This was perceived as boring and demanding (all CO's interviewed felt this was also necessary). Other concerns were the sense of being run from above, strictness of rules governing the behavior of CO's, lack of "positive strokes\*" by the organization, and the inflexibility of scheduling. One woman Corrections Officer described the feeling that she had to do as good or better than male CO's and couldn't show soft emotions such as crying. This is a typical finding for female law enforcement officers (O'Brien et. al., 1985).

#### summary of Overall Findings

It appears that CO's have a number of sources of stress. The character of the stressors may be different than other high stress occupations. Burnout types of situations are described which involves feeling of lack of control over the organizational outcomes, boredom, and lack of self importance. This is in contrast to a situation where people like air traffic controllers are constantly afraid that they may do something resulting in loss of life or other professions involving fear for personal safety.

## 4.0 Recommendations

### Introduction

In viewing stress for Corrections Officers, it is important to maintain a balanced perspective. Often stress researchers look at a job, identify stressors, and assume that their role is to recommend the reduction of all identified stressors. Taken to extreme, one could, for example, look at Corrections Officers and police officers and point out that a number of the job stressors result from working with criminals. One could even suggest that they would benefit from working with a different cross section of society. That would, of course, ignore the very nature of their job and ignore that the effects of stressors are effected by mental processes. Clearly if one were to recommend that co's stop working with criminals then the department would likely ignore such a recommendation and with sound reason. The current recommendations are made in an attempt to provide a number of alternative approaches to the reduction of the impact of stress and burnout regarding CO's. It is hoped that some of the recommendations will be useful for the department and CO's. It is also expected that some of them will not be suitable due to organizational constraints.

### Specific Recommendations

#### 1. Increasing Percieved Employee Control

Iowa has a total of 8 correctional institutions from maximum to minimum security. These appear to be run with a great deal of autonomy and each has its own unique characteristics. For example, at some institutions, Corrections Officers are uniformed and at others they wear civilian clothes. Rules for Corrections Officers are separately defined for each facility but are similar in character and language (Appendix E) These rules, due to the nature of the profession, including the need for security, limit the behavior of CO's and would be expected to have the potential of increasing stress and burnout.

One way to reduce burnout and stress is to increase the perception of control in the workplace by the employee. This is one strategy currently practiced in Japanese businesses, which may increase productivity and reduce stress.

Specific to Corrections officers, it is understood that there are areas where the CO's should not have autonomy (eg. state laws regulating corrections); however, the organization may find areas where CO's can exercise greater control over their situations. It often does not seem to the Corrections Officers that they have any control over the criminal justice process which surrounds their work life. The "revolving door" problem associated with the criminals is equally

frustrating. Some express the desire to rehabilitate criminals and usually express their frustrations with such attempts.

- A. One possibility is to implement a suggestion box system where employees can suggest improvements in the system. Similar to the VIP program, it should be more accessible and encouraged at all levels. Recognition can be given for employee contributions which are used by positive personnel marks in their personnel folder, as well as cash awards.
- B. Another approach is to have an Employee Of The Month program where, rather than the Governor making the selection, CO's nominate the person they feel best exemplifies the standards and ideals of corrections. This person can receive a certificate or plaque from the Director and have his/her picture displayed for the month in all the corrections facilities. Part of their recognition could be as simple as supplying the officer with a convenient parking space for a month.
- C. A third approach is to set up several Peer Advisory Committees that can draft suggestions to management about programs. This approach has a number of possible pitfalls. The committee needs to be focused on what they can have happen and not on what they cannot change. If they have the authority to plan social events for co's and no more, then they need to be told they can have reasonable autonomy to set up social events. The amount and type of involvement regarding uniforms and work conditions should be determined in advance of such a committee by the administration.
- D. Consider the impact of each written rule for CO's on the morale of the CO's. Clearly, CO's should not do certain things regardless of the implications on morale. Certainly employee requirements for most professions prohibit serious behaviors such as stealing and reporting false hours and is also appropriate in this setting. Prohibitions on assuming everything is confidential unless shown otherwise may encourage the employee to be worried about being watched in the organization. An alternative method is to state rules in positive language. For example, utilization of language telling the CO's how proud the state is of them and their responsibility is positive.

2. support for Increased Status and Pride by Corrections Officers

The positive feelings that some employees have about themselves and their job helps to ameliorate some of the negative effects of both stress and burnout.

It is helpful for the organization to be aware that the establishment of a positive tradition of CO's with high status, morale, and high self esteem is beneficial to the organization. Groups of people with high status and sense of purpose will encourage their peers to preserve this sense of purpose. In practice, for example, if a CO feels it is an "insult to the honor of Corrections Officers to steal," then s/he may be deterred or regulate the few who exhibit the unacceptable behavior. Thus, methods to increase status and sense of well being in CO's may aid the organizational security as well as decrease stress.

A. Increased hiring standards may enhance the professionalism of CO's in Iowa. They may feel more a part of something elite or special. Ironically, the establishment of higher standards may actually attract more employees. An improved applicant pool was mentioned by corrections administrators (NIJ, 1985) as especially important in those states which have raised selection criteria for officers. Michigan passed legislation that by 1985 applicants for correctional positions must hold associate degrees and successfully complete apprenticeship programs in order to be considered. These hiring standards may be established by a systematic use of job task analysis. Such a survey would establish evidence to support recommended knowledge, skills, and abilities for a CO.

B. Consider the utility of additional academy training. It appears that additional training, especially in burnout, stress and human communication, would be useful.

Encouragement and provision of special pins, uniforms, badges, jewelry, or other elements of the tradition of a CO could also aid in how the CO views his/her profession. Awards banquets, formal academy graduations, and other positive traditions can be supported to reinforce the CO.

D. Consider appointing a blue ribbon committee to suggest changes in the "tradition" of the Iowa CO. This committee could be elected by CO's from each institution and be given time and support in preparing recommendations in this area.

### 3. Implications for Stress and Burnout Training Programs

Since corrections seems to involve issues of burnout to an even greater degree than stress, it would seem useful that the academy include training for burnout and identify problems unique to CO's.

- A. As in law enforcement, many of the more difficult problems for CO's is coping with the regimentation, rules, and organizational structure. These topics may be useful in training for burnout and stress at the academy. Although the popular press may view the stress of corrections as fighting a prison break or riot, the reality of the profession may be being burned out or stressed by being bored with routine tasks.
- B. Stress programs need follow-up to be effective. It would be useful to provide ongoing programs that could include aerobics, nutrition, peer counseling, or speakers on different topics.
- C. Inclusion of cognitive factors in stress, possibly including the construct of "Coping" developed by Lazarus might be useful to update the stress training programs (Folkman and Lazarus, 1980). It is more important for people undergoing stress programs to emphasize how they interpret and cope with stressful events than what events occur.
- D. Since stress and burnout are idiographic, it is useful to be able to recognize and treat the individual who is undergoing stress or burnout reactions. This could be facilitated by training supervisors in how to recognize and handle these problems accordingly, within confidential and legal parameters.
- E. Continue to update training programs with new approaches to stress and burnout and upgrading of current training materials (Davis, Eshelman and McKay, 1982).

### 4. Inclusion of Support Programs

Stress in the CO and its impact on home and family can be a major issue that affects not only the CO and his/her family, but productivity in the work place as well. One wife, in a newspaper interview (November 25, 1984) mentioned her interest in starting a support group to help families of new CO's cope with problems.

Other groups also experience unique problems. With the increased use of women CO's, there has been a greater interest in addressing problems unique to the group. Research on female employees in male institutions (Harm, 1981) found

that, contrary to prior expectations, women have experienced few problems with inmates. The women officers have experienced the greatest problems with their male colleagues, which is consistent with similar research on police women (O'Brien).

A variety of support programs can be established and utilized to reduce the impact of stress and burnout as well as reduce other potential psychological problems. Special groups of people may need special programs. Spouses, women, and minority corrections Officers may all have unique stressors which could be addressed by a support group approach.

- A. Spouse programs would be useful, both at the academy and at the institutions to alert the spouses to the stressors of the profession and to support the family structure. (See Appendix F for an outline of a spouse program).
- B. Utilization of a Mentor program for females or minorities would assist CO's in providing role models for training in the academy and back at the institutions. The "role model" can also receive special recognition as outstanding CO.

5. Review utilization of State EAP program

Currently, Iowa has one of the first Employee Assistance Programs in the United States with both formal and voluntary referral systems. It is primarily a referral and follow-up system (Appendix G).

Interviews indicate that this system is comprehensive but is not adequately utilized by Corrections Officers. Interview data indicates only 10 or 12 Corrections Officers have been referred to or utilized the EAP program in the past 5 years. Further, it was learned that only one training program (3 1/2 hours) was presented to management in the last 6 to 7 years.

- A. Since the EAP program contract is charged based on the number of employees in an organization and not on how many employees are served, it would be useful to estimate the cost per person for these 10 or 12 CO's in the past 5 years.
- B. It would seem reasonable to follow one of three courses with respect to the EAP program:
  - 1) Encourage CO's to utilize the program. If it is charged per employee, then advertise this to CO's as a possible benefit. Advertise it at each institution and provide more in-service information sharing.

- 2) If the EAP program could be charged based on frequency of utilization, then maintain the current patterns of utilization.
- 3) If the EAP program is retained, increase the number of training programs offered to supervisors and recruits alike.
- 4) If the EAP program is charged by the number of employees and the employees will not use it, then it may be reasonable not to have the EAP program or to change the focus of the program to prevention rather than treatment and then reevaluate the program after an allotted time period.

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## APPENDIX A

1. What is your age? (check one)

- a.  18-21 years
- b.  22-25 "
- c.  26-29 "
- d.  30-33 "
- e.  34-37 "
- f.  38-41 "
- g.  42 and over

2. What is your sex?

- a.  Male
- b.  Female

3. What is your ethnic background?

- a.  White
- b.  Black
- c.  Hispanic
- d.  Asian
- e.  Other SPECIFY \_\_\_\_\_

4. What is your present marital status?

- a.  Never married
- b.  Married, never divorced or widowed
- c.  Remarried after divorce
- d.  Remarried after being widowed
- e.  Separated
- f.  Divorced
- g.  Widowed
- h.  Other SPECIFY \_\_\_\_\_

5. What is the highest level of formal education you have completed to date? (check one)

- a.  Eighth grade or less
- b.  Some high school, but not a graduate
- c.  Graduated from high school or General Education Diploma (G.E.D.)
- d.  Some Technical school but not a graduate
- e.  Graduated from technical school
- f.  Some college courses, but did not graduate
- g.  Graduated from community (junior) college -- 2-year program
- h.  Graduated from college -- 4 year program
- i.  Some graduate courses in college
- j.  Graduate degree
- k.  Other SPECIFY \_\_\_\_\_

6. What is your job title? (check the letter which matches your job description the closest)
- a.  Correction Officer Trainee
  - b.  Correction Officer (oversees and provides for the welfare of inmates, maintains security of the facility)
  - c.  Correction Sergeant (supervises the work of officers in an assigned area of a facility) .
  - d.  Correction Lieutenant (supervises the work of correction officers and sergeants)
  - e.  Other SPECIFY \_\_\_\_\_

7. What is your major work assignment? (check only one)

- a.  Cell Block
- b.  Kitchen
- c.  Shops
- d.  Sentry Duty
- e.  Hospital
- f.  Relief Officer
- g.  Rotating Job Assignment
- h.  Tower Duty
- i.  Reception Area
- j.  Training or Education
- k.  Central Posts (Center)
- l.  Restricted Housing Unit
- m.  Other SPECIFY \_\_\_\_\_

8. In what kind of setting do you presently work?

- a.  Maximum security
- b.  Medium security
- c.  Minimum security
- d.  Other SPECIFY \_\_\_\_\_

9. How many years have you worked in corrections?

- a.  0-2 years
- b.  3-5 "
- c.  6-10 "
- d.  11-15 "
- e.  16-20 "
- f.  More than 20

10. At present, what is your primary work shift?

- a.  Day Shift (beginning between 6:30 - 8:00 a.m. approx.)
- b.  Evening Shift (beginning between 2:30 - 4:00 p.m. approx.)
- c.  Night Shift (beginning between 10:30 - 12:00 p.m. approx.)
- d.  Alternating
- e.  Other SPECIFY \_\_\_\_\_

11. During the past year, how many days of vacation did ypu take?

- a.  0 days
- b.  1-5 days
- c.  6-10 "
- d.  11-15 "
- e.  16-20 "
- f.  more than 20

12. During the past year, how many days of sick leave did you take?

- a.  0 days
- b.  1-5 days
- c.  6-10 "
- d.  11-20 "
- e.  21-50 "
- f.  51-100"
- g.  More than 100

13 During the past year, how many days of disability leave did you take?

- a.  0 days
- b.  1-5 days
- c.  6-10 "
- d.  11-20 "
- e.  21-50 "
- f.  51-100 "
- g.  More than 100

14 During the past year, how many days without pay did you take?  
(excluding vacation, sick leave or disability leave)

- a.  0 days
- b.  1-5 days
- c.  6-10 "
- d.  11-20 "
- e.  21-50 "
- f.  51-100 "
- g.  More than 100

15. During the past year, how many days were you suspended without pay?

- a.  0 days.
- b.  1-5 days
- c.  6-10 "
- d.  11-15 "
- e.  16-20 "
- f.  More than 20

16. If you have been suspended, briefly state the reason for suspension.

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17. How satisfied are you with your present job?

- a.  Not at all
- b.  Very little
- c.  Somewhat
- d.  Moderately
- e.  Very much

18. To what extent do the following statements describe your job situation? (Circle a number for each statement.)

	<u>Not at all true</u>			<u>Very much true</u>
a. It is not clear to me how I should perform all aspects of my jobs	12	3	4	5
b. Rules & regulations are differently enforced by different members of staff	12	3	4	5
c. Rules & regulations are poorly communicated	12	3	4	5
d. Rules and regulations change all the time	12	3	4	5
e. Rules and regulations don't fit the real job situation	12	3	4	5
f. In my position, I have very little opportunity to influence how my job should be performed	12	3	4	5

	<u>Not at all true</u>		<u>Very much true</u>	
g. I get very little support and encouragement from my supervisor	12	3	4	5
h. I get very little support and encouragement from co-workers on my level	12	3	4	5

9. To what extent do the following describe how you feel about your job situation?

	<u>Not at all true</u>		<u>Very much true</u>	
a. It is important to me to have clear guidelines for my job performance	12	3	4	<b>5</b>
b. It is important for me to have some ability to influence how I go about doing my job	12	3	4	<b>5</b>
c. It is important for me to feel that I get support and encouragement from my supervisor	12	3	4	<b>5</b>
d. It is important for me to feel that I get support and encouragement from co-workers on my level	12	3	4	<b>5</b>

How tense in general do you feel yourself to be compared with most people?

- a.      Much more relaxed
- b.      Moderately more relaxed
- c.      Slightly more relaxed
- d.      Slightly more tense
- e.      Moderately more tense
- f.      Much more tense

To what extent do you see the stress experienced in your job as having a negative effect on your physical health?

- a.      No negative effect
- b.      Very little negative effect
- c.      Little negative effect
- d.      Slightly negative effect
- e.      Moderate negative effect
- f.      Very great negative effect

22. To what extent do you see the stress experienced in your job as having a negative effect On your emotional health?

- a. \_\_\_\_\_ No negative effect
- b. \_\_\_\_\_ Very little negative effect
- c. \_\_\_\_\_ Little negative effect
- d. \_\_\_\_\_ Slightly negative effect
- e. \_\_\_\_\_ Moderate negative effect
- f. \_\_\_\_\_ Very great negative effect

23. To what extent of you see the stress experienced in your job as having a negative effect on your family relations?

- a. \_\_\_\_\_ No negative effect
- b. \_\_\_\_\_ Very little negative effect
- c. \_\_\_\_\_ Little negative effect
- d. \_\_\_\_\_ Slightly negative effect
- e. \_\_\_\_\_ Moderate negative effect
- f. \_\_\_\_\_ Very great negative effect

24. To what extent do you see the stress experienced in your job as having a negative effect on your job performance?

- a. \_\_\_\_\_ No negative effect
- b. \_\_\_\_\_ Very little negative effect
- c. \_\_\_\_\_ Little negative effect
- d. \_\_\_\_\_ Slightly negative effect
- e. \_\_\_\_\_ Moderate negative effect
- f. \_\_\_\_\_ Very great negative effect

25. Of the five people you work with most often, how many have serious problems with alcohol?

- a. \_\_\_\_\_ **1 person**
- b. \_\_\_\_\_ **2 people**
- c. \_\_\_\_\_ **3 "**
- d. \_\_\_\_\_ **4 "**
- e. \_\_\_\_\_ **5 "**
- f. \_\_\_\_\_ **None that you are aware of**

26. Of the five people, how many have serious problems with their marriages?

of the five people, how many have serious problems with their children?

- a. \_\_\_\_\_ 1 person
- b. \_\_\_\_\_ 2 people
- c. \_\_\_\_\_ 3 "
- d. \_\_\_\_\_ 4 "
- e. \_\_\_\_\_ 5 "
- f. \_\_\_\_\_ None that you are aware of

Of the five people, how many have serious problems with their health?

- a. \_\_\_\_\_ **1 person**
- b. \_\_\_\_\_ **2 people**
- c. \_\_\_\_\_ 3 "
- d. \_\_\_\_\_ 4 "
- e. \_\_\_\_\_ 5 "
- f. \_\_\_\_\_ None that you are aware of

Of the five people, how many have serious problems with their finances?

- a. \_\_\_\_\_ **1 person**
- b. \_\_\_\_\_ **2 people**
- c. \_\_\_\_\_ 3 "
- d. \_\_\_\_\_ 4 "
- e. \_\_\_\_\_ 5 "
- f. \_\_\_\_\_ **None that you are aware of**

Of the five people, how many have serious problems with drugs?

- a. \_\_\_\_\_ 1 person
- b. \_\_\_\_\_ 2 people
- c. \_\_\_\_\_ 3 "
- d. \_\_\_\_\_ 4 "
- e. \_\_\_\_\_ 5 "
- f. \_\_\_\_\_ None that you are aware of

Of the five people, how many have serious problems with their neighbors?

- a. \_\_\_\_\_ 1 person
- b. \_\_\_\_\_ 2 people
- c. \_\_\_\_\_ 3 "
- d. \_\_\_\_\_ 4 "
- e. \_\_\_\_\_ 5 "
- f. \_\_\_\_\_ None that you are aware of

32. How many officers in your facility have you known who have attempted or successfully committed suicide?

- a. \_\_\_\_\_ none
- b. \_\_\_\_\_ 1-2
- c. \_\_\_\_\_ 3-4
- d. \_\_\_\_\_ 5-6
- e. \_\_\_\_\_ 6 or more

33. How many officers in your facility have you known who have had one or more heart attacks?

- a. \_\_\_\_\_ none
- b. \_\_\_\_\_ 1-2
- c. \_\_\_\_\_ 3-4
- d. \_\_\_\_\_ 5-6
- e. \_\_\_\_\_ 6 or more

34. If you have known officers who have had heart attacks, how many had attacks on duty?

- a. \_\_\_\_\_ none
- b. \_\_\_\_\_ 1-2
- c. \_\_\_\_\_ 3-4
- d. \_\_\_\_\_ 5-6
- e. \_\_\_\_\_ 6 or more

35. To what extent do you experience the following at present?

	<u>Not at all</u>					<u>Very Much</u>
a. A loss of the ability to be an effective helper or leader	1	2	3	4	5	
b. Chronic feelings of anxiety or dread before going to work	1	2	3	4	5	
c. Feeling exhausted or overtired, even when getting plenty of rest	1	2	3	4	5	
d. Getting angry or irritated easily	1	2	3	4	5	
e. Sleeplessness and night worry	1	2	3	4	5	
f. Feeling sick, having trouble taking care of yourself	1	2	3	4	5	

	<u>Not at all</u>				<u>Very Much</u>
g. Acting blase' or uncaring about the inmates' or clients' problems and sufferings	<b>1</b>	2	3	4	5
h. Categorizing people without considering their individual needs	<b>1</b>	2	3	4	5
i. Labeling	<b>1</b>	2	3	4	5
j. Intellectualizing - objectifying, denying personal feelings as a result	<b>1</b>	2	3	4	5
k. Excessive use of sick humor	<b>1</b>	2	3	4	5
l. Psychological, physical distancing or withdrawal: avoiding tasks, poor performance	<b>1</b>	2	3	4	5
m. Rigidly applying rules, too exhausted to be creative	<b>1</b>	2	3	4	5
n. Extreme compartmentalization (separation) between work and private life	<b>1</b>	2	3	4	5
o. Expressing negative attitude in general (projecting your sense of being overwhelmed)	1	2	3	4	5
p. Excessive absenteeism	1	2	3	4	5

To what extent do you feel the following?

a. Trying hard, trying to please others, working hard, trying to be perfect, being strong - all the time, without regard to reality	1	2	3	4	5
b. Feeling you are the only one who can do things right	1	2	3	4	5
c. Trying to lose yourself in your work	1	2	3	4	5
d. Imposing your ideas and plans on others	1	2	3	4	5
e. Taking on too much, too long, too intensely	1	2	3	4	5

37. Following are some health problems moving from the mild to the serious. Check those that are common or frequent in your life. (Be sure to answer each question.)

	Never	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
a. Nervous sweat	1	2	3	4	5	6
b. Smoking	1	2	3	4	5	6
c. Sweaty palms	1	2	3	4	5	6
d. Tense muscles	1	2	3	4	5	6
e. Feeling anxious	1	2	3	4	5	6
f. Heartburn	1	2	3	4	5	6
g. Feeling "on edge"	1	2	3	4	5	6
h. Increased heart rate	1	2	3	4	5	6
i. Irritable	1	2	3	4	5	6
j. Hard to go to sleep	1	2	3	4	5	6
k. Overeating	1	2	3	4	5	6
l. Worrying	1	2	3	4	5	6
m. Facial tension	1	2	3	4	5	6
n. Feeling "uptight"	1	2	3	4	5	6
o. Crying	1	2	3	4	5	6
p. Tight abdominals	1	2	3	4	5	6
q. Quivery stomach	1	2	3	4	5	6
r. Stomach ache, cramps	1	2	3	4	5	6
s. Feeling "shaky"	1	2	3	4	5	6
t. Intense anger	1	2	3	4	5	6
u. Insomnia, sleeplessness	1	2	3	4	5	6
v. Nervousness	1	2	3	4	5	6
w. Severe or chronic headaches	1	2	3	4	5	6
x. Hassles with supervisor/co-worker	1	2	3	4	5	6
y. Drinking or taking something to relax	1	2	3	4	5	<b>6</b>
z. Not enjoying your work	1	2	3	4	5	<b>6</b>
aa. Backaches	1	2	3	4	5	<b>6</b>
bb. Chronic tense neck and shoulders	1	2	3	4	5	<b>6</b>

	Never	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
cc. Shortness of breath/hyperventilating	1	2	3	4	5	6
dd. Frequent colds	1	2	3	4	5	6
ee. Cramps in legs or arms	1	2	3	4	5	6
ff. Depression	1	2	3	4	5	6
gg. Rage is frequent	1	2	3	4	5	6
hh. Excess overweight	1	2	3	4	5	6
ii. Stomach tied in knots	1	2	3	4	5	6
jj. Loss of sexual desire or response	1	2	3	4	5	6
kk. Heart pains	1	2	3	4	5	6
ll. Lowering self-esteem	1	2	3	4	5	6
mm. Diarrhea	1	2	3	4	5	6
nn. Migraine headaches	1	2	3	4	5	6
oo. Colitis	1	2	3	4	5	6
pp. Skin eruptions	1	2	3	4	5	6
qq. Hate to go to work	1	2	3	4	5	6
rr. Exhaustion	1	2	3	4	5	6
ss. High blood pressure (Hypertension)	1	2	3	4	5	6
tt. Heart palpitations	1	2	3	4	5	6
uu. Heart attack	1	2	3	4	5	6
vv. Ulcers	1	2	3	4	5	6
ww. Cancer	1	2	3	4	5	6
yy. Suicidal tendencies	1	2	3	4	5	6
zz. Rheumatoid arthritis	1	2	3	4	5	6
aaa. Strokes	1	2	3	4	5	6
bbb. Ulcerative, colitis	1	2	3	4	5	6

38. To what extent do you feel the following are sources of stress for those who work in corrections?

	<u>Not at all</u>				<u>Very Much</u>
a. Lack of planning, management by crisis	1	2	3	4	5
b. Political pressures	1	2	3	4	5

	Not at <u>all</u>				Very <u>Much</u>
	<u>1</u>	<u>2</u>	3	4	5
c. Government bureaucracy	1	2	3	4	5
d. Unresponsive legislature	1	2	3	4	5
e. Fear of actual physical harm	1	2	3	4	5
f. Employee unions	1	2	3	4	5
g. Overcrowding of inmates	1	2	3	4	5
h. Job requirement conflicting with your basic values	1	2	3	4	5
i. Employee conflict	1	2	3	4	5
j. Supervision of employees	1	2	3	4	5
k. Lack of training	1	2	3	4	5
l. Lack of opportunity for growth and advancement	1	2	3	4	5
m. Maintenance of inmate discipline	1	2	3	4	5
n. Compliance with inmate rights	1	2	3	4	5
o. Lack of clear guidelines for job performance	1	2	3	4	5
p. Interaction with inmates	1	2	3	4	5
q. Shift work	1	2	3	4	5
r. Boredom	1	2	3	4	5
s. Dealing with special inmates (mentally ill, etc.)	1	2	3	4	5
t. Time pressures	1	2	3	4	5
U. Lack of support from administration	1	2	3	4	5
v. Management changing priorities	1	2	3	4	5
w. Lack of support from co-workers	1	2	3	4	5
x. No say in transfers or duty assignment	1	2	3	4	5
<b>y.</b> Poor physical working conditions and equipment	1	2	3	4	5
z. Difficulties in getting promoted	1	2	3	4	5
aa. Any form of change	1	2	3	4	5
bb. Stigma of being a "corrections worker"	1	2	3	4	5
cc. Physical isolation on the job	1	2	3	4	5

	<u>Not at all</u>				<u>Very Much</u>
dd. Lack of input into decision-making about your job	1	2	3	4	5
ee. Inability to see positive results	1	2	3	4	5
ff. Low moral of staff	1	2	3	4	5
gg. Employees at all levels not doing the job the way they have been instructed	1	2	3	4	5
hh. Lack of physical activity on the job	1	2	3	4	5
ii. Poor communication with management	1	2	3	4	<b>5</b>
jj. Poor communication with others	1	2	3	4	<b>5</b>
kk. Too much paper work	1	2	3	4	<b>5</b>
ll. Lack of recognition as a professional	1	2	3	4	<b>5</b>
mm. Inmates playing games with officers	1	2	3	4	<b>5</b>
nn. Officers playing games with officers	1	2	3	4	<b>5</b>
oo. Prisoners physically abusing Officers	1	2	3	4	<b>5</b>
pp. Problems with race relations	1	2	3	4	<b>5</b>
qq. Negative community attitudes to corrections	1	2	3	4	5
rr. Not receiving adequate pay	1	2	3	4	5

To what extent do you feel the following are consequences of stress for staff in your correctional facility?

a. Absences	1	2	3	4	5
b. Excessive leave time	1	2	3	4	5
c. Medical disability	1	2	3	4	5
d. Turnover	1	2	3	4	5
e. Burn out	1	2	3	4	5
f. Alcoholism	1	2	3	4	5
g. Drug abuse	1	2	3	4	5
h. Poor job performance	1	2	3	4	5
i. Physical illness	1	2	3	4	5
j. Mental illness	1	2	3	4	5
k. Family problems	1	2	3	4	5
l. Injuries (job-related)	1	2	3	4	5
m. Strike (employee)	1	2	3	4	5
n. Abuse towards inmates	1	2	3	4	5
o. Abuse of fellow correctional officers	1	2	3	4	5

For question 40, please see the following page.

40. Below is a list of illnesses you may not have had. For every illness you have had in the past six months, please check #1 below.

Check below if you have had the illness in the past six months. Then for every illness you have had, check the appropriate number to the right.

For every illness you have had in the past six months, please answer each of these questions:

If this illness was diagnosed by a doctor, please check #2 below. If you took any medication for this in the past six months, your job, please check #3 below. If this illness was caused or made worse by past six months, please check #4 below.

- |  |     |     |     |     |
|--|-----|-----|-----|-----|
| a. Asthma  | __1 | __2 | __3 | __4 |
| b. Hay Fever                                     | __1 | __2 | __3 | __4 |
| c. Thyroid trouble or goiter                     | __1 | __2 | __3 | __4 |
| d. Bronchitis                                    | __1 | __2 | __3 | __4 |
| e. Repeated skin trouble                         | __1 | __2 | __3 | __4 |
| f. Paralysis, tremor or shaking                  | __1 | __2 | __3 | __4 |
| g. Gall bladder trouble                          | __1 | __2 | __3 | __4 |
| h. Trouble with your spine                       | __1 | __2 | __3 | __4 |
| i. Arthritis or rheumatism (trouble with joints) | __1 | __2 | __3 | __4 |
| j. Heart disease or any heart trouble            | __1 | __2 | __3 | __4 |
| k. Hypertension or high blood pressure           | __1 | __2 | __3 | __4 |

For every illness you have had in the past six months, please answer each of these questions.

If this illness was diagnosed by a doctor, please check # 2 below.

If you took any medication for this in the past six months, please check #3 below.

If this illness was caused or made worse by your job, please check #4 below.

l. Diabetes (sugar)	__ 1	__ 2	__ 3	__ 4
m. Ulcers (stomach)	__ 1	__ 2	__ 3	__ 4
n. A cold or the flu	__ 1	__ 2	__ 3	__ 4
o. A stroke	__ 1	__ 2	__ 3	__ 4
p. Epilepsy	__ 1	__ 2	__ 3	__ 4
q. Cancer	__ 1	__ 2	__ 3	__ 4
r. Tuberculosis	__ 1	__ 2	__ 3	__ 4
s. Hernia or rupture	__ 1	__ 2	__ 3	__ 4
t. Trouble with seeing	__ 1	__ 2	__ 3	__ 4
u. Trouble with hearing	__ 1	__ 2	__ 3	__ 4
v. Trouble in the urinary tract	__ 1	__ 2	__ 3	__ 4
w. Trouble in the gastrointestinal tract	__ 1	__ 2	__ 3	__ 4
x. Trouble with teeth or gums	__ 1	__ 2	__ 3	__ 4
y. Hypoglycemia (low blood sugar)	__ 1	__ 2	__ 3	__ 4
z. Migraine (or severe headaches)	__ 1	__ 2	__ 3	__ 4
aa. Liver trouble	__ 1	__ 2	__ 3	__ 4
bb. Venereal disease	__ 1	__ 2	__ 3	__ 4
cc. Kidney trouble	__ 1	__ 2	__ 3	__ 4

For every illness you have had in the past six months, please answer each of these questions:

If this illness was diagnosed by a doctor, please check #2 below.

If you took any medication for this in the past six months please check #3 below.

If this illness was caused or made worse by your job, please check #4 below.

dd. Gout	__1	__2	__3	__4
ee. Whiplash injuries	__1	__2	__3	__4
ff. Mental illness or nervous breakdown	__1	__2	__3	__4
gg. Other(s) (PLEASE SPECIFY	__1	__2	__3	__4

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## **APPENDIX B**



# DEPARTMENT OF CORRECTIONS

## State of Iowa

JEWETT BUILDING  
10th and Grand  
Des Moines, Iowa 50309  
(515) 2814811

HAL FARRIER  
Director

TERRY E. BRANSTAD  
Governor

January 24, 1985

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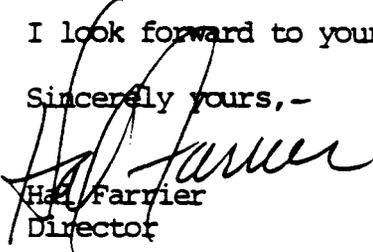
Dear Ms. O'Brien:

Thank you for your letter of January 16, 1985. I have received confirmation from AFSCME that the stress questionnaire should be evaluated and returned to the Department sometime in early to mid February. Consequently, I believe the time is here to make application to the National Institute of Corrections and other funding sources to have you visit the State of Iowa and provide an assessment of the results of the questionnaire and provide recommendations.

As I recall, you indicated you had done some work for the National Institute of Corrections and might assist, participate or initiate a technical assistance grant. I have recently requested and been granted a number technical assistance grants from the NIC -do not hesitate to apply for another in this regard. I have, in fact, spoken with Bill Wilkie about the potential for your consultation and he appeared to be in general agreement. Should you be aware of other sources I would be most interested in receiving that information and initiating an application. Please let me know at your earliest convenience your opinion regarding funding and I shall proceed.

I look forward to your assistance and receiving your recommendations.

Sincerely yours, -

  
Hal Farrier  
Director

HAF/jr

## **APPENDIX C**





## APPENDIX D

SUBJECT TITLE: Stress Management

TOPIC TITLE: Stress Management

TARGET POPULATION:

TIME ALLOCATION:

Four hours

CLASSROOM OR AREA REQUIREMENTS:

PERFORMANCE OBJECTIVES:

1. Define stress
  2. Identify symptoms of stress
  3. Identify stress specifically for correctional officers
  4. Identify effects of stress
- Examine our own values.  
Examine our own personality types.  
Examine how stressed we are.  
Examine techniques to help us cope with stress.

EVALUATION PROCEDURES:

Verbal

METHODS:

Class lecture

TRAINING AIDS, SUPPLIES, AND EQUIPMENT:

Flip chart  
Overhead projector  
Tape recorder

### INTRODUCTION

What does stress management have to do with corrections?

- FACT: 1979. C.O.'s had higher rate of heart attacks, ulcers, hypertension than police officers.
- FACT: Average death age for C.O.'s is 59. National average 75.
- FACT: Divorce rate is 2 X national average.
- FACT: Higher suicide-alcoholism rate.
- FACT: 300% more sick leave.
- FACT: Higher medical costs.

As correctional officers we work with inmates that are bored, frustrated and tense from too much free time caused by overcrowded conditions and we don't always feel that the administration is with us. This causes STRESS.

AIMS FILM: THE CORRECTIONAL OFFICER: STRESS MANAGEMENT.!

After the film we will discuss: Stress and what causes it.

Discuss film and relationship to job.

5 state survey  
N.J., PA., Illinois,  
Washington, N.Y.

What is stress?

The body's reaction to any serious demand placed upon it or a pressure from outside that makes us feel tense inside.

What causes stress?

Cover 15 of life's most stressful situations

A. Can be positive or negative

B. We must have some stress

C. Each individual has his own level of stress where he works best.

Overhead

Life's most stressful situations.

Holiday-more elderly pass away.

Pressures: Money  
Shopping  
Cooking

Overhead: Christmas  
Motivation

Psyched up for  
Acceptance  
Tolerance

The same stressor causes different amounts of stress in different people.

Reasons: person's attitudes, values, personality

Formula: Stressor + = STRESS

Depending on size of class

Large group divide in half - first group handout and exercise - second group - stress tape.

Switch groups.

Small group - exercise first then tape

Personal Test

- A. List 3 personal causes of stress
- B. List 3 ways stress affects you
- C. List 3 techniques you think will help you cope with stress

Overhead: secretary

Tape and Exercise

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HANDOUT - MEDITATION

HANDOUT - MEDITATION

## PURE STRESS CONDITIONS:

## PHYSICAL

1. Problem commuting to work - expense and time.

## ENVIRONMENTAL

2. The hostile environment within the "walls."

3. Weather, the summer heat, rain, cold, etc.

4. Not enough people to do the job.

5. Court system with constant challenges and changes.

6. Reports and paperwork.

7. Job: Crisis to boredom.

8. Noise, light and temperature

9. Facility design

10. Overcrowding

## SOCIAL

1. Social pressures - we versus them

2. Social pressures from supervisor

3. Social pressures from peers, "I don't care what they told you, that's a bunch of baloney,"

4. Social pressure from friends.

5. Social pressure from the family - "The non-understanding wife/husband."

6. Lack of legislative support

7. Inmate hostility

8. Press and court pressures-"Can't do anything right."

9. Inadequate communication: rumors

10. Lack of confidence in leadership

- PERSONAL
1. Lack of clear job guidelines
  2. Change in attitude - everyone is not honest - trust-worthy
  3. Nonparticipation in job guidelines
  4. Fear - worry about personal safety
  5. Distrust - "Who can I trust on the job?"
  6. Anger - "How do they expect me to maintain self-control when none of the other staff do?"
  7. Morals - "How can they expect me to be honest with staff when they all lie to me?"
  8. Frustration - "I've been here longer and he got the promotion."
  9. Rumors - "I heard that I'm on the list."
  10. Liability - lawsuits, administrative remedy.

Social-psychologists have indicated there are two basic personality

types:

TYPE A

Vocal explosiveness

Move, walk, and eat rapidly

Highly competitive

Impatient

Trouble relaxing

Trying to do more than one thing at a time

self-engrossed

Good - Drive - Get ahead ambition but extreme stress

10 year study Type A  
 3 X incidence of  
 coronary heart disease  
 than type B

They relax without guilt  
Work without agitation

Get tasks remain uncompleted while they relax and enjoy themselves

Drive drive - get ahead - ambition BYM drive does not goad, irritate  
or infuriate.

RESULTS OF STRESS

Lower production

Decrease in work quality

Negative approach to inmates, co-workers, and supervi

Negative approach to job

Lack of objectives, goals

Deterioration of family life

Destruction of personal health, fatigue

View change as a threat instead of a challenge

this is referred to in corrections as burnout.

Overhead-Sylvester

What am I doing here?

Divorce rate 2 x national  
average

Burned out C.O. is always  
tired, - prisoners of life

When confronted with a situation our body reacts or makes a decision.

This is called FIGHT OR FLIGHT.

Using the example of being confronted with physical force by the 6'4"

250 lb. weight lifter - your body tenses up and:

1. Your heart speeds up
2. Blood prepares to clot
3. Dilatation of pupils
4. Adrenalin flows
5. Breathe faster
6. perspire to cool and rid waste
7. Muscles tense to act.

Is this good or bad?

Good on a short term basis because of good defenses, learning, coping and accepting - long term or prolonged stress - negative results.

Long term stress

1. High blood pressure  
(Caused by continued speed up of heart/blood)
2. Cholesterol build up  
(blood changes/body chemistry changes)
3. Brittle bones  
(Inhibits vitamin D which enables calcium to be released into blood stream)

Overhead-

or Flig

Overhead-Sources of SI

- 4. Diabetes
- 5. (excess production of glucose)
- 6. Paralyzes body's resistance
- 7. (Most frightening - lowers body's resistance to all diseases)

If you continue to operate under high stress, you will get sick, and if you continue what will happen?

If an officer continues to operate under high stress conditions or is burned out and doesn't do something about it, chances are he/she will show signs or conditions related to stress.

- 1. Heart attack
- 2. Alcoholism/Drug use
- 3. Insomnia
- 4. Asthma
- 5. Ulcers
- 6. High blood pressure

Fifty to sixty percent of all known diseases are stress related.

DISCUSS TEST GIVEN AT BEGINNING OF CLASS

- 13-16 Very stressful
- 10-13 Stressful
- 6-9 Average
- 3-5 Relaxed
- 0-2 Very relaxed

At the beginning of the class, the officer should be given a test to determine their stress level. The test is a self-assessment of stress levels based on various factors such as sleep, diet, and exercise. The results of the test are as follows:

The body has two kinds of energy:

1. Local resources - we use or call on to deal with every day problems.
  2. Central reserve - used under extreme stress
- Both are not replenishable-so conserve!

There are three primary strategies in dealing with stress.

1. Change or avoid the situation...
2. Alter your perception of stress
3. Prepare and aid the body in dealing with stress.

Relaxation has been proven to be the best cure for stress.

A survey was done and half the group took prescription drugs. The other half treated by deep relaxation - best results from deep relaxation

U.S. Ski Team uses deep relaxation to expedite the healing of injuries.

1. Progressive muscle relaxation
2. Calm scene

Handout-Energy

Confront  
 Communicate  
 Alternative position  
 Re-evaluate career  
 Be patient  
 Positive mental attitude  
 Try to adapt  
 Exercise  
 Meditate  
 Proper diet  
 Talk  
 Massage  
 Prayer  
 Valium most prescribed  
 drug. -

Cure for migraine  
 headaches

Quiet  
 Dark  
 Free of outside noises  
 and distractions

Coping techniques that don't work:

1. Excessive use of tranquilizers
2. Smoking
3. Coffee drinking
4. Overeating
5. Suppress emotions
6. Under-assertive - hold back
7. Over-assertive - aggressiveness
8. Over-reacting
9. Irritability, demanding
10. Physically or verbally assaultive

POSITIVE COPING RESPONSES

1. Be aware, understand stress
2. Anticipate, avoid or cope
3. Trust self as person with feelings
4. Set priorities
5. Create and use leisure time
6. Pay attention to your reactions
7. Change things you can, live with those you cannot
8. Regenerate your body

SUMMARY

In dealing with stress, recognize it and admit, then deal with it positively.

w/caffeine causes high blood pressure & stress conditions.  
 Not to be eaten during stress periods: fried chicken, dried fruit, french fries, ice cream

Overhead-Serenity Prayer

Rest  
 Relax  
 Get away

## II. STRESS AWARENESS: A PERSONAL APPROACH

### Session Outline

- I. Introduction
  - A. Stress - A Natural Part of Our Work-Life
  - B. Session Objectives
  
- II. Stress and Our Reactions to Stress
  - A. Definition of Stress
  - B. How We React to Stress
  - c. Stress Adaptation
  - D. Stress--Healthy or Harmful
  
- III. Self-Assessment Inventories
  - A. Life Change Inventory
  - B. Job Stress Inventory
  - c. Personal Stress Inventory
  
- IV. Taking Charge--Directing Stress Stimuli Into Positive Channels
  
- v. Summary--Stress Awareness, A Personal Approach
  
- VI. Stress Management Techniques

## Session Objectives

After this session, participants will be able to:

1. Identify some personal stressors in the work setting, and identify some usual personal responses to the stressors.
2. Define long term and short term stress.
3. List some negative outcomes of uncontrolled stress; list some potential positive consequences of well managed stress stimuli.
4. Explain the two stages at which stress stimuli can be directed into positive or negative outcomes.

## Notetaking Guide

### I. Introduction

#### A. Stress--A Natural Part of Our Work Life

Supervisors in corrections naturally face many stressful situations in their work life.

Despite this, supervisors need to carry out their jobs in the best way possible. To do this, it will be very helpful to:

1. Learn to control your own stress.

2. Know the stress producing situations that exist for your subordinates and assist to alleviate these conditions.

#### B. Session Objectives

## II. STRESS AND OUR REACTIONS TO STRESS

### A. Definition of Stress

### B. How We React to Stress

#### The ALARM REACTION

- 
- 
- 
- 

"FIGHT or FLIGHT RESPONSE"

### c. Stress Adaptation

List some "energy gains" for you:

D. Stress--Healthy or Harmful

1. Short Term Stress

Definition:

Examples:

2. Long Term Stress

Definition:

Examples:

III. SELF-ASSESSMENT INVENTORIES

LIFE CHANGE INVENTORY

Change in one's life requires adaptation and effort, and may lead to stress. Stress, in turn, is linked to many illnesses. You can<sup>a</sup> assess your stress related sickness potential by calculating your Life Change Score using the Social Readjustment Scale below.

Multiply the number **of** times in the last 24 months (if any) that you have experienced the Change Events listed by the Impact Factor for that event. After completing the inventory, add up your scores to ascertain your total Life Change Units.

CHANGE EVENT	NUMBER OF TIMES IN LAST 24 MONTHS	IMPACT FACTOR	LIFE CHANGE UNITS
Death of a spouse	_____	X 100	= _____
Divorce	_____	X 73	= _____
Marital separation	_____	X 65	= _____
Jail term	_____	X 63	= _____
Death of close family member	_____	X 63	= _____
Personal injury or illness	_____	X 53	= _____
Marriage	_____	X 50	= _____
Fired at work	_____	X 47	= _____
Marital reconciliation	_____	X 45	= _____
Retirement	_____	X 45	= _____
Change in health of family member	_____	X 44	= _____
Pregnancy	_____	X 40	= _____
Sex difficulties	_____	X 39	= _____
Gain of new family member	_____	X 39	= _____
Business readjustment	_____	X 39	= _____
Change in financial state	_____	X 38	= _____
Death <b>of</b> a close friend	_____	X 37	= _____

CHANGE EVENT	Number of Times IN LAST 24 MONTHS	IMPACT FACTOR	LIFE CHANGE UNITS
Change to different line of work	_____ X	36	= _____
Change in number of arguments with spouse	_____ X	35	= _____
Mortgage over \$20,000	_____ X	31	= _____
Foreclosure of mortgage or loan	_____ X	30	= _____
Change of responsibilities at work	_____ X	29	= _____
Son or daughter leaving home	_____ X	29	= _____
Trouble with in-laws	_____ X	29	= _____
Outstanding personal achievement	_____ X	28	= _____
Spouse begins or stops work	_____ X	26	= _____
Begin or end school	_____ X	26	= _____
Change in living conditions	_____ X	25	= _____
Revision of personal habits	_____ X	24	= _____
Trouble with boss	_____ X	23	= _____
Change in work hours or conditions	_____ X	20	= _____
Change in residence	_____ X	20	= _____
Change in schools	_____ X	20	= _____
Change in recreation	_____ X	19	= _____
Change in church activities	_____ X	19	= _____
Change in social activities	_____ X	18	= _____
Mortgage or loan, less than 20,000	_____ X	17	= _____

CHANGE EVENT	Number of Times IN LAST 24 MONTHS	IMPACT FACTOR	LIFE CHANGE UNITS
Change in sleeping habits	_____	X	16 = _____
Change in number of family get-togethers	_____	X	15 = _____
Change in eating habits	_____	X	15 = _____
Vacation	_____	X	13 = _____
Christmas	_____	X	12 = _____
Minor violations of the law	_____	X	11 = _____

TOTAL LIFE CHANGE UNITS:

\_\_\_\_\_

## JOB STRESS INVENTORY

Below find a list of statements about work. Circle your position in regard to one of the statements (whether it is true or false for you) on the Response Sheet provided.

1. I am unclear about what is expected of me.
2. Others I work with seem unclear about what my job is.
3. I have differences of opinion with my supervisors.
4. Others' demands for my time at work are in conflict with each other.
5. I lack confidence in my supervisory skills.
6. "Management" expects me to interrupt my work for new priorities.
7. There is conflict between my unit and others it must work with.
8. I am expected to accept others' decisions without being told the rationale.
9. I must attend meetings to get my job done.
10. I have too much to do and too little time to do it.
11. I have unsettled conflicts with the people I work with.
12. I get no personal support from the people I work with.
13. I spend my time "fighting fires" rather than working to a plan.
14. I don't receive the right amount of supervision (too much or too little) at work.
15. I don't have the opportunity to use my knowledge and skills on my job.

JOB STRESS INVENTORY

Response Sheet

Circle the number that most closely resembles your attitude about each statement. After you have completed the inventory, add up your positive scores (stress prone) and your negative scores (stress reducing), and calculate your total Job Stress Index.

	Very False	Somewhat False	A Little False	Not True or False	A Little True	Somewhat True	Very True
1.	-3	-2	-1	<b>0</b>	+1	+2	+3
2.	-3	-2	-1	<b>0</b>	+1	+2	+3
3.	-3	-2	-1	<b>0</b>	+1	+2	+3
4.	-3	-2	-1	<b>0</b>	+1	+2	+3
5.	-3	-2	-1	<b>0</b>	+1	+2	+3
6.	-3	-2	-1	<b>0</b>	+1	+2	+3
7.	-3	-2	-1	<b>0</b>	+1	+2	+3
8.	-3	-2	-1	<b>0</b>	+1	+2	+3
9.	-3	-2	-1	0	+1	+2	+3
10.	-3	-2	-1	0	+1	+2	+3
11.	-3	-2	-1	0	+1	+2	+3
12.	-3	-2	-1	0	+1	+2	+3
13.	-3	-2	-1	0	+1	+2	+3
14.	-3	-2	-1	0	<b>+1</b>	+2	+3
15.	-3	-2	-1	0	+1	+2	+3

Total Negative Scores \_\_\_\_\_

Total Positive Scores \_\_\_\_\_

TOTAL JOB STRESS INDEX  
(Subtract negative from positive scores)

## VI. STRESS MANAGEMENT TECHNIQUES

### 1. Visual Imagery.

Think of a place where you feel good, relaxed, and at peace, where you have experienced relaxation and calm. Gradually, instruct each part of your body to let go, become quiet and restful. Then just totally relax with your calming image in your mind. Stay with this for 3-5 minutes then take another minute or two to come out of the relaxation pattern.

### 2. Energy Gains.

List the things in life that are very personal to you, that help to reduce stress and tension. Examples might be-- participating in sports, listening to music, taking a warm shower or bath, being with friends, acting like a kid again, getting out into the country. These are your "energy gains" and are necessary to keep your body's energy tank full so it can readily adapt to everyday stressful situations. Make the list and think how you might plan to incorporate these activities into your life style on a more regular basis.

### 3. The Quieting Response.

This activity takes only six seconds and is intended to counteract the initial phases of the fight-or-flight response, which also appears to last six seconds. After about six months of regular practice, the Quieting Response becomes a quieting reflex: what was originally a deliberate effort becomes virtually automatic.

- a. Begin by recognizing the cue of your fight-flight reaction. Notice whether or not you are tense, annoyed, anxious, or otherwise upset. This is your cue for mobilizing the Quieting Response.
- b. Immediately after recognizing the cue, make yourself smile and allow your eyes to sparkle. This is to avoid the tensing of the facial musculature, which signals negative emotions to the brain.
- c. Now say to yourself, "Alert, amused mind-calm body." Because most stress responses carry with them self-suggestions of tension, anxiety, and impatience, these negative messages must be counteracted with a positive message.
- d. Let yourself enjoy your ability to "shift" to the right "gear." Say to yourself, "I am on top of this situation. I can handle this."

- e. Take two easy, deep breaths. Breathe deliberately and deeply counting slowly to four as you do. While exhaling, pay attention to your jaw, your tongue, and your shoulders because these body parts are highly responsive to stress.
- f. Feel a wave of heaviness and warmth flowing from your head to your toes. This counteracts the otherwise automatic tension response, which is part of the stress process.
- g. While exhaling the second deep breath, say to yourself, "I am not going to let my body get involved in this, I can allow myself to relax and to handle this situation better."
- h. Resume normal activity. Now that you have counteracted the fight-flight reaction, do not dwell on the reaction or augment it, but return to what you were doing previously.

#### 4. Relaxation Exercise.

While sitting, standing, walking, or running, etc., we tend to use more muscles than necessary because we tend to involve our whole selves in what we do. So analyze your daily activities and see how much relaxation can be worked in. Discipline yourself--this discipline and practice is called differential relaxation which results in a general reduction of your tension and anxiety level, leaving you with a lot more energy and vitality at the end of a day. Right now analyze how-you are sitting and just relax. Starting with head then shoulders then through the rest of your body--there is no need to be tense.

#### 5. Centering.

In order to function at optimum, it is important to free yourself of anxiety. A basic way to avoid emotional stress is to learn how to "center. yourself in the present moment. What that means is to live in the 1 right now," not playing back events from the past or worrying about the future. Be centered in the moment Give the task at hand your full attention. You'll find that the present moment is usually less stressful than the past or future scenarios that you may conjure up in your mind.

Activity -- sit quietly for a full minute. Try to experience that minute with all of your senses. You should hear the tick of the clock, the drone of an airplane overhead, the rustle of clothing. Do not focus your eyes on any one object, but on the larger picture--the movement of air, the temperature of the room, etc....You should use all of your senses to translate the moment, excluding intrusive thoughts of yesterday and tomorrow.

6. Take a Deep Breath.

An effective way to control emotional stress is through deep abdominal breathing. Such breathing helps you relax and demonstrates that emotional states can be effected by conscious physiological activities. Here's how to do it:

- a. Stand in a comfortable position with the feet about shoulder width apart, knees straight but not locked.
- b. Hang the arms loosely at the sides and relax the shoulders.
- c. Even though the body is relaxed maintain good posture, the joints should be straight but not locked.
- d. Hold the head level with the neck relaxed.
- e. Relax the chest and allow the ribs to move naturally.
- f. Begin the inhalation by allowing the abdomen to expand. This will feel as though the air is being drawn down into the belly: actually the lower portion of the lungs are being filled.
- g. Allow the protrusion of the belly to roll up to the chest. Slowly take in just as much air as is comfortable.
- h. Slowly exhale and, as you complete the exhalation, slightly contract the abdominal muscles.
- i. Close your eyes and practice deep abdominal breathing for about ten or more cycles. The pace should be slow and natural, not rushed. Breathe only when you feel the need.
- j. Before opening your eyes, notice any change in your emotional state, even if very slight. Learning control of the mind and body begins with observing the small changes you can produce. What kind of changes do you feel?

7. Physical Techniques.

There are many reasons why. physical activity helps to relieve the effects of stress, not the least of which is that it satisfies the body's demand for movement. It is well known that the physically fit individual handles stress best. When subjected to a stressor, the fit body quickly returns to a pre-stress state.

There are special exercises that have unique qualities and a calming effect, which seem to interrupt the stress response. They are called integration exercises.

## Cross-Crawl

The simplest one is the cross-crawl. Cross-crawling has a balancing effect which is beneficial to the entire body.

To do a cross-crawl, stand erect with the hands at the sides. Lift your left knee until your thigh is parallel to the floor. Simultaneously, bring your right hand up toward your right shoulder. As you lower the left leg and right hand, bring the right knee and left hand up. As you continue to execute these alternate movements you will notice that it resembles an exaggerated walking-in-place action.

The theory of why cross-crawl is beneficial deals with the fact that the human brain is functionally split in two. The right cerebral hemisphere controls the left side of the body and is separate from the left cerebral hemisphere, which controls the right side of the body. The cross over affect is due to a physical crossing over of the nerve tracts within the central nervous system.

## Head-Arm Rotation

Head-arm rotation is a more complex integration exercise that balances the physical and the mental, with the outcome being renewed energy and a sense of well being. Following is the procedure for the head-arm rotation:

- a. Sit comfortably on a chair with both feet on the floor or cross-legged on a mat or cushion with straight back.
- b. Center yourself (eyes closed, focus on breath).
- c. Slowly lift arms away from sides until stretched out at shoulder height palms down.
- d. Rotate head in a clockwise direction. As you complete first rotation also begin to rotate your right arm up, back, down, and forward. Coordinate the two circles, making them large and full. Go slowly, focusing on the natural flow of movement. Bring the breath into the movement so rotations become smooth and spacious. The goal is to achieve a graceful pattern of movement integrating breath and movement. Be sure to go slowly.
- e. Make-three slow, coordinated rotations of the head and right arm: then find a place in the movement where you can comfortably change the direction of the circles of both head and arm. Then make three slow rotations in the other direction.
- f. When finished with the rotations, slowly lower your hands to your lap. Rest for a few minutes, continuing to expand feelings within and around your body.

- g. Now, repeat the above sequence of rotations with the head and left arm. Rest afterwards for a few minutes, breathing gently and evenly.
- h. To complete the exercise, do the whole series of rotations, but this time with the head and arm moving in opposite directions from each other. When the head moves clockwise, the arm will move forward, down, back, and up. Begin with your head and right arm: rest for a few minutes with your hands on your knees. Then repeat the movement with the head and left arm. Remember to keep your breathing soft and even, uniting it with your sensations. At the end, sit quietly for a while, amplifying and extending your sensations and feelings.

APPENDIX E

RIVERVIEW RELEASE CENTER  
Newton, Iowa

## INSTITUTIONAL EMPLOYEE RULES OF CONDUCT

INTRODUCTION

All employees of Riverview Release Center, including consultant, contract, and volunteer' employees are expected to abide by the rules of the Department of Corrections and Riverview Release Center as well as applicable statute, Iowa Administrative Code and administrative procedures. Additional expectations governing specific duties can be found in post orders, position descriptions, and supervisory notations.

GENERAL RULES OF EMPLOYEE CONDUCTI. COMPLETION OF ASSIGNED DUTIES:

1. Employees will be punctual in reporting for duty, report to the designated place and maintain accurate work time records.
2. Except for scheduled breaks, employees will not engage in activities unrelated to their duties. They will avoid activities which interfere with the institutions functions, including but not limited to sleeping on duty, horseplay, conducting unauthorized personal business while on duty, loafing, and personal reading or writing.
3. Reporting to work in a condition which is unsafe to the employee, others, or physical property, or in a condition which renders one incapable of performing job duties, or in a condition which creates an unfavorable public image is prohibited. Employees reporting for regular scheduled shifts are to report for work showing no evidence of having consumed alcohol or prescribed or other drugs which may impair job performance. Any employee required to take prescribed medication which might affect performance will notify their immediate supervisor and till be responsible for the security of that medication during their tour of duty.
4. When assigned to a post, it is the employee's responsibility to read and comply with the shift and general orders for that post, to keep abreast of changes, and to report any need for changes. Adherence to posted notices, signs, instructions and distributed operations procedures is required. Employees are required to follow the directives of supervisory staff. It is understood that instructions which would result in infractions of life safety, health or safety regulations, or illegal actions are not to be carried out and are to be reported immediately to a higher authority.
5. Unauthorized and/or improper use of state vehicles, equipment, facilities or supplies is misconduct. The unauthorized possession, lending, borrowing, duplication, or careless or improper use, or failure to report promptly the loss of: institutional keys, credit cards, state I.D. cards is prohibited.

## II. USE OF INFORMATION:

6. Confidentiality of information regarding the institution, its residents, or staff will be honored by all employees. All information should be treated as confidential if not specifically known to be otherwise. News releases will be issued or approved only by the Superintendent's office.

7. Employees will refrain from discussing or reflecting on the character or functioning of any other employee. Employees will refrain from making false or malicious statements concerning staff or residents.
8. Employees are prohibited from discussing matters pertaining to discipline or management of this institution or similar institutions in the presence of a resident or visitor.
9. All employees are expected to honor the chain of command or authorized channels in airing intra or interdepartmental concerns.

III. STAFF RELATIONS: STAFF/RESIDENT RELATIONS:

10. Employees will treat each other and residents with respect and courtesy. In interchanges with residents and visitors, employees will maintain a quiet demeanor even under provocation. Employees are prohibited from using profane, indecent, abusive or insulting language and gestures towards a resident or staff. The use of profanity is discouraged.
11. An employee will not strike a resident except in defense of self, another person, to avoid damage to expensive state property, or to prevent escape. Only that force which is reasonably necessary may be used in controlling resident behavior.
12. Employees will not give or receive from any resident cash, gifts, or contraband articles. Employees may not trade in any way with residents, except for authorized hobby craft purchases. Employees are prohibited from bringing contraband items onto institutional grounds including reading materials on the Department of Corrections disapproved publications list. Employees are prohibited from providing any contraband items to inmates either on or off grounds.
13. Employees should avoid unauthorized association with any resident under the supervision of the Department of Corrections and with family or friends of those residents. When such contacts are unavoidable, the employee is required to make a written report to the supervisor no later than one working day from the date of the contact.
14. An employee will not carry on unofficial correspondence with a resident or with any outside party on behalf of a resident, or assist in conducting such correspondence, or be a medium of unofficial communication in any way between residents or between a resident and outsider.
15. Employees will not show favoritism towards any resident. Employees will not involve themselves in any resident's application for parole, pardon, commutation of sentence, or writ of habeas corpus except where specifically approved or required by proper authority.
16. Employees supervising residents will ensure that they are instructed in the rules of the institution and will not tolerate resident insubordination or misconduct. Employees will require residents to maintain cleanliness as to their person, clothing, work area, and living area.

## xv. EMPLOYEE DRESS:

17. All employees will carry current state-issued identification cards on duty and will display them when they enter other institutions.
18. All employees will wear uniforms provided, or other approved modes of attire while on duty.

## v. SAFETY:

19. Staff are to report to the control center any unusual or potentially unauthorized persons or vehicles entering, on or near the institutional grounds or perimeter.
20. In accordance with collective bargaining agreements, stipulated agreements and any other relevant procedures, employees are to report to the appropriate supervisor any other employee who, through neglect or any other means, violates the security, reputation, or well being of the institution.
21. Staff are to follow safe working practices, both in their own work performance and in supervising employees or residents. Unsafe working conditions are to be reported.
22. All accidents or injuries to staff on duty are to be reported to the appropriate supervisor. Accident report forms are to be completed.
23. All accidents or injuries to residents are to be reported to nursing staff. Accident report forms are to be completed.

## 41. OTHERS:

24. All employees will immediately notify their supervisor and personnel office of any changes in address or phone number.
25. Unauthorized solicitation of funds, donations or services, sale of commercial products or distribution of printed material and unauthorized political or union solicitation while on state business or premises is prohibited.
26. Gambling is prohibited in work areas and during employee work time.
27. Public conduct which renders an employee unable to satisfactorily perform assigned duties or which has a detrimental affect on the institution's public image or operations, including but not limited to conviction of a felony or failure to comply with court ordered obligations is considered misconduct.

## VII. COMPUTER SECURITY:

Chapter 716A of Senate File 2241 sets out potential penalties for misuse of computers as follows:

Unauthorized access is a simple misdemeanor; willful damage may range from a simple misdemeanor to a class C felony, depending on dollar amount of damage; computer theft may range from a simple misdemeanor to a class C felony, depending on dollar amount of theft.

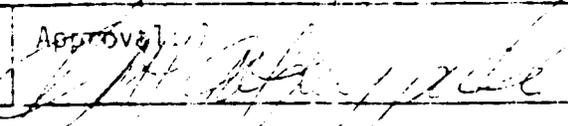
28. Employees are prohibited from accessing computer programs for which they are not authorized.
29. Only authorized employees are permitted to access corrections computers and computer data.
30. Computer information and computer data may be shared only with authorized personnel.
31. Employees are prohibited from giving their password to another employee or other persons. Employees may not use another employee's password.
32. In order to use the computer system, the employee must be approved, in writing, by the institution System Administrator and institution Department Head.
33. Only authorized employees are permitted to access, change, delete or manipulate corrections data.
34. Employees may not willfully damage a computer, computer system, network, software, program, data, documentation, or any other computer-related property.
35. Access to the computer system, or any part thereof, for which an employee is not authorized constitutes theft.
- 36 . Employees may not give information on the type of computer system, data system, or computer telephone number to any person who is not an employee of the Department of Corrections. (Exceptions include: authorized Honeywell personnel, authorized Comptroller's Office personnel, authorized Department of Human Services personnel.) Other exceptions require approval of the System Administrator.
37. Employees may not establish programs or applications which are not authorized. This includes games.

Authority: , Superintendent

Reference: ACA 2-4070, 2-4071, 2-4060, 2-4067  
DOC II-C-1 through 19, II-F-7, Employee Handbook  
Q.M. 1-7, 2-3, 2-7, 2-8, 2-11, 2-12, 2-16, 2-24, 3-2, 3-4, 3-8, 3-12, 3-23,  
3-25, 3-27, 10-4, 10-10, 10-12  
Collective Bargaining Agreements

Review Dates: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## IOWA CORRECTIONAL INSTITUTION FOR WOMEN

Policy and Procedures Manual: PERSONNEL	Number: 102.10	Page 4 of 5	Original date: JUNE 1, 1985
Title: EMPLOYEE WORK RULES		Approval: 	

Policy:

To establish rules of conduct to be adhered to by all staff employed by the Iowa Correctional Institution for Women, and as applicable, by volunteers and contractual providers to and/or at the institution.

These work rules are not intended to replace regulations relative to specific jobs within the institution. Rules governing specific duties are to be found in Post and General Orders, supervisory instructions, position descriptions (Section A's) and performance evaluations.

As part of the Department of Corrections, this institution will subscribe to those personnel practices outlined in the Collective Bargaining Agreements and the personnel policies of the Department of Corrections, the Iowa Merit Employment System and the State Comptroller. In addition, employees must adhere to municipal, county, state, and federal laws as well as regulations of the Iowa Correctional Institution for Women. Employees are to conduct themselves in such a manner that their activities, both personal and official, on and off duty, will not discredit either themselves or the institution.

Employees will be provided a copy of the rules during orientation and will sign and date a receipt form documenting that they have read and have discussed with their supervisor any rules which the employee does not understand.

Failure by employees to follow these rules will result in appropriate disciplinary action.

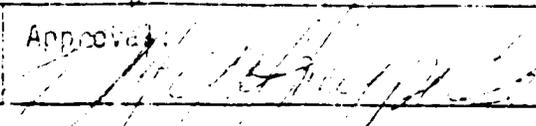
1. It is each employee's duty to preserve the peace and security of the institution, prevent escape, and enforce all institution rules:
  - a. Respond immediately and appropriately to all emergency situations;
  - b. Be vigilant of inmate activities;
  - c. Not permit inmate insubordination or overlook misconduct. Utilize appropriate disciplinary action within proper scope of their authority, without use of threats, coercion, bribes, or intimidation;
  - d. Follow all written and verbal instructions of supervisory staff and if in question, consult next higher authority;
  - e. Read and comply with post and general orders, keep abreast of changes, and report any need for change;

## IOWA CORRECTIONAL INSTITUTION FOR WOMEN

Policy and Procedures Manual: PERSONNEL	Number: 102.10	Page <u>2</u> of <u>5</u>	Original date: JUNE 1, 1985
Title: EMPLOYEE WORK RULES		Approve: <i>[Signature]</i>	

- f. Cooperate fully and will be honest in written and oral statements concerning on-duty activities, and when off duty activities affect attendance, work performances or the institution's activities or employees. Employees will not withhold information or impede any inquiry, investigation, or hearing.
2. Employees are required to report promptly for duty at the designated time and place and be fully able to perform their job duties;
    - a. No alcoholic or mood/perception altering substance will be consumed within eight hours prior to reporting for regular duty;
    - b. Employees will be neat, well groomed, and professional in appearance at all times and in compliance with all dress and appearance policies;
    - c. Employees entering the institution during non-work hours will obtain approval from their shift supervisor.
  3. Employees are required to remain fully alert and attentive during duty hours:
    - a. Employees will not leave their assigned duty post during a work shift without permission;
    - b. Will avoid activities which interfere with the institution's function of constant care and vigilance;
    - c. Unusual situations or events should be reported immediately to the next higher authority and action as appropriate should be taken;
    - d. Will not loaf, loiter, sleep, engage in reading or writing of material unrelated to their duties, or engage in unauthorized personal business or visiting.
  4. Employees will not abuse sick leave privileges. Unscheduled absenteeism from work and the reason(s) will be reported to the immediate supervisor as soon as it is known the employee will be absent. Notice will be given on each day of the leave unless prior arrangements have been made with the supervisor.
  5. State funds, equipment, property, and property within its control, will be used for official purposes only and shall not be abused:
    - a. Damage, breakage, and loss of property within its control, will be reported immediately to your supervisor;

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- b. Personal property will not be utilized on the job without prior administrative approval.
6. Employees are prohibited from taking any contraband on or off institution grounds or area of its jurisdiction without administrative authorization. Employees shall not have on their persons, in their vehicle, or otherwise any drugs, intoxicants or containers, firearms, weapons, or any dangerous contraband without administrative authorization. Employees required to take prescribed medication will notify their immediate supervisor of the use of same and will only bring to work the amount needed for their tour of duty.
7. Employees are required to observe all safety, health, and sanitation rules, including the use of protective equipment and clothing, and in the operation of vehicles and equipment, with full compliance in reporting accidents to the immediate supervisor and completing necessary injury report forms within 24 hours of an accident or injury occurring during working hours while on state business.
8. Employees will treat each other, residents, guests, visitors, and the public with respect, courtesy, and fairness. Horseplay, threatening, abusive profane, indecent, intimidating, and interfering behavior or language, false or malicious statements are prohibited. Favoritism toward or discrimination/harrassment of any person is prohibited.
- During interchanges with inmates and others, employees will maintain a quiet demeanor, even under provocation.
9. Employees will not strike or threaten bodily harm of an inmate or other person except in defense of self or another person or property. Excessive or unnecessary force will not be used. Employees will have physical contact with inmates, staff, visitors, or the public only when such contact is part of the employee's duties. Such contact will be performed in a professional manner.
10. Unofficial/unauthorized associations with inmates are prohibited and include:
- Correspondence with former and present residents and their families, friends, or any person acting on the behalf of the resident;
  - Assisting in conducting such correspondence or be a medium of unofficial communication in any way between a resident and another;
  - Give or receive from any resident or on behalf of any resident cash, gifts, articles, favors, or services, nor may employees trade with residents unless approved by the Superintendent.

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When such contacts are unavoidable, all employees will provide a written report to their supervisor as soon as possible, but no longer than 24 hours after the incident.

11. Employees will refrain from discussion with inmates, the public, or any unauthorized person or reflection on:
  - a. Character or functioning of another employee;
  - b. Information that would compromise the security of this or any institution;
  - c. Confidential information regarding the institution, inmates, staff. All information should be treated as confidential, if not specifically known to be otherwise, without the approval of the superintendent's office;
  - d. Matters relating to the discipline or management of this or any institution.

All releases to the news media will be issued or approved through the office of the superintendent.

12. Employees will be required to provide an address and phone number where they can routinely be reached to the Personnel Department (and the Security Director if on security staff) and must keep the Personnel Department aware of any changes in address or phone number.
13. State employee I.D.'s must be worn by all employees anytime they are on the grounds of this or any other correctional institution, when transporting clients, or when driving a state vehicle.
14. No employee will transact any business as an employee of the state with any business entity in which the employee has an interest except as authorized by law.

Employees will not use their official position or state property to intimidate or deceive others, or to obtain any privileges or articles not otherwise authorized.

15. Activities such as solicitation of funds, seeking donations or services, sale of commercial products, distribution of printed materials, or engaging in gambling, political, or any other unauthorized activities while on state business or premises is prohibited. (Gambling includes but is not limited to: sports pools, card games, check pools, dice, raffles, etc.)

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16. Employees will not engage in any outside activities or employment which may impair the employee's independence of judgement or his/her ability to perform his/her duties as an employee of the state.
17. Employees will not solicit for or accept unauthorized compensation, reward, gratuity or gift of any kind of value for any matter related to the employee's job as an employee of this institution and the State of Iowa.
18. Each employee will report to his/her supervisor any other employee who violates any law or rules at any time which affects the security, reputation or well-being of ICIW.

If an employee is arrested for, charged with, or convicted of any felony or misdemeanor, the employee must immediately inform and provide a written report to the supervisor.

Review	Annually			
Revision Date				

APPENDIX F

SPOUSE ORIENTATION PROGRAM

<u>COURSE (PURPOSE): DESCRIPTION</u>	<u>HOURS</u>	<u>FACULTY</u>
Introduction/orientation (to introduce participants to department administrators, welcome them to the program and explain the purposes of the orientation):	.5	Director; Superinter. dent.
Recruit Training Procedures (to provide realistic expectations of training period regarding the spouse's experiences): daily routine of recruit, description and purpose of curriculum, qualifications of training staff.	.5	Academy personnel
Organizational Structure & Functions ( to familiarize participants with the nature of the organization): history of the department, table of organization, size of the department, overview of functions.	1	Trng. Staf
Functions of Divisions and Units ( to familiarize participants with various functions performed by the agency): review of specialized services performed within agency and for other departments.	1	Trng. Staf
Corrections Officer's Role in Criminal Justice System to indicate the individual's responsibility for order maintenance within the prison system as well as larger criminal justice system): overview of criminal justice sub-systems, function of the corrections officer in society.	2	Trng. Staf
Functions of the Corrections Officer (to provide a realistic portrait of the corrections officer's job): review of normal work day, types of work performed, etc.	2	Trng. Staf
Occupational & Marital Pressures (to increase the participants understanding of and tolerance to stress associated with corrections): introduction to occupational stress, causes of stress, effects of stress on officer,. effects of stress on family, methods of reducing stress (within and outside of family).	3-4	Trng. Staff CO Wives
Personnel Benefits ( to familiarize participants with personnel policy and benefits): salary structure (contract), insurance, career development opportunities, credit union.	1	Personnel Officer
Crime Prevention (to provide instruction in personal and home security): rape prevention, methods of self-defense, techniques for residential security.	2	Trng. Staf
Person and Home Firearms Safety (to reduce the discomfort of living with firearms): mechanics of a revolver, how to load and unload revolver, target practice with revolver,	3	Trng. Staf

First Aid (to offer basic skills in the care of injured persons with emphasis on household injuries) CPR, Heimlich maneuver, basic first aid.

4

Trng.Staf

Tour of Facility (to acquaint spouses with environment- this should be accomplished only if requested and then only to view facility, not inmate cell block area.)

APPENDIX G



# EMPLOYEE ASSISTANCE PROGRAM

Suite 706 • Fleming Building • 218 Sixth Avenue • Des Moines, Iowa 50309  
Telephone (515) 2446090. Day or Night

## Des Moines Area Employee Assistance Program

Troubled employees cost Iowa employers over \$500 million per year. Studies examining the economic loss to business and industry resulting from troubled employees estimate that 10-12 percent of all workers have serious personal problems which affect their job performance. Approximately half of this 10-12 percent (5-6 percent) perform their job at an "impaired" level with 25 percent of their salaries lost through tardiness, absenteeism, work related accidents and overall poor work performance. In addition, these problems result in more disciplinary actions and grievances. The employees are suffering personally while employers suffer economically.

In 1975 a ten-month study was conducted by an ad hoc committee comprised of Board and staff members of the National Council on Alcoholism and Other Drug Dependencies (NCA); community business and labor leaders; the Chamber of Commerce; and State, County and United Way officials. The committee identified the need for a community based nontreatment related screening center offering comprehensive counseling evaluation and referral services for employees and family members of area businesses, industries and governmental agencies. As a result of the study, the NCA established the Des Moines Area Employee Assistance Program (EAP) in January, 1976, as a separate unit governed by the NCA Board of Directors.

Designed to offer a "comprehensive" approach, EAP services are offered for a wide range of personal problems, rather than focusing on only one specific type of problem. This broad brush approach allows employees and family members to utilize the program or any type of personal problems they are experiencing. It also offers employers the opportunity to intervene in the early stages of an employee's work performance problem and refer the worker based on documented job performance without attempting to diagnose the person's problem.

An employee's personal life and concerns are his/her own affair; employers do not have the right to interfere in the private lives of employees. However, the employer has the right to require certain work performance standards and to establish procedures for appropriate action when work performance standards are not met. The availability of an EAP offers the employee the opportunity to identify his/her problem before it becomes worse, or before disciplinary action becomes necessary. When a personal problem does interfere with work performance, the EAP offers the employer the alternative of referring the employee to the EAP based solely on (documented job performance. The availability of an EAP as an external source, outside the workplace, also provides entire, confidentiality; no information can be disclosed without the specific written consent from the person to whom it pertains.

The EAP provides professional training for the organization's supervisory and union personnel, persons who are accessible to the personal concerns of employees and are in key positions to deal with unproductive employee behavior. Supervisory and union personnel are trained to effectively utilize the EAP services with specific emphasis on recognizing job performance problems and the importance of proper documentation of the performance problem as the criteria for referral to the EAP.

The Employee Assistance Program serves an important humanitarian function by offering the troubled employee assistance in dealing with his/her personal problems as well as being an economic benefit to the employer. The Des Moines Area EAP is a private, nonprofit, community agency funded by 50 percent public monies and 50 percent private money.

For further information contact the EAP at (515)244-6090.



## EMPLOYEE ASSISTANCE PROGRAM

Suite 706 . Fleming Building . 216 Sixth Avenue . Des Moines, Iowa 50309

Telephone (515) 2444096, Day or Night

The following is a sample letter that may be used for mailing to your employees' homes:

Dear \_\_\_\_\_

In the hectic pace of our daily lives we often encounter a wide variety of problems at home, work and in other areas of our lives. To experience marital, emotional, legal, alcohol/drug, financial, family, or a wide range of other problems, is not uncommon.

Generally we are able to deal on our own with the problems of daily living; however, in some situations outside help might be welcome. Regardless of the type of problem, help is available through the Employee Assistance Program.

The Employee Assistance Program is offered as a benefit to all employees and family members within our organization. Evaluative counseling and referral services are available at no initial cost, with complete assurance of confidentiality.

The Employee Assistance Program offices are located in Suite 706 of the Fleming Building at 218 Sixth Avenue in downtown Des Moines. Appointments with Employee Assistance Program counselors can be made by calling 244-6090. Counselors are available by telephone at this number 24 hours a day.

The enclosed wallet card is designed to serve as a handy reminder of the Employee Assistance Program services. While you may not be in need of these services now, please keep this card as a resource.

If problems do arise, the Employee Assistance Program can help. If you need it, please use it. We do care.

Sincerely,

Your Employer