

About This Training

This training was designed and developed to offer essential, actionable information about mental health and mental illness to correctional officers and other safety-related correctional staff. It is context-based and offers practical suggestions and external resources to support staff on the job.

It is written and packaged to be a widely accessible community training with only basic resources necessary. It is free to use, but the Center for Child and Family Studies retains all copyrights. Please contact the Center for further information.

The training is designed for groups of 15-30 people but can be adapted to accommodate groups of other sizes. It is written for a single facilitator, but can be adapted for more facilitators if a large group is being trained. We recommend a second trainer for groups over 35.

We offer estimated times for completion of each module. They range from 30 minutes to 90 minutes. Take the length of the modules into account as you plan your training day or days.

The goal of this project is to better equip correctional staff to recognize and respond effectively to mental illness in the correctional population. This training is a tool to strengthen staff expertise while also supporting protection for the rights and humanity of people who are incarcerated. It does not replace formal mental health training or the expertise of a mental health professional in a correctional setting.

We urge facilitators to adapt the content to align with your institution's or state's policies.

Project Developers

Dana DeHart is Assistant Dean for Research and a Research Professor at the University of South Carolina's

College of Social Work. Dr. DeHart's work on violence and victimization has spanned multiple disciplines including social work, psychology, criminal justice, and public health. She has been Principal Investigator on grants and contracts addressing issues such as victimization and survivor services, impact of incarceration on families, gendered pathways to adult and juvenile offending, mental health and substance abuse, and predatory sexual behavior. Dr. DeHart has conducted hundreds of interviews with adult and juvenile offenders, crime victims, justice professionals, and human-service providers. Dr. DeHart has published in peer-reviewed journals such as *Psychology of Women Quarterly*, *Psychiatric Services*, *Violence Against Women*, *Violence and Victims*, *Journal of Interpersonal Violence*, *Journal of Family Violence*, *Journal of Child and Adolescent Trauma*, *Journal of Correctional Health Care*, and *Journal of Offender Rehabilitation*.

Dr. Aidyn Iachini is an Associate Professor at the University of South Carolina's College of Social Work. Her areas of expertise include positive mental health, interdisciplinary collaboration and training, and interagency collaboration. She has served as PI or Co-PI on numerous grants involving evaluation, interdisciplinary training, and mental health. She has published in mental health journals such as *Advances in School Mental Health Promotion*, and serves on numerous committees and consortia focused on increasing interagency collaboration and enhancing systems capacity to provide quality and effective mental health services to youth and families.

Project Consultants

Shannon M. Lynch, Ph.D., is a licensed clinical psychologist and Professor at Idaho State University. Dr. Lynch utilizes mixed methods to examine incarcerated women's pathways to incarceration, trauma exposure, mental health, and treatment needs. She regularly conducts research with individuals incarcerated in prisons and jails and trains graduate students to provide empirically based group treatment to incarcerated women.

Christopher R. DeCou, Ph.D., is a senior fellow at the Harborview Injury Prevention and Research Center of the University of Washington School of Medicine, and completed his degree in clinical psychology at Idaho State University. His research centers on the study and prevention of suicide, including the association between violence and suicidality among under-served and under-studied populations. As a former police officer, Dr. DeCou appreciates the importance of promoting awareness of mental illness and trauma-informed care as ways of addressing the multifaceted needs of justice-involved populations, and also enhancing the safety and effectiveness of law enforcement and corrections personnel.

Raymond Smith received his undergraduate degree in social work from North Carolina AandT State University, and then attended the advanced standing MSW program at USC. Prior to entering the academic sphere, he gained a host of experiences that ranged from the U.S. Army, corporate team management, the medical field, and the judicial system at the state and federal levels. Currently, his area of research interest is in the process of identity formation, identity maintenance, and the transition to new identities. Specifically, Mr. Smith studies social identities among persons who have been involved within the criminal justice system.

Overview of Training

This training has twenty modules and is designed in a modular fashion. A facilitator can choose to train all of the modules, in order, over the course of several days or select modules relevant to their interest to offer a shorter, focused training.

Always begin with the Welcome module. Then build your training from there! Then, you can conclude any training series with the Looking Back and Wrapping Up section to close out the work you've done.

To view the entire training package that includes the trainer manual, handouts, and other materials, visit the website: www.cmhtraining.sc.edu

Below is an overview of the modules of the training to orient you to the range of content available. It gives the estimated time of delivery, the format, and the competencies for that module. After the Overview, there are a few suggested mini-trainings that offer themed collections of modules for shorter training events if you don't plan on training the entire 20-module series.

Welcome to the Training

Time:	15 min.
Format:	Lecture, discussion

1: What Is Mental Health?

Time:	45 min.
Format:	Lecture, video, discussion
Competencies:	<ul style="list-style-type: none">• Recognize that mental health includes multiple dimensions, such as emotional, psychological, and social aspects.• Describe and compare criteria for defining a mental disorder versus serious mental illness.

2: Characteristics of Correctional Populations

Time:	45 min.
Format:	Lecture, video, discussion

- Competencies:**
- Recognize that incarcerated people disproportionately come from backgrounds of trauma and adversity.
 - Name mental disorders that are common among people who are incarcerated.
 - Identify proportion of incarcerated people who have serious mental illness, substance use disorders, and co-occurring disorders.

3: De-Institutionalization and Criminalization

- Time:** 90 min.
- Format:** Lecture, activity, discussion
- Competencies:**
- Recognize the roles that de-institutionalization and criminalization (e.g., of addiction, homelessness, poverty) play in increasing the number of people in correctional institutions who have mental disorders and/or histories of trauma and adversity.

4: Corrections in the Context of the Justice System

- Time:** 60 min.
- Format:** Lecture, activity, discussion
- Competencies:**
- Identify the role of corrections within the broader justice system.
 - Compare criteria for incarceration in a prison versus a jail.
 - Describe corrections' functions of retribution, deterrence, containment, and rehabilitation.

- Understand the Sequential Intercept Model and how it could improve response to mental health of incarcerated people.

5: Challenges of Mental Disorders for Incarcerated People

Time: 45 min.

Format: Lecture, video, discussion

- Competencies:**
- Recognize increased problems within institution for people with mental disorders.
 - Describe other aspects of correctional facilities that create challenges in responding to people with mental disorders.
 - Describe the consequences of inadequate responses to incarcerated persons with mental disorders.
 - Identify concerning behaviors to observe.

6: The Subjective Experience of Mental Disorders

Time: 30 min.

Format: Lecture, video, discussion

- Competencies:**
- Understand that the subjective experience of mental disorders may create challenges in daily living.

7: Maintaining Safety, Offering Respect

Time: 45 min.

Format:	Discussion, video, activity
Competencies:	<ul style="list-style-type: none">• Value one's own role in maintaining the safety of the facility for all involved.• Value a compassionate and effective response to mental disorders.

8: Mental Disorders and Individual Rights

Time:	45 min.
Format:	Lecture, video, discussion
Competencies:	<ul style="list-style-type: none">• Recognize basic signs and symptoms of common mental disorders.• Recognize that mental disorders have genetic, environmental, and lifestyle causes.• Understand the rights of people with mental disorders to treatment and to self-determination, as balanced with the safety needs of the individual and others.

9: Medication Side Effects and Malingering

Time:	30 min.
Format:	Lecture, discussion
Competencies:	<ul style="list-style-type: none">• Recognize common side effects of medications used to treat mental disorders.• Describe prevalence and motivations for malingering.• Understand the rights of people with mental disorders to treatment and to self-determination, as

balanced with the safety needs of the individual and others.

10: Mental Health Screening

Time:	45 min.
Format:	Lecture, activity
Competencies:	<ul style="list-style-type: none">• Describe the purpose of mental health screening in corrections.• Name a screening instrument that can be administered by correctional officers in prisons and jails.• Describe appropriate settings within the facility, appropriate body language, and tone for screening.• Describe timing when screening should take place for incarcerated people.• Differentiate appropriate and inappropriate use of findings of mental health screens.

11: Crisis and Intervention

Time:	60 min.
Format:	Lecture, video, discussion
Competencies:	<ul style="list-style-type: none">• Describe elements of a crisis.• Describe non-verbal and verbal techniques for de-escalating a crisis.

12: The C.A.F. Model

Time:	45 min.
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Format:	Discussion, video, activity
Competencies:	<ul style="list-style-type: none">• Use the C.A.F. (Calm, Assess, Facilitate) model of crisis intervention.

13: Self-Directed Violence: Suicidality and Self-Injury

Time:	30 min.
Format:	Pre-work, lecture, activity, discussion
Competencies:	<ul style="list-style-type: none">• Compare self-injury to suicidality, including risks of each.• Describe signs of suicidality.• Describe precautions for suicidal people and those who self-injure.• Understand policies on suicidality in participant's facility of employment.

14: Crisis Prevention

Time:	30 min.
Format:	Lecture, video, discussion
Competencies:	<ul style="list-style-type: none">• Describe general communication strategies that can be used to prevent situations from escalating to a crisis.

15: Understanding Trauma

Time:	45 min.
Format:	Lecture, video, discussion
Competencies:	<ul style="list-style-type: none">• Recognize that the correctional setting can mirror or trigger past

traumatic experiences of the person who is incarcerated.

- Describe contextual stressors that can cause traumatic stress for people who are incarcerated.
- Recognize that gender, race, class, age, and other group-level factors may influence exposure and response to trauma.

16: Trauma-Informed Correctional Practices

Time: 45 min.

Format: Lecture, activity, discussion

Competencies:

- Describe trauma-informed principles for correctional facilities.

17: Understanding the Roles of Correctional Officers and Mental Health Staff

Time: 30 min.

Format: Lecture, discussion

Competencies:

- Describe the differing roles and missions of correctional officers and mental health staff in responding to incarcerated people with mental disorders.
- Value benefits of correctional officers and mental health staff working collaboratively to address mental health of people incarcerated in correctional facilities.

18: Communication Between Correctional Officers and Mental Health Staff

Time: 60 min.

Format:	Activity, discussion, lecture
Competencies:	<ul style="list-style-type: none">• Describe strategies for effective communication with other professionals concerning mental health of incarcerated people.

19: Promising Practices for Corrections and Re-entry

Time:	45 min.
Format:	Lecture, activity, discussion
Competencies:	<ul style="list-style-type: none">• Describe the Sequential Intercept Model and examples of strategies that can be used at different stages of justice processing to address mental illness of incarcerated people.• Describe three promising practices for addressing mental health of people who are incarcerated or re-entering communities.

20: Managing Workplace Stress

Time:	45 min.
Format:	Pre-work, Activity, discussion, activity, discussion
Competencies:	<ul style="list-style-type: none">• Identify sources of workplace stress and burnout.• Describe resources and strategies for addressing workplace stress.

Looking Back and Wrapping Up

Time:	30 min.
Format:	Discussion

Suggested Mini-Trainings

Here are some groups of modules in focused mini-trainings. The full training will offer a rich and wide exploration of mental health in the correctional setting. However, a shorter, targeted training can also be highly effective.

Note that sometimes modules will refer to each other. If you're offering a customized package of select modules, or modules out of order, make sure to adjust any references to modules that you are not training or have not yet trained.

Note that in some cases, a mini-training may offer modules out of numerical order; this is deliberate and contributes to the goals of the mini-training by creating a logical flow of content.

In order to support ongoing continuing education within your organization, the framework of this training could be used to guide a sequence of course offerings stretched over a period of weeks. Likewise, these modules could be offered individually as part of regular staff enrichment or training.

Analyzing Mental Health

This training provides a strong baseline of mental health issues and appropriate response by correctional staff.

Estimated time to train: 6 hours 30 minutes

- Welcome
- Module 1: What Is Mental Health?
- Module 2: Characteristics of Correctional Populations
- Module 5: Challenges of Mental Disorders for Incarcerated People

- Module 6: The Subjective Experience of Mental Disorders
- Module 7: Maintaining Safety, Offering Respect
- Module 8: Mental Disorders and Individual Rights
- Module 10: Mental Health Screening
- Module 13: Self-Directed Violence: Suicidality and Self-Injury
- Module 15: Understanding Trauma
- Module 16: Trauma-Informed Correctional Practices
- Looking Back and Wrapping Up

Practical Skills for Correctional Officers

This training focuses on best practices for correctional officers when negotiating mental health issues at work.
Estimated time to train: 5 hours 45 minutes

- Welcome
- Module 7: Maintaining Safety, Offering Respect
- Module 9: Medication Side Effects and Malingering
- Module 11: Crisis and Intervention
- Module 12: The C.A.F. Model
- Module 14: Crisis Prevention
- Module 13: Self-Directed Violence: Suicidality and Self-Injury
- Module 16: Trauma-Informed Correctional Practices
- Module 20: Managing Workplace Stress
- Looking Back and Wrapping Up

Mental Health and Crisis Management

This training prepares correctional staff to consider the mental health of incarcerated people as they work to prevent and manage crisis. Estimated time to train: 5 hours 45 minutes

- Welcome
- Module 5: Challenges of Mental Disorders for Incarcerated People
- Module 15: Understanding Trauma
- Module 9: Medication Side Effects and Malingering
- Module 7: Maintaining Safety, Offering Respect
- Module 11: Crisis and Intervention
- Module 12: The C.A.F. Model
- Module 13: Self-Directed Violence: Suicidality and Self-Injury
- Module 14: Crisis Prevention
- Looking Back and Wrapping Up

Supporting Mental Health in the Community

This training focuses on connections between the justice system, the correctional system, and community initiatives.
Estimated time to train: 4 hours 15 minutes

- Welcome
- Module 3: De-Institutionalization and Criminalization
- Module 4: Corrections in the Context of the Justice System
- Module 10: Mental Health Screening
- Module 19: Promising Practices in Corrections and Re-entry
- Looking Back and Wrapping Up

Systems Approaches to Mental Health in Correctional Facilities

This training focuses on system-wide strategic thinking to better manage mental illness in the correctional system.
Estimated time to train: 4 hours 15 minutes

- Welcome

- Module 4: Corrections in the Context of the Justice System
- Module 16: Trauma-Informed Correctional Practices
- Module 17: Understanding the Roles of Correctional Officers and Mental Health Staff
- Module 18: Communication Between Correctional Officers and Mental Health Staff
- Module 19: Promising Practices in Corrections and Re-entry
- Looking Back and Wrapping Up

Understanding the Importance of Trauma

This training offers all modules that deepen understanding of, and best response to, trauma. Estimated time to train: 4 hours 30 minutes

- Welcome
- Module 15: Understanding Trauma
- Module 5: Challenges of Mental Disorders for Incarcerated People
- Module 16: Trauma-Informed Correctional Practices
- Module 6: The Subjective Experience of Mental Disorders
- Module 12: The C.A.F. Model
- Module 20: Managing Workplace Stress
- Looking Back and Wrapping Up

Trainer Preparation

The training is designed to support you by offering a Facilitator's Manual and supplemental materials for each module.

Select Modules. You may wish to train all twenty modules, or a select few. Once you've selected the modules you

wish to train, carefully review what each requires. Study the content carefully. The greater your familiarity with the content, the more smoothly the training will go.

Before Training. Each module has a “Before Training” section to help you prepare before you enter the training room. Please take the time to study these sections and bring all needed materials with you before learners enter the room.

Basic Training Space Requirements.

- The supporting PowerPoint is ideally shown by using a **computer, a projector, and a screen** at the front of the room. The PowerPoint contains supportive text, infographics, and video clips, so being able to display it clearly is very important.

The module instructions assume you are using the PowerPoint and can project content for learners to see. If you are unable to use the PowerPoint, you may write relevant content from the slides on flip chart pages to show at appropriate times. But please make note that without the PowerPoint, you will lack the supportive text, infographics, images, and videos it contains, which may affect the impact of the training. While the videos are available on the website for download, the rest of the media content is only in the PowerPoint.

- You will need a **large writing surface** for relevant notes during class. A chalkboard, white board, or flip chart is equally effective, so please use whatever is most convenient in your training space. The modules often instruct the facilitator to use a flip chart and pens, but again, boards may be substituted.
- You will need **writing instruments** appropriate to your writing surface: chalk, dry erase markers, or permanent markers.

A note about terminology. Terminology can vary from state to state. We have used “correctional officer” throughout

the training, but you may substitute the title used in your area.

Customizing your training. This training is designed for use in any state and is therefore very general. You may customize the training with information from your local area or specific facility if you choose.

Training Components

Here are the training components and how they work together.

Facilitator's Manual. This manual is only for Facilitators. It contains all of the background and knowledge content you will need for each module.

- **How to Use the Manual.** In addition to directions for guiding the learners through the module, we've included text that is written as if you are speaking to the participants. The expectation is that you will read through the entire module the first time to familiarize yourself with the information. The wide margins have been provided for you to make notes to yourself when you read through the module for the second time. You can then train from your notes, instead of reading from the manual, or however you feel comfortable.
- **How to Use the PowerPoint Slide Decks.** Once you've studied the Facilitator's Manual for the module you're preparing, go through the corresponding PowerPoint deck carefully. Practice coordinating the PowerPoint slides with your training. The connections between the content of the Manual and the content of the deck will be helpful. You may choose to make notes in the Manual about pacing your use of the slide deck as you go.

The slides are designed as reinforcement to the topics you're discussing, so you won't be able to read the lecture content just by looking at the projection screen. Practice the material so that you can

become fluent in the content and use the slides as support, not as the main method of conveying information.

- **How to Use the Web Site.** Explore the website to decide what materials you wish to study and download. You can choose to download the entire Trainer's Guide and associated media, or you can select individual modules to download with all of their associated media. You can also search for individual materials by type (such as PowerPoint or videos). All materials are free to download and use, but the Center for Child and Family Studies retains all copyrights. Find the content at www.cmhtraining.sc.edu
- **Always invite questions.** The Manual often suggests places for participants to ask questions. However, we hope that you will openly state that questions are always welcome and will foster a flexible environment that allows participants to ask questions whenever they need to.

PowerPoint. Use the accompanying PowerPoint slides to support learning in class. The PowerPoint is coordinated with the content of each module.

Videos. There are two kinds of video in this training: animated scenario-based stories, and live-interview content from a subject matter expert, Raymond Smith.

- **Animated Videos.** The animated stories are created to help participants work through real-life, context-based issues. They're brief and designed to generate a rich discussion of relevant topics. These videos are embedded in the modules appropriate to the topic, but can also be accessed individually on the supporting website.
- **Subject Matter Expert Videos.** The subject matter expert videos offer a fresh perspective from an expert and give new ideas about practice. These are part of the content of the training and focus on giving

deeper information and best practices. These videos are embedded in the modules appropriate to the topic, but can also be accessed individually on the supporting website.

- **A note about introducing the subject matter expert videos.** If you are not training all of the modules or are not training the module that uses Mr. Smith (Module 5, which contains the "Meet Raymond Smith" video), we recommend pulling from the website the video that introduces him and his qualifications. Use this video the first time you train a module that uses his videos. It's important to establish his identity and background in order for his material to have the greatest impact.

Coordinating the PowerPoint Slides with the Training

Material. Your experience and comfort with preparing for training is accommodated by the structure of the Manual. In order to support smooth coordination of the PowerPoint slides with the topics as you work through them, images of the relevant PowerPoint slide have been embedded at appropriate places throughout the modules. They show the slide you should be showing when delivering each section of material. Note that each module deck begins with an introductory slide for the entire training since you may be training modules out of order. You may not need to use these and may choose to begin with the title slide for each module. The module's title slide will always begin the During Training section.

We suggest practicing the training and using the PowerPoints before the first day of training to ensure a smooth delivery.

Supplemental Materials. Handouts and activity materials are in separate folders on the website, labeled by module number. When ready to prepare a module, look in the "Format" and "Materials Needed" areas at the beginning

of the module to determine if you need to download and print any materials for yourself or learners before arriving at the training space.