

**Module 4**  
**Human Relations**

**ETHICS**

**4.1.0 Unit Goal: Summarize the importance of ethical judgment and behavior in the criminal justice system.**

**4.1.1 Define ethics.**

- A. Ethics - the discipline dealing with what is good and bad and with moral duty and obligation.
- B. Ethics is concerned with the study of moral duty. It is important in that it develops ways of understanding and learning of moral duty and right or wrong.
  - 1. People who believe they have no duty other than to themselves will act differently than those who believe they have a duty to assist others in many circumstances.
  - 2. Ethics attempts to look at these differing approaches to determine if one view is better than another and then to generate discussion and consideration of differing views regarding the same problem.
- C. Ethics is, among other things, a set of rules and standards that governs individual conduct.

**4.1.2 Discuss basic social ethical concepts.**

- A. "Ethics is knowing the difference between what you have a right to do and what is right to do." – Potter Stewart, Supreme Court Justice
- B. Every aspect of human behavior is influenced by personal values, but values are not easily defined. Their definitions and interpretations vary from period to period, location to location, person to person, and situation to situation.

**4.1.3 List typical misconceptions about ethics.**

- A. MISCONCEPTION: Ethics is not something that good people need to worry too much about.
- B. MISCONCEPTION: Idealism is incompatible with realism.
- C. MISCONCEPTION: People concerned about ethics dismiss every pleasure and are just "holier-than-thou."
- D. MISCONCEPTION: The principal focus of ethics is moral problems, as opposed to the formation of habits of good character.
- E. MISCONCEPTION: If other correctional officers are not concerned, then a behavior is acceptable.
  - 1. Examples of unethical behavior: criminal behavior, lying, sexual harassment, cultural insensitivity, inappropriate use of social media, and abuse of position.

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**4.1.4 List standards of conduct.**

- A. The Texas Legislature has enacted standards of conduct for state employees. The intent was that the standards of conduct that are provided “serve not only as a guide for official conduct of those persons, but also as a basis for discipline for those who refuse to abide by its terms.”
- B. Standards of Conduct; State Agency Ethics Policy –Government Code, Sec. 572.051
- C. These standards are relevant for county correctional officers because they articulate some minimum legal concepts regarding areas of concern for public service employees.
- D. As public servants, we are expected to abide by standards of conduct established by the Texas Legislature, the federal government, and departmental policies. The public has entrusted us with a large responsibility. It demands that we abide by the highest ethical standards and is quick to criticize when we fail to live up to those standards.
- E. The Texas Ethics Commission was created in 1992 to administer and enforce provisions relating to, among other things, the standards of conduct of state officers and employees. They have subpoena power and can initiate their own investigations.
- F. Each department should also have a specific set of guidelines for employee behavior.

**4.1.5 List the principles of public service.**

- A. Public service ethics have some principles in common.
- B. Michael Josephson and others have identified five principles:
  - 1. Public Interest - Public office is a trust to be used only to advance public interests, not personal gain.
  - 2. Objective Judgment - Decisions made on merits, free of partiality or prejudice, and unimpeded by personal bias.
  - 3. Accountability - Government is to be conducted openly, efficiently, suitably, and honorably so that the public can make informed judgments and hold public officials accountable.
  - 4. Democracy - Honor and respect democratic principles and observe the letter and spirit of laws.
  - 5. Respectability - Safeguard public confidence in integrity of government by avoiding appearances of impropriety and conduct unbefitting a public official.

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#### 4.1.6 Apply ethical decision-making tools.

##### A. Pillars of character – Michael Josephson

1. To arrive at these standards, Josephson convened a board of some 30 acknowledged leaders from schools, family support organizations, faith communities, youth service groups, and so on. They gathered to see if an agreement could be reached on what should be the absolute rock-bottom tenets of ethics and character.
2. What resulted was a set of twelve core ethical values “that transcend cultural, religious, and socio-economic differences.”
  - a. Trustworthiness
  - b. Integrity
  - c. Promise-keeping
  - d. Loyalty
  - e. Respect
  - f. Responsibility
  - g. Accountability
  - h. Pursuit of excellence
  - i. Self-restraint
  - j. Justice and Fairness
  - k. Caring
  - l. Civic Virtue and Citizenship

##### B. Identifying and Making Choices

1. The Southwestern Law Enforcement Institute of Law Enforcement Ethics has developed a three-step approach to ethical decision-making. The system is designed to encourage a consideration of alternatives.
2. A.C.T. stands for:
  - a. Alternatives: Identify all choices
  - b. Consequences: Project outcomes
  - c. Tell your story: Explain your actions
3. The decision-maker moves through each of these steps as they consider a situation. Although it is a simple design, the ACT system tends to steer people toward cost-benefit analyses and consideration of stakeholders to the exclusion of other ethical decision-making perspectives.
  - a. Stakeholders are any person, organization, or entity that may be affected by what you do.

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- C. Ethics Check Questions (The Power of Ethical Management)
1. Is it legal? Will actions violate any laws, codes, or constitutional rights?
  2. Is it balanced? Is my decision fair to everyone concerned?
  3. How will I feel about myself? Will it withstand public scrutiny?
  4. Does it follow my agency policy, guidelines, and procedures?
- D. Use of Official Powers
1. As a government official, a county correctional officer has official powers they must be careful to exercise with awareness of the possibilities for problems.
  2. The following list of a dozen principles developed by Josephson should be used as general guidelines for decision-making.
    - a. Do not provide favors or exercise official influence in exchange for money or any other thing of value.
    - b. Do not accept gifts, favors, or gratuitous benefits of any kind from persons that may be seeking to influence official actions by virtue of the benefit.
    - c. Do not accept any personal benefit other than official pay in payment or gratitude for the performance of public duty or the exercise of official influence.
    - d. Do not accept gifts, favors, or gratuitous benefits of any kind, which would not be conferred by government positions.
    - e. Do not use official powers or influence to confer financial or other undue personal benefits on family, friends, or oneself.
    - f. Do not use government facilities, services, or personnel for personal benefit or any purpose other than the public interest.
    - g. Do not use official title, badges, identification cards, letterhead, or the prestige of public office for personal gain.
    - h. Pursue the policy decisions of elected and appointed officials in good faith and energetically.
    - i. Actively and continuously seek to improve systems and methods so public service is rendered with the utmost courtesy, efficiency, and equity.
    - j. Make official judgments on their merits, free of real or apparent conflicts of interest.
    - k. Make official judgments on their merits, free of personal bias or prejudice.
    - l. If a decision cannot be made objectively on its merits because of a real or apparent conflict of a bias or prejudice, reveal the impeding factors to supervisor and, if possible, withdraw from the matter.

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#### E. Unethical Behavior and Rationalizations

1. Many times, when we are confronted with unethical behavior, we find ways to rationalize our actions. You probably have heard some of the following excuses used by others to explain away their behavior.
2. Josephson has identified the following excuse-building concepts:
  - a. If it is necessary, it's ethical. The end justifies the means.
  - b. The false necessity trap. We tend to overestimate the cost of doing the right thing and underestimate the cost of doing the wrong thing.
  - c. If it is legal and permissible, it is ethical. Legal requirements are minimum standards of behavior, not necessarily the most ethical. Ethics is about doing less than what is legally allowable and more than is minimally acceptable.
  - d. I was just doing it for you. An example might be lying to someone to "protect" him or her from the truth.
  - e. I am just fighting fire with fire. Everyone lowers their standards in a spiral of unethical behaviors that leads to the lowest common denominator. Leadership is exercised by the most unethical.
  - f. It does not really hurt anyone. Even if there are no immediate consequences seen, the long-term consequences to someone involved may be negative.
  - g. Everyone else is doing it. My mother always asked the question, "If everyone else jumped off the cliff, would you?"
  - h. It is acceptable if I do not gain from it personally. Justification of one's own conduct for the agency or others, implying that financial gain is the only criteria involved.
  - i. I deserve it. Officers that are overworked or underpaid rationalize that they should get a few perks.
  - j. I can still be objective. This is difficult: minor favors can affect judgment when it comes time to make a decision that is affected by friendship and gratitude for previous kindnesses.

**Instructor Note:** Instructor should lead a group discussion using the following scenarios.

1. Ethical Dilemmas: Stick to the Rules or Get Involved?

Ethics Scenarios:

- a. While reviewing CCQ documentation that is required to be on file, your supervisor notices the paperwork is missing and without it the facility could fail an inspection by the Texas Commission on Jail Standards. The supervisor completes a new form and asks you to sign it. What do you do?

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- b. While on duty you observe an inmate taking a personal interest in another correctional officer. The inmate is observed giving this officer attention by engaging them in conversation about personal business. The inmate talks about how they have no money to purchase items from commissary. The inmate is asking the officer to put money on their account for commissary items and the officer agrees. What would you do?
- c. You observe a correctional officer having a heated conversation with an inmate. A supervisor sees the confrontation and steps in. The supervisor begins to punch the inmate in the head causing them to fall and go unconscious. The supervisor turns around and tells you, "You two didn't see anything." And the other officer agrees with the supervisor. Later on during the shift, you find out the inmate has:  
(Instructor should pick an outcome: to be taken to the hospital, has submitted a grievance, there is an internal investigation, died). What do you do?
- d. You submit a report on a use of force you were involved in. The supervisor reviewing your report tells you to make changes to your report that are not consistent with the events that occurred. What do you do?

What would you do? Is this an ethical decision? If it is, what are the immediate issues you must deal with? What theory would best serve you in making this decision and why?

#### 2. Codes of Ethics:

All professions create, profess, and follow codes of ethics. Two that have been developed for correctional officers are the "Jailer's Code of Ethics" and the "Jailer's".

#### 3. Jailer's Code of Ethics:

As a Jailer, my fundamental duty is to serve my community; to safeguard the lives and property within my jurisdiction; to protect against deception, oppression or intimidation; to prevent violence or disorder; and to respect and preserve the constitutional rights of all.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my Office. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

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I will never act officiously, nor permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless dedication to duty, I will regulate those in my charge appropriately and with dignity, without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting a gratuity.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of my calling. I will constantly strive to achieve these ideals, dedicating myself before God to my chosen profession.

4. Our Creed: "Dignity, Honor, Personal Integrity and at all times fair dealings."
5. An analysis of "The Jailer's Code of Ethics" reveals the following principles:
  - a. Fundamental duty
  - b. Safeguard lives and community
  - c. Constitutional rights
  - d. An example to all
  - e. Courageous calm
  - f. Self-restraint
  - g. Honest in thought and deed
  - h. Confidential
  - i. Personal feelings
  - j. Without fear, favor, malice or ill will; and with dignity
  - k. No unnecessary force
  - l. No gratuities
6. Some of the key provisions of code ethics are:
  - a. Diligent preparation
  - b. Special knowledge
  - c. Exemplary conduct
  - d. Impartiality
  - e. Discretion

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#### F. Service obligations

1. From a historical perspective (and for as long as people have been living together), the moral regulation of behavior has been necessary to the group's wellbeing. Ethics are principles of right or good conduct, or a body of such principles.

“Ethics is a code of values, which guides our choices and actions and determines the purpose and course of our lives.”

-Michael Josephson derived from Ayn Rand

2. Ethics are principles or standards of human conduct, sometimes called morals. Morals were developed, sometimes irrationally, after religious taboos were violated out of chance behavior that became habit or custom, or from laws imposed by chiefs to prevent disharmony in their tribes. Morals were formalized and made into standards of conduct.
3. Ethics are, among other things, a set of rules and standards which govern individual conduct. Every aspect of human behavior is influenced by personal values, but values are not easily defined or achieved. Their definitions and interpretations vary from period to period, location to location, and situation to situation. Some human values have remained intact through centuries (i.e., courage) while others have declined (value of life).
4. Is it possible to “teach” ethics to someone else? By the time someone reaches adulthood, are not his or her belief systems fairly well formed? In short, how can someone be taught the parameters of acceptable behavior in the Criminal Justice system if they have not already learned and lived them?



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**SEXUAL HARASSMENT**

**4.2.0 Unit Goal: Summarize the issues involved concerning sexual harassment at a jail facility.**

**4.2.1 Define sexual harassment.**

- A. Sexual harassment is deliberate or repeated sexual based behavior that is not welcome, not asked for, and not returned, or is unwelcome sexual or gender-based behavior.

**4.2.2 Identify two types of sexual harassment.**

- A. “Quid Pro Quo” – literally, “what for what?” i.e., “this for that.”
  - 1. Occurs when an employee is required to consent to unwelcome sexual advances to obtain employment opportunities or benefits, or when an employee is denied opportunities or benefits because they refused to consent to such conduct.
- B. Hostile Work Environment – Repeated, deliberate, and unwelcome.
  - 1. Occurs when an employer or other employee subjects an employee to sexual innuendos, remarks, and/or physical acts so offensive that they “alter the conditions of the employee’s employment and create an abusive work environment.”

**4.2.3 List federal laws that prohibit sexual harassment.**

- A. Civil action for deprivation of rights – 42 USC 1983
  - 1. Arnold vs. City of Seminole (1985) – “Female police officer was subjected to gross and continual sexual discrimination and harassment in police department, and city, although aware of problem, failed to take any affirmative action against it, city would be required thereafter to raise affirmatively subject of sexual harassment with all employees and to inform them that sexual harassment and discrimination violated Title VII; furthermore, city would be required to establish plan for handling any further claims of sexual discrimination and harassment.”
- B. Title VII of the Civil Rights Act of 1964 – Equal Employment Opportunity Commission
  - 1. Harassing Conduct of a Sexualized Nature or Otherwise Based on Sex

**4.2.4 List state laws that prohibit sexual harassment.**

- A. Penal Code, Sec. 39.02(a)(1) – Abuse of Official Capacity
- B. Penal Code, Sec. 39.03 – Official Oppression

Note: Texas Workforce Commission investigates sexual harassment allegations.

**4.2.5 Describe common examples of sexual harassment.**

- A. Unwelcome sexual advances
- B. Request for sexual favors
- C. Verbal or physical conduct of a sexual nature

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- D. Emails, jokes, and images of a sexual nature
- E. Sexual innuendos and comments
- F. Sexually suggestive sounds or gestures

**Additional Resources:**

**McCampbell, S. W. & Layman, E. P. (October 2000)**

Training Curriculum for Investigating Allegations of Staff Sexual Misconduct with Inmates. Florida: Center for Innovative Public Policies, Inc. (In agreement with the National Institute of Corrections, U.S. Dept. of Justice.)

**Related Case Law:**

**Oliver v. Scott, 276 F. 3d 736 (5<sup>th</sup> Cir. 2002)**

In this civil rights action brought pursuant to 42 U.S.C. § 1983, state jail inmate challenges the practice of permitting female guards to monitor male inmates in bathrooms and showers but not using male guards to monitor female inmates under similar circumstances. There was no constitutional violation declared.

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**CULTURAL AWARENESS & CIVIL RIGHTS**

**4.3.0 Unit Goal: Summarize the process of promoting cultural awareness at a jail facility.**

**4.3.1 Define concepts of prejudice.**

- A. Attitude: a cognitive position based on a person's knowledge, feelings, and experiences about someone or something influencing them to behave in a certain way about that person or thing. Attitudes change because of life experiences. Attitudes and life experience may exist in a correlative relationship. Hence, a particular life experience may lead to a change in a particular attitude.
- B. Race: generally, refers to groups of people with common ancestry and physical characteristics. Since no "pure" races remain, some prefer to avoid reference to race and instead discuss group differences under the heading of ethnicity. However, the existence of this concept is in dispute.
- C. Ethnicity: refers to shared culture and background. Members of an ethnic group usually have common ancestry and generally share language, religion, and other cultural patterns.
- D. Ethnocentrism: the act of regarding one's culture as the "center of the universe," and hence as the basis for all comparisons with other cultures.
- E. Prejudice: an adverse judgment or opinion formed beforehand or without knowledge of or examination of the facts; i.e., bias.
- F. Culture: a way of thinking and acting based on tradition, i.e., learned behavior passed down from one generation to another.
- G. Discrimination: acting on the basis of prejudice. "To make a difference in treatment or favor on a basis other than individual merit" (14<sup>th</sup> Amendment of the U.S. Constitution).
  - 1. The functions of discrimination:
    - a. Tends to reinforce prejudice concerning the group's alleged inferiority.
    - b. Discrimination by any group limits the other groups' effectiveness in business, education, political office, etc.
    - c. Affords an avenue to economic exploitation of the group that is discriminated against.

**4.3.2 Discuss who is prejudiced.**

- A. Prejudice is a universal ill.
- B. All of us have some kind of prejudice. As we learn about other cultures and people who are different from us, we learn to judge them relative to the norms of our own cultural group.

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- C. The key is to be aware of prejudices, to work at reducing their impact in our lives, and to keep our prejudices out of our job performance.

**4.3.3 Identify functions of prejudice.**

- A. Ethnocentrism: provides a source of egotistic satisfaction, through comparing others with oneself.
- C. Stereotype and Categorical Treatment: affords a convenient grouping for people of whom one is not knowledgeable. Lumping or grouping such people together under a popular stereotyped description saves time and provides a convenient grouping.
- D. Scapegoating: provides a convenient group or person to blame when things go wrong in one's personal life or in the community.
- E. Projection: provides an outlet for projecting one's tensions and frustrations onto other people.
- F. Authoritarian personality: symbolizes one's affiliation with a more dominant group.
- G. Societal strain: leads to justification for various types of discrimination that are considered to be of advantage to the dominant group.

**4.3.4 Describe some basic beliefs or attitudes harbored by most prejudiced persons.**

- A. Feelings of superiority
  - 1. Self-assured feelings on the part of certain individuals that they are superior or better than others, which is frequently expressed through inappropriate jokes or disparaging remarks directed to those regarded as inferior.
    - a. Ex: Suggesting that they are lazy, too aggressive, stupid, tricky, deceitful, clannish, pushy, etc.
- B. Others are strange and different
  - 1. A feeling that the other group is alien or different, which promotes the social exclusion of members of a particular group and blocks any acceptance of a person on individual merit.
  - 2. These feelings foster aversion, dislike, or even open hostility against persons of a different group.
- C. Proprietary claims
  - 1. A belief that as a member of a superior group, the individual believes they are entitled to exclusive or prior rights in a certain area.

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D. Fear

1. Basic to prejudice.
2. Excites the emotions to the point of overshadowing rational judgment.
3. The belief that someone is trying to intrude and threaten the things that belong to us.

**4.3.5 Identify forms of prejudice.**

A. Forms of prejudice:

1. Racial
2. Ethnic
3. Gender
4. National origin
5. Political affiliation
6. Authority figures (e.g., police, government officials, teachers, parents)
7. Sexual orientation/gender identification
8. Differently abled
9. Religion
10. Age
11. Economic/occupational
12. Weight
13. Physically challenged
14. Individual personal preferences (e.g., family feuds; or antagonism among work departments, such as between vice and patrol)

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**HUMAN RELATIONS**

**4.4.0 Unit Goal: Develop an increased awareness of human relations and the need for professional behavior within the profession.**

**4.4.1 Explain concepts of human relations.**

- A. The foundation of our government is found in the Preamble of the Declaration of Independence: "All men are created equal." The democratic creed includes the value of respect for each individual.
- B. Other concepts about human relations from social scientists:
  - 1. Every individual is entitled to equal rights and dignities. They are entitled by virtue of being human.
  - 2. The right to be free implies the right to be different.
  - 3. We should try to understand people who are different from us.
  - 4. All people share certain common needs:
    - a. Basic Needs
      - 1) Physiological needs
      - 2) Safety needs
    - b. Psychological Needs
      - 1) Belongingness and love needs
      - 2) Esteem needs
    - c. Self-Fulfillment Needs
      - 1) Self-actualization
  - 5. Individuals should be evaluated on their merit. However, we tend to categorize people and make judgments about them rather than evaluate them on their individual character. This leads to stereotyping.
  - 6. Democracy cannot work for some unless it works for all.

**4.4.2 Explain personal prejudices that can impact professional behavior.**

- A. The role of the correctional officer includes abiding by the constitutional and statutory rights of the inmates in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.
- B. Several assumptions about this role carry the following discussion and the intent of this section. An awareness of these assumptions is imperative.
  - 1. Impartial enforcement of the law requires that no person be treated unfairly, unjustly, or with bias or prejudice.

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2. It also requires that no person be given more favorable treatment by the law by being given better service, more considerate treatment, or more lenient punishment than any other person would receive for the same reason. The critical guideline is not favoring one more than another in the same situation.
  3. Unbiased enforcement of the law includes the more general ideas of impartial administration of justice and impartial treatment of offenders by the criminal justice system as a whole.
- C. Benefits of an unbiased enforcement to the criminal justice system can be many and varied.
1. Impartial treatment is intellectually and emotionally consistent with the basic foundations of democratic government and its legal expressions and guarantees.
  2. Adherence to this principle relieves the individual of the consequences of showing partiality to inmates.
  3. Impartial treatment can serve as a basis for standards of behavior that can provide internal agency discipline.
  1. Policies can help to avoid the intrusion of personal bias and values at all levels of operations, including the administrative level.
  4. Impartiality is a fundamental requirement of all correctional officers.

#### **4.4.3 Explain the need for sensitivity as a part of professional behavior.**

- A. Important skills that should be used:
1. Gather knowledge and information about the person(s)
  2. Be non-judgmental
  3. Tolerate differences
  4. Show genuine interest and empathy
  5. Be willing to communicate
- B. Adverse consequences of insensitivity:
1. Hurt feelings
  2. Anger
  3. Loss of personal and professional respect
  4. Ineffective performances
  5. Negative/Inappropriate behavior(s)

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- C. Positive consequences of sensitivity:
  - 1. Respect of community
  - 2. Respect from fellow professionals
  - 3. Respect from those you serve
  - 4. Self-respect
  - 5. Support for democratic principles



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#### **OFFICER STRESS**

#### **4.5.0 Unit Goal: Develop an increased awareness of stress and stress-related issues for jailers.**

##### **4.5.1 Describe contributing factors of stress for jailers.**

- A. Stress among correctional officers is widespread and, in many cases, severe. The following factors may contribute to stress:
  - 1. Supervising individuals who do not want to be confined and who, as a result, are trying to manipulate staff to make their conditions of confinement as tolerable as possible.
  - 2. The jail organization itself (understaffing, overtime, rotating shift work, supervisor demands, etc.) can create stress for many correctional officers.
  - 3. Work-related sources of stress include:
    - a. The threat of inmate violence
    - b. Actual inmate violence
    - c. Inmate demands and manipulation
    - d. Problems with co-workers
  - 4. External stresses, including:
    - a. Poor public image
    - b. Low pay
    - c. Poor health
    - d. Issues in the officers' personal lives
  - 5. Inmate assaults
    - a. Many offenders serving increasingly longer sentences do not fear punishment from or respect the authority of correctional officers.
    - b. Inmates are not afraid to assault staff, and they do not care if they get put in segregation.
  - 6. There are more gangs and more dangerous gangs in jails and prison.
  - 7. Increased jail population count
    - a. Population may exceed the operational capacity which can induce occupational stress.

##### **4.5.2 Define stress.**

- A. Stress
  - 1. Natural reaction of the mind and body to a demand placed on them; can be pleasant or unpleasant.
  - 2. Biochemical and hormonal processes occur which affect physical and psychological functioning.
  - 3. Stress adds flavor, challenge, and opportunity, but unmanaged stress can seriously affect your physical and mental wellbeing.

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#### B. Eustress vs. Distress

1. Eustress is a stressor that is perceived as positive such as a promotion, getting married, or achieving an accomplishment.
2. Distress is a stressor that is perceived as negative such as an injury, illness, divorce, or being fired.

#### C. Acute vs. Chronic Stress

1. Acute stress is short term stress with a quick resolution.
  - a. This is the type of stress our body handles the best. If we are faced with something that requires us to fight or flee—our bodies are ready to take it on.
  - b. An example of acute stress would be a threatening dog—the mind and body gear up, with the “fight or flight” response to handle this stress quickly, then settles down.
2. Chronic stress is prolonged unrelieved stress also called cumulative stress.
  - a. Too many demands results in prolonged, unrelieved wear and tear.
  - b. An extreme example of this is burnout, when a person loses energy and interest because of unrelieved stress.
3. Daily stresses can be acute or chronic, it waxes or wanes with the hassle factor of everyday life.
  - a. Stress is individual and we all have different tolerances.
  - b. Example of daily stress that can be considered chronic is the stress of driving in traffic.
4. Stress can be one individual stressor or an accumulation of many.
  - a. For example, multi-tasking is an ability that can be very useful in today’s busy world but can create havoc on the stress level.

#### D. Critical Incident Stress (CIS)

1. CIS is incident specific.
2. This heavy-duty stress causes psychological and physical discomfort for two days to one month.
3. CIS is considered “normal” response to an abnormal extreme incident.
4. Events that may lead to CIS may be involvement in a use of force incident or an in-custody death.

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#### **E. Post-Traumatic Stress Disorder (PTSD)**

1. PTSD creates major distress and long-lasting disruptive changes in person's life.
  - a. This is not "normal" stress and may need professional help.
2. PTSD is similar to CIS but symptoms are prolonged past one (1) month.
3. The person is unable to make the event part of their past, keeping it part of their present.
4. Our profession is one that has high levels of stress related symptoms such as alcoholism, cardiovascular disease, divorce, and suicide.

#### **4.5.3 Identify indicators of stress for inmates.**

- A. Tension
- B. Loss of appetite
- C. Insomnia
- D. Lethargy
- E. Persistent minor illness

#### **4.5.4 Identify sources of jailer stress.**

##### **A. Organizational Sources of Stress**

1. Understaffing - In many jails there are too few correctional officers available to staff authorized posts due to unattractive salaries, high turnover, and excessive use of sick time and disability leave. Understaffing can create a variety of stress problems.
2. Lack of time to complete required tasks such as head counts, searches, and paperwork - at all or in a conscientious manner.
3. Occasionally working at a hurried pace to complete the required work, as well as addressing unplanned inmate needs and requests.
4. Apprehension when there are too few officers available.
5. Lack of training and/or experience of newly hired correctional officers.
6. Inability to get time off for special occasions or family crises.
7. Overtime - Staff shortages create the need for extensive overtime among the remaining staff.
8. Rotating shift work – Officers consistently report that rotating shifts wreak havoc with family life and reduce officers' ability to perform their work conscientiously because of fatigue and irritability.
9. Expectations from supervisors – Officers are consistently trying to meet the growing expectations of the jail environment.

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#### **B. Organizational Stress**

1. Role conflict – The struggle officers engage in, to reconcile custodial responsibilities (maintaining security, such as preventing escapes and inmate fights) with their treatment functions (helping inmates rehabilitate themselves).
2. Role ambiguity – The uncertainty created by supervisors who expect correctional officers to “go by the book” and follow all rules to the letter when supervisors and officers alike know that officers must be flexible and use judgment in their interactions with inmates. Ambiguous and conflicting expectations are a likely result and a potential source of stress.

#### **C. Work-related Sources of Stress**

1. Threat of inmate violence against staff
2. Inmate violence
  - a. Actual violence including but not limited to assaults, hostage taking, riots, inmates killing each other, and inmate suicides.
3. Inmate demands and manipulation
  - a. Many officers find the constant demands and attempts at manipulation by some inmates to be stressful.
  - b. For example, requests for cigarettes or extra food with an implicit “quid pro quo” of promising not to create trouble or to keep other inmates in line.
4. Problems with coworkers
  - a. Coworkers repeatedly venting their frustrations.
  - b. Officers competing for limited or choice assignments.
  - c. Apprehension that coworkers will refuse to back them up in a confrontation with inmates, are too inexperienced (e.g., due to high turnover) to know how to help out, or do not have the physical or emotional strength to be effective.
  - d. Inappropriate officer behavior such as allowing inmates to bring in contraband, getting too friendly, using unnecessary force, or taking questionable disciplinary action.
  - e. Sexist attitudes and/or sexual harassment by coworkers.

#### **D. Stress from outside the system**

1. Two significant sources of stress for some officers originate outside the jail
  - a. Public Image – Due to public perception and misunderstandings of the jail profession, some officers feel isolated and estranged from friends, family, and the public
  - b. Low pay - Many officers cite low pay as a source of stress.

## **Module 4**

### **Human Relations**

#### **4.5.5 Explain the outcome of stress.**

- A. The effects of stress on correctional officers can lessen their ability to perform their responsibilities in ways that compromise institutional safety and create stress for other staff members.
- B. Excessive stress may result in at least four serious problems for officers:
  - 1. Physical illnesses, ranging from heart disease to eating disorders. It may also contribute to substance use.
  - 2. Burnout among officers.
  - 3. Disability retirements. Even when physical ailments are the reason for the disability, the illnesses may have been brought on by stress.
  - 4. Damage to family relationships. Shift work/overtime can create stress by preventing officers from attending important family functions.

#### **4.5.6 Identify stress management techniques.**

**Instructor Note:** The instructor should explore with the students how their view (perception) of an event can make that event more stressful or less stressful. Give an example.

- A. Discuss how the following may influence stress levels:
  - 1. Ability to laugh at oneself
  - 2. Attitude towards one's job
  - 3. Self-concept
  - 4. Attitude towards those we encounter on the job

#### **4.5.7 Identify stress reduction techniques.**

- A. Stress reduction techniques are typically divided into:
  - 1. Physical relaxation techniques
    - a. Deep breathing
    - b. Muscle relaxation – focus on all your muscles being in a relaxed state
  - 2. Exercise
    - a. Flexibility
    - b. Muscle tone/strength
    - c. Cardiovascular fitness
  - 3. Mental relaxation techniques
    - a. Meditation
    - b. Recreational activities (e.g., hobbies)

**Module 4**  
**Human Relations**

- 4. Emotional
  - a. Reducing conflict and managing anger
  - b. Building supportive interpersonal systems
  - c. Seeking professional counseling

**4.5.8 Define communication.**

- A. Communication - the ability to effectively and accurately transfer ideas and information.
- B. Importance of communication
- C. Parts of communication:
  - 1. Source
  - 2. Information
  - 3. Recipient
- D. Three components of communication:
  - 1. Verbal communication ("What I say")
  - 2. Nonverbal communication – Body language ("How I show it")
  - 3. Listening