



# **Mentoring Toolkit Step 2**

## *Mentor Recruitment and Training*

# Mentoring Toolkit Step 2

## *Intent & Outcomes*

### **Step Intent:**

Recruit Mentors and provide specialized training.

### **Step Outcomes:**

- 1) Mentors recruited.
- 2) Team of Mentors who have received specialized training, to help develop confidence, skills, and increased retention of Mentees.

# Section 1

## *Mentor Recruitment Instructions*

Mentor recruitment and selection should be done not by an individual, but by Steering Committee consensus.

Develop an application for Mentors. It might include the following questions:

- What knowledge and experience can you share with your Mentee?
- What are you willing to learn or accomplish with the Mentee?
- Is it necessary to be a perfect example of good health in order to be an effective Mentor in the area of health and wellness?

Develop a questionnaire for Mentees. It might include the following questions:

- What inspires you to learn?
- Do you learn more by doing, reading, or seeing?
- If you were to receive feedback on areas to improve, what would constructive feedback look like to you?
- Can you share a time where you felt inspired by a peer?
- Can you describe a time when you mentored someone or witnessed someone being mentored, what made that mentoring relationship effective?
- What is one thing you would like your new Mentor to understand about you as you begin your career?
- Do you feel the gender of your Mentor would impact your Mentor-Mentee relationship? If yes, what is your preference?

Invite all staff to apply. Recruitment posters can go up in the break rooms or other places around the facility where staff are likely to see them.

The Steering Committee will review applicants and select those deemed fit for the role based on criteria set in the first Steering Committee meeting.

# Section 2

## *Training Modules*

### **Module Overview:**

- Module 1: Mentoring Basics
- Module 2: Confidentiality
- Module 3: Listening
- Module 4: Feedback
- Module 5: Goal Setting
- Module 6: Pitfalls
- Module 7: Guidelines for Meetings with Mentees
- Module 8: Suicide Warning Signs
- Module 9: Incivility

# Module 1: Mentoring Basics

## *What is a Mentor?*

Mentoring has a long tradition and history. The term mentor comes from Greek mythology. Mentor was a friend of Odysseus entrusted with the education of Odysseus' son Telemachus. Today, a Mentor is a trusted counselor who guides Mentees in personal and professional development. The Mentor-Mentee relationship is based on trust where a more senior person guides and teaches a less-experienced person about expectations of the work environment and career advancement.



# Module 1: Mentoring Basics

## Benefits of Mentoring Exercise (30 minutes)

- Introduce yourselves and respond to the following question: Why are you personally interested in being a Mentor?
- As a whole group: List at least four reasons you believe mentoring is important or beneficial.
- As a whole group: Brainstorm ways you believe mentoring benefits the organization, the mentor, and the mentee.

**Trainer:** Be prepared to help the team with number 3 by having some examples ready. You can find some examples below

Benefits to the <u>organization</u>	Benefits to the <u>Mentor</u>	Benefits to the <u>Mentee</u>
<ul style="list-style-type: none"><li>• Helps retain high performers through encouragement and recognition</li><li>• Improves employees' skills and knowledge</li><li>• Develops leadership talent</li><li>• Fosters collaboration</li><li>• Improves health outcomess</li><li>• Develops meaningful social support networks</li></ul>	<ul style="list-style-type: none"><li>• Provides personal satisfaction in helping a Mentee acheive goals</li><li>• Mentors are recognized for their community service</li><li>• Mentors generally form their own network in the workplace which provides an expanded group of colleagues</li><li>• Mentoring generally results in increased self-esteem and feelings of professional competence</li><li>• Mentors can create a reciprocal relationship with a Mentee: Mentees can help Mentors too.</li></ul>	<ul style="list-style-type: none"><li>• Provides individual encouragement and support from the Mentor</li><li>• Increases confidence based on the Mentor's knowledge of the workplace, responsibilities, and social norms</li><li>• Enhances ability to balance work and family responsibilities</li><li>• Improves health outcomes</li></ul>

## ***Why Mentoring in the Correctional Workplace?***

Correctional Officers (COs) have some of the highest rates of stress-related health consequences of employment among all occupations.

In a preliminary investigation of 326 COs in Connecticut, a UCONN-DOC health intervention study, HITEC (Health Improvement Through Employee Control) found:

- The crude death rate for COs ages 30-49 was three times higher than for other state workers
- 84.5% of COs were overweight (BMI > 24.9) or obese (BMI > 30); 48% were obese
- 34.7% were pre-hypertensive, 55.6% were hypertensive
- 31% reported symptoms of clinical depression
- COs with up to 3 years on the force had rates of obesity, high blood pressure, and depressive symptoms similar to COs with 15 years on the job.

**Workplace mentoring can improve job satisfaction, increase job commitment, and decrease turnover.**

***Mentors vs Supervisors***

It is important to understand that the Mentor is not a supervisor. As you see from the list below, the Mentor and the supervisor perform different tasks. The supervisor’s role is to assign work, complete the Performance Review, and handle disciplinary problems. The Mentor’s role is to offer encouragement, build confidence, and guide the Mentee in the right direction. The Mentor acts as a motivator and role model to the new employee.

Mentor	Supervisor
<ul style="list-style-type: none"><li>• Listens to problems</li><li>• Confronts when necessary</li><li>• Coaches</li><li>• Shares knowledge</li><li>• Explains process</li><li>• Offers wise counsel</li><li>• Builds confidence</li><li>• Offers encouragement</li><li>• Teaches by example</li><li>• Motivates the Mentee</li><li>• Guides the Mentee in the right direction</li><li>• Serves as a role model</li></ul>	<ul style="list-style-type: none"><li>• Assigns work</li><li>• Completes Performance Reviews</li><li>• Initiates disciplinary action</li><li>• Checks over paperwork</li><li>• Gives unsolicited advice</li><li>• Formally trains Mentee</li><li>• Requires/orders performance</li></ul>

## ***Mentor Qualities Exercise (30 min)***

Prior experiences you may have had with a Mentor, or as being a Mentor, can be beneficial in helping to build your Mentor/Mentee relationship.

### **How can you use these experiences in your relationship with the Mentee?**

To help you think through this, answer the questions below and then the group will discuss.

- 1.** Identify one person who provided advice when you needed it or provided something that helped you grow in your profession in corrections.
- 2.** What characteristics did this individual possess?
- 3.** How did this relationship benefit you?
- 4.** How will it benefit you as a Mentor?
- 5.** Have any of you ever had someone in a Mentor-like role helping you with health, nutrition, or fitness?

In addition to past experiences, you can also draw upon some of your own personal resources. *Perhaps you:*

***Establishing a positive relationship is the first key to success.***

- ... are a good time manager and will be able to offer your Mentee tips on becoming more resourceful with their time so that they can spend more time on fitness activity.
- ... have developed healthy methods to handle the stress produced by this job. If so, you will be able to share insights regarding managing stress with your Mentee.
- ... know how to control the number of hours on the job and to avoid being consumed in it.
- ... can introduce the Mentee to professional organizations and associates. This can assist the Mentee in networking with other professionals in his/her field.

# Module 2: Confidentiality

## **Confidentiality**

Trust is vital to a healthy and effective Mentoring relationship. Ensuring confidentiality helps to foster an environment of trust.

*Generally speaking, unless there is a reportable violation, a breach of professional conduct, a risk of harm to self or others, the Mentor and Mentee should keep confidential everything that is discussed in the course of Mentor-Mentee communications. Mentors are encouraged to bring any specific problems to their Shift Coordinator. Mentors should make every effort to share only the minimum amount of information needed to convey the issue and to resolve it.*

### **What will be Confidential?**

- Comments shared during mentoring meetings
- Personal problems that do not risk safety and/or security
- The Mentee's personal goals and progress

### **What will not be confidential?**

- Policy violations
- Breaches of professional conduct
- Any behavior that puts the safety and/or security of staff, inmates, or the public at risk

Mentors need to review these confidentiality rules with their Mentee during their first meeting. It is important to protect their privacy and confidentiality, you are not there to protect them from being held responsible for the rules of conduct which everyone in the department must follow.

# Module 3: Listening

The key to your relationship with the Mentee is your ability to effectively listen by using active listening techniques. The goal of active listening is to give the Mentee a chance to express or vent their feelings so they know they were heard but without expressing your own thoughts or opinions. Let's look at two basic skills for active listening: Listening for Feeling and Content and Paraphrasing.

## ***1. Listening for Feeling and Content***

Much of the time when someone is sending a problem message, the feelings are much more important than the facts. Many times the feelings tell you the true concerns. The goal is to demonstrate to the Mentee that their thoughts and feelings have been heard.

Let's look at an example:

The Mentee states, *"I am so frustrated - I can't get the inmates to follow my directions - they're not listening to me."*

How could you respond to show that you heard the feeling? One way to respond may be:

*"I know the frustration; I dealt with that when I started as well."*

**It is often that simple. It is important to stop after you reflect feelings. Give the Mentee a chance to say more before focusing on a solution.**

## 2. Paraphrasing

Paraphrasing is using your own words to communicate to another person your understanding of what they said. Typically, when paraphrasing you begin your sentence with: *"So what you're saying is..."*, or *"Let me see if I understand what you are saying..."*

Let's look at an example of paraphrasing:

The Mentee states:

*"I'm not going to make probation! I'm having issues with log entries - I keep forgetting to enter them!"*

Mentor replies:

*"So you're saying that you're afraid you're not going to make it here because you're having trouble remembering your log entries."*

**Remember, the object is to re-state the message in your own words so the speaker knows that they are being heard. Paraphrasing allows the speaker to follow up or clarify their message.**

## ***Effective Listening Exercise (30 minutes)***

Find a partner and practice the following two scenarios together. Each of you take turns being the Mentee expressing the frustration, and a turn being the Mentor responding. *(15 minutes)*

After 15 minutes we will debrief as a group *(15 minutes)*.

1. *"When I got this job, I thought I was really going to be able to make a difference in the lives of the offenders. Now I feel like all I do is shuffle paperwork and handle violations. Does anyone every become rehabilitated?"*

Identify the feelings:

---

Possible response:

---

---

2. *"When I raised that issue on Tuesday, Lieutenant Lewis never opened their mouth! I thought they supported my position. Instead, they just sat there."*

Identify the feelings:

---

Possible response:

---

---

# Module 4: Feedback

As a Mentor, it is your responsibility to guide and coach your Mentee. To accomplish this, you will sometimes need to give them feedback. The purpose of feedback is to relay worthwhile information to someone regarding their behavior or actions. A rule to always remember about feedback is that it should be **useful** and **constructive** to the Mentee and a means for the employee to learn and grow.

Useful feedback gives the person information about how they affect others without putting the person on the defensive. This keeps the focus on the behavior and helps the Mentee decide how they truly want to behave or what action to take. For example, let's look at the scenario below.

Mentee states:

*"My supervisor is being totally unreasonable! They gave me a deadline that nobody could meet for getting this incident report completed. I'm telling you, the minute they walk in here this morning I am going to let them have it."*

Mentor responds:

*"I am concerned that if your frustration causes you to blow up at your supervisor it will only create more problems for you. What are some ways you could express your concern that might help you and your supervisor reach an agreement on a deadline?"*

Mentor provided helpful feedback:

- Expressed concern
- Acknowledged the Mentees feelings
- Focused on the possible negative behavior, and possible consequences
- Redirected the Mentee to focus on solutions and creating a plan for resolution

# **Guidelines for Feedback**

## **1. Timing is Critical**

- In general, feedback is best offered as soon as possible after the given behavior.
- Feedback is most useful when the receiver has some desire to know what you think. For example, sometimes you need to assess if the person is receptive to receiving feedback. After a crisis, the Mentee may need to settle down first.
- It is okay for you as a Mentor to take a little time to formulate a response. In the example given above, the Mentor may need time to decide on the appropriate feedback to give the Mentee.

## **2. Behavior and Performance Focused**

- Focus feedback on a person's behavior/performance.
- Offer specific feedback such as: *"When you are late for our meetings, we are not able to get as much done."* Sometimes it becomes necessary to confront negative behaviors with specific information about the impact of those negative behaviors.
- Pointing out the consequences of the behavior would be effective feedback. Example: *"I am concerned that your negative feelings about Bob will keep you from working well on his team."*

## **3. Ask Effective Questions**

- Simple questions
- Open ended
- Probing questions
- Avoid "Why" by reframing the question
- Avoid questions with the answers embedded

## **4. Keep it Simple and Specific**

- Keep your feedback simple and avoid being too general. For example, rather than saying, *"You are really showing improvement.:"* You could say, *"Good job, your reports have been on time for the last two weeks."*

## **Active Listening and Feedback Exercise (45 minutes)**

Find a partner and take turns being the Mentor/Mentee. Role Play the following scenarios and state what feedback you would give to the Mentee. (25 minutes)

Group Debrief: What did you do well as a Mentor? What would you like to improve in your response? (20 minutes)

### **Scenario 1:**

Your Mentee, Officer Jones, has been working as Officer 1 with a senior officer, Officer Smith. They tell you, *"Officer Smith has been making me do all the tours, and I'm getting sick of it."*

### **Scenario 2:**

Your Mentee, Officer Jones, has been feeling more and more stressed out since starting their new job. They tell you, *"I don't know what's wrong with me... I can't seem to relax lately. I always feel like something bad is going to happen. I can't even get a decent night's sleep! Maybe this line of work isn't for me."*

### **Scenario 3:**

Your Mentee, Officer Jones, has been struggling with work/family conflict. They tell you, *"I wouldn't mind all the overtime so much, but I can never get to my kids' games anymore. My partner is pretty understanding but I can tell it's wearing on them, too."*

### **Scenario 4:**

Your Mentee, Officer Jones, has been struggling with role conflict. They tell you, *"I seem to have a hard time leaving work at work. When I get home, I have a short fuse with my family, and I can't stop thinking about this place."*

### **Scenario 5:**

Your Mentee, Officer Jones, has already shared concern about gaining weight since becoming a CO. They tell you, *"My diet has been terrible since I started. I use sugar and caffeine to stay awake on 3rd shift."*

**Remember to listen for feelings as well as facts, focus on behavior, and help the Mentee to come up with his/her own solutions.**

# Module 5: Goal Setting

As Mentor you will need to encourage the new employee to see themselves as a successful, independent, and productive member of your Department. Discussing the Mentee's short- and long-term goals is a way to help them focus on what they want to achieve.

## ***Questions to Help with Goal-Setting***

- What topics would you like to cover today?
- What questions might you have since our last meeting?
- What are you most proud of since we last met? (e.g. event, personal behavior, achievement)
- What progress has been made on the goals you set at our last meeting?
- What were the successes and barriers in working on last meeting's goals?
- What do you hope to accomplish before we meet next?
- How can I best support you?

## ***Goal Setting Exercise (20 minutes)***

- 1.** Think of one positive change you need to make to be an effective Mentor. Focus on the positive and write what your goal would be:

---

---

---

---

---

- 2.** What would make you feel like you are making progress toward reaching this goal?

---

---

---

---

---

## Checking Progress

At regular intervals, you will want to check in with your Mentee to monitor their progress, to determine what has and had not been effective, and to see how things could be improved or changed.

***Here are some possible questions you might ask:***

- What has happened since the last time we met?
- What have you done (in relation to each goal)? What impact have your actions had?
- What helped or hindered your actions?
- How do you feel about what you have achieved?
- What do you intend to do between now and next time we meet?
- Who/what might help/hinder this?
- Anything you can do to increase the probability of success?
- Who/what could help you?
- How will you know if you've been successful?

# Module 6: Pitfalls

To have a successful relationship, there are certain pitfalls you need to avoid. Let us talk about four of the most common mentoring pitfalls.

## ***Common Pitfalls to Avoid:***

- |                |                        |
|----------------|------------------------|
| 1. Criticizing | 2. Giving Advice       |
| 3. Rescuing    | 4. Failing to Confront |

***Criticizing:*** Put simply, when we criticize, we feel bad. This certainly does not help with our basic goal of establishing a positive and empowering relationship. Remember, when you need to make corrective statements, do so in a constructive manner. Put yourself in the Mentee's place for a moment and try to think of what would help you at the time.

***Giving Advice:*** What problems might you encounter by giving the Mentee advice? We assume that we always have all the knowledge or answers. Sometimes we don't. We need to help the Mentee to explore their insight into the problem and to learn to make their own decisions. This is not to say, of course, that you should NEVER give your Mentee helpful information or advice when they need it. The question is always, "Can they figure this out on their own?"

***Rescuing:*** As a Mentor it is practical to think we will probably build a strong relationship with our Mentee. As a result, you will probably have a strong desire to rescue your Mentee. The desire to rescue is natural when you have the knowledge base and/or expertise to do so. Sometimes it may seem like the easiest solution, but it will only be a quick fix. You must allow the Mentee to make their own decisions and mistakes.

***Failing to Confront:*** The last pitfall is failing to confront. Confrontation is never easy and we all can take the easy way out and just let things ride. This would certainly not help the Mentee to learn from their mistakes.

## ***Avoiding Pitfalls Exercise (30 minutes)***

Divide into groups. Each group will take one scenario to review. Identify the pitfall that the Mentor fell into and then formulate your response. *(15 minutes)*

Whole group report back/debrief *(15 minutes)*

### ***Scenario 1:***

Jane has been having trouble keeping up with her workload. Her reports are becoming increasingly late.

Mentee says, *"I can't believe how far behind I am getting! I have so much to do and I have got to complete three reports today. I just cannot see any way that I can get it all done!"*

Mentor says, *"Don't worry about not having time to finish those reports today with everything else you have to do. I have to run the same data for my reports and will just do yours for you."*

Pitfall: \_\_\_\_\_

Your Response: \_\_\_\_\_

### ***Scenario 2:***

Jack has been more than ten minutes late for several days now. Yesterday he almost missed roll call.

Mentee says, *"Well, here I am late as always. I think this is the third day in a row. The Lieutenant seems to be getting a little cranky about it too."*

Mentor says, *"Jack what in the (expletive) is going on with you? You are always late!"*

Pitfall: \_\_\_\_\_

Your Response: \_\_\_\_\_

### **Scenario 3:**

You have observed John bragging to his peers about some of his off-duty activities. He does not realize that negative rumors about him are being spread.

Mentee says, *"Hey, did I tell you that story about what happened at the casino last weekend?"*

Mentor says, *"No, what happened?" (Listens and laughs)*

Pitfall: \_\_\_\_\_

Your Response: \_\_\_\_\_

### **Scenario 4:**

John has not been keeping up with his documentation on his logs. His supervisor has already discussed this with him.

Mentee says, *"I am really having trouble remembering what is important enough to enter on my logs. By the time a shift goes by and I get a chance to enter it, I've forgotten."*

Mentor says, *"John, what you need to do then is to take notes on a notepad. Then, the minute you can get to a computer, enter everything you wrote on the pad. That way your logs will be as accurate as mine!"*

Pitfall: \_\_\_\_\_

Your Response: \_\_\_\_\_

**Remember to stick with helping, sharing information, role modeling positive behaviors, and confronting when necessary. Your Mentee's growth will depend on the Mentee learning how to solve their own problems and make their own decisions.**

# Module 7: Guidelines for Meetings with Mentee

## **1. Schedule mentoring sessions in advance**

## **2. Make the most use of your time** by reviewing the previous session's topics and preparing for the next session ahead of time.

- Start each meeting with a check-in and progress review. Ask the Mentee about progress toward goals.
- Offer praise when due, encouragement and empathy when needed, and give honest feedback.
- Ask them what they did and didn't do well, and why, or what they could have done differently.

## **3. Stay committed** to meeting with your Mentee on a regular basis and answering any calls or emails in a timely way, within the boundaries set in your contract.

## **4. Every three months (recommended)** review the Mentee's goals with the Mentee. Decide whether to keep each goal and whether to add any new ones, keeping a maximum of two for each category (personal, development, career, and health).

## **5. Remember** that the amount of time you spend together is not as important as the quality of the time; remember to stay focused on key issues and do not get distracted by other topics.

## **6. Schedule** a follow-up meeting or discussion when necessary.

## **7. Complete** the session Mentor Note or have the Mentee complete the Weekly Mentor Program Tracking Sheet

## **8. Select** a consistent and private location, where interruption can be avoided and the setting is familiar.

## ***After Probation Add (recommended)***

**9. Discuss work-life balance** with the Mentee. Are they achieving a balance between work, personal care, and their family or social life? Are they actually involved in each of these areas to a reasonable degree? Are there changes in their key relationships due to scheduling and availability?

**10. Discuss physical health and wellness** with the Mentee. You do not have to be an example of perfect health or have perfect health habits. Emphasize that the health goals of the program are goals that you are both striving for. You may choose to set your own goals and share them with your mentees as well. Provide praise and encouragement for positive health behaviors.

**11. Managing stress.** Assess the Mentee's stress levels and review strategies for healthy living. Introduce them to employee resources such as the Employee Assistance Program.

**12. Managing hours and overtime.** Discuss the implications of extended hours in terms of financial needs and effects on sleep, raising children, and personal relationships.

# Module 8: Incivility

Incivility is a detrimental problem for organizations, which makes it an important issue/concern to focus on. Incivility is defined as low level acts such as rude and discourteous verbal and non-verbal behavior toward any worker with it being unclear if the employee purposefully acted uncivil. Research has shown that an uncivil workplace is detrimental to victims, bystanders, and the organization. Incivility can also mean the tendency to turn negative inter-personal behaviors into long term conflicts.

Victims and bystanders who experience Incivility in the workplace can also experience:

- Increased levels of stress
- Anxiety
- Emotional withdrawal
- Fear
- Poor communication
- Burnout
- Decreased levels of commitment to the organization
- Decreased creativity
- Decreased job performance
- Decreased job satisfaction

Organizations and workgroups also suffer from the impact of incivility. These problems include:

- Increased staff turnover
- Lower staff morale
- Decreased collaboration
- Higher costs (due to additional hiring and training)
- Decreased teamwork
- Lower team cohesion

# Module 9: Suicide Warning Signs

The problem of suicide in correctional officers is alarming.  
**COs have a 39% higher rate of suicide than people in any other profession<sup>1</sup>.**

In the general population, suicide is the third leading cause of death among persons ages 15 to 24 years, the second among persons ages 25 to 34 years, the fourth among persons ages 35 to 54 years, and the eighth among persons 55 to 64 years<sup>2</sup>. Most suicides are related to treatable emotional problems including depression, and other mood disorders, alcohol, and drug abuse.

The high risk of suicide in COs can be partly attributed to the nature of the job itself; the chronic stress and negativity of the correctional work environment place officers at increased risk of major depression. Additionally, COs often witness - or are threatened/victimized by - traumatic events involving violence, injury, or death. PTSD, and the anxiety and depression frequently associated with it, places one at greater risk for suicide. In 2011, research on 3,599 corrections professionals, conducted by Desert Waters Correctional Outreach, found **44 percent** to have experienced some signs of PTSD, and **27 percent** "met the criteria for full PTSD."<sup>3</sup>

**The following two pages contain information about recognizing the warning signs of suicide.**

# Recognize the Warning Signs

**There are some behaviors that could mean someone is at *immediate risk* for suicide. These signs should prompt immediate action:**

- Talking about wanting to die or kill oneself
- Looking for a way to kill oneself, such as searching online or obtaining a gun
- Talking about feeling hopeless or having no reason to live<sup>4</sup>

**Take the following steps right away:**

- 1.** If the danger for self-harm seems imminent, call **911**. If the person is at home or at an identifiable location, you can ask the police to do a **wellness check**.
- 2.** Stay with the person (or make sure the person is in a private, secure place with someone else) until you can get further help.
- 3.** Contact the EAP (Employee Assistance Program) **or any other employee assistance program**. Provide any background that may be helpful.
- 4.** Continue to stay in contact with the person and pay attention to how they are doing.

**Other behaviors may also indicate a serious risk, especially if the behavior is new; has increased; and/or seems related to a painful event, loss, or change.**

- Talking about feeling trapped, hopeless, or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated, behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings
- A sudden and unexplained improvement in mood after being depressed or withdrawn
- Neglect of appearance and hygiene
- Sudden unexplained deterioration of work performance or productivity<sup>4</sup>

# Recognize the Warning Signs

**If your Mentee starts showing any of the above signs, or even if you just have a general sense that something is “not right”:**

**Reach out to the person.**

1. Ask how they are doing, and listen without judging.
2. Mention changes you have noticed in your co-worker’s behavior and say that you are concerned about their emotional well-being. Don’t be afraid to ask about suicidal thoughts or feelings.
3. Encourage them to talk with someone in the EAP or another mental health professional. Offer to help arrange an appointment and go with the person.
4. Continue to stay in contact with the person and pay attention to how they are doing.<sup>5</sup>

**Talk with your EAP or HR Department or call the Lifeline (see below) about your concerns**

## **National Suicide Prevention Lifeline**

The Lifeline is a 24-hour toll-free line for people in suicidal crisis or emotional distress.

The phone number is: **1-800-273-TALK (8255)**

### Notes

1. *American Correctional Officer* (PO BOX 1175, Thayne, WY 83127; ACOIN1@aol.com)

2. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Webbased Injury Statistic Query and Reporting System (WISQARS) [online]. (2010)

3. Spinaris, C., Denhof, M.D., & Kellaway, J.A. (2012). Posttraumatic stress disorder in United States corrections professionals: Prevalence and impact on health and functioning. *Desert Waters Correctional Outreach*, Florence, CO.

4. Adapted from National Suicide Prevention Lifeline [n.d.]

5. Fact Sheet, The Suicide Prevention Resource Center, supported by a grant from the U.S. Department of Health and Human Services, Substance Abuse, and Mental Health Services Administration (SAMHSA). <http://www.sprc.org/>