

THE WESTERN CRIMINOLOGIST

Spring 2002

THE OFFICIAL NEWSLETTER OF THE WESTERN SOCIETY OF CRIMINOLOGY

Editor: Dr. Miki Vohryzek-Bolden, Criminal Justice Division, CSU-Sacramento, 6000 J St. Sacramento, CA 95819-6112

From the President

Libby Deschenes
Professor and Graduate Advisor
California State University, Long Beach

The 29th annual meeting of the Western Society of Criminology was a great success. Over 150 of us gathered in San Diego at the Red Lion Hanalei for 2 days full with 28 panels and roundtable discussions. The conference theme of *Crossing Boundaries, Increasing Knowledge* was interlaced throughout Paul Cromwell's luncheon keynote address, "The Blind Men and the Elephant: A Parable for Crime and Justice?" He reminded us that the criminal justice system is sometimes blind as different agencies have their own views, goals and objectives. In order to increase our knowledge and reform the system, agencies must cross boundaries and collaborate on the solutions.

This year's award winners epitomized the conference theme. Presented with the Paul Tappan Award for outstanding contributions to the field of criminology was Marcus Felson, longtime member of the WSC when he was at USC and currently Professor of Criminology at Rutgers University. Marcus was recognized for his groundbreaking work in Routine Activities Theory, which crosses the boundary to environmental criminology.

The Honorable Susan Finlay was presented with the June Morrison-Tom Gitchoff Founders Award for her work improving the quality of justice as a judge in San Diego's Superior Court, as one of the first drug court judges, and now as Education Director of Problem Solving courts that are crossing the boundaries between law enforcement, courts, and treatment professionals.

The W.E.B. DuBois Award was presented to Bill Feyerherm of Portland State and Carl Pope of University of Wisconsin, Milwaukee, who have increased our knowledge about the issues of race and ethnicity in criminology with their research on disproportionate minority confinement.

Inducted as a Fellow of the Western Society of Criminology was Finn Esbensen, previously at the University of Nebraska at Omaha and currently Professor at the University of Missouri, St. Louis. His research evaluating the Gang Resistance Education and Training Program has increased our knowledge of the parameters of gang membership and activities and the effectiveness of prevention programs. His work with Cheryl Maxson and Mac Klein on the Eurogang project has crossed the boundaries,

providing a systematic approach to the study of gangs.

Past President Darlanne Hctor-Mulmat was recognized for her many years of service to the WSC, as Program Chair, Facilities Chair, and Membership/Publicity Chair and presented with the Joseph D. Lohman Award. Her outstanding service culminated this year with the excellent weather in San Diego for our conference.

Meet Your Executive Board Members

The membership voted in Angel Ilarraza Fuentes as the new Vice President and President Elect. Angel has been a board member since 1998 and served as the Book Exhibit Chair and member of the Site Selection Committee. Angel is an assistant professor at Texas Christian University, where he teaches courses on theory and juvenile justice. In addition to his duties as VP, Angel will serve as chair of the Book Exhibit once more; he is also the coordinator for the June Morrison Scholarship.

Neil Boyd, Sue Cote, and Gisela Bichler-Robertson were elected to serve three-year terms as Executive Counselors. Neil Boyd, professor at Simon Fraser University, is the author of several books including *Canadian Law, The Beast Within: Why Men are Violent* and forthcoming *Sugar and Spice: Why Women are Violent*. He is also working on a project focused on preventing aggression in long-term care facilities. This year Neil will be in charge of local arrangements for the 2003 conference in Vancouver, BC.

Sue Cote, who is an assistant professor at CSU Sacramento, holds a J.D. as well as a Ph.D. Her research interests include sociology of law, criminology, penology, victimology, sexual offenses and offenders. Sue will serve on the Membership and Publicity committee this year.

Hailing from Vancouver, but currently teaching at CSU San Bernardino, Gisela Bichler-Robertson is a GIS specialist and

In This Issue:

- ***From The President*** 1
- ***Correctional Training*** 2
- ***WSC Awards 2002*** 7
- ***Thesis Abstract*** 7

teaches research methods. Her research interests also include problem-oriented policing, environmental criminology and situational crime prevention. The excellence of this year's WSC Program is due in part to Gisela's hard work, along with Pat Brantingham. She did such a great job I have asked her to serve again as Program Chair for 2003.

At my request, John Berecochea agreed to serve an additional year as Executive Counselor and Cindy Burke agreed to serve a two-year term. John is head of research at the California Department of Corrections. He has quite a varied background in research, having worked at UC Berkeley, the California Highway Patrol, and the CA Dept. of Health. Currently his focus is on research evaluating correctional programming in prison and parole. John is Chair of the Constitution and Resolutions Committee.

Cindy Burke works at SANDAG on a variety of research projects, including the evaluation of WINGS, a special program for female juvenile delinquents. She will serve as chair of the Awards Committee, so send any nominations for awards to her with documentation of why your nominee is deserving of the award.

Steve Tibbetts from CSU San Bernardino joins the Board as the co-editor of the *Western Criminology Review*. Please send your manuscripts from this year's presentations to Steve for review for publication in our electronic journal. Steve teaches courses in theory, juvenile justice, research methods, and gender differences. His research has included work on criminal careers and the differences between men and women in their decisions to commit deviant behavior, as well as their perceptions of risk and consequences of getting caught.

Continuing on as Executive Counselors for their remaining terms are Linda Humble of the Federal Public Defender's Office, David Huizinga from the University of Colorado, Boulder, and Miki Vohryzek-Bolden of CSU Sacramento. Linda is Chair of the Nominations committee, so you should contact her if you are interested in serving on the Executive Board or if you want to nominate someone else for the board.

David Huizinga is perhaps best recognized for his research on longitudinal studies of delinquency and participation in the OJJDP research on violent and serious juvenile offenders. David is on the Site Selection committee and welcomes your suggestions for future meeting locations. Even though Miki's position as Director of Graduate Studies keeps her busy, she will continue as editor of this newsletter. She is also Chair of the Committee that reviews manuscripts for the Student Paper Award. Please encourage your students to submit papers in the Fall.

The four board members appointed by the President to serve one year as Counselors-at-Large include Finn Esbensen of University of Missouri, St. Louis, Carrie Petrucci of the California Office of Criminal Justice Planning (OCJP), Eric Thompson and Brenda Vogel of CSU Long Beach. Finn will join Linda Humble on the Nominations Committee.

Carrie Petrucci received her Ph.D. in social work from UCLA; her dissertation research focused on an evaluation of a domestic violence court in California. She is currently employed in the Research and Evaluation unit of OCJP and will work with Sue Cote on the Membership/Publicity

Committee. Brenda Vogel is an assistant professor at CSU Long Beach, where she is teaching statistics, research methods, and theory. Her research interests include the death penalty and race/gender issues. Brenda is on the site selection committee and is actively searching for hotels in the Long Beach/San Pedro area for our conference in 2004.

Eric Thompson, who currently is finishing his master's thesis at CSULB, is our new student representative. Please let him know what your concerns may be as related to student presentations at the WSC, the student paper competition, the June Morrison scholarship, student chapters, or the plans for a student reception at the meeting in Vancouver.

Paul Brantingham, professor of criminology at Simon Fraser University, is also director of the Crime Prevention Analysis Laboratory. While he has many interests, he is best known for his research in the area of environmental criminology and crime prevention. As immediate past president, Paul will continue to serve on the Executive Board for another year. We are very fortunate to have Mike Day to continue to serve as the Secretary/Treasurer of WSC. Mike is a Ph.D. candidate at Portland State University. He is currently working on his dissertation, which looks at male/male domestic violence; he also teaches as a lecturer.

Finally, I am a professor at CSU Long Beach in the Department of Criminal Justice and teach advanced statistics, research methods, crime and public policy. I serve as the graduate advisor and works with almost all of the graduate students on their thesis or project. My research focuses on evaluating drug courts.

Planning for Vancouver, BC in 2003

Your Executive Board is hard at work planning next year's conference, which will take place February 21 and 22 at the Sutton Place Hotel in downtown Vancouver, British Columbia. Our conference will focus on international issues and collaborative initiatives. Please send any suggestions on program arrangements to Gisela Bichler-Robertson, the Program Chair. We want to know if you liked the initial networking session and award winners roundtable. In addition, the call for papers will go out in October 2002. Check our website for further information: www.sonoma.edu/cja/wsc/wscmain.html.



National Perspective On Academy and In-Service Training for Adult and Juvenile Correctional Officers

Miki Vohryzek-Bolden, Ph.D.,
Director, Office of Graduate Studies
Professor, Criminal Justice Division

Introduction

The training and professional development of correctional staff is an important responsibility of a department, whether it is achieved through an academy, institution or field office training program. Training of correctional personnel also has significant implications for correctional agencies and those under its jurisdiction. In an attempt to gather general information about how other states were designing their academy and in-service training programs, the California Commission on Correctional Peace Officer Standards and

Training (CPOST) contracted with California State University, Sacramento to send a survey to all state adult and juvenile correctional agencies. These agencies were asked to provide information on its training programs and requirements for four employee groups: entry-level correctional officers; first-line supervisors (i.e., sergeant); second-line supervisors (i.e., lieutenants); and parole agents. This article will provide an overview of the information received from the responding states about their academy and in-service training for adult and juvenile correctional employees.

Background

Corrections is an exceedingly complex business that requires employees to be knowledgeable and skilled in areas considered vital to the operation of the institution or other correctional setting. To accomplish the goals of the correctional entity, new and present staff are provided training that begins at the academy and continues throughout the correctional officer's career, to include on-the-job and in-service training. As Smith (2000, p.100) notes, training is one of the most critical elements needed to operate a safe, secure, humane and constitutional prison system. Many correctional experts and entities recognize the need for on-going training that enhances the knowledge, skills and abilities of correctional officers.

In May 1999, every state adult and juvenile correctional agency was asked to provide information on their respective academies and in-service training programs and requirements for the four employee classifications described above. The questions solicited information in the following areas: pre-entry selection standards; training academies by employee classifications; mandated hours of academy training; presentation methods, technological and teaching tools in academy training; plans to expand academy curricula; adult and juvenile correctional officer curricula; mandated in-service training programs; in-service training programs by employee classification; and mandated hours and presentation methods, technological tools and teaching tools in in-service training. Due to space limitations, the focus of the following discussion is on the training of correctional officers and parole agents, and may not address some of the topics listed above.

There were thirty-three responses to the survey from state adult correctional agencies and twenty-two responses from state juvenile agencies (see Endnotes for the list). There were thirty-nine states and the District of Columbia represented among the respondents.

Adult and Juvenile Correctional Academy Training

Pre-Entry Selection Standards

In the adult systems, almost all the states require a high school diploma/GED and four indicate a requirement of a college degree. Several states set the minimum age at 18 and Colorado sets the minimum at 21 years of age. In Massachusetts, program officers must have a college degree and in Arizona, parole officers with no experience must have a four-year degree or two years corrections experience, or combination of experience and 24 college hours.

In the juvenile systems, two-thirds of the responding agencies require a high school diploma/GED, two states require some college up to an associate of arts degree, and five of the states require a college degree. Other requirements include one year

related experience (Alaska), two years of college or experience working with youth or corrections (Kentucky), college degree for school for boys (Delaware), and college degree for parole officer/case worker position (Texas).

Mandated Hours of Training

The training hours for the four employee groups varied widely across the states. The range for adult correctional officers was 120-640 hours and 24-440 for parole agents. In the juvenile system, training for correctional officers range from 54-450 hours and 40-320 hours for parole agents. In 2001, the California Department of Corrections (CDC) extended their basic academy for correctional officers to sixteen weeks (640 hours). At the time of the survey, Michigan was the only state requiring 640 hours of basic academy training. The California Youth Authority (CYA) will extend its basic academy in summer 2001 to sixteen weeks (640 hours), which exceeds the required hours for all of the responding states. The California Department of Correction's parole academy will also expand in 2001 to ten weeks or 400 hours. The data presented here, however, reflects the status of training in 1999.

One element of academy training that is important to explore is the number of academy training hours per day. The range for the responding adult and juvenile correctional agencies was from 7.5 to 10 hours per day, with the vast majority requiring 8 hours a day of training. At the time of the survey, CDC required ten to twelve hours a day, six days a week. Since the expansion of its basic academy to sixteen weeks, CDC limits each class day to 8 hours. Parole agents for the most part were provided 8 hours per training day.

Presentation Methods, Technological and Teaching Tools in Academy Training

Adult and juvenile correctional officers often confront situations that require them to make judgments, resolve problems, and initiate actions to remedy situations. Our correctional officers need to be provided the necessary skills and opportunities to learn and practice any skills designed to improve their performance. Individuals in a classroom setting, similar to those in a training academy, need to be challenged and play an active role in their learning through such activities as discussion groups, reflective essays and other opportunities for group activities outside the classroom. As Ershler (1998, p. 102) notes: "The dynamic nature of the classroom environment provides a challenge when attempting to retool the thinking patterns of trainees and their instructors, but a fresh outlook can reward the educator and students with success in the classroom."

Our survey queried respondents regarding the use of a variety of presentation and teaching styles in their academies including: lecture; facilitated learning (i.e., material read in advance, guided group discussion); group work, small group exercises; individual/group presentations; table top exercises (e.g., exercises done by table group); case studies/vignettes; distance education; video training tape; and advanced technology (e.g., PowerPoint). All the agencies indicated the use of lecture, and most use group work and small group exercises, presentations, video training tapes, and case studies/vignettes. Twenty-nine of the adult correctional agencies indicated they used facilitated learning, which expands the amount of material covered during the training and eliminates any down time at the beginning of the training. Finally, distance education was used infrequently in the

academies.

A number of juvenile correctional agencies indicated the use of additional teaching tools including on-the-job training for cadets using scenarios and real shift work (California); demonstration-performance (Delaware); role plays, practicum exercises (Hawaii); computer generated testing (Louisiana); and dynamic physical training (Alaska). Several adult agencies used hands-on type activities (Pennsylvania, Hawaii, Oklahoma and Massachusetts), computerized targeting system for firearms training (Arkansas); and field visits/facility tours (Vermont).

New Course Topics - Adult Correctional Agencies

Two adult agencies (Alaska and Colorado) were adding verbal judo, which addresses strategies to gain control of verbally aggressive persons, and Alaska was also adding it for its parole agents. Vermont was adding courses on restorative justice and wellness for correctional officers, Pennsylvania and Arizona were adding a course on supervising female offenders, and South Carolina was adding a course on dealing with hostile citizens in the workplace. Iowa was enhancing its programmatic and treatment material (e.g., cognitive programming, assessment, motivational interviewing).

Michigan was revising its entire curriculum for correctional officers, Ohio was adding fitness and an expanded written communication course, and Tennessee was adding a non-violent crisis intervention course (e.g., management system including preventative techniques, therapeutic physical intervention). Oklahoma indicated it was seeking peace officer status for selected correctional officer positions. Finally, Nevada was adding a course on the development of personal health and physical fitness awareness (e.g., wellness) for its correctional officers.

New Course Topics - Juvenile Correctional Agencies

California and Kentucky's juvenile correctional agencies indicated they were upgrading and expanding their cultural diversity training, and California was adding ethics/professionalism and safety. Colorado was adding a course on verbal judo, New Jersey was expanding its class on handling mentally handicapped inmates, and Texas was expanding its course offerings to include gang awareness, legal issues and emergencies, substance abuse, communication and youth management. Kansas, which is accredited by the ACA, indicated some changes because of accreditation; Florida was adding an advanced career development training program in the future; Ohio was adding skills enhancement (e.g., hands-on experience with security, safety, and control); and Michigan was adding courses on aggression replacement training and sex offender treatment. Finally, parole agents would receive courses on narcotics identification (New Jersey); field safety and safety in the community (Utah); gang awareness, legal issues and emergencies, substance abuse and communication (Texas); and assessment, communication and firearms (Washington).

Adult Correctional Officer Academy Curricula

Alabama, California, New York, New Jersey and Utah provide the greatest breadth of topics, though most were offered in two-to-four hour increments. One interesting observation is that four states with a high number of training hours (Alabama, California, New Jersey and Utah) also cover a large number of subjects in their respective academies.

Safety procedures were uniformly emphasized in the academies. As important as use of force is to the lives of correctional officers and to the operation of the institution, all the academies focus many hours of training in this area. Use of force includes such courses as arrest and control, pressure point control tactics (PPCT), physical restraints, baton training, defensive tactics, and electronic defense devices. These less-than-lethal options and equipment are more common today than in the past (Brown, 1996, p. 74) and require specialized training. Hawaii, Colorado, Nebraska and Alabama focus heavily on PPCT training, with 32, 31, 21.5 and 40 hours respectively. New Mexico places a heavy emphasis on physical-restraint application (37 training hours) and defensive tactics training is emphasized in Oklahoma, Georgia, Nevada and New York, with 49, 28, and 19 hours respectively.

All correctional academies provide multiple hours for firearms training, including range, handgun and rifle training. States offer anywhere from 24 to 48 hours to complete the training in firearms and other weaponry. Without exception, report writing is clearly an important element of correctional officer training. Academies offer anywhere from 3 to 20 hours of report writing training.

The category of departmental concerns covers such topics as department overview, policy and procedures, affirmative action, American with Disabilities Act (ADA), ethics and/or professionalism, cultural diversity, discrimination, and harassment. Thirteen of the responding agencies indicate they offer a course on cultural diversity. Fifteen of the twenty-one agencies indicated the importance of ethics and professionalism, offering courses in one or both of the areas, with hours ranging from one to seven.

The data revealed that prison safety procedures were uniformly emphasized and there were also a number of other unique academy features: Arizona has a 16-hour non-violent intervention course; North Carolina has an 18-hour course on unarmed self defense Aikido. Brown (1996, p. 74) suggests that martial arts and self defense training can equip corrections officers with an enhanced level of safety while improving their physical condition and reaction time - "one's mind is the most powerful weapon one can possess."

Alabama has a 27-hour course on field operations/security.

Adult Correctional Parole Agent Academy Curricula

Eight states (California, Louisiana, New Jersey, New Mexico, Tennessee, Utah, Michigan and Oklahoma) of the eighteen indicating they had training academies for parole agents provided curricula. What was initially striking about these different academies was that California appeared to have the most highly developed training program for parole agents. New Jersey offers a wide range of courses, but without hours indicated, it was difficult to assess the depth of coverage in each topic area. In addition, courses required as part of California's parole academy are designed to address the unique characteristics of its offender and parolee population (gang members, drug and sex offenders).

California, New Mexico and Louisiana spend 16, 20 and 38 hours respectively on defensive tactics/officer survival training. California also has 18 hours total on use of force policy, chemical agents, and discretionary decision making. Louisiana designates its training in large hour blocks and few

topic areas (e.g., overview, 40 hours; firearms training, 40 hours; investigations, 20 hours). A number of the academies have also developed specific courses within the legal category including evidence, domestic violence, gangs, high technology computer crime, defensive driving and fingerprinting.

Each responding state offers a variety of courses within the parole process area that includes caseload management, pre-parole planning, risk/needs assessment, planning and conducting arrests and searches, and violation, revocation and moot court. There are three areas that receive more consideration: Utah has a 24-hour case management course; California (and New Jersey though no hours noted), are the only two states that indicated they offer a course on planning and conducting arrests and searches; and Utah has a 12-hour course covering the topics of violation, revocation and moot court, where the other states indicate fewer hours.

Most of the states indicated they spend few if any hours on community resource issues, such as developing community resources, alternatives to revocation, electronic monitoring, etc. California has 4 hours for both its developing community resources course and victim rights/restitution. In terms of health issues, California and New Mexico spend between 6-9 hours of class time on universal precaution/bloodborne pathogens, and mental health delivery systems. Louisiana has a 14-hour first aid/CPR course.

Juvenile Correctional Officer Academy Curricula

Ten states (California, Texas, New Jersey, Colorado, Ohio, Illinois, Kentucky, Florida, Utah and Michigan) of the sixteen that indicated they had an academy for juvenile correctional officers, provided curricula. The subject areas of the curricula were divided into fifteen categories: correctional issues; law enforcement; safety procedures; staff/ward relations; security and operations; ward control; use of force; firearms training; communication; departmental; academy; ward rights; health and welfare; on-the-job training; and other. Overall, there is little time spent covering correctional issues. Even in terms of law enforcement and legal issues, most do not cover these topics. California has its Penal Code Section 832 training (32 hours), which is required for all correctional peace officers.

Seven states have a course on conflict/crisis intervention (Utah was 24 hours and California was 40 hours). Kentucky has a 20-hour course on non-violent crisis intervention. All of the responding states, except Michigan and Texas, offer some courses in the area of ward control procedures (e.g., inmate counts, ward discipline, and body/cell/area searches). Kentucky set aside 30 hours for policy and procedures for security areas, where Florida offers nine courses in this training area. Eight states offer a variety of courses in the communications area - radio communications, facility communication system, confidentiality, report writing, etc. Health and welfare issues are addressed by all ten states, with courses such as first aid/CPR, fire safety, infectious/communicable diseases, and substance abuse.

Finally, Kentucky requires 84 hours of on-the-job training and is the only state that has such a requirement in its academy. In the Commonwealth of Virginia, upon graduation, "the officers return to their institution and are assigned to work with an experienced staff person for approximately 30 days, before going into the regular schedule rotation. This

acclimation period is designed to train and orient the officer to job specifics and to reinforce training content."

Juvenile Correctional Parole Agent Academy Curricula

Ten states indicated they had an academy for parole agents, but only California responded to our request for information on its academy curricula. Parole agents are provided 8 hours of classes on legal issues (e.g., legal liability, youthful offender parole board), 14 hours on use of force (e.g., chemical agents, physical restraints), and a 40-hour class on firearms, range training and qualification. They are also provided 4-hour classes in planning arrests, arrests, and arrest, search and seizure field exercise.

Adult and Juvenile Correctional In-Service Training

Mandated In-Service Training Programs - By Classification and Hours

We asked adult and juvenile correctional agencies whether their state had mandated in-service training (IST) programs for youth and adult correctional officer and parole agents. Twenty-nine of the adult agencies have IST requirements. Eighteen juvenile agencies have mandated IST for its correctional officers. Twenty adult and eleven juvenile agencies require IST for parole agents.

Departmental directives are the primary source of the IST mandate for both adult and juvenile correctional officers. A number of states have state law that delineates the mandate. In addition, five states seek accreditation for their adult institutions from the American Correctional Association (ACA) Commission on Accreditation for Corrections. The accreditation process delineates the staff and training development requirements. These states include New Mexico, Pennsylvania, Louisiana, Kansas and South Carolina. There are seven states that seek accreditation from the ACA for their juvenile institutions: Kansas, Alaska, Kentucky, Louisiana, Ohio, Delaware and Texas. Other sources for the mandated training include collective bargaining agreement (Vermont adult), quality assurance standards (Florida juvenile), and court ordered mandated training (Washington, D.C.).

The vast majority of both adult and juvenile correctional agencies mandate 40 hours of in-service training, while the range for adult agencies is 12 to 80 hours and for juvenile agencies, the range is 18 to 52 hours. For both adult and juvenile parole agents, the hours range from 10 to 40 hours. Finally, two states have cafeteria-style in-service training programs. Colorado, for both its juvenile and adult correctional employees, requires 40 hours per year of training, but employees select the courses from a list. Florida's juvenile system mandates 40 hours of training and employees choose from a list of available courses or may choose from the individual modules in the basic training academy.

Presentation Methods, Technological and Teaching Tools in In-Service Training

We discussed earlier the advantage, in terms of learning and enhanced competence, of using a variety of teaching strategies that require the learner to be an active participant. Again, while lecture is used by practically all adult and juvenile agencies, the respondents indicated strong use of group work, video training tapes, table top exercises, and case studies/vignettes.

One difference noted between the strategies used in academy training and in-service training is the expanded use of distance education (e.g., telecourse) during in-service training. Where only two juvenile and five adult agencies indicated the use of distance education during the academy, eight and fourteen agencies respectively indicated its use as part of in-service training. While we can only speculate as to what this means, it may suggest the use of 'experts' from other parts of the country (e.g., National Institute of Corrections) who can share their knowledge via television. Other teaching tools mentioned include satellite conferences (Louisiana), demonstration performance (Delaware, Texas and Hawaii), role plays (Massachusetts and Hawaii), correspondence and seminars (Alaska), and student class assignments to turn in at the end of the week (Nevada).

Adult Correctional Agency In-Service Training Curricula

All thirty-three states indicated they had IST programs for adult correctional officers whether mandated or not. Ten states (Georgia, Michigan, Washington, D.C., Tennessee, Arizona, Alabama, New Jersey, Massachusetts, Nebraska, and Pennsylvania) provided curricula. The subject areas were divided into ten categories: training; safety procedures; staff/inmate relations; security and operations; inmate control; use of force; firearms training; departmental; health issues; and communication.

Georgia, Michigan and Tennessee offer a few hours in their overview to discuss department policy, burnout and right to know. In terms of departmental issues, four states have a course on sexual harassment and Arizona has a 13-hour course on briefings, which is a continuing standardized series (52 hours/year, 1 hour/week) of short classes presented to security employees during shift briefings or other appropriate times. Massachusetts provides 8 hours of site-specific training.

In the security and operations area, topics such as inmate supervision, evidence and inmate management are addressed. Arizona is the only responding state to indicate an 8-hour training course on female offenders. Michigan has a 16-hour course on inmate management, and Nebraska has an 8-hour course for a dynamic inmate management exercise. Finally, seven states offer courses in the firearms area and Georgia has 4-hour courses on self-defense and corrective thinking.

Summary

Adult and juvenile correctional agencies across the nation are providing a wide array of courses for new correctional officers and parole agents in their academies, and as part of their in-service training programs. Most responding adult and juvenile agencies have a training academy for new correctional officers. The academy training hours vary widely across the states and the training standard nationally is about 8 hours a day. All of the academies use lecture, but our data revealed a wide use of a variety of teaching strategies including group work, facilitated learning, case studies/vignettes, video tape training, and table top exercises. Distance education was infrequently used in the academies.

A number of adult and juvenile correctional agencies indicated their intent to expand course curricula. New topics for adult correctional agencies include verbal judo, supervising female offenders, managing Generation X, cultural diversity, cross-

gender supervision, restorative justice, and wellness. New courses in the juvenile area include verbal judo, handling mentally handicapped inmates, gang awareness, youth management and communication.

In terms of the adult correctional officer academy, the data revealed that prison safety procedures were emphasized by all states, and five states provided the greatest breadth of topics. Different states emphasized some particular training, which was demonstrated by the number of hours devoted to the topic. For example, for those twenty-one agencies providing curricula, firearms training lasted anywhere from 16 to 40 hours. Report writing and first aid/CPR were components of academy training for all correctional employees.

The information from the eight state agencies providing curricula for the parole agent academy indicate the inclusion of such courses as firearms, investigation, gangs, drug awareness/identification, civil addict program, domestic violence, criminal personalities, and defensive driving and fingerprinting. A review of the juvenile academy curricula from ten states shows courses such as pressure point control tactics, conflict/crisis intervention, physical restraint, physical training and chemical agents. Also included are first aid/CPR, fire safety, infectious/communicable diseases, and substance abuse.

Finally, a vast majority of the responding adult and juvenile correctional agencies have mandated IST programs, with several states providing for such training without a mandate. Most of the states require 40 hours of IST for all four employee groups. The lecture method of presentation was used by all states, but again, as we saw in the correctional academies, the data indicate wide use of a variety of teaching strategies including group work, video training tapes, table top exercises, and case studies/vignettes. As noted earlier, distance education is used more often during in-service than academy training.

Our data suggests that most state correctional agencies are providing adequate training for their entry-level correctional officers. With the emphasis on upgrading correctional officer training, they are expanding both the training time and course offerings. Many agencies also recognize the importance and impact of alternative teaching strategies, such as more group work and hands-on activities during the basic academy.

Correctional agencies recognize the importance of responding to new technologies and demands placed on our correctional employees who work in institutions, camps and parole offices. Training of correctional officers is an onerous task and one that requires all participants, those delivering the training and those receiving the training, to become partners in the quest to improve the quality and usefulness of the training.

References

Brown, Paul W. (July 1996). A CO's Best Defense. *Corrections Today* 58(4), 74-77.

Ershler, J. (June 1998). Rethinking Education of Correctional Trainees: Incorporating a Cooperative Learning Approach. *Corrections Today* (60)3, 102-105.

Smith, W.R. (October 2000). Rethinking Training. *Corrections Today*, 62(6), 100-103.

Endnotes:

1. The following thirty-three adult correctional state agencies responded to the survey: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Georgia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Washington, and West Virginia. The following twenty-two juvenile correctional state agencies responded to the survey: Alaska, Arkansas, California, Colorado, Delaware, Florida, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Michigan, Montana, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, Texas, Utah, and Washington.

NOTE: CPOST agreed to allow the author to use some of the material from its publication entitled, *Overview of Selected States' Academy and In-Service Training for Adult and Juvenile Correctional Employees*. This report resulted from the author's research conducted in 1999, with the assistance of Tim Croisdale, Carole Barnes and Sandie Sutherland at CSUS. The author wishes to express her appreciation to CPOST and the faculty and students at CSUS who assisted with this research.



WSC Awards 2002

**Recipients of the Western Society of Criminology
Fellow Awards
2001-2002**

*Individuals Generally Associated With the Western
Region Who Have Made Important Contributions to
the Field of Criminology*
Finn Esbensen

**Recipients of the Western Society of Criminology
Awards
2001-2002**

The Paul Tappan Award
*For Outstanding Contributions to the Field of
Criminology*
Marcus Felson

The Joseph D. Lohman Award
*For Outstanding Service to the Western Society of
Criminology*
Darlaane Hocter-Mulmat

The June Morrison-Tom Gitchoff Founders Award
For Significant Improvement of the Quality of Justice
Susan Finlay

President's Award
*For Contributions to the Field of Criminology and
Positive Influence on the Current President's Career*
Patricia Brantingham

W.E.B. DuBois Award
*For Significant Contributions to the Field of Racial
and Ethnic Issues in Criminology*
Bill Feyerherm
Carl Pope

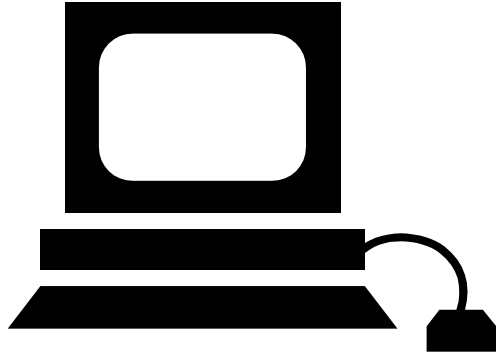


Thesis Abstract
***A Drug Court Evaluation of the Effectiveness of
Meeting Gender-Specific Treatment Issues***
Veronica Emami
Department of Criminal Justice
California State University, Long Beach
August 2001

Drug courts advocate for both criminal justice and rehabilitative treatment services to promote recovery and rehabilitation among substance involved offender populations. As drug courts continue to be implemented across the country, it is important to ensure a full range of appropriate services for participants. The purpose of this study was to examine how effective the Drug Court Program's services are in meeting specific gender needs. Analyses were conducted to examine the background characteristics, drug history, prior criminal history and the program experiences of the participants. Some similarities and differences were found in accordance with previous research studies. The results of this study indicate that there are gender specific issues among the female drug court participants and that women have different treatment needs than men. This study makes several suggestions as to what the drug court program can do to better serve female clients.



**See you
in
Vancouver, Canada
February 2003!**



Internet Access

President: Libby Deschenes - libby@csulb.edu

Secretary/Treasurer: Michael Day - daym@pdx.edu

Newsletter Editor: Miki Vohryzek-Bolden - vohryzek@csus.edu

Journal Co-Editors: Gisela Bichler-Robertson - gbichler@csusb.edu

Steve Tibbetts - stibbett@csusb.edu

WSC Webpage: <http://www.sonoma.edu/cja/wsc/wscmain.html>.

Membership Information: Michael Day

Acknowledgment of Sponsors

The Executive Board of the Western Society of Criminology, on behalf of itself and all of the members of the association, wishes to express thanks and appreciation to all of the individuals and groups who supported the 2002 annual conference in San Diego: College of Health and Human Services, California State University, Sacramento; Department of Criminal Justice, California State University, San

Bernardino; San Diego State's Graduate Program in the School of Public Administration and Urban Studies; School of Criminology, Simon Fraser University; and the Crime Prevention Analysis Lab.



The Western Criminologist
Michael Day
Portland State University
P.O. Box 751
Portland, Oregon 97207-0751