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HEARING THREE
COMMISSION ON SAFETY AND ABUSE
IN AMERICA'S PRISONS

DATE: November 1, 2005
TIME: 8:30 a.m. to 3:37 p.m.
PLACE: Washington University School of Law
Anheuser-Busch Hall, Room 310
St. Louis, Missouri 63130

Consequences of the Job on the Health
and Well-Being of Corrections Officers

Pages 192-243

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1 This next panel entitled Consequences of
2 the Job on the Health and Well-Being of Corrections
3 Officers will explore consequences of this job on not
4 only the officers and their well-being, but also their
5 families. I am very pleased to welcome our three
6 witnesses, Dr. Robert Delprino, Mr. Larry Brimeyer,
7 and Mr. William Hepner.

8 There is evidence that corrections officers
9 have a lowered life expectancy, higher divorce rates,
10 and higher rates of alcoholism than other law
11 enforcement officers. I had direct experience of this
12 when I was directing the Massachusetts Maximum
13 Security Mental Hospital For the Criminally Insane,
14 the prison mental hospital. And also mental health
15 programs for the state prison system in which I had
16 opportunities to work not only with prisoners, but
17 also with officers.

18 I remember that one year we measured the
19 blood pressure of all the corrections officers who
20 worked at the prison mental hospital, and discovered
21 that the vast majority of them had blood pressures
22 that were so high that they would have qualified for
23 immediate medical leave of absence. And that we've
24 heard earlier today about the low number of retirement
25 checks that correction officers receive after they

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1 retire. They just -- the survival rate is remarkably
2 diminished. So this is a real major, serious problem
3 along a number of dimensions.

4 This distinguished panel of experts and
5 corrections professionals will discuss the myriad
6 consequences of work in the correction field,
7 including the stresses of the job and the impact of
8 those stresses on the health and well-being of
9 corrections officers and their families, as well as on
10 work performance, including the implications these
11 have for safety and abuse. The panel will describe
12 these issues for us and suggest ways administrators
13 can work to support corrections officers and reduce
14 the negative consequences of the job.

15 Dr. Robert Delprino is a professor of
16 psychology at Buffalo State College, and has served as
17 the visiting fellow with the National Institute of
18 Justice.

19 Larry Brimeyer is the deputy director for
20 the Eastern Region of the Iowa Department of
21 Corrections and has worked on a stress pilot project
22 in Iowa.

23 William Hepner is the program development
24 specialist at the New Jersey Department of Corrections
25 Training Academy and was the project director of the

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1 pilot program of New Jersey Stress Management. I want
2 to thank each of you for your time today and for your
3 insight into these important issues. Can we begin
4 with you, Dr. Delprino?

5 DR. DELPRINO: Thank you. Good afternoon.
6 It's a pleasure to be here today, and I also want to
7 say it's a real pleasure to be serving with these
8 gentlemen, Deputy Director Larry Brimeyer and Program
9 Specialist Bill Hepner. I think they both represent a
10 great deal of practical knowledge in the field of
11 corrections.

12 As you're aware, the commissioner said
13 we're here to talk today about the consequences of the
14 job and health and well-being on correctional
15 officers. When you read the description that was
16 given about this session, there's a mention of COs
17 having a high divorce rate, high rate of alcoholism
18 than other law enforcement officers, and how other
19 stresses on the job impact work performance on the
20 officers and family members.

21 I also just want to remember as a group not
22 to forget that many correctional officers go through
23 this career of 20, 25 years with themselves and their
24 families intact, and we see that sometimes folks are
25 negative maybe because it's more interesting. But

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1 many COs are proud of their profession, have a high
2 degree of respect for what they do, and see themselves
3 as serving an important role and service for their
4 community, which they do.

5 Now, similar to that, we have the
6 consequences that correctional officers and family
7 members face that do impact their well-being, their
8 job performance, and family life. I thought I would
9 start by discussing why the three of us are here, at
10 least my best guess of why we're here in front of you
11 today.

12 We've all been involved in various stages
13 in a program that was managed by the National
14 Institute of Justice, and that program was the
15 Corrections and Law Enforcement Family Support Program
16 also known as CLEFS. The program was developed in
17 response to Section 2301 of the 1994 Violent Crime
18 Control and Law Enforcement Assistance Act and as part
19 of the act the LEFS program was established in
20 recognition of the negative consequences the
21 job-related stress issues with the job have on law
22 enforcement personnel and their families.

23 I did say LEFS because originally the
24 program just dealt with law enforcement officers. It
25 wasn't until 1998 that the title was changed to CLEFS

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1 to recognize that correction officers and families
2 also experience negative consequences as a result of
3 the job.

4 Now, it was good the title was changed, and
5 the National Institute of Justice, NIJ, did a really
6 good job of giving more attention to correctional
7 officers. For example, it made aware of the
8 publication from the NIJ addressing correctional
9 officers' strengths, programs and strategies by Peter
10 Finn. This publication discussed some of the
11 job-related stresses for COs and what agencies could
12 do to be more supportive.

13 But I think the oversight of including
14 corrections in the title and focus of the programs I
15 think is an indication of the general lack of
16 attention that's been given to corrections and to the
17 concerns of correctional officers, their health,
18 well-being, and family concerns.

19 I think we can see this in the literature
20 sometimes where there is some literature that talks
21 about correctional officer strengths and how it
22 affects a family compared like to law enforcement
23 officers. It's not a very good balance there as far
24 as comparison.

25 Having said that, though, we look at the

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1 literature on correctional officer stress and how it
2 affects the family, I guess we could organize that in
3 three areas, how that job affects them. People have
4 spoken about it at earlier sessions.

5 One source of stress for the officer is the
6 job itself, the tasks they do. It's from the violence
7 from inmates, actual violence between inmates and on
8 staff members, response to the constant demands they
9 make, things like showers, phone calls, requests for
10 toilet paper, things like that. Possible manipulation
11 by inmates. Also a possible concern about trusting
12 co-workers. I think the last session really talked
13 about that quite a bit.

14 There's also organizational issues, things
15 such as understaffing which leads to forced overtime.
16 Concern for shift work and how that affects their
17 family life. Lack of support from supervisors, and
18 getting ready for this today I spent some time talking
19 to correctional officers in New York State ranging
20 from 23 years on the job to rookies, and I asked one
21 of them, "What stresses you out most on the job?" And
22 they all said inmates at some point, but most of their
23 energy and time was spent talking about the
24 organization and organizational issues they face,
25 which I thought was interesting. In general, they

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1 presented issues that could be considered out of their
2 organizational control.

3 And the third area that causes stress is
4 the poor public image, and people spoke of that
5 earlier today also. I think the public really doesn't
6 know what a correction officer does and perhaps they
7 don't want to know. I think one of the co-chairs said
8 earlier today that corrections really is a
9 misunderstood work force to a great degree. I think
10 what we know about them is really influenced by the
11 media and what they get there.

12 And I think many COs I found really don't
13 want to tell people that they are correctional
14 officers. They'd rather just say I work for the
15 state. That's what I do. You know, think about it.
16 When you talk to children, they want to grow up to be
17 a police officer or firefighter. How many children
18 say they want to grow up to be a correctional officer?

19 Not too many I don't think.

20 So the goal of the CLEFS program was to
21 develop programs and identify what are the sources of
22 stress for correctional officers and family members,
23 and also to offer some solutions that correctional
24 officers and family members could obtain or assist
25 them. Now, there are programs out there in existence

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1 and in use, but to realize the full potential they
2 must exist as a supportive culture, and people said it
3 again earlier today.

4 It's not just to have a program or policy
5 in place, but programs and policies have to be
6 supported in an ongoing way by the organization, the
7 administration, and supervision. And it has to be
8 supported in a way that increases the knowledge of the
9 programs, but also enhances the utilization of those
10 programs. They're both key.

11 Not only letting them know the programs are
12 out there, but also encouraging officers to make use
13 of them, and also encourage family members to make use
14 of them. I think what the deputy director and
15 Mr. Hepner are going to talk about are some of their
16 experiences with the CLEFS program, programs they've
17 developed, and how those programs contemplate out --
18 and in what stage they're in right now. Thank you.

19 MR. GILLIGAN: Thank you very much,
20 Dr. Delprino. Mr. Brimeyer.

21 MR. BRIMEYER: Thank you, Doctor. As I
22 indicated in my paper that is included in your
23 materials, in 2001 the National Institute of Justice
24 provided grant funding to the Iowa Department of
25 Corrections to implement a program focusing on the

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1 prevention and reduction of stress among correctional
2 officers and their families as part of a field test.
3 The grant required four components.

4 Number one, a wellness program. Two, a
5 family services program. Three, training for
6 supervisors. And four, in-service training for
7 correctional officers. Within each component were
8 suggested elements which might be developed. However,

9 each test site was allowed to select those elements
10 that the site felt most benefited their needs and
11 enriched their environment. Data was collected around
12 a number of elements and provided to an independent
13 evaluator contracted by the NIJ.

14 Results of the evaluation have not yet been
15 received. Some of the data elements included
16 absenteeism, sick time, tardiness, early retirements,
17 turnover rate, medical leaves, rule violations, union
18 grievances, inmate complaints, EAP contacts, and
19 participation in program components.

20 Now, while it is true that the project
21 ended when grant funding ended, pieces of the program
22 remain, and in fact, flourished and expanded. For
23 example, family tours of the facilities continue to be
24 a real hit with family members of all ages of
25 correctional staff.

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1 Last month, for example, over 350 family
2 members toured the Mount Pleasant Correctional
3 Facility as part of a now annual event started with
4 the stress grant project, and the true shining star of
5 the project is the peer support program.

6 Very briefly, peer support is a process
7 where co-workers who are trained to recognize various
8 symptoms and problems assist their fellow staff
9 through listening, understanding, and providing
10 appropriate referrals when necessary. Peer support
11 programs may serve as early detection mechanisms to
12 help staff deal with problems before they become
13 serious. These programs are popular and successful
14 because many staff prefer to confidentially discuss
15 personal or professional problems with one of their
16 own.

17 Familiarity breeds comfort. Peer support
18 helps reduce the daily stress of correctional work.
19 It can also help alleviate the emotional impact of
20 critical incidents, help to prevent the buildup of
21 anger, frustration, and despair that often lead to
22 alcohol and drug abuse, domestic violence, depression,
23 suicide.

24 In December of 2003 a first-ever staff
25 victimization and support services policy was signed

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1 by Iowa's director of corrections, Gary Maynard. This
2 policy combined a staff program, a peer support
3 program, and an emergency staff services program. The
4 department established objectives, procedures,
5 training requirements, and guidelines for selecting
6 local coordinators.

7 The department -- the department
8 coordinator is the administrator of victim and
9 restorative justice programs. The policy calls for
10 all institution and community-based corrections
11 programs to develop and implement a program to provide
12 assistance and intervention to employees and their
13 families during and after times of personal and
14 professional crisis to include a major emergency.

15 These members are provided 24 hours of
16 training and understanding the dynamics of sexual
17 assault, workplace violence, characteristics of
18 traumatic events, mental health issues, effects of
19 victimization, roles and responsibilities,
20 confidentiality, crisis intervention, peer support,
21 diffusings, debriefings, making referrals, and
22 victim's rights. Results so far are preliminary but
23 promising. There are over eighty employees in Iowa's
24 institutions who have been trained as peer supporters.

25 During the first nine months of 2005 over

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1 400 contacts have been made with those peer supporters
2 of the approximately 3,000 employees in the
3 department. In community corrections four of the
4 eight judicial districts have the program in place and
5 have reported nearly fifty contacts this year of the
6 1,000 employees in community corrections. The program
7 is still being developed in the other four districts.

8 Topics of contacts include suicide,
9 problems with co-workers, supervisors, stress,
10 substance abuse, medical problems, and marital
11 problems. Peer supports include activity specialists,
12 lieutenants, correctional officers, nurses,
13 maintenance workers, secretaries, food coordinators,
14 prison industry workers, and unit managers. Peer
15 supporters will also seek out employees they have
16 heard may need someone to talk to and let them know
17 they are available.

18 Interestingly, during the first 24 hours of
19 training in May 2004 the topic of bullying was raised.
20 This was followed by some training by Dr. Noa
21 Davenport, author of the book *Mobbing and Bullying in*
22 *the Workplace*. Peer supporters wanted to know more
23 about it in order to provide assistance to their
24 co-workers. Can I finish that? I have about three
25 sentences.

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1 MR. GILLIGAN: Go ahead.

2 MR. BRIMEYER: Thank you. With the support
3 of the employees' union, a bullying survey was
4 conducted at each facility and bullying training has
5 already occurred at three institutions. Survey
6 results are provided to the regional director to
7 review with respective wardens to address.

8 In conclusion, it seems clear that the
9 stress grant project raised awareness levels for
10 everyone in corrections in Iowa and served as a
11 springboard for the expense of the support program and
12 development of the bullying work I just described.
13 Thank you.

14 MR. GILLIGAN: Thank you very much,
15 Mr. Brimeyer. Mr. Hepner.

16 MR. HEPNER: Thank you, Doctor. Good
17 afternoon, commissioners. Please refer to your folder
18 as I give my opening remark. The New Jersey
19 Department of Corrections recognizes the effects of
20 occupational dynamics, including stress, upon our
21 correctional officers and its impact upon their
22 families. Our department's committed to developing
23 effective strategies not only to address and prevent
24 stress among correction officers, but also to promote
25 a healthy lifestyle for officers and their families.

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1 For that reason in January of 2001 we
2 submitted a proposal to the CLEFS program in the
3 Justice Department to be part of that field test site.
4 As you heard from my other two colleagues all the
5 information regarding that, and you have a summary in
6 that folder of the -- of the two-year grant that we've
7 used the four components, the wellness, family
8 services, the supervisory training, and in-service
9 training.

10 A little disheartened about the financial
11 support that has declined with the CLEFS program. We
12 thought it was a great program and allowed us to
13 explore more information into the lives and the
14 families of correctional officers, and it seems that a
15 lot of research information out there is more towards
16 law enforcement on the street and more towards inmates
17 incarcerated than there is for correctional officers.
18 I hope you don't sort of step backwards from that. I
19 hope we continue and continue to have more of what
20 we're talking about today, discussing problems in this
21 branch of law enforcement.

22 It should be noted that at the New Jersey
23 Department of Corrections we have a critical incidents
24 and stress management program theme that was
25 immediately formed prior to the application of this

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1 grant. You have a pamphlet in there describing our
2 stress management critical incident theme. We also
3 provide a cop-to-cop hotline that you can call 24/7.
4 It's confidential and there's a referral service
5 there, and that service is provided by retired
6 officers who have been formally trained to deal with
7 that.

8 We find that both programs are NJ DOC
9 stress -- critical incident teams and cop-to-cop more
10 favorable than our employee advisory services and more
11 trust in that. So we find that to be a very viable
12 alternative to the employee services.

13 We recognize that occupational stresses are
14 a pervasive problem within all correctional
15 jurisdictions, including the New Jersey Department of
16 Corrections, particularly amongst correction officers.
17 And as you already heard, faced with ever-increasing
18 inmate populations, more stringent sentencing laws,
19 restricting inmate releases, and tougher restrictions
20 and sanctions for inmate misconduct, correction
21 officers face daily challenges of effectively managing
22 the inmate population as well as their own stress
23 levels. Ongoing confrontations with inmates and
24 inmate-upon-inmate assaults are apparent in the
25 day-to-day operations of a prison.

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1 When you're a correction officer and you
2 graduate from the academy and you show up at that
3 front door and you start your career and you're in
4 there five days a week, 52 weeks a year, five years,
5 ten years, fifteen, twenty, 25 years, you become part
6 of the job. When you go to work in a place that has a
7 tendency to be condescending, negative, vulgar, that
8 can show up in your life.

9 You don't work at the YMCA. They don't
10 come home happy every day. I don't mean to paint an
11 ugly picture, but the consequences of the job, this
12 shows up in a great deal of our correctional officers,
13 and I've witnessed this in the 22 years at the four
14 prisons I've worked at.

15 And I've seen officers the first year maybe
16 putting on 75 pounds, and they talked about blood
17 pressure. They get to become cynical. Everybody is
18 under suspect. They get to become a little bit more
19 paranoid. I've seen some of my friends that I've
20 talked to or even put me in a different light because
21 I'm an ununiformed staff member. I'm not one of them.
22 There's even a separation between uniform and
23 ununiformed staff on there.

24 I'd like to use the analogy of my wife.
25 Twenty years -- over twenty years she's been an

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1 the inmate population is changing, and that's kind of
2 affecting how they do the job. Some inmates come
3 in -- I don't know the word is tougher or more
4 desensitized to things than previous before. So they
5 see the job changing that way, the kind of inmates
6 they're dealing with.

7 MR. BRIMEYER: And I would agree with that
8 in that the changes that we're noticing in Iowa and I
9 think most states are noticing is the increasing
10 number of mentally ill offenders that we're receiving.
11 When I started in this business 35 years ago, it was
12 about two percent of our population were seriously
13 mentally ill. Now it's approaching twenty percent.

14 We're not experts in dealing with the
15 mentally ill. We're not trained. That's not our area
16 of expertise, but certainly we're required to become
17 so, and so we're learning that with staff who have
18 been hired some time ago and so it now requires us to
19 become experts in dealing with the mentally ill, and
20 as you all know, it's a very -- it's an unpredictable
21 lot.

22 I mean, you can't always make a connection
23 between what's going on one moment and then some
24 assaultive behavior over here. It's a very difficult
25 population to deal with, and we're learning as we're

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1 going. And we're trying to -- we're trying to adjust
2 the attitude from a correctional or penitentiary
3 mindset to suddenly a mental health mindset, and so
4 that brings on some new stressors that we weren't
5 anticipating.

6 MR. HEPNER: Well, we're seeing in New
7 Jersey a number of violent inmates coming into the
8 prison system. At one time years ago an inmate would
9 come into the prison system, and there used to be a
10 respect to your older lifer who might be doing time in
11 a prison facility.

12 What we see coming today, there's no holds
13 barred. It doesn't matter who you are, what you are.
14 There's no respect. Inmates will fight now at the
15 drop of a hat. They're more gang-oriented. Drugs are
16 continuing to come into our facilities. I believe
17 that what you see inside prison is a reflection of
18 what's going on outside the prison with the amount of
19 drugs, violence, and gangs going on.

20 As our older inmate population is growing
21 and the youth is coming in, even our staff, custody
22 staff is growing older with them too. And I believe
23 there's a stress there with these older custody staff
24 members dealing with these younger inmates coming in
25 that don't have any rules, don't have any respect, and

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1 really don't care.

2 MR. GILLIGAN: Do you have any personal
3 experience or stories to recount of how the stresses
4 that correction officers undergo affect their methods
5 of interacting with the prisoners?

6 MR. BRIMEYER: I will offer a story. When
7 I started in corrections 35 years ago I started as a
8 correctional officer. There was no training and no
9 academy at that time. And so I vividly remember one
10 of my very first days on the job. I hadn't yet had
11 any confrontations or issues with any inmates, hadn't
12 met any inmates, but I was assigned to supervise the
13 dining hall, about 200 inmates eating.

14 So I'm trying to watch everybody as best I
15 can, and from nowhere comes an olive and hits me right
16 between the eyes. I'm reasonably sure it wasn't
17 thrown at me because somebody thought I was hungry,
18 and I had no issues with any inmates prior to that,
19 but I believe it was a test. It was a test of me as a
20 new officer, but in a figurative sort of way I would
21 offer that we spend our lives as correctional officers
22 dodging olives, if you can follow that figurative
23 analogy.

24 MR. GILLIGAN: Yeah.

25 MR. BRIMEYER: We're not always being

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1 hammered with olives, but that's kind of the nature of
2 the beast of the work we're in. Dr. Delprino, I agree
3 with him completely. There's something inherent about
4 this work that promotes or promotes stress, and that's
5 just an example of what we do day in and day out.

6 MR. GILLIGAN: Mr. Maynard, you had a
7 question.

8 MR. MAYNARD: Over the past several years
9 I've talked to literally thousands of correctional
10 officers who a majority enjoy their work, and I ask
11 them what what's the main thing they like about their
12 work? And they talk about the fact that it's
13 difficult, that it's -- no two days are alike, that
14 it's -- they seem to enjoy the challenge of the job.
15 So is there a good side of stress? I mean, those of
16 us who have been in the profession a long time, we
17 sort of enjoy some of that stress. I mean, does that
18 make any sense in terms of what's good and what's bad?

19 MR. DELPRINO: Yeah, it does make sense.
20 Somebody there talked about job satisfaction with
21 officers. It makes the job more satisfying is having
22 the challenges, do different things. Unfortunately
23 the job doesn't always allow that. Some job is
24 mundane, routine work they have to do, and research
25 I'm reading, there's a study in 2001 talked about two

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1 of the main issues that a majority of the officers who
2 turn over in the job state they were stressed and how
3 much part they take in decision making about their
4 job.

5 So you have some of those challenges are a
6 good thing to have to keep them interested --
7 interested in the job and not leave the job so early.
8 I think I wrote in my paper about turnover rate that
9 sometimes is with correctional officers. I think it's
10 the number from the American Correctional Association
11 was 68 percent in one study they did. That's not
12 uncommon. That routinely happens within the first two
13 years. A lot of the reason is the stress, or they
14 just feel they have no decision or no say in what's
15 going on in the organization. So the challenge is
16 good to some degree. It is helpful.

17 DR. DUDLEY: I was wondering if any of you
18 could point to things that have been done on the other
19 end of the spectrum. We talked about what to do with
20 officers who are stressed out, who they can call and
21 etc. Is there much that's been done to try to make
22 the job less stressful or to -- I guess I don't mean
23 that. What I mean is is there as much that's been
24 done to make -- help officers be less stressed out by
25 a stressful job, kind of more primary prevention?

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1 MR. DELPRINO: That's what the CLEFS
2 program is all about, I think, was trying to identify
3 strategy interventions that we put in place to help
4 the officer, you know, deal with the job better. I
5 remember listening earlier to some of your earlier
6 testimony that one of the persons was saying -- I'll
7 get the wording right here, that an officer, it's
8 about the officer being passionate and zealous to the
9 job as someone said earlier.

10 Well, I was wondering when I heard that how
11 do you counter the passion and zeal that's taken away
12 from a person that's been on the job so long, you
13 know. So there are things organizations can do. The
14 CLEFS program I think gave out over 35 grants in the
15 time it existed to help organizations to develop
16 programs.

17 Peer programs are very successful. There
18 are programs that Bill talked about earlier. The
19 programs are out there. I think the problem is
20 they're not utilized to a great degree because they're
21 not trusted, or officers aren't aware about the
22 programs that exist.

23 We've done studies a few years back; this
24 is on law enforcement officers. We asked how many of
25 you folks are aware of your employee assistance

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1 program in your organization, which is a fairly common
2 program. Maybe ten percent aware of the program. We
3 would think a hundred percent would be. Then we asked
4 the question how many would use it? You get like
5 twenty percent of them will actually use it.

6 So the program is great to have and have in
7 place, but if they don't support it or the officer is
8 not aware of it or a family member is not aware of it,
9 I will say it's a pretty useless program. I think
10 that's where we need to focus some of our energy, make
11 the program more acceptable, more understandable, and
12 really based on the officers' needs. I think a lot of
13 times in these organizations we throw a program in
14 place because we think it's a good idea.

15 One thing we found with CLEFS is not a lot
16 of agencies spend time going to the officers and
17 saying, "What are your concerns? What do you need to
18 have done?" We've got to be careful. It's not a
19 cookie cutter approach. It's not a one size fits all.
20 The model of the programs we do implement to really
21 fit the organization, the employees, and in place of
22 CLEFS really the family members needs of the
23 organization. Does that answer your question?

24 DR. DUDLEY: Let me try it this way. For
25 example, it seems to me that we've learned, say, in

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1 the military, for example, that they've used the idea
2 being in the supportive environment of other -- of
3 other peers, you know, as -- and have used that to
4 mitigate against the stress of the experience that
5 you're in, they've learned how to do that. Whenever
6 we hear about kind of peer collegiality amongst
7 corrections officers we hear about, you know, the wall
8 of silence and kind of negative implications as
9 opposed to the possibility of it's being used as a way
10 to help manage the stress of this situation.

11 So I'm wondering has anybody attempted to
12 do that, so that even though they're in a stressful
13 situation, that there are things that can be done so
14 that corrections officers' experience of it is less
15 stressful?

16 MR. BRIMEYER: I think the peer support
17 program that I described may be an example of that.
18 It clearly does not remove the stressors of the job.
19 It provides a support system for those people who are
20 feeling that stress and the support system can be a
21 great comfort when you find out that you're not alone,
22 that you're in this boat with someone else who are
23 feeling similar emotions, and that kind of support
24 system I think can help people deal with the
25 stressors, but it clearly does not delete the

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1 stressors.

2 MR. GILLIGAN: Mr. Nolan.

3 MR. NOLAN: This morning we heard from the
4 director of the Department of Corrections here in
5 Missouri, and he recognized one of its officers
6 diffused a very tense situation which the SORT team
7 was about to go in and extract a prisoner that was HIV
8 positive, and the officers were all concerned. This
9 officer had just gone through negotiator training and
10 effectively stood the prisoner down without any use of
11 force at all, without endangering the other officers.

12 I see here, Larry, that you have a peace
13 institute. I'd like to hear more about that. In Ohio
14 they developed a program called Opening Doors, which
15 is fascinating because it didn't come from the staff.
16 It came from a religious volunteer teaching the
17 inmates how to deal with conflict. She noticed that
18 they just didn't -- their use -- the standard way
19 their whole life of dealing with conflict was to
20 become aggressive, and so she taught them that the CO
21 saw such a change in the behavior of the problem
22 inmates they said, "We need that. I'd like to have
23 those skills so I don't have to put on my game face
24 all the time."

25 And it started in Marion, a tough, tough

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1 institution, and it's now spread throughout the state,
2 and so I'd like to hear about the Peace Institute, but
3 also know if you've considered even having that type
4 of training for the inmates to teach them how to deal
5 with their conflicts with each other, but also with
6 officers because in Ohio it's proved very, very
7 effective at lowering the stress within the
8 institution.

9 MR. BRIMEYER: The Peace Institute is a --
10 sorry, I should say was. Was a private foundation
11 that exists no more. It was a privately-funded
12 foundation that provided mediation services and
13 conflict resolution services to anybody who wanted it.

14 It was primarily used by the public school
15 systems in Iowa by not only the faculty, but by the
16 students as well. They had peer support and conflict
17 resolution programs going on among students in a
18 public school system. It ended about a year ago. I
19 am sorry to report it doesn't exist anymore because I
20 think it was a very valuable thing we had in Iowa.

21 One of the things that -- I really am
22 intrigued by your point of teaching inmates about
23 conflict resolution, and I think that's worth looking
24 at and I'm interested in doing that. One of the
25 things that I like to encourage my wardens to do in my

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1 facilities is when we have a potential use of force,
2 that before we do that, that we do the kind of thing
3 we heard about from Missouri. We use our hostage
4 negotiating team.

5 We have trained hostage negotiators. We
6 rarely get to use their skills. I don't want to ever
7 have to use their skills quite frankly, but I prompt
8 my wardens to use those hostage negotiators in those
9 times to see if they can use their negotiation skills
10 to talk down an inmate so we don't have to use force.
11 That does a lot of things. If it can prevent the use
12 of force, we're all glad about that. It helps them --
13 gives them an opportunity to practice their
14 negotiating skills. So I'd like to do that.

15 MR. KRONE: Mr. Brimeyer, I'm concerned
16 about this one part in here where it said that one of
17 the reasons the pilot failed is officers viewed
18 participating in it as a sign of weakness. Now, how
19 are we as a commission and coming about to study
20 something that sounds good, something that does have
21 proof positive that it works, how are we going to
22 overcome that obstacle if the officers, the people
23 we're trying to help, are going to refuse to implement
24 it or agree that it did actually help? How do we
25 overcome that as a commission to get over that kind of

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1 stigmatism or that kind of insecurity?

2 MR. BRIMEYER: It's a great question. I'm
3 not sure I know the answer. I think in this
4 particular case, this pilot was in effect in two
5 facilities. The one facility we have some pretty
6 major I think cultural issues that I think go to the
7 weakness issue. That comment is conjecture on my
8 part. I have no evidence for that. That's my
9 conjecture and based on what I know about that
10 facility and about that facility's culture.

11 I'm not sure that would be the case at
12 other facilities. So I'm not sure it's a huge
13 obstacle elsewhere, but it's certainly an issue for me
14 at the institution where we have those cultural
15 issues, and I'll have to figure out how to do that.

16 MR. HEPNER: May I comment on that?

17 MR. GILLIGAN: Surely.

18 MR. HEPNER: The one thing is that you can
19 tell the correctional officers that it's mandatory you
20 have to come. That turns them off from the get-go.
21 Trying to persuade them to come and that they'll get
22 paid overtime to make them want to come. So it's all
23 in the approach in how you market it, and you try to
24 get buy-in right away from the unions to get them to
25 support the program.

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1 So we had great success. Of the fourteen
2 state facilities we have, we conducted that program at
3 Albert C. Wagner. We chose that institution because
4 it was a younger, more violent population there. It
5 was a facility built in 1930s for about 1100. It
6 houses about 1600 inmates. Age group is somewhere
7 between nineteen and 29, and they were the kind of
8 drop and fight at the drop of a hat.

9 So when we avoided things like mandatory
10 training and that kind of thing, they were more open
11 to it. We found it to be successful in running the
12 program, and the committee and myself felt that this
13 would be an ideal program to be conducted at all
14 fourteen of our facilities with the union support and
15 management.

16 MR. DELPRINO: I think -- I agree with the
17 saying it is about marketing. You know, there is
18 supposed to be a stigma about seeing mental health. I
19 mean, psychologists don't see mental health
20 professionals. Those peer programs are so useful that
21 I think a peer has a better chance of getting through
22 to another officer than a psychiatrist, psychologist,
23 or social worker.

24 A lot of the successful programs were
25 really dependant on buy-in from the top. You know,

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1 programs come and go and even the top administrators
2 don't know what's happening there. So you put a
3 program in place, and either the person running the
4 program leaves for a while or the top administrator
5 leaves, and with that person the programs goes. And
6 the administration doesn't want to have that program
7 because it's not their baby for lack of a better
8 phrase. It's not their child they developed.

9 So I think really who's in place running
10 the program is important, but buy-in from the top --
11 if a chief or warden says, "Hey, it's okay to do this"
12 or admits maybe that had -- they went to see some --
13 their actions, it kind of gets to their program and
14 say it's okay to use this. But it's all about
15 marketing and breaking down that stigma I think just
16 in general in mental health.

17 MR. KRONE: I thank you all for your
18 answers to that because us as a commission have a
19 daunting task ahead of us. Of course, we write a
20 report, and no matter how good or how bad an
21 opportunity is, if we don't realize that we have to
22 market it and who we're marketing it to, we're
23 spinning our wheels. Thank you all for that response.

24 MR. GILLIGAN: Do any of you have any
25 information or observations about how stress levels

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1 may be affected by the type of environments in which a
2 particular officer is working, for example, comparing
3 prisons with jail or maximum security with minimum
4 security or isolation units, supermax units, solitary
5 confinement units, or with different methods of
6 different correctional methods, direct supervision
7 versus the older style? Does stress level vary with
8 these kind of environmental or structural?

9 MR. HEPNER: I'll comment on that. Yes, it
10 does. Dr. Gilligan, as you know, what might be
11 stressful to you might not be stressful to me. It's
12 such an individual thing. Some officers may be
13 stressed out based on inmates. Some might be stressed
14 out based on the supervisor's relationship between the
15 officer and the supervisor. Even the physical plant
16 itself or co-workers.

17 You know if you confide in a co-worker at
18 work, before you know it that rumor mill is throughout
19 the entire jail. There's not a whole lot of
20 confidentiality that goes on. That's one of the
21 reasons about this cop-to-cop hotline.

22 Let me mention about the critical incident.
23 For us in New Jersey that's not a prevention-type
24 thing. That's after the fact when somebody has been
25 traumatized for one reason for another. We need to be

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1 more proactive. And we have a fourteen week training
2 program at our academy. In there we teach a three and
3 a half hour stress management class. We cover -- now
4 we cover an eight-hour domestic violence class because
5 of the escalating violence that we were having in our
6 fourteen prisons. Well, a little nervous about saying
7 that now. I'm directing you to ask me more questions
8 in that direction.

9 We need to follow up on our programs more
10 and be more proactive rather than reactive in what's
11 going on, and we seem to be doing that, but we are
12 making attempts and doing follow-up because once you
13 initiate at the training academy and there isn't
14 follow-up throughout the officers' career of five,
15 ten, fifteen, 25 years, then what they learn is doomed
16 to fail. And it needs to be a continuation of a
17 refresher course. I think that on our part that might
18 be lacking.

19 I heard earlier today about training, more
20 training, and I'm in agreement with that, that we
21 should continue that throughout the career of an
22 officer, and stay on top of the most advanced
23 techniques as they come out in all areas of
24 communication, the escalating conflict resolution,
25 anything to enhance the officers' relationship with

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1 each other and with inmates.

2 MR. DELPRINO: I guess I've got a question.

3 While he was talking I was thinking it would be more
4 proactive -- my colleagues could agree or disagree. I
5 think of a correction agency as type kind a
6 reactionary type of agency. They react to an alarm, a
7 bell, a fight. I think what happens that maybe
8 trickles down how they treat their own staff. Let's
9 not be proactive before something happens. We react
10 after it becomes a problem, or there's a problem with
11 suicide or something like that.

12 I think there's something about corrections
13 and maybe law enforcement and fire service, they're
14 reactionary type of agencies. Their instinct is to
15 react to things. So it again about -- it goes back to
16 changing that culture, how they see their
17 organization, how they see their employees. Maybe
18 that would be a step towards thinking more about being
19 more proactive.

20 MR. BRIGHT: What about race as a stressful
21 matter? We were talking earlier about this practice a
22 lot of states have now putting prisons in the most
23 remote part of the state, which often have no people
24 of color whatsoever there, but all the inmates, New
25 York being a good example, from New York City or

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1 whatever from urban areas, African American kids and
2 Hispanic kids who go up and are housed in Plattsburgh
3 or somewhere, and there's not a single person like
4 them in the staff.

5 I assume it's stressful to think you're
6 being discriminated against, whether that's true or
7 not, may be true, may not be. I assume it's as
8 stressful to be accused of discriminating against
9 someone, but again whether it's true or not you sort
10 of -- you decide what is stressful. And yet that's
11 increasingly what we're seeing in a lot of these
12 institutions all over the country. What do you do
13 about that?

14 MR. HEPNER: Let me comment on that. I
15 don't see as much of a problem with racial
16 discrimination going on in our facilities as I see
17 other problems. I think we're pretty balanced as far
18 as the statistics between what we have on there with
19 Hispanics and minority officers and white.

20 MR. BRIGHT: You're talking about New
21 Jersey?

22 MR. HEPNER: New Jersey, correct.

23 MR. BRIGHT: Do you have any institutions
24 where you have virtually 95 percent African American
25 population and a hundred percent white correctional

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1 officer staff?

2 MR. HEPNER: Well, we have fourteen state
3 facilities. I don't find us being as remote as you're
4 describing New York to be. We can probably go within
5 two hours in any direction and I can cover all
6 fourteen facilities. We're pretty densely-populated.

7 MR. BRIGHT: Right.

8 MR. HEPNER: We do have -- we do have a
9 problem where in certain areas, like Camden, New
10 Jersey we were required to hire with the local
11 government there -- if you're going to build a prison
12 in our town, you're going to have to hire our people.
13 There you might have a predominance of a minority
14 officer population. And I had worked there at this
15 particular prison in Riverfront State Prison for two
16 years realizing that the officers had grown up with
17 the inmates, and that was a really big change for me
18 to actually see that interaction at that facility.

19 So we do have that with local government
20 where we're required to hire the population within
21 that area, and they allow us to build -- we have two
22 or three prisons like that. So it might sway to one
23 group as opposed to another one, but normally I think
24 we're pretty balanced throughout the state.

25 MR. BRIMEYER: We're disproportionate in

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1 Iowa, but not to that extent. We may reach as high as
2 25 percent minority in any one of our facilities, but
3 again, very, very few minority staff. So we certainly
4 have that problem, but not a huge disproportion.

5 MR. DELPRINO: I don't really have an
6 answer to that, but I think about something else about
7 remoteness. In New York State I was talking to an
8 officer who told me he was from Buffalo, but he was
9 assigned right out of New York City. They were
10 totally removed from their families and they would go
11 for weeks, maybe months before they actually get to
12 see their family with shifts and stuff. You know,
13 time to get back and forth.

14 Since we were talking about CLEFS programs
15 and family support, they were isolated from their
16 support system of their families, which leads to a lot
17 of stress for them. Living in renovated facilities
18 that are made specially for correctional officers, but
19 not seeing their families like weeks at a time without
20 that support as we were talking.

21 MR. BRIGHT: Is that a widespread practice
22 in New York?

23 MR. DELPRINO: I don't want to misspeak
24 about that, but a couple of the correctional officers
25 I spoke to, that's what they're going through. They

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1 live in one part of the state or assigned to another
2 area. From day one they're trying to put in papers to
3 get relocated to where their home base is. It takes a
4 while to do that.

5 The problem is they get comfortable in that
6 facility. They know the facility, they know their
7 job, they know the people, they got time in, they
8 choose their -- so it's a risky thing for them to
9 change the location of where they're going to go.
10 They want to be near their family for support. It's
11 always that delicate balance. I have security here in
12 my job, but I miss the security of my families. It
13 really does a number on the family in terms of
14 relationships with officers and family members.

15 MR. GILLIGAN: Mr. Maynard.

16 MR. MAYNARD: Mr. Hepner alluded earlier to
17 the fact that sometimes inadequate or -- yeah,
18 inadequate supervision causes stress on a correction
19 staff. You've got four supervisors who mistreat
20 staff, don't take care of them and all that. Do you
21 see in your studies or do you have any thoughts about
22 the stressors in working as a correctional officer,
23 certain portions of that is environmentally-related
24 because of what you have to deal with?

25 The other part is might be supervision. Do

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1 you see very much a proportion of supervision that
2 creates stress for corrections staff?

3 MR. HEPNER: Absolutely. Very good
4 question. Our supervisors in the Department of
5 Corrections who come up through the ranks make
6 sergeant first, line supervisor, and then lieutenants
7 and captains, and we have -- we haven't really did a
8 good job of running our supervisory classes in our
9 in-service department. Usually, you know, when
10 we're -- budget constraints, usually in-service
11 programs are cut way down.

12 I've seen firsthand a lot of things where
13 an officer who goes through the school of hard knocks
14 and makes sergeant, doesn't have any formal
15 supervisory training. He's only seen what had worked
16 before, good, bad, or indifferent. They accomplish
17 the job regardless of whether it's stressful on the
18 job or not. You got the job done. That was a
19 priority.

20 Stress or how the officer handled it wasn't
21 even a factor to it. I think with the CLEFS program
22 we talked about that, and it's in that summary of the
23 CLEFS grant. How to identify stressors and yourself
24 and the officers not to inflict more stress on getting
25 the job done. We need to conduct more first-line

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1 supervisory courses, more upper level management
2 courses to look at stress where it wasn't really
3 looked at before.

4 Sergeants can come on, and depending on
5 what shift, you can be a first sergeant -- first line
6 supervisory sergeant on first shift, and they can run
7 it quite different than a second shift or third shift
8 officer or your personality. As an officer you have
9 to adapt to that particular supervisor and finding out
10 what direction does he want this particular thing to
11 have done, and it doesn't matter what the post order
12 says.

13 You can be a conscientious officer, look at
14 the post orders and know, you know, what's to be done
15 in this area that he's supervising. A supervisor can
16 come along and it's stressful because it leaves you up
17 in the air like I don't know what he wants, and I
18 don't know what to do on that. So that is a big
19 problem, and again, we're more training and more
20 supervisory training on there.

21 MR. DELPRINO: You know, I don't think you
22 should underestimate the role the supervisors play in
23 mitigating stress in the workplace. They often --
24 supervising co-workers fill in the gaps between what
25 you learn in the academy and what you learn on the

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1 job. If they're aware of signs of a trouble in an
2 officer and know the resources available to get that
3 officer help, they can play a big role in minimizing
4 the stress of the workplace. I agree with what Bill
5 said there about training is key. Training
6 supervisors, recognizing the signs, and then how to
7 appropriately guide the officer and direct the help
8 they need.

9 MR. HEPNER: Mr. Maynard, may I address
10 this analogy to you? At Trenton State Prison -- it's
11 not called Trenton anymore. New Jersey State Prison,
12 which is our biggest maximum security prison, perfect
13 analogy to that. Where an officer was coming to me,
14 said, "Bill, man, I'm fed up with this. Every time
15 they want a cell extraction, they're coming to me.
16 There are 900 officers that work in this jail that
17 make the same amount of money as me, and I always have
18 to be the one going to do a cell extraction. I'm
19 tired of getting beat up and taking my lumps. Because
20 I'm a big guy, they come to me all the time."

21 And I said -- I don't want to use any
22 names, but I said, "Well, just let the supervisor
23 know. You know, hey, let the supervisor know, and he
24 said, "Well, I can't do that. Co-workers will look at
25 me like I'm a punk. The supervisors won't give me the

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1 respect that I want." So he's got to keep his mouth
2 shut, internalize it, and continue taking the bumps.
3 The point I'm getting at is that this officer makes
4 sergeant, and what do you think his attitude was when
5 he made sergeant and he went to another big guy, "Hey,
6 I did it. Now it's your turn, buddy." That's the
7 kind of mentality that we need to address about the
8 stressors.

9 MR. GILLIGAN: Judge Sessions.

10 MR. SESSIONS: Both Mr. Hepner and
11 Mr. Brimeyer have talked about dispute resolution.
12 Settling disputes, settling disagreements, and it
13 occurs to me that I might tell you a story that may be
14 helpful to you. Back in 1995 the San Antonio Bar
15 Foundation was trying to devise a program for lawyers
16 that would tend to neutralize the negative perception
17 of the community about lawyers.

18 In two years they finally came up with a
19 program to begin a dispute resolution program in the
20 schools because there was so much violence in the
21 schools of San Antonio. There are thirteen
22 independent school districts, or were. There may be
23 more than that now.

24 They surveyed each of the superintendents'
25 offices to try to find the elements of the violence

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1 and disagreement and to try to see which were the most
2 difficult schools. And out of all of the thirteen
3 independent school districts, they found that the most
4 violent one was a middle school, seventh and eighth
5 graders. The program they devised was actually asked
6 those young people, the whole class of seventh and
7 eighth graders, who would like to become mediators to
8 settle disputes. And they got twenty volunteers, took
9 them to training to train them as mediators to handle
10 disputes that were happening on the campus in the
11 classroom, in the school building.

12 They found -- they went and they had an
13 extra one in a school bus that went to the downtown
14 courthouse to get the training, to start the training.
15 It ended up it was a gang member. He was a tagger,
16 and the reason he was there was he hadn't put his name
17 in, but he wanted to know what they were doing and how
18 to control it. That violent school in one year of
19 mediation between the students who were having the
20 disputes by their peers ended up becoming the least
21 violent school in all of the independent school
22 districts.

23 It's my understanding that the fever
24 spread, that it was contagious. It went into the
25 homes of these children where mamma and papa were

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1 having disputes or having disagreements, and the
2 children had learned to sit down and with a mediator
3 talk it out and work it out satisfactorily.

4 Now, most of the violence in prison comes
5 between inmates, and most of the stress that you all
6 are describing day in and day out comes in how to
7 manage that violence and how to deal with it in the
8 personal lives of your officers. So it occurs to me
9 maybe it's something worth examining. If you want to
10 examine it, I'll be glad.

11 MR. HEPNER: Absolutely. I want to have
12 that information, and I will be contacting you on
13 that.

14 MR. SESSIONS: Good.

15 MR. HEPNER: At the academy when we have a
16 group that comes in, usually about a class of 150
17 which we have now, we train them to -- we read this
18 little thing about Elaine Crowley. Any of the
19 commissioners familiar with the public work of Elaine
20 Crowley about the prison officers, work that they do?
21 I would recommend strongly for your reading Elaine
22 Crowley on prisoner work.

23 Let me mention a few things about her.
24 Research in the correctional field by Elaine has
25 indicated officer training paired with the environment

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1 in which correction officers spend much of their time
2 may contribute to dysfunction in their personal lives
3 and relationships. The term spillover describes
4 notion that what makes a good correction officer may
5 not make the best domestic partner.

6 Family members often have distorted image
7 by the public of the work environment of the officers.
8 They also fail to understand how occupational dynamics
9 affect the correctional officers and how to best
10 provide support for their loved ones. We at the
11 academy after looking at that book, we teach power and
12 control. We teach how to be regimental. Our officers
13 become institutionalized.

14 We encourage that. And yet they become
15 good correction officers, but they might not come home
16 and carry out -- they're not toggle switches where
17 they shut off and they walk out the door and they take
18 the uniform off and they're like Joe Public. Like my
19 wife, she doesn't turn off being a school teacher on
20 there. They go home with that.

21 Very interesting about the qualities that
22 produce an exceptional correctional officer, strict
23 adherence to rules and establish routines and
24 structure, and expectation of obedience and a desire,
25 indeed a need, to command and control situation can

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1 also act as a catalyst for violence outside the
2 workplace and particularly within the home. Very good
3 book. I would recommend reading that.

4 MR. SESSIONS: What's the title?

5 MR. HEPNER: Elaine Crowley. The book,
6 prison work -- I'll have it for you. We'll be in
7 touch, and I'll E-mail everybody if I can through the
8 commission regarding -- and I'll give you the ISDN
9 number.

10 MR. LUTTRELL: I'd like to give you all a
11 scenario, get you to really react to it. It's a
12 scenario really that I think prison administrators
13 deal with more frequently than we may think about, and
14 certainly I think it's going to be a challenge for us
15 in the future.

16 You're claiming you're developing strategic
17 plans for human resource recruitment and development.
18 And you're looking at five years out. Your state
19 legislature or county commission tells you to do more
20 with less. You establish you're going to be competing
21 for the talented young people in your area. What can
22 you do or what would you recommend that we do to
23 become a little bit more innovative in the quality and
24 type of people that we recruit, how we prepare those
25 recruits, and how we sustain those recruits during

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1 those formative years of their work?

2 MR. HEPNER: Turn this over to Deputy
3 Director Brimeyer. I'll make comments on that. I'll
4 be interested in how he would make comments on that.
5 I want to hear him first.

6 MR. BRIMEYER: I'll skip to the second part
7 of the question.

8 MR. LUTTRELL: Let me -- while you're
9 thinking about it, let me make this comment. We know
10 that are prison populations are going up. We know
11 that we're spending more and more money on prisons.
12 We heard references made this morning that every time
13 you open a new prison you're looking at hundreds of
14 new employees. Are we as a society doing a very good
15 job of preparing people for this profession, and as
16 administrators, what do we need to be doing to
17 facilitate that process?

18 MR. BRIMEYER: We need to be working on our
19 culture to -- so that people will believe and come to
20 know that these facilities are the best place in town
21 to work because it's a caring environment, and by that
22 I mean that we care about our employees so that they
23 will want to stay, and that our employees care about
24 offenders. Pat talked about that this morning. It's
25 okay.

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1 It's okay for our employees to care about
2 offenders, that they ought to. Those are the ones in
3 my opinion that make the best employees. So we need
4 to develop that kind of a culture, and how to do that
5 is a bigger question. I think that's what we need to
6 do. We need to develop that kind of a culture in our
7 setting so it becomes known that this is the best
8 place in town to work because of that kind of culture,
9 and we'll attract that kind of person who will care
10 about the people that we work with.

11 MR. HEPNER: It starts with recruitment.
12 That's pretty important. We can't -- as a civil
13 service agency, it's really difficult to screen people
14 out on that. It's almost like if you can breathe, you
15 got the job. We put you through a number of phases,
16 medical, psychological. We do have visits to their
17 home, and we do the best we can.

18 We've come a long way in our training
19 programs from a week, two weeks to now fourteen weeks
20 that we even encourage the officers after they
21 graduate from the academy that they get fifteen,
22 sixteen credits towards their degree, and we encourage
23 them to go on the criminal justice system.

24 But there is a certain type of clientele
25 that gravitates to being a correctional officer, and I

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1 believe it's not always the best. Our screening
2 process has to be better. I don't know what that can
3 be.

4 I was just looking at an article regarding
5 that the type may be perhaps to target people with a
6 history of sales work or persons with experience
7 involving services to others. It doesn't always have
8 to be -- somebody has great communications skills, the
9 escalates and conflict resolutions that we're talking
10 about rather than use of force skills. You know, I
11 have to say that we're a little bit part of the
12 problem because we're training officers to go in there
13 to be able to unarm defensive tactics, how to use a
14 baton, how to use mace, how to take control, how to
15 stand up there and command presence.

16 How to be that John Wayne facade and suck
17 it up and internalize it, and after all, if you can't
18 handle the stress, then maybe you shouldn't be here.
19 That's a tough question about recruitment, getting the
20 right clientele in there rather than the guy who wants
21 to be the tough guy, and I think we heard some talk
22 about that today earlier today. That's tough.

23 We see them come into the academy after
24 recruitment. We're wondering -- we're like where did
25 they recruit these guys? We have a high attrition

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1 rate. Roughly might be 400 people leave a year. We
2 have about almost seven thousand correctional -- out
3 of a population of 28,000 inmates, we have about 9,500
4 staff, and of that almost 7,000 -- 6,500 to 7,000 are
5 custody staff.

6 We have about a turnover of about 400 a
7 year ballpark figure through leaving for other law
8 enforcement jobs, retirement, disability, or just fed
9 up with the job and they leave. We have a tough time
10 trying to manage graduating at least 400 a year just
11 to replace that. Our inmate population has still
12 grown. Most of our prisons are overcrowded. We're
13 just maintaining right now. Maintaining.

14 MR. BRIGHT: Do you recruit at the criminal
15 justice schools and social work skills, like John Jay
16 College and places like that where people are going to
17 be criminal justice professionals?

18 MR. HEPNER: Our recruitment unit does go
19 out trying to recruit. In many places, yes. You
20 know, our academy sits right next door to the state
21 police. They come out. What a world of difference
22 and it's glaringly obvious that you have our
23 correction officers, 150 of them out there, and you
24 have state troopers. There might be a hundred of
25 them. And if you look at them, the requirements are

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1 night and day. They demand more higher education,
2 anywhere up to a degree, where we just require a GED.

3 All of them seem to be about six foot and
4 about two percent body fat, state troopers. A lot of
5 ours are just basically civil service employees
6 getting a job, and we can't get enough of them in. I
7 don't think we scrutinize as much as we could in
8 getting maybe a better crop. I don't know if we could
9 do that because we're trying to get in as many as we
10 can. My son is on the list to come in to become a
11 correctional officer, even though he didn't pay any
12 attention to all the things I told him.

13 MR. SESSIONS: How is he on body fat?

14 MR. HEPNER: Right. His body fat is up
15 there. It upsets me too. He falls in -- fourteen
16 weeks, you spend an hour, five hours a week of
17 physical training, and it's a nightmare for those who
18 are not prepared to do physical training. It's
19 stressful getting through the academy, and he's a
20 reflection of the general population.

21 You hear all the information out there.
22 Sixty-five percent of the American population is
23 overweight, and of that thirty percent are obese.
24 Diabetes are up, heart attacks are up, and he's just a
25 reflection of that. It scares me. I'd rather not

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1 have him in corrections because of all the things with
2 the high divorce rates and all those statistics that I
3 have in your handout that I didn't get to and I
4 apologize. You can review there.

5 MR. GILLIGAN: Well, listen. It's been a
6 long, very packed day. I want to thank each of the
7 three of you as well as all our previous witnesses
8 throughout the day for devoting your time and giving
9 your energy to help us and really help the whole
10 country with this problem. Thank you very much.