

APCCA

Newsletter of the Asian and Pacific Conference of Correctional Administrators



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Editor's note

An organisation is as good as the people behind it. For our correctional officers to remain relevant and effective in performing their roles, the importance of staff training and development cannot be emphasised enough. In this edition, we take a look at how members introduced specialised training programmes to enhance the capabilities of their staff. They include leadership development, mental health, as well as contingency training programmes.

Corrective Services New South Wales (CSNSW) in Australia developed their 'Functional Manager Training Program' for frontline Custodial Corrections managers. This programme was designed in line with the NSW Public Sector Capability Framework which incorporates face-to-face and online learning. Beyond staff training and development, CSNSW shared about their 'Rapid Build Prisons' model which is a cost-effective and time-saving dormitory-style construction method of building prisons. Furthermore, these prisons are carefully designed with inmate rehabilitation in mind. Technology is also used extensively to enhance security, safety and operational efficiency.

To be ever-ready for exigencies, Western Australia Corrective Services and Macao Correctional Services Bureau ensure their officers undertake regular refresher training to maintain the essential skills and knowledge required to perform fundamental custodial functions in a safe and effective manner. The Singapore Prison Service (SPS) takes a deliberate approach in nurturing and developing its leaders. In its article, SPS shared about their specially designed milestone courses to help gear its officers for leadership roles as they progress in their career as Captains of Lives.

To ensure that prison staff are proficient in dealing with life-threatening medical situations, Malaysia Prisons Department trains its officers on basic medical knowledge and nursing skills to facilitate their healthcare duties in prison clinics. Mental health in the workplace is also a shared concern among employees and managers. Correctional Service of Canada (CSC) has clearly demonstrated how it adopted pedagogical concepts in the design of their mental health training for employees with the aim of creating a healthy and caring workplace.

I hope APCCA members will enjoy reading these articles as much as we have enjoyed putting them together for you. To members who have contributed in this edition of the newsletter, thank you for your generous sharing so that others can learn and benefit from your good work. I look forward to your continued support in future editions of the APCCA newsletter.

Desmond Chin
Commissioner
Singapore Prison Service

Functional Manager Training Programs to Support Reform Initiatives

Corrective Services New South Wales

In 2016, Corrective Services NSW (CSNSW) commenced Benchmarking, which is a systemic reform program of State run Correctional Centres. Benchmarking was designed to improve the efficiency and effectiveness of publicly run Centres, ensuring they provide quality outcomes for the community while maintaining the safety and security of Correctional Centres.

During this reform program, CSNSW Correctional Centres Were engaged to identify levels of resources required for the Centre to perform effectively and efficiently in line with a series of performance targets

A new functional and support management structure was developed to create consistency across centres and enhance accountability for crucial centre activities. Functional Managers report to the Governor of a Correctional Centre and assist in the management of operational personnel and the delivery of performance targets.

To support this new management model, the CSNSW Brush Farm Corrective Services Academy (BFCSA) developed the Functional Manager Training Program. The BFCSA worked in partnership with various CSNSW frontline managers and operational experts to develop a program which is the first of its kind in Australian correctional jurisdictions. It reflects CSNSW's commitment to enhancing the existing expertise of frontline Custodial Corrections managers.

The Functional Manager Training Program was designed in line with the NSW Public Sector Capability Framework and incorporates face-to-face and on-line learning. The Program was designed in three parts:

The performance targets are focused on outcomes in four key areas



Officers attending the Functional Managers Training Program at the CSNSW Brush Farm Corrective Services Academy.

The Assessment and Induction Day was designed to allow for the comprehensive assessment of the training needs of each participant. Participants engage in written and scenario based assessments to determine each individual's strengths and contribute to the creation of a participant learning and development plan. Areas of development are mapped against the Functional Managers Training Program learning modules. No two learning and development plans are identical. The Assessment and Induction Day streamlines training and ensures that participants only undertake required Core and Role Specific courses.

Individual assessment results from the Assessment Induction Day determine which Core training and Role Specific training sessions participants are required to attend. Core Training is comprised of units of training that have been identified as crucial knowledge for Custodial Corrections managers who manage personnel and operational requirements. Training includes: governance and legislative requirements, critical incident training and programs that strengthen leadership and management skills in the workplace.

The Role Specific Training allows Functional Managers to focus their learning and development towards an identified Functional Manager Delegation. The operational management needs of CSNSW Correctional Centres have been streamlined to the following five functional manager roles:

- Accommodation**
- Security**
- Case Management**
- Intelligence**
- Structured Day**

Successful completion of the Functional Manager Training Program results in participants achieving the Advanced Diploma of Correctional Management, which is the highest corrections specific qualification available in Australia. Additionally, some Functional Managers are eligible to receive a Certificate IV of Security and Risk Management. To date, 2,776 participants have enrolled in the Functional Managers Training Program which continues to support CSNSW reform initiatives and develop the existing skills and experience of CSNSW Custodial Corrections managers.



Rapid Build Prison Model to the Rescue

Corrective Services New South Wales

When the state government of New South Wales, Australia, allocated \$3.8 billion for new prisons in mid-2016, the system was almost bursting at the seams. Inmate numbers had been shooting up, and there was a weekly struggle to find beds.

Corrective Services NSW Commissioner Peter Severin says one of the first things that had to be addressed was how to provide a high number of maximum security beds in a minimum amount of time: *"It takes several years to design and build a traditional prison. We simply didn't have that much time."*

New South Wales has traditionally built prisons with individual cells. But now a dormitory-style model is being adopted, because it is much faster to construct. For that reason, the new prisons are today known as a Rapid Build Prisons. The design process was overseen by Kevin Corcoran, Assistant Commissioner Custodial Corrections.

"Putting prisoners in dormitories was a first for modern NSW," he says. "We quickly realised that to make it work, we needed some extra security measures, such as more staff, 24/7 Immediate Action Teams [to respond to incidents], the best systems, and a long structured day to keep inmates occupied."

Mr Corcoran says the initial concept for the new prisons was for them to be relatively short-term solutions, but it was found to be just as fast and cost-effective to build using more durable materials, resulting in facilities that last far longer.

Each prison has four wings, with four dormitory pods housing 25 inmates each. There are more than 600 CCTV cameras connected to two control rooms, and three perimeter fences, providing the highest level of security and safety for staff and the community.

Mr Severin says the rehabilitation-focused prisons give inmates unparalleled access to training and full employment. *"Placement at the centres is a privilege for inmates, who are expected to participate in employment, training and programs to aid their rehabilitation. They also have the opportunity to become more self-sufficient, by using the latest touch-screen technology to access program information, buy-ups, visit bookings and account details."*

Two prisons were designed and built in record time. Macquarie, located five hours west of Sydney, was opened in December 2017, and Hunter, two hours north of Sydney, the next month.

The first goal had been achieved: NSW had gained 800 new beds in just 18 months. But how would staff respond to the new model and its new working conditions?

They were cautious at first, but now the reaction is very positive. There's no doubt the 12-hour shifts are a major attraction, but others range from the low levels of assaults and other incidents to satisfaction with the major effort put into programs and education. Brad Peebles, Governor of Macquarie Correctional Centre, recalls receiving a phone call of gratitude from the parents of one inmate who'd had a poor behavioral record before coming to his centre.

"He didn't want to come here," says Mr Peebles. "But after a few months, he was expressing a positive attitude to his parents for the first time in his adult life." Over at Hunter Correctional Centre, Governor Richard Heycock has seen the same thing, with inmates saying how much they enjoy being kept busy through their 12-hour days. They also appreciate the chance to learn new behaviour and acquire skills, with one inmate even asking not to be released on parole so he could remain at Hunter to learn more skills. Hunter's Functional Manager (Intelligence) Grahame Marshall says, "At first when inmates arrive they wander around like rabbits in a spotlight. They're confused by the freedom. It's not what they're used to. But after a while, most respond very well." The statistics bear out the anecdotes, with the Rapid Builds, compared to other prisons with similar inmate cohorts, recording the lowest rates of assaults on staff and inmates, misconducts, use of force, and contraband finds. This is encouraged by the fact inmates know if they misbehave, they could be transferred out of the prison.



Hunter Services and Programs Officers Chris Hughes and Josie Reading.

Chris Hughes and Josie Reading are busy Services and Programs Officers at Hunter. They like the focus on programs: with more inmates engaging, there is more chance to affect lives. *"There was some resistance at first," says Chris, "but now they all like it, and they're accepting the challenge and the opportunities we're giving them to change their lives."*



Hunter Senior Overseer Brad Kelly.



Hunter Vocational Training Unit Overseer Aaron Wilmott.



Acting Macquarie Governor Emma Smith (centre) with correctional officers Deb Sinclair and Brett Lees.



Macquarie Correctional Centre, in New South Wales, Australia.

Over in industries, staff are seeing the same enthusiasm. Senior Overseer Brad Kelly mentions an inmate in his early 40s who's never worked in his life, and now intends to start his own small business on release. Overseer Aaron Wilmott in the Vocational Training Unit enjoys the motivation inmates acquire once they've gained a qualification such as the Certificate III in Engineering.

"It can take a year off their apprenticeship later," he says, "and points them in the direction of jobs like welding and sheet metal fabrication." At Macquarie, inmates run a café that is proving popular with staff and inmates, apart from providing workers with very usable skills.

Emma Smith, who was acting governor at Macquarie during our visit, said, *"When inmates first arrive they are quite often apprehensive about the centre and the openness. But after a week, I'm often approached and told how great it is."*

She recalled one inmate saying that because of access to the yard areas in the evening, it was the first time he had seen stars in years.

Also, *"A number of inmates have credited the centre with improving their connection to their families, especially young children, due to the increased access to the phone. In other centres with a 3.30pm lock-in, they can't call their children after school. But here they can do that."*

AUSTRALIA



An accommodation pod at Hunter Correctional Centre, in New South Wales, Australia.



An exercise yard at Hunter Correctional Centre, in New South Wales, Australia.



A social media promotion for the Macquarie Correctional Centre – a rapid build prison - used by Corrective Services NSW in April 2018.

Refresher Training Sessions on Tactical Skills

Western Australia Corrective Services

Corrective Services in Western Australia recognises that Prison Officers (POs) and Youth Custodial Officers (YCOs) work in an unpredictable, arduous and ever-changing environment which require them to deal with challenging and potentially stressful situations. It is therefore important that these Officers undertake regular refresher training to maintain the essential skills and knowledge required to carry out the fundamental responsibilities of custodial management in a safe and effective manner.

The ability of Officers to conduct the tasks for which they have been employed and trained, are more effectively achieved by someone who is current (up-to-date) in their essential training requirements. It is also reasonable for every Officer to expect that their fellow Officers are able to perform their role to a satisfactory standard for workplace effectiveness and staff safety.

Need

All new POs and YCOs are trained and assessed to an approved standard in knowledge and skills related to custodial operations during 11 weeks of foundation training. Research indicates that degradation in knowledge (cognitive) and practical skills (psychomotor) can occur within 1 week of completion of training. Therefore, there is a need for Officers to maintain their knowledge and practical skills in accordance with their defined job requirements by undertaking regular refresher training. With an emphasis on the need of the provision of this training, we face the challenge of providing training that meets standards, is legislatively correct and is cost effective.

Management/Noncompliance

It is expected that Officers monitor their compliance in regards to ETR and actively seek out training opportunities in accordance with the status of their currency. All Officers are reasonably supported and assisted in order to provide them the best opportunity to maintain currency. Individual and circumstantial assessments are made to allow for reasonable accommodation of those Officers that have a supported reason for their inability to attend training, resulting in non-compliance.

Terminology

The list of refresher training topics for Officers working in western Australian Custodial facilities is referred to as Essential Training Requirements (ETR). Essential Training Requirements may be defined as:

Essential to role training to ensure compliance with regulations and the law and to also ensure that knowledge, skills and understanding are kept up to date, enabling staff to work safely, effectively and confidently.

The ETR applies to the following Custodial Officers (full-time and part-time).



The ETR is essential for all Officers as it is considered the minimum standard required to demonstrate the knowledge, skills and capacity to undertake the essential practical elements of the custodial role.



Officers completing refresher training in Restraints

AUSTRALIA

ETR Elements

To maximise training efficiency, the key elements of the ETR are delivered face to face and via online e-learning.

Face to Face

1. Use of Force Theory – Provides Officers with a refresher of the theoretical understanding of the legislation that governs the use of force within Western Australian custodial facilities. The training incorporates decision making and de-escalation techniques as a method of prevention and how effective communication is a key factor in the ability to de-escalate any situation. This element fundamentally underpins all other practical elements.

Frequency – Yearly

2. Defence and Control – Provides Officers with a refresher of the skills and knowledge to use reasonable force in protection of one's person against attempted or threatened assault, and in the application of subject control options. The program contains tactical aspects (the non-physical skills used to assess a defence situation, such as reaction gaps and positioning), through to the technical aspects (the specific skills and techniques used to physically defend or control). The training includes techniques for defending and controlling at the individual and team level.

Frequency – Yearly

3. Instruments of Restraint – Provides Officers with a refresher of the skills and knowledge to utilise instruments of restraint authorised for use within WA custodial facilities. The training includes the use of handcuffs, security chainlinks and flexicuffs in a variety of applications

Frequency – Yearly

4. Escort Procedures – Provides Officers with a refresher of the skills and knowledge related to the safe and secure escort of prisoners and detainees external to a secure facility (hospital, funerals and births, work parties, air etc.).

Frequency – Yearly

5. Batons (Prisons Only) – Provides Officers with a refresher of the skills and knowledge to use batons in accordance with policy and procedural requirements to protect self and others, and to control an escalating threat. The training covers the use of the expandable baton and riot/straight baton.

Frequency – Yearly

6. Chemical Agents (Prison Only) – Provides Officers with a refresher of the use of Oleoresin Capsicum (OC) spray including tactical options, considerations prior to use, deployment, decontamination and reporting.

Frequency – Yearly

7. Cell Extractions – Provides Officers with a refresher of the approved options and procedures for removing an offender from a cell. The training covers the various options for compliant and non-compliant extractions as well as pre and post considerations, and requirements.

Frequency – Yearly

8. Cardio Pulmonary Resuscitation (CPR) - Re-qualify Officers in the skills and knowledge to perform Cardiopulmonary Resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) guidelines.

Frequency – Yearly

9. Senior First Aid (Senior Officers Only) – Re-qualify officers in the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, in a range of situations until the arrival of medical or other assistance.

Frequency – 3 Yearly

E-learning – Online

The development of E-learning is aimed at achieving an efficient, flexible and effective training model for frontline Officers. It reduces the period of time that Officers are required away from the workplace for training that can be undertaken through a medium where that training does not require face to face instruction or assessment.

Successfully completing online or computer-based courses builds knowledge and self-confidence and encourage Officers to take responsibility for their own learning.

All identified E-Learning topics are currently available through the Departmental Learning Management System (LMS).



Officers completing refresher training in Escorts Procedures.

1. Accountable and Ethical Decision Making (AEDM) – To assist public Officers in finding answers to accountability questions that may arise in their daily work and explain the standards of conduct expected of them.

Frequency – 3 Yearly

2. OSH Awareness – To raise awareness and understanding of Occupational Safety and Health (OSH) in the workplace, including legislative requirements.

Frequency – 3 Yearly

3. Suicide Prevention – To assist Officers with the identification and management of offenders in custody presenting either as at-risk to self, or as requiring multidisciplinary intervention and additional support and monitoring.

Frequency – 3 Yearly

4. Record Keeping Awareness – To raise awareness and understanding of accountability requirements in the WA Public Sector on how to create, keep and maintain public records.

Frequency – 3 Yearly

Training Periods

Each facility currently has a designated period where the facility operates under a restricted regime to enable Officers to be released from operational duty to attend training. All ETR elements have been designed around the current 'recognised' training period of 3 hours. Facilities adjust operations to allow for a full 3 hour delivery period, with time allocated either side of this for the movement of staff to and from the training area. Facilities allocate extra periods in accordance with operational requirements.

Benefits

Regular refresher in ETR results in the following benefits for Corrective Services in Western Australia:

1. Assists in realising mission and goals by improving individual, and operational performance and by creating an inherent culture within the Officer contingent that places individual operational currency in the workplace as a high priority.
2. Ensures organisational and individual compliance with applicable legislation, policy and procedures.
3. Enables Officers to retain the knowledge and skills to carry out their core responsibilities related to offender management in a safe, effective and efficient manner.
4. Ensures currency across front line staff and identifies any 'skills gap' that may arise as a result of changing policy and procedures that may need addressing.
5. Provides an efficient model for determining the operational skill level of Officers on the front line.

Recording/Tracking

Officers are able to track the currency of their individual ETR through the LMS. The local Satellite Trainer is responsible for inputting the training result into the LMS following the completion of training. Online elements self-record once completed.

Delivery

The face to face elements are delivered by Satellite Trainers, local accredited trainers and the Academy's Specialised Training Section (STS). All trainers are upskilled by the Academy to deliver the respective elements.

The Academy assists each facility to develop and maintain a pool of trainers from which they can source facilitators. The local Satellite Training Officer (STO) is responsible for sourcing and coordinating the delivery of the ETR from appropriately accredited staff and subject matter experts. The STO and other trainers deliver training elements within the scope of their expertise (this varies).

The Academy has developed Approved Standards for Essential Training Requirement (ETR) Trainers/Assessors. These Standards provide a clear definition of the process for trainer accreditation and ensures that the elements, due to their risk and specialist nature are delivered by suitably accredited staff.

Creating an Impactful Mental Preparedness Training at the Correctional Service of Canada: A Consideration for Pedagogy

Correctional Service of Canada

Mental health in the work place is a shared concern for employees and managers. The Correctional Service of Canada (CSC) asserts that this issue is a priority and has taken measures to support its employees. In September 2015, CSC implemented mental health training for all employees, the goal of which was to contribute to a healthy workplace, to help reduce the stigma related to mental health issues and to provide tools and teach skills to reduce stress and promote mental health. Based on the lessons learned, CSC has implemented the next generation of mental health training. Work is underway to increase employees' responsibility to the training and increase training effectiveness. This article will provide an understanding of the pedagogical or andragogic considerations that are guiding decisions in the implementation of the new mental health training program.

Advanced Mental Strength (AMStrength) training

Documented for decades, employees working in a correctional environment will likely face multiple stressors that may contribute to mental health issues (Augustad & Levander, 1992; Carleton et al., 2018a, 2018b, Lambert et al., 2007; Lambert et al., 2009; Lombardo, 1981; Ricciardelli & Power, 2019; Wright, 1993). Situations or incidents in the work place may have significant consequences for the employees' well-being (e.g. high levels of stress, anxiety, absenteeism, burnout, low job dissatisfaction) as well as for the organization, such as, staff turnover, cost implications and operational challenges (Byrd et al., 2012; Lambert, 2004).

Training has a role to play as part of an organizational strategy to prevent and reduce work-related mental health issues for employees. Recent studies provide a link between employees' knowledge about mental health, the reduction of stigma and increased resiliency competencies to prevent mental health problems.

In 2015, the Correctional Service of Canada (CSC) collaborated with the Mental Health Commission of Canada to deliver a one-day training called "Road to Mental Readiness" (R2MR) to all employees. By March 2019, 79% (11,290) of CSC's employees had completed the training.

CSC and the Government of Canada as a whole have identified the mental well-being of employees as a key priority. In partnership with Memorial University, CSC launched a longitudinal study that will provide a better understanding of mental health of federal correctional officers. This collaborative research will assess the impact of job experience on mental health indicators that contribute to psychological stress and Occupational Stress Injuries (OSIs) such as, Post Traumatic Stress Injuries (PTSI), Post Traumatic Stress Syndrome

(PTSS), and diagnosed Post Traumatic Stress Disorder (PTSD), and identify resiliency (protective) and vulnerability (risk) factors. This is the first large scale study occurring within CSC that will inform future recruitment, screening and training practices.

The "Road to Mental Readiness" (R2MR) training was developed by Canada's Department of National Defence and was later adapted for many law enforcement agencies, including CSC, to reduce stigma and to address and promote mental health and resiliency. R2MR was a useful introductory course and CSC employees wanted more. CSC learned of Advanced Mental Strength (AMStrength) training developed by Dr. Justin Trounson and his colleagues, from the Center for Forensic Behavioural Science, Swinburne University of Technology, in Melbourne Australia. AMStrength helps participants build a better understanding of their state of well-being, how to check in on their well-being and understand that they have the power to influence their state of well-being at any given time. The training involves getting staff to practice skills/tools and encourage them to build new coping skills. AMStrength integrates a range of evidence-based psychological and behavioural approaches including Cognitive Based Therapy, Mindfulness, Solution-focused strategies, Emotion-focused strategies and Dialectical Behaviour Therapy.

The training was developed specifically for correctional officers, it includes scenarios and examples that are unique to a correctional environment. CSC developed a partnership with Swinburne University to use AMStrength training, with the ability to adjust the content to maximize outcomes in the Canadian context.

CSC first implemented AMStrength, in May 2018, within the Correctional Training Program (CTP), a program that assesses and trains recruits, who if successfully completing the program, will become federal correctional officers. Within CTP, AMStrength includes 14 hours of training, divided in sessions of two hours over a seven-week period. The time lapse between sessions is important as it provides the recruits the opportunity to reflect on their learning. During CTP, recruits face multiple stressors, including, being away from their support network for approximately 14 weeks, a challenging and rigorous assessment process, fear of failure, etc. The context and nature of CTP provides recruits an opportunity to practice and apply what they are learning, increasing the likelihood of transferring the new skills/tools in their lives and at work.

Building on the introductory course of R2MR and the new AMStrength delivered in CTP, CSC is implementing a refresher version of AMStrength for existing employees beginning in the fall of 2019.

A Consideration for Pedagogy

In the field of education, pedagogy is the "study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective" (Peel, 2017). In general terms, pedagogy (or andragogy, the application to adult learners) is a science that identifies how best to create learning content and delivery as well as the most conducive learning environment.

There is more to training than teaching scientifically or empirically recognized knowledge, skills, competencies or tools; the learning conditions contribute to the learning outcomes. Factors influencing outcomes include, training design, the trainer's approach, the teaching/delivery techniques, the type of the learning activities, as well as the learning transfer.

Given the importance of the mental well-being of correctional employees, this program is designed to reduce stigma, to address and promote mental health and resiliency in CSC's workplaces. To support correctional employees, CSC's learning professionals are focused on ensuring the effectiveness of AMStrength (i.e. both initial and refresher versions), by focusing on pedagogical factors. The following factors have been considered and will be discussed: focusing on competencies as a priority, maximizing learning time, creating an active learning environment, providing meaningful content and implementing the right level of difficulty for the learning tasks.

Focusing on Competency as a Priority

In a work environment, a competency can be defined as what someone requires to perform their job. Many characteristics, such as someone's attitude, personality traits, level of motivation or interest can fit under that definition. In the field of learning, competencies are often considered knowledge or skills which are the "teachable" parts. Training for a specific job or work environment frequently needs to be concrete and practical, providing clear guidance, knowledge or skills to enable a new or existing employee to perform the functions and/or roles related to their job. The training may also be used to refresh existing knowledge or skills or to build on and further improve the level of competencies.

Competency-based training is well adapted for the work environment. This training design provides concrete, relevant, meaningful and immediately applicable content that is adapted to the reality of a work environment. The emphasis is on the acquisition of practical skills over theoretical knowledge. Knowledge is important, but the applicability of it is most important. In terms of training design, a few key questions are considered to support competency-based training:

What practical skills can be implemented immediately after the training?

Are the selected skills well defined?

Is the majority of the training time focused on learning the skills? Given the time available for training and the competency level of the participants, does the training content focus on the most the appropriate skills? If not, what are the skills that need to be prioritized?

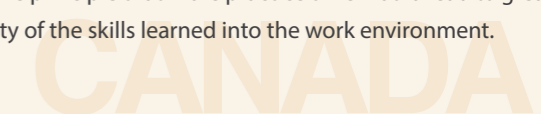
Do participants need to be taught specific knowledge? If so, how much time is devoted to knowledge acquisition versus practical skills?

Are the skills taught in the context of a specific environment or situation that is meaningful and transferable to the work environment?

Has sufficient time been allowed to evaluate (formative) participants and to provide feedback on the application of the skills?

Has sufficient time been allowed to evaluate (formative) participants and to provide feedback on the application of the skills?

For the refresher version of AMStrength training, CSC focused the content on teaching skills and sharing tools that would have the most impact on the prevention of mental health injuries as well as the overall management of mental health. The program provides a review of the concepts learned in the Road to Mental Readiness training or the initial AM Strength content taught to correctional officer recruits – the knowledge aspect. The remainder of the day focuses on time and space for practice and application. CSC's learning professionals worked on the principle that more practice time would lead to greater transferability of the skills learned into the work environment.



Creating an Active Learning Environment

Active learning can be defined as “a philosophy of education based on the premise that students internalize information best when they are directly involved in their own learning.” (Greek, 1995). In the educational world, active Learning is an important teaching tool as it has been shown to increase classroom participation (Adkins, 2018; Deslauriers et al., 2011; Greek, 1995), improvement on the student’s grades (Deslauriers et al., 2011; Freeman et al., 2014 ; Sinnayah et al., 2019) and a reduce class fail rate (Freeman et al., 2014 ; Sinnayah et al., 2019).

Learning professionals should reflect on training sessions, asking, “Who did most of the work during the training? Participants or the trainer(s)?” Overall, the more the participants are actively engaged in the training, the greater the likelihood that what is learned transfers to the work environment. Many techniques or strategies increase active learning, examples include, classroom or small group discussion; reviewing case studies in small groups; open-ended questions; quizzes; self-evaluations; team activities; skills practice in a peer to peer format; practicing skills in a group and receiving feedback; individual reflection time in class, etc.

According to the University of Michigan’s Center for Research on Learning and Teaching (CRLT), the implementation of an active learning classroom may be challenging. It can be overcome by building on material that is already part of a curriculum, including, starting with a small change, explaining the benefits of the activity to the students and regularly seeking feedback from the students (CRLT, 2016).

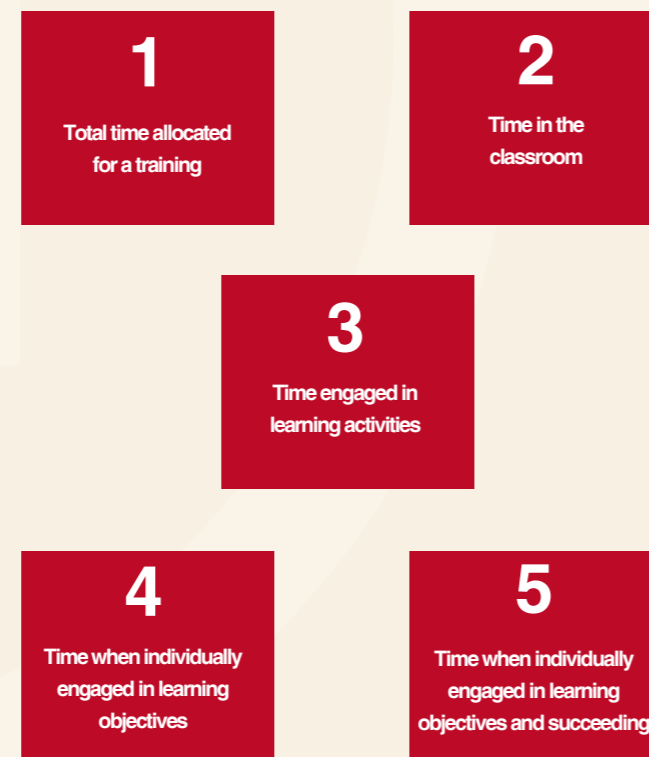
In the context of a competency related training, the fundamental idea is to move away from a lecturing training format where the participant’s role is essentially to listen. From a training design perspective, competency based training does not rely solely on the trainer as the main source to create the learning. Rather, the learner is a central focus and is very active in their own learning. Training designers should consider the following questions:

1. Are active learning tasks included in the training?
2. Are the participants involved most of the time in the training? Are they doing most of the work in comparison to the trainer?
3. Are self-evaluation tools (linked to expected learning outcomes) included for the participants?
4. Are the selected learning activities the best choice to meet learning objectives?
5. Can the active learning tasks be implemented with minimal direction?
6. Is the trainer comfortable with the implementation of the active learning strategies?
7. Was the trainer trained to give the proper space to the participants?

Maximizing Learning Time

A day of training is not equivalent to a day of learning. Many factors influence the time that a participant will directly spend on the learning objectives. Time that the participant is not engaged in “productive” learning is subtracted from the total time allotted in a training day. The following needs to be subtracted from the “training day”: breaks, including lunch and those who do not respect the “return to classroom” times; time spent by the trainer or the learners to organize the class setting; welcoming and introducing the group; managing discussions not related to learning topics; transition time between each section of the training, etc. For the purpose of this discussion, “learning time” is the total time spent by an individual is actively involved in meeting the learning objectives. The learning time, as defined, is measurable. Available training time can be divided into 5 components in a classroom format:

There is a type of “funnel effect” when it comes to training time - time is precious (Brunelle, Jean, Tousignant, Marielle et Godbout, Paul (1983)). The time a participant spends directly completing the learning objectives is essential. Thus, the more learning professionals can increase that time, the more the opportunity to learn is increased. The time dedicated to training content is essential to training outcomes. Trainer capacity to maintain focus and minimize unproductive time is key. Training designers should consider the following:



There is a type of “funnel effect” when it comes to training time, time is precious (Brunelle, Jean, Tousignant, Marielle et Godbout, Paul (1983)). The time a participant spends directly completing the learning objectives is essential. Thus, the more learning professionals can increase that time, the more the opportunity to learn is increased. The time dedicated to training content is essential to training outcomes. Trainer capacity to maintain focus and minimize unproductive time is key. Training designers should consider the following:

- What is the most crucial learning(s) that needs to take place?
- How much time is needed to be spent on those crucial learning objectives/outcomes?
- Is direction provided on how to reduce unproductive time between each section of the training?
- Does the training flow contribute to maximizing productive learning time?
- Have opportunities been provided to maximize the learning time for each participant?
- Is the trainer mindful of the concept of learning time?

The AMStrength refresher training was more challenging because of the duration (1 day). CSC paid particular attention to the application of the concept of learning time in relation to competency development. CSC has allocated more than 50% of the training time to the practice of the skills and tools. Case studies based on realistic and most common challenges were integrated into the content, to provide opportunities for group as well as individual practices.

Providing Meaningful Content

Training content needs to be relevant for the learner, especially for adult participants. The original AMStrength training (i.e. both initial and refresher versions) was developed by and therefore reflects an Australian context. When CSC adopted AMStrength training, adjustments were required to the content to make it pertinent to a Canadian context and federal correctional environments. The fundamental training concepts remained the same. Australian terminology, images, and references were replaced by Canadian examples. Canadian statistics pertaining to corrections staff and PTSD and other stress related injuries were integrated. Finally, Canadian resources and supports available to CSC staff (e.g. Employee Assistance Program (EAP), Critical Incident Stress Management (CISM), Employee Assistance Services (EAS), Office of Conflict Management, national and local crisis lines and helplines, useful websites etc.) were included.

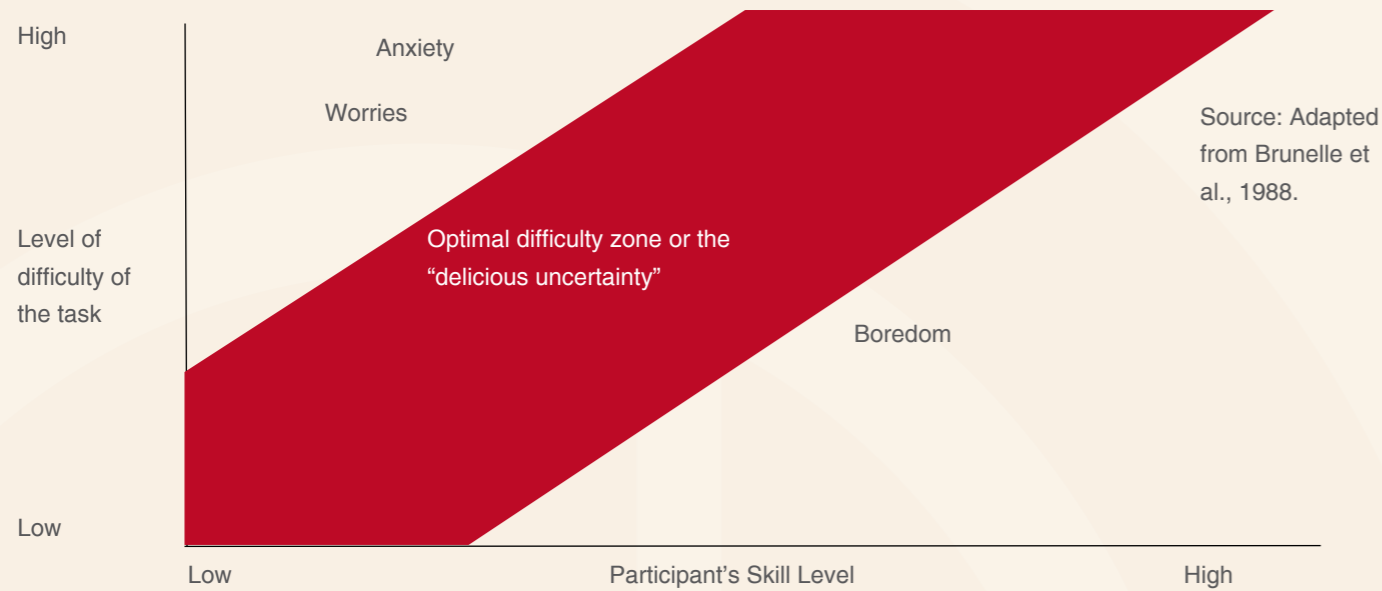
Following the delivery of the pilot training, additional changes were made to increase the relevancy and impact. For example, a module on correctional stressors was added. Topics including the physical environment of the institution, inmate violence, death and suicide, nature of the job, shift work, employee group dynamics are addressed. Opportunities are provided to explore the barriers and challenges of transferring the tools and skills learned in the initial training (i.e. AMStrength initial or R2MR) into the work place.

Implementing the Right Level of Learning Challenge

A class of participants is rarely homogeneous. Learners will have their own learning styles, different levels of experience or levels of competency. The learning tasks provided need to be challenging (and motivating) enough to be able to (1) create the desire to learn and (2) generate sufficient effort that will result in a successful learning. It is preferable to design learning activities that can be adapted, in the course of the delivery, to the level of competency of the participants. Ultimately, it is more productive to keep the learner in an optimal difficulty zone. This is when the learning task is not too difficult or too easy. If too difficult, the participant may feel anxious or discouraged, resulting in not achieving the learning objectives or outcome. If too easy, the learner may be bored and lose momentum to learn. Training designers should aim to provide learning tasks that can be adapted to the participants’ level of competency and learning readiness. In addition, training designers need to rely on their learning colleagues, namely, trainers to be able to adapt the content to the audience as required. The appropriate level of difficulty will be challenging enough to maintain or even increase level of effort to succeed, which equates to a “delicious uncertainty” (see illustration below). The following should be considered from a design or delivery point of view:

1. Are the learning tasks designed in a way for the trainer to be able to increase or decrease level of difficulty?
2. Do the trainers understand this concept and are they able to adapt while delivering the training? Are they learner-centred?
3. What is the level of competency of the participant? Do they have experience in the subject matter or are they a novice?





Planning the Transfer of Learning

The transfer of learning is an important concept in the education and training field. According to Yale Poorvu Center for Teaching and Learning (2019) transfer can be defined as *“a cognitive practice whereby a learner’s mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context.”*

It is an accepted fact that if a competency is not implemented or practiced outside of the training environment, the performance of that competency is likely to significantly reduce over time. Applied to a work environment, this is particularly true for more complex skills or techniques. To support the transfer of learning, the individual must be motivated, must master the subject, have sufficient time to learn, receive constant detailed feedback and the learning must be reinforced in the work environment by supervisors and colleagues (Commission on Behavioral and Social Sciences and Education National Research Council, 2000, p.53-61; Pugh et al., 2006). At the work site, transfer of learning is associated with strategies to help maintain the learning that took place in the training environment. There are many ways to support the new or refreshed learning, including, peer-coaching programs, planned follow-up support, job aids, practice opportunities, work assignments, application notebook, etc. (Taylor, 1997).

In the context of the AMStrength project, CSC expected new correctional officer graduates to transfer their skills and tools because of the amount of practice each participant receives throughout CTP and the reinforcement of this learning through the refresher training. Moreover, because all CSC employees will ultimately receive the training as well, new correctional officer graduates are also seeing the concepts and practices of AMStrength reinforced by peers and supervisors across their entire work environment. Finally, CSC also

created a half-day training specifically for all managers which will be implemented in late 2019. The half-day sessions have been developed to provide tools (i.e. workbooks) directly to managers so that they can maintain a dialogue on mental health with their staff following their completion of the refresher training.

Conclusion

It is essential to consider the science of pedagogy in the design of training on employee mental health preparedness in a correctional environment. The selected pedagogical concepts used to guide CSC’s review during the implementation phase of the AMStrength initial and refresher training have been useful. The concepts of competency-based training, learning time and active learning provided an opportunity to review the training from a different lens. At this stage, CSC learning professionals are confident that the

changes will have an impact on the responsivity of the employees and increase their motivation to use the skills and tools outside of the learning environment. The concept of *“delicious uncertainty”* was not witnessed during the pilot phase of the delivery of AMStrength; however, gaining experience with the delivery of the content and a better understanding of the participants’ level of skills are needed before proposing options to each of the learning activities. This will be considered at a future review.

The half - day training for managers will help managers to remind staff to use the tools learned and to create a safe space to address employee mental health challenges. What happens in training is important, but what happens after the training is even more important. Future reviews of training outcomes will provide information to improve the training design and content.

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Correctional Service of Canada*

Enhanced Staff Capabilities to Respond to Correctional Emergencies

Macao Correctional Services Bureau

Staff Training

Emergencies are inevitable in prisons, and they could happen quite frequently. In the event of incidents in prisons such as fire, riot, self-harm behavior, or external threats like disease outbreak and natural disaster, our staff’s responsiveness plays a vital role in effectively controlling the situation, minimizing the impact and expediting the restoration process.



On-the-job Training

It is always important to be prepared for contingencies in times of peace. In order to improve staff’s ability to cope with different emergencies, Macao Correctional Services Bureau emphasized organizing on-the-job training to its staff, including workshops, training courses, practical training exercises and drills.



Workshops and Training Courses

Workshops and training courses are some of the approaches that can facilitate staffers’ acquisition of new knowledge and skills. To help officers manage and respond to emergencies efficiently, the Bureau invited external training institutions to provide crisis management training and workshops for uniformed and non-uniformed personnel. The training aimed at raising participants’ awareness of crises, developing their independent and critical thinking and emotion management skills, and cultivating their knowledge on preventing and managing crises.





Staffers gain practical media handling skills at the crisis management training.

Practical Training Exercises

To maintain prison guards' ability to effectively react to prison emergencies such as fights, fire incidents or discovery of contrabands, the Bureau regularly organizes tabletop exercises and simulation exercises to test-run the contingency plans in place and consolidate commanding and frontline officers' knowledge and skills in responding to emergency incidents.

In the workshops and training courses, participants were able to learn the techniques to: tackle the stress arising from emergencies, make self-adjustment for effective emotional relief, enhance the ability to handle and resolve the events, develop mechanisms to ensure the accurate acquisition and transmission of information, conduct comprehensive assessment and preliminary control on emergency events, devise and implement plans of response to emergencies, make comprehensive post-incident review and formulate appropriate plans of restoration.



Prison guards practise at regular fire simulation exercises.

Emergency Mock Drills

To improve prison guards' responsiveness to large-scale incidents, the Bureau conducted a variety of emergency mock drills, including those on riot, hostage-taking, fire, emergency water supply and escort of inmates with infectious diseases, etc. In the drills, the participants practised and improved their responsiveness, communication and coordination abilities and strengthened the cooperation mechanism with other supporting government agencies in times of emergency.



A fire drill takes place at Youth Correctional Institution.



A riot control drill at prison cell.



Staffers practice the procedure of escorting inmate with infectious diseases.



Representatives from Hong Kong Correctional Services share experience with staffers of the Bureau.



A drill on emergency water supply.



A riot control drill at an exercise yard.

Learn from Counterparts

Besides exchange visits, the Bureau also invited its correctional counterparts to Macao to share knowledge, tactics, practical skills, and experience to its staffers, thereby improving their capabilities of detecting potential threats to prison safety and benchmarking effective strategies and skills in dealing with different correctional emergencies.

In response to the complex and ever-changing environment, the Bureau will continue to develop the capacity of its staff to cope with emergencies, so as to improve the safety and security of the prison.



Leadership Development in Singapore Prison Service

Singapore Prison Service

The Singapore Prison Service ("SPS") believes that leadership plays an important role in the continued success of the organization, in innovating and pushing the boundaries of Correctional work, contributing to a safer and secure nation.

This underlying belief in our people and leadership drives us to invest significantly in our staff, to nurture our leadership capabilities to build a high performing correctional workforce.

SPS's Leadership Development Pathway

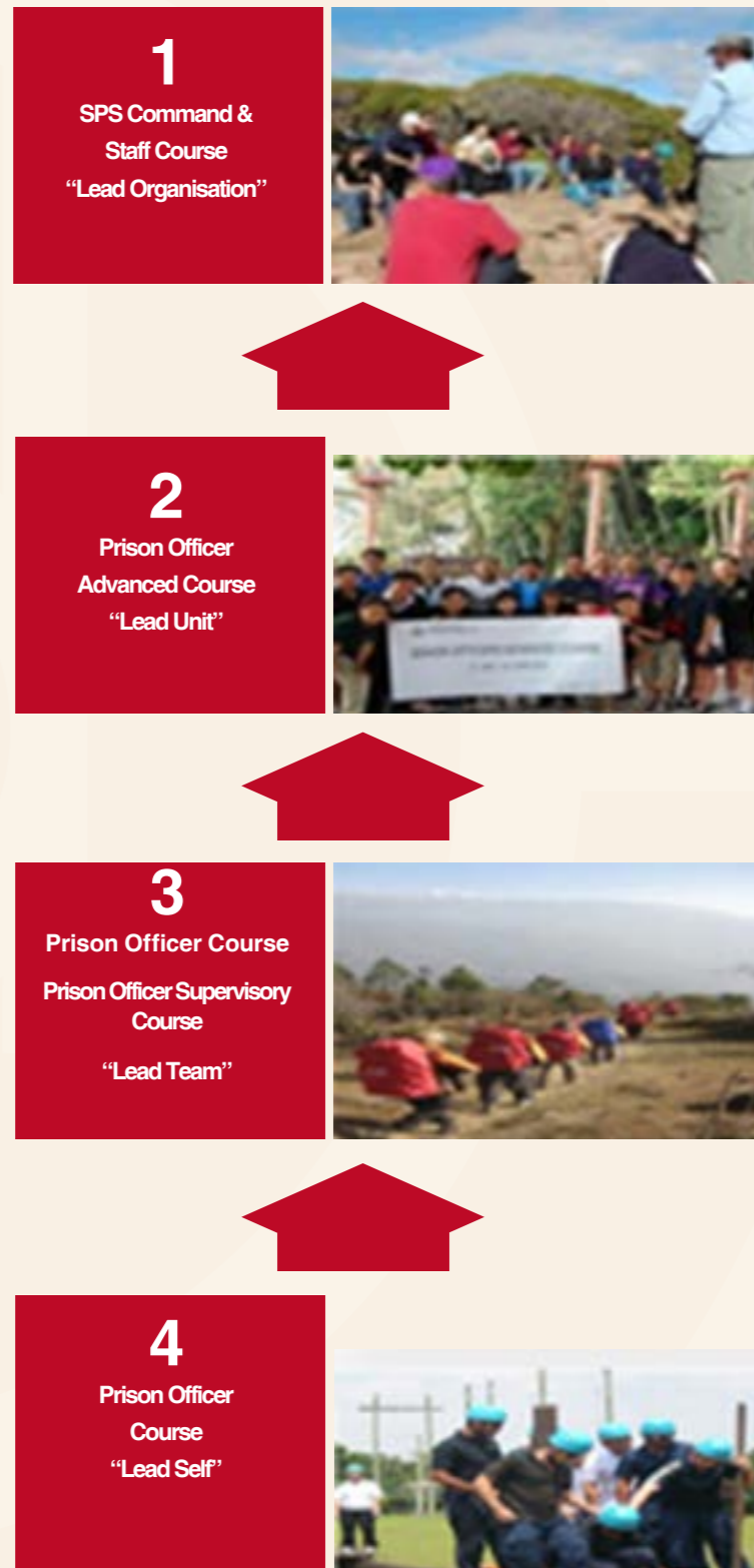
We take a deliberate approach in nurturing and developing leaders. Leadership development begins from the day an officer joins SPS. While undergoing the Prison Officer Course ("POC"), officers are given concurrent tasks/projects and work in teams, while undergoing rigorous training.

Upon graduating from POC, officers will be deployed to the prison institutions, where they will handle operational routines, work in teams and manage crises - their leadership skills gained from training will be put into good use. With experience and seniority, officers can look forward to an advanced leadership training, curated to prepare them to take on higher responsibilities by equipping them with skills and knowledge to become a more effective leader.

For officers who are assessed to take on senior command positions, they would be shortlisted for SPS's apex leadership course, the SPS Command & Staff Course ("SPS CSC"). SPS's leadership development pathway is illustrated in the diagram below.

Leadership Training – "The SPS Way"

Our approach to leadership training is to put participants into unfamiliar terrains and situations which they otherwise would not do. Such situations put participants into their stretch or panic zones, and create an experience and opportunity to practise and gather feedback on their leadership capacity. This approach is also our training philosophy whereby 70% of learning is based on experience (or experiential), 20% is facilitated feedback and discussions, and the remaining 10% is attributable to the traditional instructor-led or classroom training. To be an operational and professional force, we believe this is the most effective approach for leadership training.



In - House Leadership Training, the SPS Way



SPS's Leadership Development Programmes

There are three common themes in all our leadership training; (1) Understanding Oneself and Others, (2) Ability to Plan and Execute missions, and (3) Creating a common Xperience" for learning. These three components aim to equip our participants with the desired set of skills to lead people and manage resources effectively and efficiently.

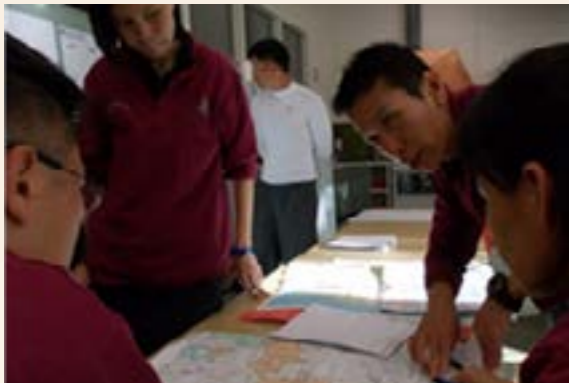
"Understanding Oneself and Others"

One of the hallmarks of a good leader is the ability to optimise their strengths as well as identify and improve upon their areas of weakness. Hence, SPS starts our leadership development with DISC profiling, to allow the participants to better understand themselves as well as others. The acronym DISC stands for the four personality styles, namely; (D)ominance, (I) nfluence, (S)teadiness and (C)ompliance.

Different situations call for different leadership styles. Knowing their instinctive leadership style and being aware of what leadership style is required to meet the demands of the situation is essential to good leadership.

"Ability to Plan and Execute missions"

There is a saying "Failing to plan is planning to fail". Planning is a basic and critical skill of being a leader. Successful leaders will devise plans to meet demands associated with the mission in a challenging environment, whilst making contingency plans to minimize chances of mission failure.



Discussions between the training participants to derive the best plan, before presenting to higher command. Pictures taken during the Command & Staff Course (CSC) and Prison Officer Supervisory Course (POSC).



“Creating a common experience for learning”

We take much deliberation in designing and developing a truly unique experience, or “Xperience”, for our participants. Having learnt the skills and gaining new knowledge, an experiential learning programme will allow the participants to demonstrate the newly learnt leadership skills.

The approach is to put participants into unfamiliar terrain and situations which they would ordinarily not find themselves in. Such situations put them in their “out of comfort zone”, and create an experience and opportunity to practice and gather feedback on their leadership capacity.



[SPS Outdoor Experiential – Officers participating a course in an unfamiliar terrain].



Daily debriefing and after-action-review sessions facilitated by the training team also enhance the overall learning of the participants through collective sharing of experiences and understanding. We also include training mentors as part of the training team, who plays an important role of helping to contextualise learning, for better learning application. The training mentors are leaders who are minimally one grade higher than the participants. At the tail end of the experiential training, peers and training mentors appraise the participants on what was observed during the Xperiential training.



[Facilitated Debrief and Reflection during the Prison Officer Supervisory Course or (POC)].



Closing Remarks

SPS addresses our staff as Captains of Lives (CoLs). We believe that the work we do have great impact on the lives of offenders, their families and the greater society. We want to do our job well and strive to be an exemplary Correctional Service.

To achieve this, we will continue to invest in our people and develop our leaders. Good leadership in SPS will ensure we continue to remain

relevant, but great leadership will transform SPS into a truly excellent organization.

We acknowledge the need to be agile to address constant changes in our environment. In line with that, our SPS leadership development will continue to evolve to meet the challenges of building a high performing workforce.

Medical Orderly Training for Staff Working in Prisons

Malaysia Prisons Department

What Is an Orderly?

An Orderly is someone who assists a patient to go about his/her daily and scheduled activities in a medical care facility or in a patient’s home. In effect, they help the nurse by handling the more mundane nursing services. Orderlies contribute significantly to the healthcare industry even though the care they provide is non-medical in nature.

What Does an Orderly Do?

A Medical Orderly in prison assists the Prison Medical Officer in the prison’s clinic. The Orderly’s main responsibility is to provide care and support to inmates who are being treated in the ward of the prison clinic. The Orderly also facilitate the provision of medical equipment, patient registration and other related medical functions.

Orderlies are required to attend relevant courses on how to prevent the spread of infectious disease. To keep the facility clean, inmates assist the Orderlies in performing domestic chores such as mopping, disinfecting and changing soiled linens. They also maintain the unit’s inventory of equipment and non-medical supplies.

MODULE: GENERAL HEALTH

Course Title: Medical Orderly Courses Level I and II

Medical Orderly Courses Level I and II are accredited by the training center of Kluang Johor Prison Officers in collaboration with the Health Ministry of Kluang, Johor District.

Course Objectives

To expose prison officers to basic medical knowledge and nursing skillsets in order to carry out their duties in a prison clinic.

- Ensure that every prison officer who assist the Prison Medical Officer is equipped with the necessary knowledge and skills
- Provide training in dealing with anxiety situations especially life-threatening emergencies
- Provide training in counseling, implementation of methadone maintenance therapy and clinical management

Course Methodology

Lectures, Group Exercises and Practical Examinations

Course Content

1. Prisonial General Commissioner Fixed Written No K: 001 Mpd- Guidelines of Labor-Intensive Payments – Medical Orderly
2. Contagious Disease in Prison
3. Infection Control: PPE & Spillage Management
4. Medical Triage & Emergency Prevention Treatment
5. Knowing Symptom of Mental Problem Among Inmate
6. Know Your Medicine
7. Practical & Practices Training: Basic Procedures: ‘Vital’ Signs & Care ‘Intravenous’
8. Practical & Practice training: Cardiopulmonary Resuscitation (CPR) and Basic First Aid

Practical sessions on CPR and Basic First Aid Course for Prison Officers.



MALAYSIA



M U L T I M E D I A H U B

Institution TM1, Singapore



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Special mention to the inmates at MMH for their
dedication and commitment for the design and layout of
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