



APCCA

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Correctional Staff Training



Training
Queensland
Correctional
Staff to
Address
Mental
Illness



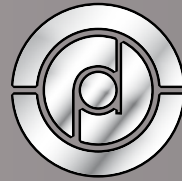
Overview of
Hong Kong
Correctional
Service
Department
Staff
Training and
Development



Grooming
Leaders
at the Fiji
Corrections
Service

Training in
Correctional
Service Canada:
At the Heart of Its
Operation,
Management and
Leadership





This Issue >>

Foreword Foreword by Director of Singapore Prison Service	1 ...
Fiji Corrections Service Grooming Leaders at the Fiji Corrections Service	2 ...
Corrective Services New South Wales Brush farm Corrective Services Academy	4 ...
Singapore Prison Service Learning & Development Framework	6 ...
New Zealand Department of Corrections Embedded Numeracy and Literacy - For Prison Instructors Enhancements to the Initial Training Course De-Escalation Training in New Zealand	12 ...
Correctional Service Canada Training in Correctional Service Canada: At the Heart of Its Operation, Management and Leadership	16 ...
Corrections Victoria Management Programme for Prison Supervisors Community Corrections Training Team	20 ...
Hong Kong Correctional Services Department Overview of Staff Training and Development	26 ...
Queensland Corrective Services Training Correctional Staff to Address Mental Illness	27 ...



Foreword

Staff are invaluable and their quality a key success factor of any prison system or correctional service. Given that change is the only constant, it is vital that staff be equipped with the relevant capabilities to effectively deal with the challenges posed by changes.

In this issue, eight members share with us their approach to training and developing staff. The articles by Canada and Singapore showcase their respective frameworks to guide the learning and development needs of their staff while that by Hong Kong highlights

the variety of methods employed to train staff. The submission by New Zealand highlights basic but critical training needs that are required by staff to be effective in their work. Contributions by Fiji and the Australian state of Victoria stress the importance of grooming staff to be effective leaders. Last but not least, the article by the Australian state of Queensland draws attention to the specialist area of training staff to deal with mental illness among offenders.

I would like to thank the various APCCA members who have contributed to this issue of the newsletter. I hope the variety of articles from different jurisdictions help us to learn about different perspectives involved in the training of our staff.



Soh Wai Wah, Director of Singapore Prison Service

Grooming Programme for Prisoner Supervisors

Contributed by Fiji Corrections Service

In another watershed year, the Fiji Corrections Service has introduced the Officer Cadet programme for the first time in its 146-year history.

According to Lieutenant Colonel Ifereimi Vasu, Commissioner of Corrections, recruits will join its officer corps upon passing out and be groomed to take up leadership roles in the future. This is based on the concept of Officer Cadetship in the military.



Commissioner Corrections Service Lieutenant Colonel Ifereimi Vasu inspects officers during the Commissioner's Parade

"In the recent history of the Fiji Corrections Service, the Commissioner has traditionally been engaged from outside, either from the military or the police," Lt Col Vasu says.

"This not only reflects poorly on the Service in that it has failed to groom leaders but could also affect the morale of the officer corps as such appointments prevent them from aspiring for the top position."

Lt Col Vasu himself was from the military and his predecessor, Brigadier General Ioane Naivalurua, who is largely credited for the transformation of the Fiji Corrections Service into a progressive and outward-looking service organisation, was also from the military. In addition, two of the three Commissioners before them

were from the military and the police.

The first group of Cadet Officers has been selected after a three-day Corrections Officers Selection Board (COSB), the equivalent of Regular Officers Selections Board (ROSB) in the military. As part of their grooming to be future leaders, the 17 cadets will undergo a three-month basic training course with the Republic of Fiji Military Forces. Thereafter, they will be rotated among the various departments in the Service for a period of nine months.

"The Corrections Service has historically been neglected and is often regarded as the poor cousin of the military and the police, but we are trying to change all that by making it a dynamic workplace with a structured career path."

"We want the officers to have a feeling of ownership towards the organisation and also to promote professionalism and pride in their work."

This initiative is the latest development in the capacity building efforts of the Fiji Corrections.

"We want the officers to have a feeling of ownership towards the organisation and also to promote professionalism and pride in their work."

Corrections Officers Selection Board (COSB)

Cadets overcoming obstacles during the Corrections Officers Selection Board (COSB)



The FCS has realised that leadership attributes are key to making an impact. To achieve the government's objective of reducing recidivism by 25 percent and escape by 50 percent in 2014, the FCS has redirected its focus to training and developing officers in their leadership skills and management capabilities. In recognition of the need to empower officers, 2008 to 2009 was declared to be a period for learning and capacity building. During these years, more than 80 percent of all officers from the 12 institutions went through basic computer skills training at the Corrections Academy to improve their IT literacy.

Most recently, 56 senior non-commissioned officers completed a leadership course at the Academy to expand their leadership capabilities.

Conjunct to the retraining and upgrading of skills, the officers are now looking smart and spiffy in their new brown

Bermuda fawn uniforms, a transformation from the military olive green colours.

With the Yellow Ribbon Project, the flagship programme of the Fiji Corrections Service where offenders are given a second chance upon release from prisons, and commercialisation being embraced by the organisation, leadership capabilities of Corrections Officers are now

needed more than ever.

This is in line with the paradigm shift in the focus of service delivery in the Corrections Service from the conventional one of containment to corrections.



Brush Farm Corrective Services Academy

Contributed by Corrections Services New South Wales



Brush Farm Corrective Services Academy gardens and directory board.

Corrective Services New South Wales

Brush Farm Corrective Services Academy is part of Corrective Services NSW (CSNSW), Australia and offers a unique blend of training across a broad range of disciplines – from specialised corrections training to executive-level management development programs.

The Academy is one of the leading providers of vocational education and training in the Australasian Corrective Services Industry. It is a Registered Training Organisation and certified to ISO 9001:2000 international quality management standards.

A feature of the Academy is the International Programs (IP) Unit which works in partnership with criminal justice agencies, training institutions and development agencies in many of Australia's closest neighbours. The IP Unit is very keen to collaborate with other correctional jurisdictions, learn from other cultures and build relationships with other countries. The international training and development activities provided include: on-shore training programmes; residential hosting programmes; individual placement programmes; tours of Correctional Centres and Community Offender Services

operations; off-shore training and consultancy; the customisation and licensing of curriculum, and conference facility hire. Over recent years, the IP Unit has developed international training programmes and services tailored to the needs and circumstances of international partners. This has included providing curriculum on license to Malaysia, delivering offshore training in Indonesia and Malaysia, and hosting and training visiting delegates from China, Fiji, Indonesia, Japan, Korea, Malaysia, Singapore, Thailand, Tonga, and Vietnam.



Graduation parade including a Thai delegate from the visiting scholar placement programme



The Academy is one of the leading providers of vocational education and training in the Australasian Corrective Services Industry.



The Academy is located on the historically significant Brush Farm Estate close to the geographic centre of Sydney, and is situated amid magnificent landscaped grounds. The Academy offers a range of on-site accommodation to customers including a mix of standard rooms with shared bathroom facilities and executive rooms with private ensuites and wireless internet access.

There is a large, quality-assured bistro on the site and hospitality staff have proven experience in catering for the needs of international visitors and delegations. Having self-contained facilities in the metropolitan area, the Academy can effectively

provide a 'one stop shop' for those seeking information, training and an experience of Australian corrections.

In addition, the Academy publishes the Australasian Journal of Correctional Staff

Development which contains articles on contemporary correctional management from all corrections jurisdictions in Australia and a number of international jurisdictions.



Brush Farm Corrective Services Academy

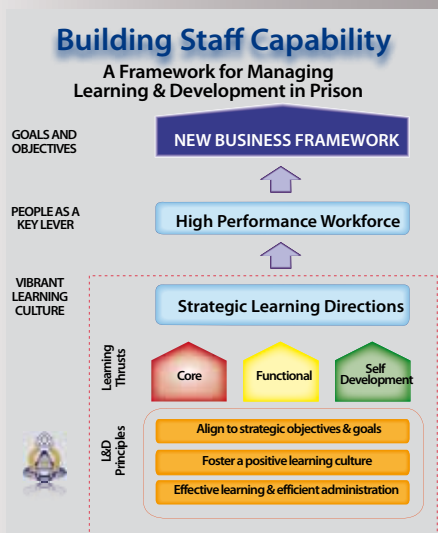
Learning & Development Framework

Contributed by Singapore Prison Service

In 2008, Singapore Prison Service (SPS) developed a framework for managing learning and development in the department. The purpose is to align learning to support the New Business Framework by developing organisational capability through a high performing workforce.

A vibrant learning culture is an environment where staff takes ownership of their own continuous professional development by learning new knowledge and skills, be it in a classroom, through e-Learning or just by having a learning conversation with their peers. This would in turn increase individual staff competency for better performance and direct contribution to the core businesses.

Framework for Managing Learning & Development in



Framework for Managing Learning & Development in Prisons

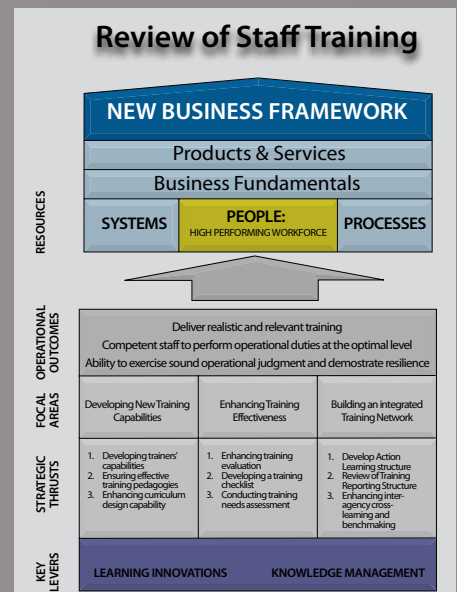
The framework has three guiding principles that provide the broad learning directions for a vibrant learning culture by advocating for learning activities to be aligned to business requirements, by encouraging non-conventional modes of learning and for the efficient and effective administration of learning.

The three learning thrusts in the framework prioritizes learning where the Core learning thrust defines activities which are important in building organisational and civil service culture such as leadership and organisational excellence. The Self Development learning thrust features activities which are not work-centric but allows for the personal growth of staff such as sports activities and retirement planning. Most important is the Functional learning thrust where learning activities contribute directly to staff performance. As such, it is obvious that our training resources are invested herein so as to develop a high performing workforce.

Based on the guiding principles and learning thrusts and by taking reference from the New Business Framework, a strategic learning direction was formulated that will frame the learning focus of SPS for the next 3 years.

Concept of Review of Staff Training

With the development of the framework, SPS' training structure was reviewed to focus on three high leverage focal areas, namely; Developing New Training Capabilities; Enhancing Training Effectiveness; and Building an Integrated Training Network.



We believe that by focusing on these focal areas, we would be able to see success indicators, such as relevant and realistic training and competent staff who are able to perform their operational duties at an optimal level. Training should also lead to capable officers who are able to exercise sound operational judgment and demonstrate resilience. The desired end-state is for training to be integral to building a high performing workforce in support of the New Business Framework.

Major Accomplishment for Staff Training Review Project



Understanding gangs



Engaging inmates effectively



Managing difficult inmates



Reducing reoffending



Providing guidance to inmates



Maintaining an Ops-ready Housing Unit

BOC Jailcraft

Developing New Training Capabilities

A comprehensive training needs analysis exercise was conducted from May to June 2009 with 113 frontline officers and key staff units from Operations Division and Rehabilitation & Reintegration Division in the data gathering process to identify specific training gaps. Comparisons were also made with overseas correctional facilities that had a structured training approach.

Based on the data gathered and taking reference from the six jailcraft principles, a Jailcraft Training Syllabus was designed and incorporated into the *Revised Basic Officers' Course (BOC)* which equips new entrant officers with jailcraft competencies to become full fledged prison officers, who are ready for deployment into the Housing Unit as Personal Supervisors and Housing Unit Officers, thus

maintaining the operational capability of the Prisons.

The revised BOC training syllabus for both Senior Prison Officers (SPOs) and Prisons Officers (POs) was inaugurally implemented for the PO BOC in May 2010 with the relevant topics categorised under the six principles of jailcraft. In terms of time allocation, 79% (436 out of 550 hrs) of the overall Basic Officers' Course is devoted to jailcraft-related theory lessons or practical training.

by experienced prison officers with a good grasp of jailcraft and equipped with trainer and facilitator competencies.



The training focus also shifted to a more hands-on approach with incorporation of scenario management and role plays so as to make it realistic and practical. To promote higher order thinking and application of jailcraft knowledge, apart from classroom lectures, there will be more facilitated discussions using prison case studies. The topics are taught



¹ The next run of the revised syllabus will be for the SPOs BOC in October 2010.



The on-the-job (OJT) training component of the Basic Officers' Course has also been lengthened from 6 to 12 weeks in order to allow trainees to have more time applying the acquired knowledge and training in an actual prison setting. This provides for a controlled environment for the trainee officers to practice jailcraft

under the guidance and mentorship of trainers who are experienced officers. At the end of their OJT, trainee officers would have had the opportunity to apply jailcraft principles in their dealings with inmates and gained first-hand experience of these principles at work.

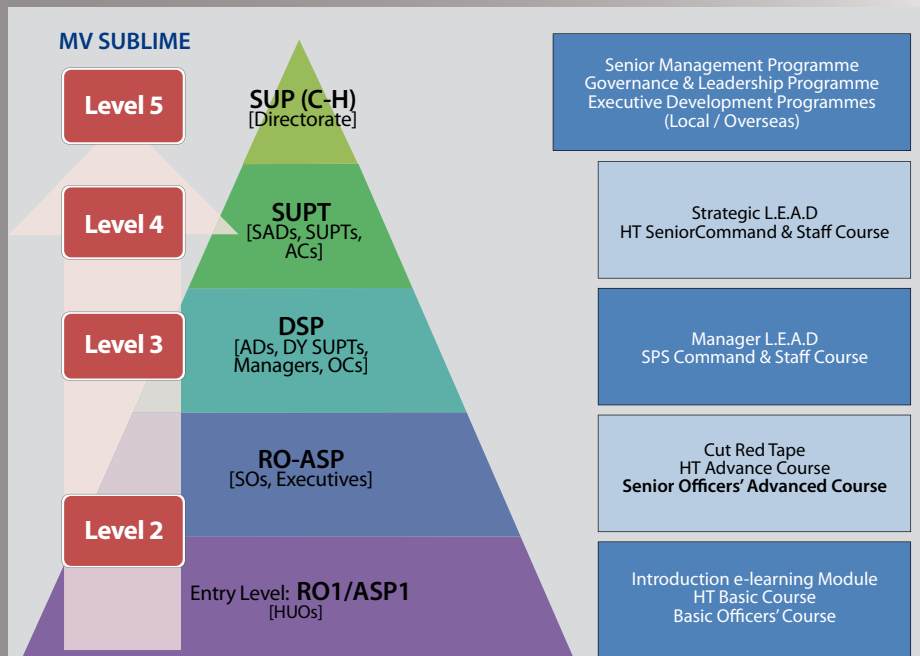
Beyond providing the initial training via BOC, the *In-Service Training (IST)* platform was used for maintaining and enhancing the knowledge. The IST has a two-year jailcraft training syllabus, having undergone a comprehensive revision in April 2010. The training components are pitched at an "advanced jailcraft" level, where the emphasis is on application, through sharing of operational lapses, real-life case studies and discussion on best jailcraft practices amongst practitioners. The revised IST also includes tactical training for handling contingencies and inmates who present control problems.

QUARTER	JAILCRAFT PRINCIPLE	MODULES	CLUSTER IST TOPICS
Q1	Understand Inmate Subculture	Understanding Inmates' Subculture	History of gangs in prison
			Types of gangs / groups in prison
	Code of conduct of gangs (Unspoken rules)		
Be Security-minded & Tactically Proficient	Maintaining Effective HU Ops	Apply principle of dynamic security	
Q2	Adopt a "Firm but Fair" Approach	Maintain Inmates' Discipline	Maintain discipline in the Housing Unit
			Administer Progressive Privileges
	Be Security-minded & Tactically Proficient	Contingencies	Prison Contingencies
Q3	Understand Inmate Subculture	Understanding Gangs	Games inmates play with authority
			General inmates' subculture
	Profile of different category of inmates		
Maintain Inmates' Treatment Standard	Reducing Reoffending	Charting inmates' Personal Route Map (PRM)	
Q4	Adopt a "Firm but Fair" Approach	Engaging Inmates' Effectively	Be unbiased against all inmates
			Manage infectious diseases and outbreaks in prison
	Maintain Inmates' Treatment Standard	Maintain Inmates' Health	Identify early signs mental disturbances in inmates

IST Table

Three new courses for *functional skills training* were also developed, namely; the Superintendent Course, OC Housing Unit Course, and a course for Officers working with incarcerated youths. These courses cater specifically for the knowledge and skills required by officers performing these functions. As these courses focus on the functional roles performed by specific office/appointment holders, the application of jailcraft principles in the respective work context will be added in. Case studies will be one of the main learning tools deployed in these courses, with discussions centering on lapses which had taken place, what could have been done differently, and the key learning from such incidents.

Closely related to the above is the development of New Leadership Training i.e. *SPO Training Roadmap*. Our leaders at the frontline, the Superintendents and OC Housing Units in the Clusters, are role models to both the staff as well as the inmates. It is of utmost importance to equip them with the skills and knowledge and inculcate in them the organisational values so that they can become exemplary Captains of Lives to the staff and to the inmates under their care.



SPO Training Roadmap




Superintendent Course Course 1

Since 2009, we have successfully completed 2 runs of the Superintendent Course, which essentially is a key preparatory

course for preparing Superintendents to do their job well in contributing towards safe and secure prisons.



Superintendent Course Course 2



Trainer Levels	Competencies in	Progressive Criteria (Minimum)
Master Trainer	<ul style="list-style-type: none"> – Instructional pedagogy knowledge – Cross disciplinary courses and advanced training methodologies 	<u>Professional Course :</u> Specialise Diploma in Learning Sciences in NIE (6 months part-time course)
Principal Trainer	<ul style="list-style-type: none"> – Programme design and development using ADDIE Model and evaluate training programme 	<u>Advanced Course :</u> Advanced Certification in Training and Assessment (ACTA) (6 months part-time course)
Senior Trainer	<ul style="list-style-type: none"> – Engage in group learning activities – Construct and administering assessment 	<u>Intermediate Course :</u> Facilitation Course (3 days) Test Construction Course (3 days)
Trainer	<ul style="list-style-type: none"> – Basic Teaching Skills and development of lesson plans 	<u>Foundational Course :</u> Methods of Instruction Course (7 days)

Moving forward, a comprehensive training roadmap for our Senior Prison Officers will be developed to guide their training progression from the point they join us. The Senior Officers' Advance Course (SOAC) will prepare Assistant Superintendents (ASPs) with the leadership and supervisory skills to manage teams and perform their roles as middle managers and senior executives. The SPS Command & Staff Course (SPSCSC) will prepare high potential senior officers with essential knowledge and skills to assume higher leadership positions in the organisation.

An eLearning module on Jailcraft was also developed to articulate the six jailcraft principles. Case studies were used to illustrate the application of jailcraft and how the staff can display the jailcraft competencies back in the Housing Unit. The Jailcraft eLearning module was launched in March 2010 and thus far, 1,500 staff had completed the online learning.

In order to deliver high quality training, it is important to have highly competent trainers. SPS has implemented the Home Team Trainers' Competencies

Development Roadmap (HTTCDR) to ensure that our trainers' capabilities are enhanced through continuous learning and developmental opportunities. Our trainers are then professionally equipped to conduct high impact training for our officers and assist in building their capabilities.

“ The framework has three guiding principles that provide the broad learning directions for a vibrant learning culture by advocating for learning activities to be aligned to business requirements, by encouraging non-conventional modes of learning and for the efficient and effective administration of learning. ”

Enhancing Training Effectiveness

It is of utmost importance to have a robust feedback/review mechanism that will indicate the level of training effectiveness in the organisation. A set of Training Performance Matrix was developed to track training effectiveness and efficiency. Learning audits, in the form of a Learning and Development checklist will be carried out to encourage cross learning between units where good practices can be shared.

Traditionally, Prisons' training assessment emphasizes on knowledge and understanding of the Jailcraft topics. However, with the shift to the 70:20:10 training pedagogy, the Jailcraft Competency Assessment Framework was devised to include a myriad of assessment methodologies that tests an officer's application, analysis and evaluation capabilities for the Jailcraft competencies. These include the annual recertification of tactical skills proficiency and scenario-based assessments where

officers are required to demonstrate their level of competency in responding to situations commonly faced in the Housing Units. The traditional assessment methods have also been widened to include quizzes at the end of each topic.

Building an Integrated Training Network

An Action Learning structure is established by building up a repository of case studies and conducting Learning journeys to other organisations to learn best practices. With such database, SPS is able to analyse and benchmark its current standard and compare its progress with other established organisations.

In a Nutshell

Prisons' operational capability depends not only on responsive operating policies and secure infrastructure, but more importantly, its greatest asset - People. Competent prison officers are operationally ready and maintain high level of

vigilance to anticipate and neutralise potential threats to the prisons' safety and security. They are equipped with competencies pertaining to physical fitness, tactical proficiency, legislations and jailcraft.

SPS recognises that learning and development activities can be designed to deliver specific skills in a short period of time to meet an immediate need, or designed to achieve broader business requirements over a longer period. A well managed learning and development framework can deliver to the right people with the right skills and knowledge. Lastly, continuous improvement in the area of staff development is imperative to create a world-class, exemplary prison system.

New Zealand Department of Corrections

Contributed by New Zealand Department of Corrections

Embedded Numeracy and Literacy

Not only do prisoners learn new skills in prison but Corrections Inmate Employment (CIE) Instructors have also been upgrading their ability to teach the basic literacy and numeracy required for prisoners to understand the technical training involved in trade-based courses. To date, 46 CIE Instructors have completed the National Certificate in Adult Literacy and Numeracy (Vocational), with a further 14 instructors currently undertaking the course.

The course equips instructors to deliver industry-specific embedded literacy and numeracy interventions within their vocational courses, thus, helping prisoners to better understand, comprehend and apply the vocational training and in time, better succeed at completing national qualifications.

The course recognises expertise in adult education and training and is a valued professional qualification for adult literacy and numeracy educator competence in New Zealand.

The course teaches instructors the following:

- About Maori adult literacy;



- How to identify the literacy and numeracy demands of their programme;
- How to identify a person's literacy and/or numeracy strengths and needs and assess their progress;
- How to embed literacy and numeracy skills development into the vocational programme and use appropriate teaching strategies; and
- How to evaluate effectiveness of strategies

and activities and any literacy support in the training or education programme.

The upgrading of instructors is an initiative of CIE's National Training Team, to support the delivery of embedded literacy and numeracy to prisoners as part of the Prisoner Skills and Employment Strategy 2009-2012.

The training is already making a difference. In one example, an engineering instructor was teaching a group of prisoners to cut metal to size. The instructor was surprised when a practical exercise of cutting a 3-cm piece of steel was unsuccessful. When he discovered that the prisoners did not know how to read a ruler, he was able to take a step back and teach the basic numeracy skills required, resulting in more accurate cutting by the prisoners and, thus, reduced wastage in the workshop.

“Improved training outcomes are evident in the increased achievement of vocational qualifications, with the last two classes undertaking the National Certificate in Mechanical Engineering having 90% and 80% graduation rates, which are well above industry norms. The instructor credits much of the prisoners’ success to completing 20-30 hours of assigned vocational reading

and report-writing homework per week,” says National Training Manager Saen O’Brien.

A further example of literacy and numeracy skills being embedded in vocational training is an end-of course engineering project, where two teams of students competed to create gravity-driven model cars. The teams had to calculate the measurements required to design and build the cars, sketch their designs and write reports on the mechanical engineering processes involved in fabricating the cars, before racing in the finished vehicles.

Instructors have developed literacy and numeracy resources relevant to specific trades. For example, in the timber sector a set of flash cards have been developed, which prisoners use to learn the health and safety vocabulary specific to that industry.

In the 2010-11 year, 620

prisoners participated in embedded literacy and numeracy training, with 53.5% of learners being Māori, and 20.8% under 25 years of age. Of these, 22 prisoners are undertaking training in the workplace environment, rather than through a classroom-based course.

A further 50 prisoners are continuing their training in a classroom or workshop based environment.

Of the remaining 548 prisoners who undertook a formal vocational qualification in a classroom or workshop based environment, 390 (71%) completed their course and 329 (60%) achieved a national qualification. Only 61 (11%) did not complete their course.



The course equips instructors to deliver industry-specific embedded literacy and numeracy interventions within their vocational courses, thus, helping prisoners to better understand, comprehend and apply the vocational training...



Enhancements to the Initial Training Course

For some custodial staff, the Initial Training Course (ITC) is a distant memory, while for others the training was only a few months ago. But whether a corrections officer has just joined the department or has been in service for a while, they all remember how important that initial training was at the outset of their career in corrections.

The ITC is a seven-week programme which gives new recruits the skills and knowledge required to perform the basic role of a corrections officer. Upon the completion of the ITC, the new recruit

returns to his or her prison and completes an induction week. This is an opportunity for the new officer to become familiar with the prison environment and his/her role, and to identify further training that is required.

A recent review of ITC identified several improvements to update the ITC and ensure that new staff come away from their training well-equipped to work in the ever-changing world of offender management.

The improvements include changes to the actual structure of the course, e.g. new staff will begin their training

at the Staff College the day they begin their job, with a structured placement at their home site in week three of the course. This means that new staff have an early opportunity to put their training in practice, and the placement also provides a context for the next part of their training.

The learning material has also been updated with a greater focus on offender interaction and management along with refining of the technical skills required upon graduation.

The first intake of recruits to be trained using the new and improved methods graduated on 18 August 2011.

...new staff will begin their training at the Staff College the day they begin their job, with a structured placement at their home site in week three of the course...have an early opportunity to put their training in practice



The training equips custodial officers with the appropriate verbal and body language skills, allowing staff to quickly identify the risk of rising aggression and then defuse the situation safely.



De-Escalation Training in New Zealand

The Tactical Communications Training programme for custodial personnel came about as part of a staff safety project and the result is an effective and practical solution to dealing with confrontations between prisoners and staff.

A project team thoroughly examined 600 incidents in prison, consulted with staff and studied national and international research to identify some areas to improve staff safety. In particular, their research

found staff needed more support to be able to communicate effectively in confrontational situations and more support to resolve conflicts with prisoners.

The research findings, the Prison Services' requirements and the best elements from international programmes were combined to tailor a programme for the New Zealand prison environment.

Tactical Communications is an alternative to applying force when resolving issues of confrontation with prisoners. The training

equips custodial officers with the appropriate verbal and body language skills, allowing staff to quickly identify the risk of rising aggression and then defuse the situation safely.

Since 2009, the training has been integrated into the National Certificate in Offender Management Framework as well as the standard Initial Training College induction programme for new recruits to ensure that all new staff are equipped with these skills from their first day of work.

Training In Correctional Service Canada: At the Heart of Its Operations, Management and Leadership

Contributed by Correctional Service Canada

Introduction

The Correctional Service of Canada (CSC) is the federal government department responsible for the maintenance of its 58 federally operated correctional institutions across Canada as well as the supervision of all conditionally-released offenders into the community. Given the ever-evolving face of our adult offenders in Canada, the challenges related to the performance of these public safety duties are numerous. Staff working in all aspects of the operations of the CSC must be well-versed in offender dynamics, correctional policies and effective security and case management practices.

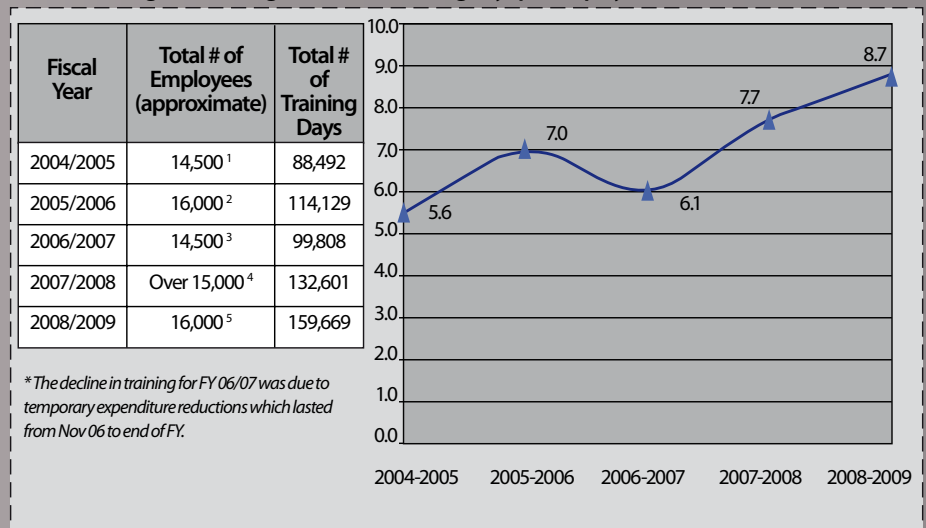
Training in CSC thus plays a pivotal role in supporting the organisation in meeting its mandate and preparing its staff for various roles in the organisation. These roles range from operational training of front-line staff, functional training of various specialists, management training to strengthening organisational leadership

and developmental training for staff at all levels. Through the incorporation of new technology in training as well as focusing on a practical pedagogical approach in course design and delivery, training is truly at the heart of CSC operations, management and leadership.

Training by Numbers

CSC is strongly committed to investing in the training of its staff at all levels. For example, in 2008-2009, 159,669 training days were provided to approximately 16,500 national employees. The annual number of training days over the past several years has also been steadily increasing (see Figure 1):

Figure 1: Average number of training days per employee



Sources: CSC Departmental Performance Reports, 2004-05 to 2009-10; Corporate Learning and Development Plan 2009-2012

1. Excludes casuals, terms or students
2. Includes active full-time, part-time, term and casual employees and employees on leave
3. Excludes casuals, employees on leave without pay and suspended employees
4. Excludes casuals, employees on leave without pay and suspended employees
5. Includes active indeterminate and term employees

This increase in training days has occurred due to a multitude of influences or training drivers. The various drivers identified as having a significant impact on learning and development include the following:

- Accountability for results in response to corporate risks, boards of investigations, audits, evaluations, site operational requirements, and the Labour Code;
- Required training for new employees, managers and functional experts identified at the public service level;
- Increased recruitment;
- Corporate and government-wide initiatives that have an impact on training and learning;
- Integration of the transformation agenda into all training and development activities;
- New legislation;
- Government agenda;
- Public Service renewal;
- Dedicated funds to respond to specific operational objectives in the areas of security and mental health;
- Dedicated funds for developmental initiatives to strengthen functional expertise;
- Continuous educational support;
- Emphasis on language training as part of succession planning; and
- Implementation of leadership development programmes to respond to succession planning requirements for positions at the executive and mid-manager level.

CSC is responsive to these various factors by adapting and providing training to meet the needs of the organisation and its various employees.

Diversity of Training

Diversity is a defining characteristic in CSC's correctional environment as the organisation strives to maintain a workforce that reflects the composition of Canadian society. Of CSC's employees:

- Just over 47% of CSC employees are women;
- 5.5% of CSC employees belong to a visible minority group;
- 4.5% are persons with a disability; and
- 7.7% are Aboriginal.⁶

In the last few years, CSC has hired more new employees because of the higher number of employees becoming eligible for retirement. As a result, the composition of CSC's diverse workforce will increasingly include several generations. This diverse environment creates great opportunities and challenges in accommodating CSC employees' learning and development needs.

The learning and development of each individual employee occurs in different ways and it is the organisation's responsibility to identify the adequate tools and activities that will

facilitate it in a cost-effective manner while addressing performance and career development requirements. CSC is committed to addressing these learning needs to maintain a competent and sustainable workforce.



National Training Standards

As a result of the diversity of CSC employees and their varied learning needs, CSC has developed a variety of National Training Standards (NTS) which are one of CSC's key training drivers. A National Training Standard is a mandatory training activity that establishes the fundamental level of training an employee will be provided in order to perform certain required aspects of their roles and responsibilities.

The NTSs consist of a collection of 63 mandatory training programmes that encompass CSC's required training agenda. They are compulsory and the level of compliance is measured bi-annually including the adherence to the prescribed timeframe.

⁶ Source: Strategic Plan for Human Resource Management 2009-2010 to 2011-2012

The various training activities outlined by the NTSs fall under the following three groupings: CSC driven training, regulated training and required training:

CSC Driven	Regulated Training	Required Training
Linked to CSC-specific business, such as: <ul style="list-style-type: none"> • Orientation • Security • Intervention with Offenders • Management (linked to CSC positions) 	Workplace well-being, such as first aid and occupational health and safety training	Required Training for managers at all levels and functional specialists identified at the Public Service level

This rich and varied training programme supports CSC in delivering its mandate and ultimately protecting the public by ensuring that its staff are well trained and equipped with the knowledge and abilities required to meet the demands of their positions, whether in an operational, managerial or leadership role.

Learning & Development Governance Structure

The organisation has developed and implemented a governance structure for all CSC training and development. This structure governs the four key Learning and Development functions (i.e., identifying learning needs, designing, implementing and evaluating training) and ensures that the prioritisation of resources and training is decided at the most senior level of the organisation (see Table 2):

Table 2: Elements of L&D Governance

Elements of L&D Governance	Governance Instrument (Accountability)	Key Outcomes (Results)	Ultimate Outcomes
Identification of Training and Learning Needs	Regional & National L&D Councils	Learning and Training Needs Identified and Costed	Commissioner's Accountabilities with respect to training are met Maximised Operational Impact A more competent workforce with the knowledge, skills and abilities to respond to current and emerging organizational challenges and to effectively deliver on CSC's mission
Corporate Learning and Development Priorities and Budget	National L&D Governance Board	<ul style="list-style-type: none"> • Learning and Training priorities identified and funded • Learning Programs Aligned with CSC Priorities 	
Learning and Development Initiatives Design and Development (Includes management of training content)	Director General, Learning and Development	<ul style="list-style-type: none"> • Training process and products meet CSC quality standards and reflects best practices • Cost-Effective Training Programs Meeting Client's Needs 	
Training Delivery	Director General, Learning and Development	<ul style="list-style-type: none"> • Compliance with training requirements (NTS, Required Training, Legislated Training, etc.) • Ensured Integrity of training 	
Learning and Development Initiatives Performance and Results	Director General, Learning and Development	<ul style="list-style-type: none"> • Improved Availability of Information re. Training Program Effectiveness (are learning outcomes met?) • Continuous Improvement of CSC Training and Learning Process 	

CSC's strong governance model results in the following key outcomes:

- Sets Learning & Development priorities for each fiscal year;
- Drives the overall Learning & Development vision and

- strategy;
- Aligns Learning & Development activities with CSC and government priorities;
- Ensures clear roles and responsibilities of stakeholders;
- Identifies and reacts to current and emerging needs;
- Prioritises training requests (particularly mandatory training);
- Ensures Learning & Development is aligned with business/financial planning cycles;
- Leverages partnerships with provinces, colleges/universities, non-governmental organisations, etc.;
- Provides a single voice related to training to ensure consistent messages; and
- Ensures consistency, quality and integrity of training at CSC.

...rich and varied training programme supports CSC in delivering its mandate and ultimately protecting the public by ensuring that its staff are well trained and equipped with the knowledge and abilities required to meet the demands of their positions, whether in an operational, managerial or leadership role.

Modernizing Learning and Development at CSC: Our Next Steps

As the organisation believes in the impact of training its employees in accordance with its mandate and mission, CSC is committed to continually improve its Learning and Development structure. In this perspective, one of the first priorities of Learning and Development was to develop a clear, strategic framework to guide its work that will move the L & D agenda in this direction. Consequently, the Learning and Development Strategic Framework was designed to include a vision, clear set of strategic objectives, initiatives and fundamental principles (see Table 3):

Table 3: Strategic Frame

2009-2014 Learning and Development Strategic Framework	
Learning and Development (L&D) Vision	
<i>Learning and Development in CSC is valued and recognised as an essential component of our organisational success by meeting the learning and developmental needs of CSC and all its employees.</i>	
Strategic Objectives	Strategic Initiatives
Strengthened L&D Governance	<ol style="list-style-type: none"> 1) Define roles and responsibilities (L&D Clients, Partners, Stakeholders) 2) Align resources, infrastructure and facilities 3) Review and update L&D related directives and guidelines
Revised L&D Model for CSC	<ol style="list-style-type: none"> 1) Review existing training infrastructure and propose a new training delivery model 2) Establish and implement national business processes 3) Develop a training implementation strategy 4) Define and implement a Performance Measurement Framework
Maximised use of Technology	<ol style="list-style-type: none"> 1) Explore and implement new learning technology applications 2) Implement the federal government's newly adopted Integrated Learning Management System
Enhanced Communications within and outside CSC	<ol style="list-style-type: none"> 1) Establish and implement a global communication and engagement strategy for all key L&D initiatives
L&D Principles	
<p>Quality <i>L&D provides quality training developmental programs to all CSC employees</i></p>	<p>Innovation <i>L&D embraces innovation as a vehicle to achieve efficiency and effectiveness</i></p>
	<p>Engagement <i>L&D believes that learning is a joint venture involving employees, management, partners and stakeholders</i></p>

the Learning and Development Strategic Framework. These tools contribute to the strengthening of training in the organisation and are the stepping stones towards the modernisation of learning and training development at CSC. With these tools in place, CSC is in a better position to innovate and explore new training design and delivery approaches in order to respond to the ever-changing needs of the organisation. Increasing commitment to staff training - whether operational, managerial, functional or developmental - as well as respect for diversity of training needs and populations, contributes to this goal. As a result, training in CSC is at the heart of the organisation's operations, management and leadership.

Within this strategic framework, the development of a transfer of competency model and partnerships is at the core of the Learning and Development agenda. The development of a transfer model for our Correctional Officer group was based on a three-year evaluation project of our Correctional Officer Training programme. The focus of this model is the transition of competencies obtained in the classroom to the field as well as improved integration of employees in the organisation once their orientation training has been completed. The benefits of partnership include increased cost-effectiveness as well as better utilisation of resources and technology, enriched training, and improved efficiencies.

Conclusion

CSC training is one of the organisation's key activities enabling it to reach its strategic objectives while respecting its corporate priorities. This is enabled by CSC's strong Learning and Development governance structure as well as new key initiatives, such as

Corrections Victoria

Contributed by Corrections Victoria

Management Programme for Prison Supervisors

Corrections Victoria (CV) has successfully launched a pilot Management Programme for Prison Supervisors (MPS), the first targeted training program for middle management rank in years.

Background / Purpose

The programme was designed to provide an opportunity for Prison Supervisors to build operational competence and leadership capabilities in line with the contemporary requirements of the role. The pilot group was an assembly of Unit and Security Supervisors and Security and Emergency Services Group (SESG) Supervisors, with 8 to 21 years of custodial experience.

The role of the Prison Supervisor has evolved significantly over the past twenty years in Victoria and with it, an increased demand for leadership and operational excellence in the management of prisons and prisoners. Since the 1990s, structured learning opportunities for Prison Supervisors to develop the key competencies of the role have been few and far between.

Content and Structure of Programme

The MPS is an innovative 12-month multi-modular learning programme based on extensive role and gap analyses. Participants attended monthly training sessions with other Supervisors from across the state of Victoria. The trainings focused on developing leadership and management effectiveness.

Aspects of the programme included giving and receiving effective feedback, assessing staff capability and implementing a range of development options including mentoring and coaching staff. Management of inappropriate behaviours and underperformance were incorporated into the six days of leadership training.

Various operational requirements were covered, including the Disciplinary Officer role in the Prison Disciplinary Process, Incident Reporting and Recording, Risk Management, Contemporary Offender Management and Budgeting and Finance.

To further develop leadership effectiveness, participants underwent pre- and post-training 360°

evaluations and coaching conversations.

Qualifications Options

Opportunities to gain accreditation were provided throughout the twelve months. All participants attained the Certificate IV in Correctional Practice. Independent units in the Diploma of Correctional Administration were achieved through the completion of a workplace project.



The MPS is an innovative 12-month multi-modular learning programme based on extensive role and gap analyses... focused on developing leadership and management effectiveness.





From left to right: Andrew Reaper (Regional Director, Barwon South West Region), Garth Webber (Prison Supervisor, Marnongneet Correctional), Rod Wise (Deputy Commissioner, Operations)

Projects Initiated and Completed

Each participant was required to lead a team of people to plan and implement a workplace project to ensure continuous improvement for their prison or work location. Each Prison and location benefited immensely from the diverse range of projects, which included selecting and training K9's to detect mobile phone parts across the prison and procuring enhanced security technology at points of entry to the prison and to high security units. Corresponding training programmes were also designed and delivered to ensure staff capability and substantially increased prison security. Community

work opportunities were sourced as part of one project to aid rehabilitation and reintegration of women residing in minimum security prisons. Emergency response procedures for Victoria's only remaining multi-level prison were researched and implemented as another example of a project.

Evaluation

Evaluation of the programme revealed substantial shifts in leadership effectiveness, including using a situational leadership approach to manage staff effectively. The operational modules provided an opportunity to reinforce, refresh and revisit the requirements of contemporary practice. Aside from the leadership

modules, the networking opportunity provided a substantial benefit for participants, and much to the surprise of most, the budget and finance module was a programme highlight.

Moving Forward

Following revision of some of the content, the programme will be offered to another group of supervisors in 2011-2012.



Workforce Planning team from left to right – Sandi Mihoulis (Project Officer), Anna Peterson (Acting Manager), Amanda Lorrinc-Bottari (Training Officer), Darren Kempster (Training Team Leader), Christine Phillips (Learning and Development Consultant), Natalia Oleksiak (Training Officer)

Background

Corrections Victoria Community Correctional Services (CCS) established the CCS Training Team in 2007. One of the main reasons behind the establishment of the team was to provide basic training to new recruits of CCS. Apart from preparing them for their role as Community Correctional Officers (CCOs), the training programme provides the trainees with a background of Corrections Victoria as a whole and allows an environment where new recruits can exercise skills they will be required to employ in the field. The training further allows an opportunity for first time recruits to gain an understanding of the

nature of interactions they will have with offenders and the importance of record-keeping, policies and procedures.

The advantages of the introduction of the CCS Training Team are twofold: a) to create more knowledgeable and resilient staff who are able to meet the demands of the workplace and b) to ensure consistency in practices across CCS by training all recruits centrally and on the same topics.

The team consists of one Manager of Workforce Planning, one Project Officer, one Team Leader and four staff trainers, mainly sourced as subject matter experts from the CCS field. The senior positions outlined

are ongoing, however the staff trainers have a maximum contract period of 24 months at which point they will return to their work in the CCS field. This process is ideal as it ensures that staff trainers are subject matter experts who are always up to date.

CCS staff trainers have carriage of a number of key training and development initiatives that change over time to align with the changes in Corrections Victoria. They also provide operational and professional support to CCS staff across the state.

Apart from the above, the CCS Training Team also delivers centralised training for the following programmes: Leading Community Correctional Officers, Senior Community Correctional Officers, Community Work Co-ordinators, Field Officers and finally specialist training in prosecutions.

The training is based on national correctional competencies and, through partnerships with external learning institutions, trainees graduate with nationally recognised qualifications.



Trainees from the current CCO Training Programme (from left to right) – Sarah Thompson, Hayley Moloney, Tracy Sridaoruang and Eric Egan

Current CCO Training Programme – 4 July 2011 to 26 October 2011

The CCO Training Programme for recent recruits aims to provide a range of knowledge and skill-based training sessions that target the key requirements of the CCO role, with a structured work placement component providing essential experiential activities to assist newer staff to contextualise their learning. Sessions also include practical components, such as report writing activities, file noting, case reviews and incident report writing, and a full day

devoted to interviewing skills, to provide participants with the opportunity to practice new skills. Sessions are structured around a range of scenarios that focus on court assessment, induction, and case management skills at the CCO level. These scenarios involve programme facilitators and, in each session, an actor portrays the offender to enhance participants' skills in interacting with problematic offenders.

At the end of the training period, CCS holds a graduation ceremony for participants who have successfully completed the training programme. This ceremony is

attended by senior CCS staff from the region in which the graduate will work, which is useful as it not only gives management a chance to see the programme in action, but also inspires the graduates and starts a process whereby the graduate will eventually return to their location of work. The graduation ceremony is formally closed by the Assistant Director of CCS.

Upon graduation, CCOs may look forward to future training experiences with the CCS Training Team as they progress to the Leading CCO and Senior CCO levels within the organisation.

A DAY IN THE LIFE OF A CCO RECRUIT

To provide deeper insights into the training programme, an interview with one of the participants was conducted.

Interview with Tracy Sridaoruang

Tracy reports, “I started in Community Correctional Services (CCS) as a student whilst I was studying Criminal Justice Administration at the Royal Melbourne Institute of Technology. I had always been interested in this field of work but was unsure of the best way to enter the Department of Justice and Corrections Victoria. After my student placement in a CCS location, I was interested in doing more work for CCS so I expressed my interest in continuing my work past my student placement in any capacity available. I was very lucky to have a supportive manager who recognised my passion and commitment to the work, and I secured a long-term position soon after.

For the first couple of months, I received coaching on the job by senior staff and I learned a lot about operational CCS locations during this period. I found the job really fulfilling and challenging. As I am reserved and quiet by nature, I had to come out of my shell whilst still being true to myself.

When I entered training, I had in mind things I wanted to learn but I had little idea of just how much I would learn! Some of

the most useful training things for me have been interviewing skills and, how to recognise the mindset of an offender so as to implement the most appropriate interventions. Before the training, the most challenging things for me were offenders with multiple risks and needs as I was unsure on how to prioritise relevant interventions to first target the most urgent needs/risks. After the training, I feel much more equipped to do this effectively and I am more aware of support structures in



Tracy is currently employed as a Community Correctional Officer at Oakleigh CCS in Melbourne. Tracy provided this information on 2 August 2011 whilst she was in a period of classroom-based learning with the CCS Training Team.

place for staff that can assist me. I have also learned about the organisational rules and regulations and just how crucial they are to my everyday work. Overall, I feel more confident that I have all the knowledge and skills I now need to do my job. I have also learned more about maintaining a healthy work/life balance, including actions I must take to achieve

this. I have built up professional networks with people at my level in the organisation that will be valuable to me in the future. Just being in training with people in the same job at different locations and seeing how different people are so creative in solving issues has been inspirational.

I know that if I had not done this training, I would not feel as confident as I do now. I would feel unsure about how to go about doing my work whereas now, my understanding of the organisation is much better. I have good knowledge, and I know where to go to get information I need to do my job and who to see if I need assistance and support.

For example, on the day of this interview, I undertook training in relation to managing conflict. It was hard work but I found it interesting. It made me re-think some of my real life situations and I found myself asking, “What would I do next time now that I have gone through the training?” We identified “what is a conflict” and learned about both offender conflict and strategies to deal with conflict in the workplace. Working in groups was especially helpful where we exchanged our ideas and real life experiences.



Tracy Sridaoruang (trainee) and Christine Phillips (Learning and Development Consultant)

My career goal is to work in the Department of Justice in areas focused on reducing re-offending and I know my background and training will serve me well in pursuing that goal. When I first arrived in Australia in 2000, I could not speak English. I am not going to pretend that things have not been challenging and there is still much I need to learn, but I am committed and passionate about my work and I am lucky that the organisation saw this

and gave me the opportunity. My advice is to go after what you want in life – be challenged – find a job you are happy to do every day and enjoy your career.”

Conclusion

The introduction of the CCS Training Team has been beneficial for Community Correctional Services as a whole. Giving staff proper training and preparation for the role they are to undertake has reduced staff attrition rates, contributed to better and more consistent state-wide case management practices, increased morale, and assisted CCS locations to properly and effectively train and mentor new employees on the job.

The training is based on national correctional competencies and, through partnerships with external learning institutions, trainees graduate with nationally recognised qualifications.

Overview of Staff Training and Development

Contributed by Hong Kong Correctional Services Department

Hong Kong Correctional Services Department (HKCSD) values the importance of maintaining a highly committed and motivated workforce through its primary functions of strategic development and training of staff.

Nowadays, correctional work is becoming more complex and dynamic. To strive for excellence in fulfilling the roles as society's guardian and rehabilitation facilitator, HKCSD has planned and organised a variety of training programmes to equip staff with relevant operational knowledge.



Newly recruited Officers and Assistant Officers have to undergo 26-week and 23-week basic training, respectively, including field placement at penal institutions.

Development training courses, such as refresher courses, specialist training courses and command courses are regularly conducted to foster staff's personal effectiveness and help their career development.



A wide range of self-learning resources including an e-Learning Programme that enables staff to pursue job-related learning online is also provided to promote self-enhancement and life-long learning culture. In addition, a Knowledge Management System (KMS) provides a one-stop platform for the storage, organisation, dissemination and retrieval of work-related knowledge. These enable convenient access to the most up-to-date information by staff members at all levels.

Apart from the conventional training, HKCSD has implemented an Institutional-Based Mentorship Programme (IBMP) in 2011 to cultivate a supporting network and team spirit for new staff.

The IBMP, on voluntary and institutional basis, is developed to help new staff members overcome difficulties that they may encounter in adjusting to their new working environment and integrating with other colleagues.

Suitable staff members will be selected as mentors in view of

their integrity, working attitude, interpersonal skills, credibility and resilience and formally appointed after completing a training programme. New staff members, being the mentees, will join the IBMP after being posted to correctional institutions upon completing the induction training. By establishing the mentor-mentee relationship, mentees are rendered early and needy support, and more importantly, are instilled with the prevailing concepts and norms of the department.



Acknowledging that staff is the most valuable resource, HKCSD will keep on advancing its competency and qualities, and to achieve its vision of delivering internationally acclaimed correctional services and helping Hong Kong to be one of the safest cities in the world.

By establishing the mentor-mentee relationship, mentees are rendered early and needy support, and more importantly, are instilled with the prevailing concepts and norms of the department.

Training Correctional Staff to Address Mental Illness

Contributed by Queensland Corrective Services

The high rate of mental illnesses among offenders within the criminal justice system is well documented. It is estimated that the prevalence of major mental illnesses among offenders is three to five times higher than in the general community. Of the approximately 15000 people with major mental illnesses in Australian institutions during 2001, around one-third were in prisons.

Queensland Corrective Services has two operational directorates- Custodial Operations and Probation and Parole (Community Corrections). Both are responsible for the delivery of high level offender management practices; however, each faces challenges specific to their individual operational environment. These challenges have different effects depending on the type of mental illness and types of services offered and thus necessitate a tailored approach to the training requirements for each operational arm. Both Custodial Operations and Probation and Parole remain committed to providing

staff with quality training in managing offenders with mental illness and equipping them to respond appropriately to emergent mental health crises.

Mental Health Illness Training for Custodial Staff

People with mental illnesses in custodial settings experience a range of challenges that may not be present for people in the general community. These challenges include drug and alcohol withdrawal symptoms that can exacerbate existing issues; separation from support networks, such as family, friends and social groups and fear and uncertainty about prison life and the legal system.

People with mental illnesses in prison can exhibit a range of challenging behaviours which need to be appropriately addressed and managed. These behaviours can include self harm, aggressive or inappropriate behavior, poor emotional control and impulsivity. These behaviours can create

dangerous situations both in prison and, if left untreated, in the community.

For these reasons, Queensland Corrective Services has been working to ensure that custodial correctional officers who are in daily contact with prisoners, have basic training to identify and manage prisoners with mental illnesses. Through workplace meetings in 2009, custodial officers also identified a need to be trained in managing mentally ill offenders.

Mental illness training for custodial staff was developed by the Queensland Corrective Services Academy in conjunction with Prisoner Mental Health Service and Offender Intervention Services. The training allows custodial officers to identify prisoners with potential mental health issues, refer prisoners to mental health services and manage challenging behaviours associated with mental health problems.

On 30 August 2010, a pilot programme was conducted at the Queensland Corrective Services Academy. Staff from across the agency including General Managers, custodial staff, psychologists and staff from Prisoner Mental Health Service attended this programme. The programme was further enhanced based on feedback received during the pilot.

The resulting mental illness training programme is divided into four modules:

1. Mental illness in the custodial environment
This module informs custodial officers about the mental health services available in prison and how the referral process operates. It also provides information on facts about mentally ill offenders in Queensland and the stigma and discrimination that is associated with mental illness.

2. Recognising signs and symptoms in the custodial setting
The aim of this module is to assist custodial officers to recognise the signs and symptoms of mental illness and to identify strategies that should be implemented to manage

mentally ill prisoners in a safe and appropriate manner.

3. Introduction to personality disorders
This module was developed to provide information to custodial officers about personality disorders so that they can identify the signs and symptoms and understand how to manage and respond to these offenders.

4. Dealing with challenging behaviours
This module provides information to custodial officers to enhance their ability to intervene and manage challenging behaviours in prisoners.

To enable the rollout of the training across correctional centres, the Queensland Corrective Services Academy organised, with assistance from the Prisoner Mental Health Service, a train-the-trainer programme for Queensland Corrective Services and Prisoner Mental Health Service employees. Psychologists from Queensland Corrective Services and Prisoner Mental Health Service were identified as the most appropriate staff

to assist in the delivery of this programme and it was agreed that Queensland Corrective Services and Prisoner Mental Health Service would co-facilitate this training.

Thirty-three psychologists from Prisoner Mental Health Service, Queensland Corrective Services and Western Australia Corrections have attended the train-the-trainer programme at the Queensland Corrective Services Academy.

To date, 118 custodial officers have completed the mental illness training.

Mental Health First Aid Training for Probation and Parole

In a community setting, people with mental illness face considerable challenges in obtaining the required assistance to access services through external providers. During transitional periods, such as when moving from custody to the community, people with mental illness can experience uncertainty about the support that is available to them, an inability to transition to a different environment, re-commencing relationships with family and friends,

and the temptation to abuse illicit substances and alcohol. This can place people with mental illness at an increased risk of causing harm to themselves or others.

In response to an increasing need to provide quality training to staff, the Queensland Corrective Services Academy introduced the use of Mental Health First Aid training in 2010 by having two staff members accredited as trainers for

the programme. Since then, over 100 Probation and Parole staff has been trained in Mental Health First Aid.

The two day workshop is designed to give staff the skills to help people suffering from mental illnesses, regardless of whether they are in the initial stage of a mental illness or in a mental health crisis. The philosophy behind the course is that any mental health crisis, such as suicide and self-harming actions, can be


prevented through early intervention. If crises do arise, staff can then take action to reduce the resulting problems. Staff completing the workshop receives a course manual and certificate.

To date, this workshop has been delivered in Brisbane, Townsville, Cairns and Rockhampton. The Queensland Corrective Services Academy plans to deliver a pilot programme for indigenous-specific Mental Health First Aid by the end of 2011.

“ People with mental illnesses in prison can exhibit a range of challenging behaviours... include self harm, aggressive or inappropriate behavior, poor emotional control and impulsivity...can create dangerous situations both in prison and, if left untreated, in the community. ”



MULTIMEDIA HUB
PRISON SCHOOL, SINGAPORE

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*Special thanks to the inmates at MMH for
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**SINGAPORE
PRISON SERVICE**

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