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THE IMPACT OF CRISIS INTERVENTION TEAM TRAINING ON CORRECTIONAL OFFICER BURNOUT IN A SOUTHEASTERN STATE PRISON

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By

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DEDICATION

This dissertation is dedicated to every single source of strength, support, patience, and motivation given to me throughout this entire experience. I am also truly blessed to have the best husband, parents, daughters, and friends who supported me every step of the way. You are all amazing!

Them: Are you done with your homework? Me: I'm never going to be done.

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Finally, and most importantly, I thank God for His daily mercy and grace. I will forever praise Him.

Abstract

This dissertation sought to ascertain whether or not Crisis Intervention Team (CIT) training could lower burnout in correctional officers (CO) in a Southeastern state prison system. Using an experimental learning theory in a quantitative, quasi-experimental approach, the researcher administered the pre-test and post-test assessments using Maslach Burnout Inventory to CO before CIT and 4-weeks after they completed CIT. The researcher concluded that CIT lowered burnout on CO in all areas of the MBI but was statistically significantly lower for emotional exhaustion and depersonalization.

Keywords: correctional officers, burnout, crisis intervention team, training

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I. INTRODUCTION

Correctional officers (CO) work behind closed, locked doors with convicted criminals for long hours each day. The tasks assigned to CO are difficult to define and so is the job. Without CO, prisons would not survive. Employee retention is critical for prisons to advance. In the prison world, CO are the backbone of a successful business. Leading a correctional agency includes creating pathways, opportunities, and solutions to problems each day. Burnout leads to higher rates of missed work, greater numbers of doctor visits, higher levels of self-criticism, and higher frequencies of alcohol consumption (Stoyanova & Harizanova, 2016). CO have high levels of depersonalization (DP) and a high prevalence of burnout syndrome (Harizanova & Stoyanova, 2020). Stress is another primary indicator of correctional officer turnover rate (Viotti, 2016; Walters, 2022). Excessive stress creates poorly run prisons, creating even more problems for inmates and staff (Haynes et al., 2020). Knowing that stress is a factor in burnout is important but knowing what to do about the burnout is even more important. Giving CO tools to reduce burnout makes it possible to reduce turnover and have safer prisons. In this study, the researcher measured correctional officer burnout before and after attending Crisis Intervention Team (CIT) training in a Southeastern United States prison to determine if CIT training might contribute to lowering correctional officer burnout.

Background of the Study

CO have one of the highest rates of stress illnesses of all occupations (U.S. Labor of Statistics, 2020). Yet, the expectation is that CO should maintain security and discipline to rehabilitate and reintegrate inmates (Viotti, 2016). The U.S. Labor of Statistics (2020) reported that successful CO are vigilant and ready to respond throughout their entire shift and that having a high level of hypervigilance may be linked to a projected 7% job decline before 2029. A noticeable source of anxiety for CO is contact with inmates (Walters, 2022). To ensure CO have the tools they need to deal with burnout, this study aimed to determine if CIT training can assist CO with dealing with inmates and lowering work-related burnout.

Theoretical Framework

Organizations have a calculated need to understand and manage characteristics that employees learn through. Applying employee experiences to develop methods that lower burnout and influence retention is part of the learning process. Training is an essential part of organizations and must be evaluated and used to improve the quality of time employees spend in training while using practical workplace situations to assist in that training. Kolb's (1984) experiential learning theory (ELT) uses prominent approaches to reveal how adult learners' experiences are best applied to education.

ELT is a learning process unlike behavioral theories based on empirical epistemology (Kolb, 1984). Experiential learning draws on the work of 20th-century scholars based on six propositions:

- Learning occurs best when students are engaged.
- Learning is relearning.
- The learning process takes conflict resolution.

- Learning involves the entire person (thinking, feeling, perceiving, and behaving).
- New concepts between the person and environment create new learning.
- The process of learning generates knowledge. (Kolb & Kolb, 2005)

ELT draws on the work of prominent 20th-century scholars who gave experience a central role in their theories of human learning and development—notably, John Dewey, Kurt Lewin, Jean Piaget, and others—to develop a holistic model of the experimental learning process and a multilinear model of adult development (Kolb, 1984; Kolb & Kolb, 2005).

The Lewinian experimental learning model focuses on two aspects of learning: (a) concrete experiences to validate and test abstract concepts and (b) feedback processes based on problem-solving processes that generate information that provides a continuous goal-directed action and evaluation (Kolb, 1984). Dewey's learning model is similar to the Lewinian model with an "emphasis on integrating experience and concepts, observations and action" (Kolb, 1984, p. 21). The emphasis is on feedback, which is a Lewinian concept. Piaget used dimensions of both Lewin's and Dewey's models by exploring the layers of experience and concept, reflection, and action form with four significant stages of cognitive growth that are sectioned into 0-2 years, 2-6 years, 7-11 years, and 12-15 years (Kolb, 1984).

ELT brings a different set of assumptions formed and re-formed through experiences (Kolb, 1984). Through ELT, learners not only experience a situation but also apply what they learned to future situations (Baker et al., 2005; Kolb, 1984). Through understanding an ongoing inquiry of mutual participation among diverse perspectives by the process of listening to other points of view and consideration, learning emerges (Baker et al., 2005).

The basis of this theoretical framework is built on the premise that CO experience burnout and stress. Kolb's (1984) model of ELT was selected to guide this research in

understanding how CIT training can impact burnout for CO. For the sake of this research, ELT takes into account that the learner has experienced the mental health issues associated with offenders and the application of CIT on de-escalating situations, which in turn, may reduce burnout.

The CIT schedule used in this research included several classes that introduced CO to components of the mental health issues people experience. The titles of two of the classes were "Understanding Mental Illness" and "Hearing Voices." In addition, the training included a site visit to a mental health facility or day center. During "Understanding Mental Illness," staff members learned how mental illness affects everyone, including inmates. "Hearing Voices" was an interactive class that allowed CO to experience auditory hallucinations and their effect on a person experiencing a psychotic disorder. During the site visit, CO experienced how treated persons have a better quality of life. The site visit also allowed the participants to share prison or jail experiences with CO. Although the exact schedule is not mandated by CIT International, certain classes are suggested to give CO the best preview of mental health issues in jails and prisons. The sample state used for this research and the state the researcher lives in use a similar CIT curriculum (see Appendix A).

Additionally, the concepts that drove this research are supported by the Maslach Burnout Inventory (MBI; Maslach et al., 2016) given to sworn CO who attended training. CIT is an evidence-based model created to improve interactions between law enforcement and persons with mental illnesses with the purpose of preventing inappropriate restraint, incarceration, and stigmatization of persons with mental illnesses, along with several other important factors (National Alliance on Mental Illness, n.d.-a). The MBI measures emotional exhaustion (EE), DP, and personal accomplishment (PA; Maslach et al., 2016).

Problem Statement

CO have one of the highest rates of stress-related illnesses of all occupations (U.S. Labor of Statistics, 2020). Dealing with burnout is difficult when CO are responsible for overseeing inmates with mental health issues, drug addiction issues, and even co-occurring problems. Factors responsible for CO stress include dealing with conflicting roles. CO are expected to maintain security and discipline and rehabilitate and reintegrate the inmates (Viotti, 2016). Finding a solution to minimize burnout is critical for the health and safety of CO and inmates.

Knowing that CO face high burnout levels is irrelevant if no solutions address burnout. Understanding and eliminating burnout components are important aspects of organizational leadership. Long-term stress and strain lead to job burnout when the resources an employee needs are not in the resources available to them (Margi & Rosenbloom, 2021). A noticeable source of anxiety for CO is contact with inmates when inmates harbor negative attitudes toward authority (Walters, 2022). The U.S. Labor of Statistics (2020) reported that successful CO are vigilant and ready to respond throughout their entire shift; however, correctional officer positions are linked to a projected 7% job decline before 2029 that will increase turnover rates and vacancies (U.S. Labor of Statistics, 2020).

CIT is a 40-hour first responder training approach to de-escalating a mental health crisis by incorporating three core elements:

- ongoing elements
- operational elements
- sustaining elements (Dempsey, 2017).

The goal of CIT is to improve safety in encounters between CO and inmates in crisis and to divert individuals with mental illnesses whenever possible (Compton et al., 2017). According

to Prison Policy Initiative (2021), 73% of females and 55% of males incarcerated in state prisons have mental health problems.

Researchers have indicated that stress is related to the length of time on the job (Hogan et al., 2017), lack of support from coworkers (Lambert et al., 2017), and trust between coworkers and supervisors (Haynes et al., 2020). Still, research findings have not focused on methods of work-related training that will reduce burnout.

Russo (2019) found that some state prisons report correctional officer turnover rates as high as 55%. Prisons are not going away, and having staff in place to run prisons is critical to public safety. CIT trainers teach three elements of de-escalating inmates with mental illnesses:

- inclusive collaboration,
- training,
- coordinated responses (CIT, n.d.).

The three elements of CIT might also reduce burnout in sworn CO.

Purpose Statement

The purpose of this quantitative, quasi-experimental research was to examine the three dimensions of burnout with which CIT training may assist CO within prisons in the Southeastern United States.

Overview of Methodology

This quantitative, quasi-experimental study was survey research using approach instrumentation. The MBI was used to address the study's overarching research question. The MBI measured three components of burnout: EE, DP, and PA. The sample consisted of 73 sworn CO. The sample threshold of 30 to 120 sworn CO was satisfactory to detect a specifically significant finding using the *t* test of dependent means for an anticipated medium to small

sample. The independent variable was defined as the completion of CIT training.

Participants were CO with at least 6 months of service who worked in a Southeastern state prison. Gender and length of service were recorded but were not used as a factor for burnout. Permission was obtained from all participants involved. An informed consent explaining confidentiality was given to each participant (see Appendix B). The surveys were delivered digitally, and the CO completed them before the beginning of the CIT training and again after 4 weeks of completing the CIT training. CO had the right not to answer questions in the survey. Information received from each correctional officer was added to the study through probability sampling.

Research Questions

This study addressed the following research questions:

1. To what degree will CIT training impact sworn correctional officers' perception of burnout?
2. Considering the three dimensions of burnout (i.e., EE, DP, PA), which represents the most robust predictor of treatment effect in the wake of CIT training for sworn CO in a state prison?

Research Hypotheses

The hypotheses for the first research question are as follows:

H_0: There will be no statistically significant effect for CIT in decreasing study participant perceptions of burnout.

H_a: There will be a statistically significant effect for CIT in decreasing study participant perceptions of burnout.

The hypotheses for the second research question are as follows:

H_0: There will be no dimension of burnout indicated for treatment effect in the wake of CIT training for sworn CO in a state prison.

H_a: EE will reflect the greatest degree of burnout effect in the wake of CIT training for sworn CO in a state prison.

Overview of Analyses

Preliminary Analyses

Before analyzing the research questions posed in the study, preliminary analyses were conducted. Specifically, missing data, internal consistency (reliability) of participant responses, and essential demographic information were analyzed for study purposes.

Internal reliability levels for participant response to the study's research instrument were assessed using Cronbach's alpha test statistic. The conventions of George and Mallery (2020) were used to interpret numeric alpha levels achieved across all items on the research instrument, as well as for the three sub-constructs of burnout.

Essential demographic information was analyzed using descriptive statistical techniques. Specifically, frequency counts and percentages were utilized for illustrative and comparative purposes.

Analyses by Research Question

The study's two research questions were broadly analyzed using a variety of descriptive, associative, predictive, and inferential statistical techniques. Frequency counts, measures of central tendency (mean scores), variability (minimum/maximum and standard deviation), standard errors of the mean, and data normality (skew and kurtosis) represented the primary descriptive statistical techniques used to address the study's formally stated research questions.

In Research Question one and two, a *t* test of dependent means was used to assess the statistical significance of participant perceptions across the study's two phases (pre-test/post-test). The alpha level of $p \leq .05$ represented the threshold for statistical significance of the finding. Cohen's *d* was used to assess the magnitude of effect (effect size) across the study's two phases. Sawilowsky's (2009) parameters of interpretation of effect sized were applied as the means by which numeric effect sizes might be expressed in qualitative terms.

Limitations

Although this study was used to determine if CIT can reduce burnout in sworn CO, there are limitations. The limitations of this study may be the time span of how long the reassessment of burnout happens in relation to the CO receiving the training. CIT-trained CO may not have had time to implement the skills they learned in CIT to de-escalate situations, which may create a lag time in results to burnout. Practicing the skills is important for any type of reinforcement to learning. Additionally, CIT has three components:

- inclusive collaboration
- training
- coordinated responses.

If burnout reduction is indicated, it may not be possible from this study to indicate which components in CIT are linked to burnout reduction.

Definition of Key Terms

The following words and phrases are key terms for the study.

- **burnout**: a state of physical, emotional, and mental exhaustion caused by excessive and prolonged stress
- **stress**: the feeling of emotional or physical exhaustion

- **Crisis Intervention Team (CIT)**: improves communication, identifies mental health resources for those in crisis, and ensures officer and community safety
- **Maslach Burnout Inventory (MBI)**: a psychological assessment instrument comprising 22 symptom items pertaining to occupational burnout
- **emotional exhaustion (EE)**: in relation to MBI, a nine-item scale used to measure feelings of being emotionally overextended and exhausted from work
- **depersonalization (DP)**: in relation to MBI, a five-item scale used to measure an unfeeling and impersonal response toward recipients of one's service, care, treatment, or instruction
- **personal accomplishment (PA)**: in relation to MBI, an eight-item scale that measures feelings of competence and successful achievement at one's work

Significance of the Study

Most research related to CO mentions high levels of stress and burnout in relation to the occupation of corrections. The related research is important and relevant but what is lacking in the research are solutions to burnout and stress. This study addresses burnout and whether CIT can lower the levels of burnout CO experience working in a state prison. The results of this study can serve as a starting point for future studies that address usable burnout techniques for CO. Correctional departments can use the results of this study to develop and implement programs to offset the burnout levels of CO in a correctional setting.

Summary

Burnout in CO is evident. CIT training provides techniques through three training components that may assist in lowering burnout. Measuring burnout before CO complete CIT

and after they complete CIT may indicate how lowering burnout is possible through training. Retention of CO is essential to safe prisons and communities.

II. REVIEW OF LITERATURE

CO represent an essential component of prisons (Ferdik et al., 2014). State governments employ 52% of the 418,500 CO and jailers in the United States; the remaining 48% of CO are employed by the local government, the federal government, and facilities support services (Bureau of Labor Statistics, 2022). Two million inmates are supervised each year by only half a million CO (Konda et al., 2013). CO work rotating shifts and overtime, with a median pay of $47,920 per year, and a high school diploma or equivalent is required to get the job (Bureau of Labor Statistics, 2022). Training to be a CO varies by state but typically lasts several months, and training academies train CO on a number of subjects, including self-defense, institutional policies, regulations, operations, and security procedures (Bureau of Labor Statistics, 2022).

Any job that requires an employee to work with people causes burnout and stress. Still, burnout that stems from being a CO is related, in part, to CO having one of the highest rates of injuries and illnesses of all occupations (Bureau of Labor Statistics, 2022). Burnout leads to higher rates of missed work, greater numbers of doctor visits, higher levels of self-criticism, and higher frequencies of alcohol consumption (Stoyanova & Harizanova, 2016). CO have high levels of DP and a high prevalence of burnout syndrome (Harizanova & Stoyanova, 2020; Margi & Rosenbloom, 2021). Stress is another primary indicator of the correctional officer turnover rate (Viotti, 2016; Walters, 2022). Excessive stress creates poorly run prisons, creating even more problems for inmates and staff (Haynes et al., 2020). Knowing stress is a factor in burnout is

essential, but knowing what to do about the burnout is even more critical.

Blitz et al. (2008) suggested that in the United States, it is probable that at least one-half of imprisoned inmates have a mental health disorder. With a high number of mentally ill inmates and CO having the highest stress and illness reported profession, it may be possible to lower stress and burnout with training geared toward mentally ill inmates. CIT training teaches CO to de-escalate inmates in mental crises (Compton et al., 2017).

The CIT program is a partnership of law enforcement, mental health, and addiction professionals that acts as an innovative first-responder training model to help individuals in mental health crisis mode (CIT International, 2022). CIT's primary goals are to develop the most compassionate and effective crisis response system that is the least intrusive in a person's life and to help persons with mental disorders or addictions access medical treatment rather than place them in the criminal justice system due to illness-related behaviors (CIT International, 2022).

There are gaps in the available research, and no relevant training methods for lowering burnout for CO have been indicated. Stress was related to the length of time on the job, lack of support from coworkers, and even trust between coworkers and supervisors (Haynes et al., 2020; Hogan et al., 2017; Lambert et al., 2017). Still, research findings do not focus on methods of how CO can lower stress or burnout.

Russo (2019) reported that some state prisons indicate correctional officer turnover rates as high as 55%. Prisons are not going away; therefore, having staff in place to run prisons is critical to public safety. CIT trainers teach three elements of de-escalating inmates with mental illnesses: (a) inclusive collaboration, (b) training, and (c) coordinated responses (CIT, n.d.). The three elements of CIT might also reduce burnout in sworn CO.

Correctional Officers

According to da Silva et al. (2020) and Viotti (2016), CO should maintain security and discipline to rehabilitate and reintegrate inmates. Additionally, CO are expected to "work in teams, demonstrate attention, self-control, a proactive attitude, initiative, and the capacity to negotiate adverse situations" (Bezerra et al., 2016, p. 2136). The U.S. Department of Labor Statistics (2020) reported that successful CO are vigilant and ready to respond throughout their shift. Common obstacles CO face, derived from societal perceptions, are that most prisons are strategically located in geographically isolated areas to support the "out of sight out of mind" nomenclature and exposure to acts of aggression during work hours (Margi & Rosenbloom, 2021; Ricciardelli et al., 2021). As prisons are located in geographically isolated areas, staffing issues can arise from the lack of population, and turnover rates are more prevalent because job responsibilities are so vast.

Understanding the impact of organizational formalization of staff and job satisfaction can determine the adverse effects and organizational commitment CO have; therefore, Lambert et al. (2006) administered questionnaires to 41 CO in a Midwestern correctional institution. Lambert et al. used Pearson's *r* correlation from a Likert scale to calculate the four items of decision-making and formalization. Low levels of staff input into decisions and low levels of job autonomy had significant negative impacts on job commitment and satisfaction (Lambert et al., 2006). CO commitment and job satisfaction are essential to run a prison successfully.

Blitz et al. (2008) examined the effects of CO who supervise inmates with mental health disorders. In a two-step weighting strategy using a base weight survey with a sampling design, 7,221 male inmates and 564 female inmates were asked about the victimization rates for inmates with mental health disorders (Blitz et al., 2008). Inmates with a mental health disorder were 1.2

times more likely to experience physical violence from staff (Blitz et al., 2008). Therefore, this study concluded that it is important to consider the mental health aspect of inmates due to victimization based on mental health disorders.

Emotional dissonance was defined by Ferdik et al. (2014) as "conflict experienced as a result of one's true emotions and those required to be displayed by an employing organization" (p. 330). Ferdik et al. studied emotional dissonance and job desirability in predicting CO turnover intentions by administering general structure surveys (N =1650) throughout a Southeastern state prison using a multivariant regression model with cross-sectional data from the survey data collected. The first stage used a frequency for distribution, followed by an estimation of the hierarchical performance of the variables. Then, emotional dissonance was entered in the second regression model. Study results proved that emotional dissonance did not impact CO turnover, which is vital to the research because lowering turnover is crucial to penitentiary success (Ferdik et al., 2014).

Galanek (2015) researched the social and structural context structures between CO and inmates with severe mental illnesses by observing 430 hours of staff-inmate interactions and interviewing over 23 staff members and 20 inmates. In this qualitative study, when Galanek described the relationship between staff and inmates, the finding was that some staff realized the importance of mentally ill inmates getting their medications and that the medications help inmates by dealing with inmate behavior and discipline. In addition, when CO spoke about how they respond to mentally ill inmates, one correctional officer reported:

> It's like five dollars in the bank every week, and it keeps you from dealing with them [inmates] later. They just want five minutes of your time, and you get to know just where

they're at, and if they're getting to the point of where they're going to cycle, or if they're just angry at the moment. (Galanek, 2015, p. 126)

CO acknowledged that giving disciplinary write-ups to inmates is the wrong thing to do in most cases for mentally ill inmates. Inmates also understand the importance of having a good relationship with the security staff and reported, "Sometimes the officers will help, 'cause they'll say, 'The situation is not that serious, look at it this way,' and talk you out of doing something" (Galanek, 2015 p. 129). Understanding the importance of staff–inmate relationships regarding mental health issues for the inmates and CO may help lower burnout levels for CO.

In a cross-sectional study, surveys were administered to 1,273 CO to determine the perceived fear of inmates and victimization (Stichman & Gordan, 2015). The researchers first used a multivariate regression for perceived fear using a control variable of power; the discovery was that applying French and Raven's theory on the bases of power facilitated the understating of correctional officers' perceptions of fear and risk. According to Stichman and Gordan (2015), in the theory of bases of power, CO may use legitimate power, referent power, expert power, or reward power. Expert power was associated with lower levels of risk but not fear; legitimate power was associated with lower levels of fear but not risk (Stichman & Gordon, 2015). Therefore, levels of power, fear, and risk, when associated with doing the job of a CO, could be a factor in burnout.

In a study by Lambert et al. (2018), an exploratory examination of job stress, job involvement, and job satisfaction and how they are related to life satisfaction, 322 surveys were distributed during team meetings and completed by staff at two separate prisons. For the dependent variable, Lambert et al. used the satisfaction with life scale that is a broad construct spanning multiple domains for life satisfaction by Diener et al. (1985), which includes three

parts: positive affect, negative affect, and life satisfaction. Work stress was the independent variable that measured job stress using four items from Cullen et al. (1985) summed together to form an addictive index (Lambert et al., 2018). To support the spillover theory, which is "the workplace experiences that can spillover from the work domain and affect other domains, including overall life satisfaction" (Lambert et al., 2018, p. 622), job stress and job involvement were shown to be significant factors in prison life satisfaction. Life satisfaction is critical for lower levels of burnout, especially since the daily operations of prisons are dependent on CO (Lambert et al., 2018).

Vieraitis et al. (2018) used a qualitative, in-depth review to examine the perceptions of daily interaction and relationships between inmates and CO from the perspective of 38 inmates released from a Texas prison. To understand personal experiences and perceptions toward CO, semi-structured, face-to-face interviews were completed with inmates who had served at least 10 years before being released (Vieraitis et al., 2018). The interviews were coded using inductive coding, and then categories were developed to organize and identify inmate perspectives of good CO and bad CO based on consistency, humane treatment, and respectability (Vieraitis et al., 2018). Inmates claimed that consistent, humane, and respectable CO had fewer problems than CO who were not (Vieraitis et al., 2018). The study's implication is important to the research because CO who report fewer problems during their shifts experience lower burnout.

In researching perceptions of staff-inmate boundary violation on job satisfaction, Worley et al. (2019) used a cross-sectional design on causal relationships with 501 CO who participated in an annual in-service training and had over 8 months of experience. A Likert-scaled survey was administered to CO that measured job satisfaction, boundary violation perceptions, and willingness to follow the rules (Worley et al., 2019). There were no significant correlations with

job satisfaction, race, tenure, education, or gender; however, age, pay concerns, boundary violations, and following rules had significant correlations with job satisfaction (Worley et al., 2019). This study implies that understanding what stressors CO face regularly is relevant because lowering burnout is contingent on job satisfaction and lowering turnover.

Similarly, Haggerty and Bucerius (2021) researched why CO have rules to enforce but may not consistently enforce all the rules to gain compliance from inmates. During pre-shift briefings and emails, 131 CO from four Canadian prisons were recruited to be interviewed privately to ensure confidentiality (Haggerty & Bucerius, 2021). Using inductive analysis around the theme of discretion for which rules CO enforce and which ones they could be lenient with, Haggerty and Bucerius (2021) found that CO selectively ignore certain rules depending on how the CO deemed the rule to be important to enhance their standing with inmates and to have a give-and-take relationship. The study implications are that CO leniency could cause additional problems for CO who enforce all rules causing burnout to happen sooner with stricter CO.

Using semi-structured interviews to identify emergent themes in the communication theory of identity that explores how CO manage their professional identities, Ricciardelli et al. (2021) interviewed 43 CO in a Canadian prison. The preservation of the life of inmates includes responding to and intervening in traumatic events and dealing with the emotional responses of inmates and feelings toward their actions (Ricciardelli et al., 2021). The results showed discrepancies between public and media interpretations of CO, including the relationships CO have with inmates (Ricciardelli et al., 2021). The study implication is that dealing with how the public views CO while dealing with inmates and the traumatic events witnessed daily may create stressors for CO that slowly lead to burnout.

CO are tasked with being assertive, direct, and fair while monitoring offender behavior

and negotiating an unpredictable environment (da Silva et al., 2020; Ferdik et al., 2014). Correctional officers' perspectives of inmates can impact the stressors and strains associated with working in a prison, while the relationship CO have with inmates can also impact CO stressors (Stichman & Gordon, 2015; Vieraitis et al., 2018). However, job satisfaction for CO may be contingent on the boundaries staff have with inmates (Worley et al., 2019). CO have a large variety of responsibilities while they work long shifts over weekends and holidays (Bureau of Labor Statistics, 2022). The complexities of the CO job description could undoubtedly be expounded by adding de-escalating inmates and responding to traumatic events (Ricciardelli et al., 2021). The position of CO will always be needed because prisons are not going away.

Burnout

Employee well-being is crucial for organizations' productivity, and one problem concerning the well-being of employees is burnout (Margi & Rosenbloom, 2021). Burnout is a syndrome of EE experienced by individuals at work, impacting PA to tasks, the organization, co-workers, clients, and themselves (Harizanova & Stoyanova, 2020; Margi & Rosenbloom, 2021). Physical symptoms of burnout include sleep disorders, fatigue, headaches, respiratory disorders, sexual disorders, and even muscle pain (da Silva et al., 2020). Workplace burnout among CO leads to unsafe prisons, high turnover rates, high absenteeism, lower productivity, and decreased effectiveness in the workplace, but burnout in a security prison versus a criminal prison may render different results (Finney et al., 2013; Margi & Rosenbloom, 2021; Stoyanova & Harizanova, 2016). Training and mentoring programs are important considerations for lowering burnout, but when staffing is an issue, it is challenging to teach CO about burnout (Farnese et al., 2017; Norman et al., 2020).

In a systematic review, Finney et al. (2013) conducted a literature analysis to discover

what causes burnout in CO. Beginning with 137 articles and using a strategic measurement tool to narrow down the articles that used all the categories of stressors intrinsic to the job, such as CO role in the organization, rewards at work, supervisory relationships, and organizational structure, the authors used eight articles for the review (Finney et al., 2013). Ultimately organizational structure and the climate of the correctional institutions have the most consistent opportunity to lower CO stress and burnout (Finney et al., 2013). The implications of the research by Finney et al. (2013) are important because the conclusions indicate that inmates are not the cause of burnout.

Evaluating the sociodemographic profile of burnout levels and quality of life of 40 female CO in a women's prison occurred by a trained female interviewing the persons using the MBI in a private room while the correctional officer was working (Bademci et al., 2016). The MBI measured EE, cynicism, and self-efficacy. At the same time, the methodology used a descriptive cross-sectional study that analyzed the correlations between sociodemographic, professional, and quality of life questionnaires (Bademci et al., 2016). The study's implications were that moderate burnout levels could be related to signs of physical and EE with attitudes of insensitivity and severity in interpersonal relationships, which shows that CO are still satisfied with their jobs as CO (Bademci et al., 2016).

Stoyanova and Harizanova (2016) used a four-section questionnaire to collect data from CO. The four sections were (a) demographics, (b) Boyko's method for diagnosis of the severity of symptoms and phases of formation and completion of the occupational burnout process, (c) the widely spread complaints noted over six months concerning stress and exhaustion, and (d) questions related to quantitative assessments of sick leaves taken with a year (Stoyanova & Harizanova, 2016). The cross-sectional study of 201 CO was measured using a non-

interventional socio-psychological study on voluntary participants in two Bulgarian prisons (Stoyanova & Harizanova, 2016). The implications of the study by Stoyanova and Harizanova (2016) are imperative because CO with higher levels of identified burnout missed work more often, went to the doctor at a higher percentage, required increased nicotine habits, had higher levels of self-criticism, and sought higher frequencies of alcohol consumption.

Farnese et al. (2017) conducted a study to determine if mentoring newcomers in orientation and role adjustment for CO led to lower burnout and personal learning. Using a multiple regression analysis with a bootstrapping method, 117 CO who had had formal mentors assigned were administered questionnaires (Farnese et al., 2017). Mentors were CO who were higher ranking but were not direct supervisors of the mentees. Mentoring was positively correlated with learning and processes using Cronbach's alpha coefficient and correlations (Farnese et al., 2017). The results supported mentors and two learning socialization dimensions, which are "people, referring to degree of newcomers and, goals and values, referring to the capability of understanding and sharing the goals and values governing organizational life" in which both dimensions can be negatively related to burnout (Farnese et al. 2017, p. 324). However, mentors and the learning socialization process are relevant because mentoring with CIT training, or if their mentor is CIT trained, may reduce burnout levels and stress even more. Furthermore, the trajectory of burnout for CO may be linked to the earliest stages of onboarding.

Understanding how CO respond to adversity could correlate to their psychological well-being in the workplace (Trounson et al., 2019). One hundred seventy-four CO were recruited by an online invitation to participate in an online study. CO then completed an online survey that included sociodemographic questions and measures of perceived workplace adversity, diversity, and negative organizational impacts (Trounson et al., 2019). The Work-Related Environmental

Adversity Scale was used to measure office perception and workplace adversity and showed that how CO react to adversity in the workplace can lower the frequency of negative organizational impact (Trounson et al., 2019). The inference of how CO view workplace adversity is necessary because adversity might also lower correctional officer burnout.

In a descriptive cross-sectional inter-occupational approach, 214 hospital nurses and 201 CO were given a self-administered questionnaire to determine if gender roles were more related to burnout than occupational roles (Harizanova & Stoyanova, 2020). Using the Statistical Package for Social Sciences (SPSS) to code and analyze the Bulgarian version of the MBI, CO were found to have a higher score of DP, whereas nurses had a higher score of EE; however, overall, CO had a higher prevalence of burnout syndrome when compared to nurses (Harizanova & Stoyanova, 2020). There is the suggestion that DP in CO is what causes burnout.

Norman et al. (2020) surveyed 116 CO in a Swedish ward to determine if communication could lower burnout by administering a training intervention that used a stepped-wedged waiting list design in everyday conversations. Norman et al. (2020) used the MBI-General Survey to measure the three outcomes of EE, cynicism, and professional efficacy by dividing the control and intervention conditions for each time point displayed. Results showed no apparent effect on the timelines of the three outcomes, but there was a lower effect on cynicism on the group as a whole, depending on if the CO had taken the job for practical reasons (Norman et al., 2020). Although the study by Norman et al. (2020) did not show a substantiative result for lowering burnout, the implication is that favorable interventions focused on communication skills may improve the working climate of CO.

To evaluate whether or not burnout affects the quality of life in a women's prison, da Silva Venâncio et al. (2020) conducted a descriptive cross-sectional study performed in a

women's prison using the MBI using a trained female interviewer. Measuring sociodemographic profiles, burnout levels, and quality of life, the interviewer met 40 CO in a private room, individually, during the correctional officers' working hours (da Silva Venâncio et al., 2020). Data were analyzed independently using a spreadsheet to separate sociodemographic, professional profiles, and quality of life results, while the SPSS software verified the correlations between burnout and quality of life (da Silva Venâncio et al., 2020). The results presented moderate burnout levels related to physical and EE, implying that even though CO are moderately satisfied with their work, burnout interferes with their quality of life (da Silva Venâncio et al., 2020).

Measuring how burnout affects work-family conflict or depression, Jaegers et al. (2021) used a linear mixed-effects and growth model on 144 newly hired jail CO by giving them four surveys within their first year of employment. Jaegers et al. (2021) populated a correlation matrix to verify that burnout and work-family conflict increased over the first 12 months of work. The critical implications onset of increased vulnerability for suicide, burnout, and depression occurs for CO as early as their first year of employment.

In Israel, two separate prisons were evaluated using the MBI on 174 CO who worked in security prisons and criminal prisons to determine if one prison or the other produced higher levels of burnout (Margi & Rosenbloom, 2021). Analyzing the co-variance after 12 wardens interviewed the CO by comparing the levels of burnout and burnout components between prisons using age and gender as additional co-variances, a stepwise regression tested the effects of DP on the EE levels (Margi & Rosenbloom, 2021). The findings indicated that DP levels were higher in criminal prisons than in security prisons, which supports the implication that CO need support in coping with their duties assigned to them inside a prison.

It is critical to attach organizational interventions to lower burnout to have healthy staff since CO are continuously exposed to negative occupational experiences, including verbal and physical abuse, witnessing graphic or violent events, and behaving as first responders to traumatic events (Trounson et al., 2019). With one dimension of burnout being reduced accomplishment, the feeling often yields a decrease in sensitivity, productivity, and one's self-efficacy (da Silva et al., 2020; Margi & Rosenbloom, 2021). How CO react to adversity can lower negative organizational impact (Jaegers et al., 2021; Trounson et al., 2019). Training could lower burnout for CO and lead to a healthier workforce (Norman et al., 2020; Stoyanova Harizanova, 2016). However, being a correctional officer has known burnout consequences (da Silva et al., 2021).

Stress

Being a correctional officer is stressful. Walters (2022) defined stress as "anxiety and depressive symptomatology organized under a general heading of psychological distress or dysphoria" (p. 3). Bezerra et al. (2016) explained that stress, when in excess, manifests psychological distress that causes physical and emotional reactions depending on the phase of when the stress is found. A noticeable source of stress for CO is contact with inmates (Butler et al., 2019; Walters, 2022). Physical symptoms of stress are increased sweating, muscular tension, hypertension, nausea, cold feet and hands, grinding teeth, tightening of the jaw, alienation, insomnia; psychological symptoms are insomnia, alienation, interpersonal difficulties, self-doubt, inability to concentrate, anger, emotional hypersensitivity, and anguish (Lipp, 1994, as cited in Bezerra et al., 2016).

Stress comes from sources other than inmates (Butler et al., 2019; Hogan et al., 2017). Stress can also affect CO in different stages of their careers (Butler et al., 2019; Hogan et al.,

2017; Walters, 2022). Additionally, stressors that affect male CO are not the same stressors that affect female CO, and the percentage of women working in corrections has grown over the past 45 years by almost 40% (Lambert et al., 2017). Knowing all of the factors that cause stress in CO is important for finding solutions for lowering it.

In a study by Viotti (2016), stress was measured by high-demanding contact with prisoners, level of responsibility, the negative social image of CO, health risks, challenging work hours, and intellectual and social stimulation. Viotti (2016) aimed to identify work-related factors that negatively affected the psychological health of CO by using a qualitative, empirical study surveying 28 CO to measure stress phenomena. Viotti (2016) used a semi-structured, mixed-method design with a deductive and inductive approach by establishing stimulus questions. Using template analyses as a technique for thematically organizing and analyzing data, Viotti (2016) found that CO noted levels of guilt and powerlessness when helping inmates. The contributable levels of guilt and powerlessness when helping inmates led to the implication that the relationships CO have with inmates can affect their stress levels and lead to job stress.

Worley and Worley (2016) used a research approach to determine if correctional officers' pay/compensation was a cause for their boundary violations with inmates. The term pay/compensation was linked with values of undervalued and unappreciated feelings, which lowered correctional officers' status and value (Worley & Worley, 2016). Despite the presence of strong organizational cultural norms in a quantitative study, Worley and Worley (2016) used a Likert scale survey with 501 CO to assess the independent variable of correctional officer salary and the dependent variable of self-reported boundary violations. Designed as a questionnaire to measure the phenomenon of boundary violations, the author identified himself as a correctional officer (Worley & Worley, 2016). Yet, pay caused stressors to include feelings of being

undervalued and underappreciated for CO, which could be an additional factor to consider for burnout. In addition, poor compensation rates contribute to stressors that cause CO to violate ethical codes (Worley & Worley, 2016).

Hogan et al. (2017) evaluated the job satisfaction of CO based on career stage and level of stress. Using a descriptive variation of 500 Texan CO with at least 8 months of tenure who attended in-service training, a survey collected educational level, age, race, perceived dangerousness of the job, and career stage compared to job satisfaction. Hogan et al. (2017) used an approach relevant to the researcher because the measured stress using officer perception based on the premise that the longer an officer is on the job, the more experience they gain; as CO gain experience, they might be able to better adjust to the stressors of the job. Via descriptive variation using ordinary least squares, regression was used to estimate the effects of the independent variable (Hogan et al., 2017). The only personal characteristic influencing job satisfaction was age (Hogan et al., 2017). Conclusions of the study indicated that changes in CO attitudes and behaviors differ throughout a career and may require different organizational attention.

Lambert et al. (2017) measured the effects of social support on work stress and job satisfaction by gender using a convenience sampling of 630 self-reporting Likert scale surveys in annual in-service training to CO who also had 8 months of service or more. To determine the difference in who experienced more stress, men or women, the results indicated that women's job satisfaction was dependent on their age, role problems, and perception of job dangerousness (Lambert et al., 2017). Both female and male CO with increased age indicated greater job satisfaction, but tenure did not show favorable results for each gender (Lambert et al., 2017). Identifying stressors that come from job satisfaction, age, role problems, and perception of job

dangerousness based on gender demographics does not indicate how CO can deal with stress to make their jobs easier because the results are contextual and situational, and only the salient outcomes of stress and job satisfaction were examined during the study by Lambert et al. (2017).

In a quantitative paired test and unpaired test using a cognitive memory test to measure stress, Gutshall et al. (2017) assessed 32 correctional officers' baseline scores and second-time scores using the following assessments: the Toronto Empathy Questionnaire, the Perceived Stress Scale, the Conner-Davidson Resilience Scale, Dissociative State Scale, Pittsburgh Sleep Quality Index, MBI, and Ray Osterreith Complex Figure. Determining if occupational stress affects working memory and other psychological behavior factors, there were 2 weeks between assessments given to 32 CO with anywhere from 1-20 years of service (Gutshall et al., 2017). The implications showed that stress was identified during the baseline assessments and moderate burnout levels, which correlated with low scores on the memory tests; subsequently, the stress level and burnout level increased after the 10-day evaluation (Gutshall et al., 2017). The implications are relevant because occupational stress may cause CO to miss important details critical to their job assignments.

In a systematic, meta-analytic review of 172 multivariate peer-reviewed publications, using a fixed-effect model with a random effect model, Butler et al. (2019) sought to identify unresearched avenues that might assist in CO-related stress. Butler et al. (2019) analyzed job satisfaction, job stress, organizational commitment, turnover intent, EE, rehabilitation, orientation, DP, PA, punitive orientation, and mental health. Butler et al. (2019) indicated that female CO were more likely to report stress than male CO, and female CO compared to male CO reported a higher commitment to the organization. Supervisor support and peer support decreased job stress (Butler et al., 2019). Butler et al.'s meta-analytic review identified trends

and changes in correctional officers' stress. Additionally, creating sustainable methods of correctional officers' stress could create characteristics that are difficult to determine based on the lag between science and current events (Butler et al., 2019).

DeHart and Iachini (2019) published a qualitative three-phase review of needs assessment, media development, and pilot testing of 50 CO who completed training designed to "(a) cultivate awareness of mental health issues; (b) build appreciation for compassionate responses to mental illness and trauma among incarcerated persons; and (c) foster appropriate officer responses to prevent crisis, reduce risks, and coordinate with staff" (p. 461). Analyses of variance were used to examine between-group differences in knowledge of mental illnesses and trauma among incarcerated persons, officer responses, and reduced risks within-group increments from pre-test and post-tests (DeHart & Iachini, 2019). The findings indicated that CO had a better understanding of mental illnesses and trauma after reviewing the curriculum on how to deal with inmates and how to create an environment more inclusive of mental illness compassion (DeHart & Iachini, 2019). Although this study did not measure stress, the results are related to the effectiveness of training regarding mental health issues and how staff deal with mental health and trauma among incarcerated persons.

Walters (2022) sought to determine how to lower stressors for CO by analyzing how coworkers and inmates of CO contribute to stress using a face-to-face quantitative study measuring the lack of support CO get from staff and inmate-related stressors related to stress. Walters used a two-phase interview approach on CO ($N = 827$) with intentions of lowering dysphoria in CO. Walters then analyzed three components of the perceived lack of weak support staff as predictors by surveying the research sites. The regression coefficients for inmate-associated stressors and weak workforce support were compared using a z-test formula (Walters,

2022). The implication was that supervisors, coworkers, and prison administrators contribute to officer stress.

Haynes et al. (2020) used bivariate correlations to ensure that the independent variable of trust had a significant relationship with job stress. CO ($N = 322$) who worked in a southern United States housing facility with 4,600 inmates were issued a single survey to determine the support of coworkers (Haynes et al., 2020). Descriptive statistics to ensure sufficient variation in the variable were run first, followed by bivariate correlations to calculate bivariate associations between the variables (Haynes et al., 2020). Two separate ordinary least squares regression models determined which independent variable was significant to job stress (Haynes et al., 2020). When the level of trust CO felt with coworkers, supervisors, and management was higher, less stress was indicated (Haynes et al., 2020). The consequences of lack of trust can create stressors for the staff and correctional agencies.

Stress is pertinent for all law enforcement groups worldwide (Gutshall et al., 2017). Lowering stress in CO is not an easy task when so many factors cause stress. For example, trust seems to be an important variable in lowering stress, but support from other staff and supervisors is also important (Butler et al., 2019; Haynes et al., 2020; Walters, 2022). Moreover, high-stress levels on CO can cause important details to get overlooked while operating a prison since always being alert and constantly expecting leads to high levels of psychological distress (Bezerra et al., 2016; Gutshall et al., 2017). Determining who will suffer the adverse effects of stress on working memory and cognitive processing is difficult (Gutshall et al., 2017). Stress is a complex theme between work and mental health; if high-stress levels are not addressed, stress can reach a final stage of serious illness, including vital organ problems, heart attack, ulcers, or depression (Bezerra et al., 2016). When a study was conducted in a Floridian jail, Lambert and Paoline

(2008) reported that the dangerousness of working with inmates was the single best associate of job stress. CO are tasked with running safe, secure, and effective prisons; and, CO comprise the largest work group in the vast majority of prisons, which is why lowering stress is an emergent situation (Hogan et al., 2017).

Crisis Intervention Team

CIT, also known as the Memphis Model, was developed in Memphis in 1988 and utilized three essential core elements: ongoing elements, operational elements, and sustaining elements (Dempsey, 2017; Watson et al., 2017). In addition, CIT training includes components to improve correctional officer response to persons with mental illnesses and can lower use-of-forces. The 40-hour training was designed to provide knowledge, attitudes, and skills to de-escalate individuals in crisis (Watson et al., 2017). Seo and Kruis (2022) stated that one in four inmates had been diagnosed with a mental illness, which leads to a disproportionate representation of mentally ill inmates in the prison system.

Watson et al. (2017) researched whether CIT is an evidence-based practice by summarizing existing research on what is known about CIT. In a four-section commentary comparing empirical evidence using qualitative and quantitative articles on CIT, the authors studied what CIT is.

- What evidence-based practices are and what policing means?
- What are officer-level cognitive and attitudinal outcomes, behavioral outcomes, subject-level outcomes, agency-level outcomes, and community-/society-level outcomes?
- What evidence supports CIT as being evidence-based (Watson et al., 2017).

Findings indicated that CIT training is evidence-based and offers methods for improving

officer-level cognitive and attitudinal outcomes(Watson et al., 2017). Having evidence-based training available for staff to de-escalate mental health crises may lower burnout in CO.

Compton et al. (2017) evaluated whether CO respond to the teaching components of CIT best when they volunteer to attend or are told to attend. Compton et al. (2017) examined six constructs and differences in the level of force and dispositions of CIT-trained (n = 251) CO, where 68% volunteered to attend. Constructs included

- knowledge about mental health illnesses;
- attitudes toward mental illness;
- opinions about mental illness; and,
- self-efficacy (Compton et al., 2017).

In the adapted version of the distant social scale and a semantic differential measurement, scores indicated knowledge, attitudes, and skills that were statistically different ($p < .01$), and another eight scores were marginally significant ($p < .05$; Compton et al., 2017). Volunteering to attend CIT is a decision that could impact the research on CIT lowering burnout levels of CO because CO who volunteer to attend CIT may already be on a quest to lower burnout and stress. CO are more likely to apply the techniques of CIT to crises when they volunteer to attend CIT training compared to CO who did not volunteer to attend CIT training (Compton et al., 2017).

To determine the effectiveness of CIT over 10 years, Peterson and Densley (2018) designed an empirical study of 21 peer-reviewed articles from several states. Peterson and Densley (2018) used dependent variables, such as knowledge about mental illnesses, use of force, de-escalation, self-efficacy, attitudes, and assessments, in a systematic empirical review of databases that provided qualitative descriptions of CIT. The implication of lacking CIT research is important because CIT could be a factor in lowering burnout.

While evaluating a CIT pilot program, Booty et al. (2020) used a mixed-method approach to assess the effect of CIT training. The pre-pilot (n = 151) and post-pilot (n = 81) exams were administered anonymously through a Likert scale survey before the launch of the pilot and at the end of the 6-month completion of CIT using a two-sample t test to assess the differences in the answers. The qualitative data were evaluated using intricate thematic analysis techniques in a coded framework (Booty et al., 2020). Similar themes were identified to include (a) CO did not think they would have to answer calls that involved mental health issues if mental health services were available, (b) CO felt inadequate to offer services due to lack of resource availability, and (c) CO overwhelmingly agreed that CIT improved their attitudes and confidence toward handling mental health calls (Booty et al., 2020). Therefore, CIT effectively improves correctional officers' attitudes towards individuals who have mental illness crises.

There is limited research on the effectiveness of CIT; however, the available material indicates favorable results with the use of CIT by improving correctional officers' attitudes toward mental health knowledge (Compton et al., 2017; Seo & Kruis, 2022). The methods and topics taught throughout CIT include classroom lectures, field trips to mental health facilities and homes, role-playing scenarios, and de-escalation techniques (Bratina et al., 2021; Seo & Kruis, 2022). Since its inception in 1988, CIT has been utilized in police departments and prisons worldwide (National Alliance on Mental Illness, n.d.-b). With continued CIT research and CIT courses being taught, correctional officers' levels of stress and burnout may be reduced.

Conclusion

CO experience burnout and stress from multiple job areas, but burnout rates have not been measured during CIT training. CO have continuously reported high levels of stress, burnout, and job dissatisfaction for over a decade (Gould et al., 2011, as cited by Walters, 2022).

CO reported higher rates of divorce, suicide, and use of sick leave than any other blue-collar workers, with no evidence that additional means to combat stress have worked (Walters, 2022). Any job that requires face-to-face interaction with other people causes stress and burnout (Bureau of Labor Statistics, 2022). Stressful interactions with inmates are more complex than working with people because inmates often harbor negative feelings toward law enforcement, and those feelings, coupled with a mental health disorder, impact the CO (Walters, 2022).

When measuring workplace adversity, three dimensions were related to inmates: perceived environmental threat, need for vigilance, and expectations of workplace violence (Trouson et al., 2019, as cited by Walters, 2022). Three dimensions of workplace adversity are correlated with diminished psychological well-being, higher levels of psychological distress, and undesirable organizational consequences (Walters, 2022). CO are expected to maintain security and discipline to reintegrate inmates into society (da Silva et al., 2020; Viotti, 2016). Misis et al. (2013, as cited by Walters, 2022) found that CO who perceive inmates as unfriendly, cold, and antisocial reported elevated stress levels than CO who did not view inmates as unfriendly, cold, and antisocial.

Although peer and supervisory support are necessary for CO, peer support does not tend to solve the many other factors of stress and burnout and is not always viewed the same when the gender of the CO is concerned (Butler et al., 2019; Finney et al., 2013; Walters, 2022). CO also combat external sources of stress when it comes to burnout and anxiety because they seem emotionally unavailable to family and friends. The financial stress that could be attributed to the low pay scale for CO and health problems are also extreme variables for CO (Walters, 2022). With the high rate of demands on CO, it is imperative to provide multiple solutions for CO to deal with burnout. As Ferdik et al. (2014) described, emotional dissonance does not impact CO

turnover. Understanding emotional dissonance in a CO is important because providing CO with alternative methods to de-escalate inmates in a mental health crisis, even if CIT conflicts with correctional officers' true emotions, could impact correctional officers' reactions to the high number of inmates with a mental illness.

Job satisfaction is vital in any profession, but the growing number of vacancies in prisons shows that job satisfaction and life satisfaction are critical to reduce burnout (Lambert et al., 2018). Vieraitis et al. (2018) theorized that CO who are consistent, humane, and respectable have fewer problems than CO who are not. Training CO to be firm, fair, and consistent is important to the success of CO (Farnese et al., 2017; Norman et al., 2020).

It is possible that CIT training can demonstrate to CO how to effectively deal with inmates who have mental health issues might lower burnout levels. CIT is operated in over 2,700 jails and prisons across the United States and other locations worldwide (Usher et al., 2019, as cited in Bratina et al., 2021). One out of every five adults will experience a mental illness in any given year, leading to a disproportionate number of people with mental illnesses getting involved with police and risking incarceration (National Alliance of Mental Illness, 2019, as cited by Bratina et al., 2021). The CIT training curriculum is based on reducing arrests, use of force incidents, and injuries to both police and civilians (Taheri, 2016, as cited in Bratina et al., 2021). Therefore, CIT training could assist in lowering correctional officers' burnout.

III. METHODOLOGY

Chapter III contains a presentation of the study's essential methodological elements. The purpose of the study was to evaluate the effect CIT training might exert in reducing perceptions of burnout for CO employed in prisons in the Southeastern United States. The following represents the presentation of the study's essential elements of the methodology used in conducting the study.

Research Design

A quasi-experimental, within-subjects repeated measures research design was used to address the study's topic (Edmonds & Kennedy, 2017). The specific research methodology used for study purposes was a survey research approach. A survey research approach was explicitly selected for study purposes considering its scalability, flexibility, statistical power, and ability to generate a considerable amount of information on a given topic from multiple sources (Jones et al., 2013). Moreover, as Singleton and Straits (2009) noted, survey research is often used to describe and explore human behavior and is frequently used in social and psychological research. A standardized, Likert-type survey instrument addressed the study's dependent variable.

Sample of Study Participants

Study participants were CO employed full-time in a state prison with at least 6 months of service. The study's sample of CO was accessed specifically from one state in the Southeastern United States. The anticipated sample at the study's outset was foreseen to be as high as 120. The

final, actionable sample of study participants was 73, representing a response and participation rate of 60.8%. The participant sample of 73 was considered sufficient to detect significant findings in the study's research questions. Statistical power analysis was conducted at the a priori stage of the study using the G*Power statistical software. Using an alpha level of $p \leq .05$ and power index $(1 - \beta)$ of .80 (Cohen, 1988), an anticipated medium intervention effect ($d = 0.50$) would have required a sample size of 27 to detect a statistically significant finding in the pre-test/post-test difference scores (Faul et al., 2009).

Research Instrumentation

The MBI addressed the study's overarching question. The MBI measured three components of burnout: EE, DP, and PA. The MBI is a psychological assessment comprising 22 symptom items about occupational burnout. EE was identified in a nine-item scale used to measure feelings of being emotionally overextended and exhausted from work. DP was identified in a five-item scale used to calculate an unfeeling and impersonal response towards recipients' service, care, treatment, or instruction. PA was an eight-item scale that measured feelings of competence and achievement at one's work.

The MBI was administered to the CO two separate times. The first administration occurred on the first day of CIT training. CO were asked to take the assessment via SurveyMonkey. The evaluation was anonymous, and the CO were only identified using an email address. The second assessment was administered approximately 4 weeks after CIT training using the correctional officers' email addresses.

Study Procedures

The study's independent intervention variable was the CIT training module. The study's dependent variable was defined as burnout as identified using the MBI. Study participants were

CO employed full-time at correctional facilities in the Southeastern United States. Study participants, moreover, were defined as those with at least 6 months of service at their respective correctional facilities.

Permission for study participation was obtained from all potential participants. An informed consent form (see Appendix B) explaining the confidentiality of their involvement was provided to each participant. The surveys were delivered anonymously and administered prior to the CIT training module's initiation and after 4 weeks of completing the CIT module. No identifying information was requested on the survey. The study participant's choice not to answer items in the survey was affirmed at the study's outset.

Study data were collected at both the pre-test and post-test administration of the survey in the wake of the study's training module. Study data were then compiled in an Excel spreadsheet form, with all identifiers deleted in the process of compilation and recording. Study data were then migrated to IBM's 28th version of SPSS for analytic purposes.

Research Questions and Hypotheses

This study's research problem was addressed through the statement of the following research questions and hypotheses.

Research Question 1

To what degree will CIT training impact sworn correctional officers' perception of burnout?

Hypotheses Research Question 1

H_0: There will be no statistically significant effect for CIT in decreasing study participant perceptions of burnout.

H_a: There will be a statistically significant effect for CIT in decreasing study participant perceptions of burnout.

Research Question 2

Considering the three dimensions of burnout (i.e., EE, DP, PA), which will reflect the greatest degree of treatment effect in the wake of CIT training for sworn CO in a state prison?

Hypothesis Research Question 2

H_a: EE will reflect the greatest degree of treatment effect in the wake of CIT training for sworn CO in a state prison.

Data Analysis

Preliminary Analyses

Before the analysis of research questions stated in the study, preliminary analyses of a foundational nature were conducted. Specifically, missing data, internal reliability of participant response to survey items on the study's research instrument, and essential demographic information were analyzed for illustrative purposes.

Missing data were analyzed primarily using descriptive statistical techniques. Frequencies and percentages were the primary statistical methods of analysis and interpretation. Internal reliability for participant response to the study's research instrument was assessed using the Cronbach's alpha test statistic. The conventions of interpretation of alpha offered by George and Mallery (2020) were used to interpret numeric alpha levels achieved across all items on the research instrument and for the three sub-constructs of burnout.

Essential demographic information was analyzed using descriptive statistical techniques. Specifically, frequency counts and percentages were utilized for illustrative and comparative purposes.

Analysis by Research Question

The study's two research questions were addressed using descriptive and inferential statistical techniques. Frequency counts, measures of central tendency (mean scores), variability (minimum/maximum and standard deviation), common errors of the mean, and data normality (skew and kurtosis) represented the primary descriptive statistical techniques used to address the study's formally stated research questions.

In Research Questions 1 and 2, a *t* test of dependent means was used to assess the statistical significance of participant perceptions across the study's two phases (pre-test/post-test). The alpha level of $p \leq .05$ represented the threshold for statistical significance of the finding. Cohen's *d* was used to assess the magnitude of effect (effect size) across the study's two phases. Sawilowsky's (2009) parameters of interpretation of effect sizes were applied as the means by which numeric effect sizes might be expressed in qualitative terms.

The study data analysis and findings reporting were conducted using IBM's 28th version of SPSS.

IV. RESULTS

The purpose of the study was to evaluate the efficacy of the CIT training module in reducing perceptions of burnout for CO identified at a Southeastern United States prison. A quasi-experimental, within-subjects repeated measures research design was used to address the study's topic and research problem. The study's methodological approach was survey research. The research instrument used to address the study's overarching dependent variable of burnout was the 22-item MBI. The study's sample of participants was non-probabilistic and purposive. Two research questions and accompanying hypotheses were formally stated. Descriptive and inferential statistical techniques addressed the study's research questions and hypotheses.

The following represents the formal reporting of the study's finding for foundational descriptive statistical analyses and analyses associated with the research questions and hypotheses.

Foundational Descriptive Statistical Findings

Demographic Information

The study's demographic identifying information was evaluated using descriptive statistical techniques. The study's demographic data were specifically addressed using the descriptive statistical techniques of frequencies and percentages.

Table 1 contains a summary of findings for the descriptive statistical analysis of the study's demographic identifying information of participant gender, security position status,

ethnicity, education level, and relationship status.

Table 1

Descriptive Statistics Summary Table: Demographic Information

Demographic Variable	*n*	%	Cumulative %
Gender			
Female	34	46.58	46.58
Male	38	52.05	98.63
Missing	1	1.37	100.00
Security			
No	9	12.33	12.33
Yes	63	86.30	98.63
Missing	1	1.37	100.00
Ethnicity			
Black/African American	6	8.22	8.22
Hispanic	2	2.74	10.96
White/Caucasian	64	87.67	98.63
Other	1	1.37	100.00
Missing	0	0.00	100.00
Education			
HS/GED or some college	47	64.38	64.38
AA/AS Degree	14	19.18	83.56
BS Degree	7	9.59	93.15
Beyond BS Degree	4	5.48	98.63
Missing	1	1.37	100.00
Relationship Status			
Single	9	12.33	12.33
Single (Cohabitation)	9	12.33	24.66
Married	32	43.84	68.49
Divorced	22	30.14	98.63
Missing	1	1.37	100.00

Descriptive Statistics: MBI and Subscales

Descriptive statistical techniques were utilized to evaluate the study's survey item response data for overall MBI score (pre-test/post-test) and within the three subscales of MBI identified for study purposes. The study survey item response data were specifically addressed using the descriptive statistical techniques of frequencies, measures of typicality (mean scores), variability (minimum/maximum and standard deviations), standard errors of the mean (*SEM*), and data normality (skew and kurtosis).

Table 2 contains a summary of findings for the descriptive statistical analysis of study participants' overall MBI scores at the pre-test and post-test phases, and the score difference between the two phases.

Table 2

Descriptive Statistics Summary Table: Overall MBI Mean Scores for Pre-Test, Post-Test, and Pre/Post Difference

Study Phase	*M*	*SD*	*n*	*SEM*	Min	Max	Skew	Kurtosis
Pre-Test	3.81	1.02	73	0.12	1.86	6.55	0.36	−0.15
Post-Test	3.33	0.90	73	0.10	1.45	5.59	0.27	−0.05
Difference	−0.48	0.73	73	0.09	−2.14	1.23	0.09	−0.62

Note. *SEM* = standard error of the mean; Min = minimum; Max = maximum

Table 3 contains a summary of findings for the descriptive statistical analysis of study participant MBI subscale scores (i.e., EE, DP, and PA) at the pre-test and post-test phases, as well as the difference score between the two phases for each subscale.

Table 3

Descriptive Statistics Summary Table: Mean Scores for Pre-Test, Post-Test, and Pre/Post Difference by Subscale of MBI

Subscale/Study Phase	*M*	*SD*	*n*	*SEM*	Min	Max	Skew	Kurtosis
EE Pre-Test	4.20	1.37	71	0.16	1.44	7.00	0.19	−0.80
EE Post-Test	3.62	1.34	72	0.16	1.22	6.67	0.35	−0.49
EE Difference	−0.54	1.07	70	0.13	−3.22	1.89	−0.02	−0.12
DP Pre-Test	3.76	1.56	72	0.18	1.00	7.00	0.16	−0.90
DP Post-Test	3.13	1.41	72	0.17	1.00	6.20	0.28	−1.05
DP Difference	−0.62	1.29	71	0.15	−4.20	2.00	−0.26	−0.06
PA Pre-Test	4.89	0.91	73	0.11	1.50	6.12	0.51	0.31
PA Post-Test	4.59	0.76	73	0.09	1.62	4.88	0.05	−0.79
PA Difference	0.30	0.76	73	0.09	−1.25	2.38	0.34	−0.11

Note. *SEM* = standard error of the mean; EE = emotional exhaustion; DP = depersonalization; PA = personal accomplishment

Missing Data/Survey Completion Rate

A total of 109 participants represented the initial sample of study participants. After a preliminary screening of the study's data at the pre-test and post-test phases, 36 participants were removed for consideration by complete non-response to survey items on the research instrument. As a result, the study's final, actionable sample of participants was 73.

Data missingness was then evaluated for response to survey items at the pre-test and post-test phases of the research instrument administrations. As a result, data missingness was considered minimal and inconsequential at 0.28% (n = 9). The survey completion rate was,

therefore, 99.72%.

Internal Reliability

The internal reliability of study participant response to survey items across the pre-test and post-test phase administrations of the research instrument was evaluated using Cronbach's alpha statistical technique. As a result, and using the conventions of alpha interpretation proposed by George and Mallery (2020), the internal reliability level achieved in the study across both phases of the research instrument's administration was considered excellent ($\alpha = .94$).

Table 4 contains a summary of findings for the evaluation of the internal reliability of study participant response to survey items across both phases of the research instrument's administration.

Table 4

Internal Reliability Summary Table: Overall Internal Reliability Across Pre-Test and Post-Test Phases

Scale	# of Items	α	Lower Bound	Upper Bound
Overall	44	.94	.92	.95

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Findings by Research Question and Hypothesis

Descriptive and inferential statistical techniques were used to address the two research questions stated in the study. The probability level of $p \leq .05$ was adopted as the threshold value for findings to be considered statistically significant. Magnitudes of effect were interpreted using the conventions of effect size interpretations proposed by Sawilowsky (2009).

The following represents the formal reporting of finding by research question and hypothesis stated in the study.

Research Question 1

To what degree will CIT training impact correctional officers' perception of burnout?

The *t* test of dependent means was used to assess the statistical significance of the mean score difference in the pre-test and post-test scores achieved in the wake of the study's intervention variable. The assumption of normality based upon the mean score difference in pre-test and post-test scores was addressed and satisfied through evaluation of the respective skew (0.09) and kurtosis (−0.62) values in the pre-test/post-test difference data array (George & Mallery, 2020). The result of the analysis was statistically significant, $t(72) = -5.60$, $p < .001$. The magnitude of the intervention effect was considered between medium and large ($d = 0.66$).

Table 5 contains a summary of findings for the evaluation of the study's intervention effect on study participant perceptions of burnout as measured by the MBI.

Table 5

Summary Findings of Correctional Officers' Mean Score on the Maslach Burnout Inventory

Study Phase	*M*	*SD*	*t*(72)	*p*	Cohen's *d*
MBI Pre-Test	3.81	1.02	−5.60	< .001	0.66
MBI Post-Test	3.33	0.90			

Note. $N = 73$. MBI = Maslach Burnout Inventory.

Alternative Hypothesis Research Question 1

It had been hypothesized that there will be a statistically significant reduction in study participant perceptions of burnout from the pre-test to post-test phases of the study in the wake of the CIT intervention.

Considering the statistically significant mean score reduction in study participant perceptions of burnout in the wake of the CIT intervention, the alternative hypothesis in Research Question 1 was retained.

Research Question 2

Considering the three subscales of burnout (i.e., EE, DP, PA), which reflects the most significant degree of treatment effect in the wake of CIT training for CO in a state prison?

The *t* test of dependent means was used to assess the statistical significance of the mean score difference in the pre-test and post-test scores achieved in the wake of the study's intervention variable for each of the three subscales of the MBI. The assumption of normality based upon the mean score difference in pre-test and post-test scores was addressed and satisfied for all three subscales through evaluation of the respective skew (−/+2.0) and kurtosis (−/+7.0) values in the pre-test/post-test difference data array (George & Mallery, 2020). The magnitude of the intervention effect for each subscale analysis was assessed using the Cohen's *d* statistical technique.

Emotional Exhaustion

The mean score from pre-test to post-test for study participant perceptions of EE decreased by 0.54. The intervention effect for decreasing perceptions of EE was statistically significant, $t(69) = -4.26$, $p < .001$. The magnitude of the intervention effect for study participant perceptions of EE was considered medium ($d = .51$). Table 6 contains a summary of findings for the intervention effect exerted by CIT training upon study participant perceptions of EE.

Depersonalization

The participant perceptions of DP in the pre-test to post-test mean score decreased by 0.62. The intervention effect for decreasing perceptions of DP was statistically significant, *t*(70)

= −4.02, $p < .001$. The magnitude of the intervention effect for study participant perceptions of DP was considered medium ($d = 0.48$).

Table 7 contains a summary of findings for the intervention effect exerted by CIT training upon study of participant perceptions of DP.

Table 6

Summary Table: Intervention Effect for Study Participant Perceptions of Emotional Exhaustion

Subscale/Study Phase	*M*	*SD*	*t*(69)	*p*	Cohen's *d*
EE/Pre-Test	4.16	1.35	−4.26	< .001	0.51
EE/Post-Test	3.62	1.35			

Note. $N = 70$. EE = emotional exhaustion.

Table 7

Summary Table: Intervention Effect for Study Participant Perceptions of Depersonalization

Subscale/Study Phase	*M*	*SD*	*t*(70)	*p*	Cohen's *d*
DP/Pre-Test	3.72	1.55	−4.02	< .001	0.48
DP/Post-Test	3.10	1.41			

Note. $N = 71$. DP = depersonalization.

Personal Achievement

The mean score from pre-test to post-test for study participant perceptions of PA de creased by 0.30. The intervention effect for increasing perceptions of PA was statistically

significant, $t(72) = 3.39$, $p < .001$. The magnitude of the intervention effect for study participant perceptions of PA was considered between small and medium ($d = 0.40$).

Table 8 contains a summary of findings for the intervention effect exerted by CIT training upon the study of participant perceptions of PA.

Table 8

Summary Table: Intervention Effect for Study Participant Perceptions of Personal Achievement

Subscale/Study Phase	*M*	*SD*	*t*(72)	*p*	Cohen's *d*
PA/Pre-Test	4.59	0.91	3.39	< .001	0.40
PA/Post-Test	4.89	0.76			

Note. $N = 73$. PA = personal achievement.

Alternative Hypothesis Research Question 2

It was hypothesized that EE would reflect the greatest degree of treatment effect in the wake of CIT training for sworn CO in a state prison.

Considering the superior effect exerted by the study's intervention variable upon the MBI subscale of EE, the alternative hypothesis for Research Question 2 was retained.

Summary

The effect exerted by the study's intervention variable of CIT training was statistically significant for all three subscales of MBI. The single greatest intervention effect was exerted for study participant perceptions of EE ($d = 0.51$), closely followed by the DP subscale ($d = 0.48$).

V. DISCUSSION

This quantitative, quasi-experimental research aimed to examine the three dimensions of burnout with which CIT training assists CO within a prison in the Southeastern United States. Descriptive and inferential statistical techniques were used to address the two research questions in the study.

A total of 109 participants represented the initial sample of study participants. After a preliminary data screening during the pre-test and post-test phases, data from 73 actionable sample participants were used for the final study. This chapter will summarize the body of the work, including the results, implications for practice, suggestions for further research, and limitations of the investigation.

Summary of Results

This research aimed to determine if CIT could reduce burnout in CO in a Southeastern United States prison. Although some studies focused on the causes of burnout and how it affects the quality of life (e.g., da Silva et al., 2021; Farnese et al., 2017; Jaegers et al., 2021; Stoyanova & Harizanova, 2016), little has been researched on how to lower burnout in CO through learning. This study aimed to fill the gap and determine if a specific training program could reduce burnout rather than remove the obstacles that cause burnout.

Being a correctional officer is complex and requires multiple levels of support and assistance. CO are tasked with being assertive, direct, and fair while monitoring offender

behavior and negotiating an unpredictable environment (da Silva et al., 2020; Ferdik et al., 2014). Burnout is a syndrome of EE experienced by individuals at work, impacting PA to tasks, the organization, co-workers, clients, and themselves (Harizanova & Stoyanova, 2020; Margi & Rosenbloom, 2021). In this study, the *t* test dependent mean results indicated that two variables of EE ($d = 0.51$) and DP ($d = 0.48$) had the greatest intervention effect.

The most significant effect exerted by the study's intervention variable on the MBI subscale was upon EE. The study's demographic identifying information was evaluated using descriptive statistical techniques. The demographics identified information for participant gender, security position status, ethnicity, education level, and relationship status of the study were skewed concerning the sample size. Using the survey items' response data for overall MBI pre-test and post-test scores, the response data specifically addressed frequencies, measures of typicality (mean scores), variability (minimum/maximum and standard deviations), standard errors of the mean (*SEM*), and data normality (skew and kurtosis). The effect exerted by the study's intervention variable of CIT training was statistically significant for all three subscales of MBI. Considering the superior impact of the study's intervention on the MBI subscale of EE, the alternative hypothesis for Research Question 2 was retained.

The missing data, completion rate, and internal reliability achieved excellent levels of participation. Both phases of the research (pre-test and post-test) validate the instrument used in addressing the dependent variable, burnout. After a preliminary screening of the study's data during the pre-test and post-test phases, 36 participants were removed for consideration by complete non-response to survey items on the research instrument. Additionally, the data missingness was evaluated for a response of the survey items at the pre-test and post-test phases of the research instrument administrations. Data missingness was considered minimal and

inconsequential at 0.28% (n = 9). The survey completion rate was 99.72%.

Research Questions and Hypotheses

Research Question 1

To what degree will CIT training impact sworn correctional officers' perception of burnout?

The analysis related to Research Question 1 was statistically significant, with the magnitude intervention effect measuring between medium and large (d = 0.66). Considering the statistically significant mean score reduction in study perceptions of burnout in the wake of the CIT intervention, the alternative hypothesis in Research Question 1 was retained. The significant mean score reduction is important to the research because CIT training can lower burnout for CO, which helps maintain a healthy workforce. Workplace burnout among CO leads to unsafe prisons, high turnover rates, high absenteeism, lower productivity, and decreased effectiveness in the workplace (Finney et al., 2013; Margi & Rosenbloom, 2021; Stoyanova & Harizanova, 2016). It is critical to attach organizational interventions to lower burnout to have healthy staff since CO are continuously exposed to negative occupational experiences, including receiving verbal and physical abuse, witnessing graphic or violent events, and behaving as first responders to traumatic events (Trounson et al., 2019).

Research Question 2

Considering the three dimensions of burnout (i.e., EE, DP, PA), which represents the most robust predictor of treatment effect in the wake of CIT training for sworn CO in a state prison?

The effect exerted by the study's intervention variable of CIT training was statistically significant for all three subscales of MBI (i.e., EE, DP, and PA). The single most significant intervention effect was exerted on study participants' perceptions of EE (d =0.51), closely

followed by the DP subscale ($d = 0.48$). Considering the superior effect of the study's intervention variable upon the MBI subscale of EE, the alternative hypothesis for Research Question 2 was retained. CO have high levels of DP and a high prevalence of burnout syndrome (Harizanova & Stoyanova, 2020; Margi & Rosenbloom, 2021). It is possible for CO to be satisfied with their jobs while still experiencing moderate burnout levels related to physical and EE (da Silva Venâncio et al., 2020). Training to lower DP and EE is needed to reduce the overall effects of burnout.

The results from Research Question 2 are essential to the research because CIT teaches aspects of compassion and understanding, which have directly impacted the burnout levels of CO, specifically related to EE and DP. Results from Research Question 2 indicate that nothing specific in the literature appeared to be novel and, therefore, did not address the knowledge base of professional literature on burnout; however, CIT impacted burnout on CO.

Study Limitations

Several limitations exist within this study. Although the results showed a decrease in burnout, it is unclear if the results would be consistent if tested in another state. Previous research showed that prisons typically experience similar issues and problems related to burnout, but that similarity cannot be confirmed without replicating the study in other states that teach CIT.

CIT International, the organization that certifies CIT programs, does not dictate the details of a CIT schedule or curriculum. The CIT schedule and curriculum used in this study was a 40-hour program similar to the program in the researcher's state. It might not have been possible to get similar results if the researcher had used a different state whose program was not identical. The state used for this research required the participants to visit mental health facilities

once they learned how mental health affects all populations. The researcher recommends participants visiting mental health facilities to support the component of compassion and understanding.

Additionally, the participants in this study knew the researcher was measuring burnout and were told the details and process ahead of time. Giving participants information regarding burnout was done to encourage the participants to retake the assessment 4 weeks after completing CIT. Although the researcher did not know or meet any of the participants or the administrator of the CIT program, it is possible the CIT administrator was biased toward the results. If the study were to be replicated, it might be beneficial not to detail the purpose of the assessments to avoid introducing bias to the participants or administrator.

Lastly, CIT contains three components: ongoing elements, operational elements, and sustaining elements. Since CIT has three parts, this research does not determine which component of CIT impacted burnout. It would be necessary to isolate and test each component against burnout to assess the area of CIT that had the most significant impact.

Implications for Professional Practice

Prisons are not going away, and prisons and CO will always be needed (Sawyer & Wagner, 2022). Considering the high probability that CO will experience burnout, it is essential to have techniques to assist in lowering burnout. Since previous research showed that a myriad of reasons causes burnout, including supervisor behavior, support from family, age of officer, gender, and tenure of time as an officer (Butler et al., 2019; Jaegers et al., 2021; Lambert et al., 2017), the reality is that there is not much that prisons and state departments can do to change any of those variables. Learning ways to decrease burnout is necessary.

If CO can become more aware of how mental health affects people, including inmates,

colleagues, and people outside of work, then EE and DP could be decreased. A component of CIT is learning how easily society stigmatizes mental health disorders. During the 40-hour CIT course, CO attended a mental health facility to learn how everyone with a mental health disorder can have a thriving life once they are diagnosed and proper treatments have been administered. In addition to the mental health facility visit, CO practiced what they learned by de-escalating people in mental health crises using actors and coaches.

The implication of this research is not necessarily on the importance of CIT but more about how CO can learn to lower burnout without removing unmovable obstacles from their work. Prisons need to support CO, and it is essential for supervisors and colleagues always to stick together; but, when those mechanisms are not aligned to meet the needs of CO, training can help.

Recommendations for Future Research

The results of this study show that future research could focus on a mixed-methods approach to include an interview of the CO and the MBI assessment. Interview questions could focus on what component of CIT impacted CO most. Still, after analyzing the results of the second assessment, an interview could occur, regardless of whether burnout was lowered. Understanding how CO viewed CIT and how it helped them understand mental illnesses could provide greater insight into decreasing burnout. CIT teaches that it is essential for CO to attend the training voluntarily. CO who willingly want to understand mental illnesses may be the difference in being able to lower burnout. Lowering burnout could be a taught skill.

Future studies separating the three components of CIT, which are ongoing elements, operational elements, and sustaining elements, and incorporating them into training might lower CO burnout. Isolating the components might allow researchers to know which part best

decreases burnout. Additionally, future studies could determine whether the components of CIT can be separated or depend on each other. The results could create awareness of the curriculum and whether it contributes to lowering burnout and retaining a healthy workforce.

Future research should take into consideration the period between each of the given assessments. Instead of readministering the assessment 4 weeks after CIT, readministering the assessment 6 months to a year to CO who initially took CIT could determine not only if the CO are still employed but also determine if comparable results are found after that time frame. CIT could be a tool to lower burnout and a mechanism to reduce turnover. CO are less likely to look for other job opportunities if they are not burned out.

Lastly, researchers should consider a longitudinal phenomenological study to examine how CIT has impacted CO. Determining the lasting effects CIT has on CO over time might help determine the most impactful learning components. Additionally, the researcher could determine how the CO have used CIT at work and in their personal lives. As the CO describe how CIT has impacted them, their descriptions could help the researcher determine how CIT specifically lowers burnout.

Conclusion

Burnout in CO is evident. CIT training provides techniques through three training components that have assisted in lowering burnout. EE, DP, and PA were lowered by attending CIT. The need for a healthy correctional officer workforce is critical. CIT may be able to universally lower burnout by impacting correctional officers' EE, DP, and PA simply by teaching CO how to understand mental health illnesses. Teaching CIT to CO lowers burnout while simultaneously teaching CO how to de-escalate inmates in mental health crises.

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Appendix A

Crisis Intervention Team Schedule

Monday	Topic	Manual	Presenter
8:00 – 8:15	Introductions/Opening Remarks		
8:15 – 8:50	Introduction to CIT History/CIT Concepts		
9:00 - 9:50	The New Asylums–PBS Frontline (Video)		
10:00 – 11:30	Understanding Mental Illness		
11:30 – 12:30	Lunch	lunch	lunch
12:30 – 1:20	Hearing Voices Experience		
1:30 – 2:20	Age and Dementia		
2:30-3:20	TBI/Head Trauma		
3:30 – 4:30	Introduction to Scenarios		

Tuesday	Topic	Manual	Presenter
8:00 – 8:15	Review of Day 1 and plan for Day 2		
8:15 – 8:50	Review of CIT Policy/Legal		
9:00 – 10:50	Mental Health Issues and Processes in DOC		
11:00 – 12:00	Restrictive Housing (Video)		
12:00 – 1:00	Lunch	lunch	lunch
1:00 – 1:50	Law Enforcement CIT Officer		
2:00 – 2:50	Psychotic Disorders		
3:00 – 4:30	Mood Disorders (Video)		

Wednesday	Topic	Manual	Presenter
8:00 – 8:05	Review of Day 2 and plan for Day 3		
8:05 – 10:00	Communication and De-escalation (Video)		
10:00 – 11:00	NAMI Consumer Panel (Q&A)		
11:00 – 12:00	Lunch	lunch	lunch
12:00 – 1:00	PTSD/Anxiety Disorders		
1:00 – 3:50	Scenarios		
4:00 – 4:30	Debrief		

Thursday	Topic	Manual	Presenter
8:00 – 8:05	Review of Day 3 and plan for Day 4		
8:05 – 8:50	Suicide Prevention (Video)		
9:00 – 9:50	Personality Disorders (Video)		
10:00 – 11:00	Other Special Populations		
11:00 – 12:00	Lunch	lunch	lunch
12:00 – 3:50	Scenarios		
4:00 – 4:30	Debrief		

Friday	Topic	Manual	Presenter
8:00 – 8:05	Attendance in the parking lot		
8:05 – 11:00	Site Visit		
11:00 – 12:00	Lunch	lunch	lunch
12:00 – 2:30	Scenarios & Debriefing		
2:40 – 3:20	Self-Care & Secondary Trauma		
3:30 – 4:30	Graduation/Evaluations/Closing		

Appendix B

Adult Consent Form

Southeastern University

PROJECT TITLE: THE IMPACT OF CRISIS INTERVENTION TEAM TRAINING ON CORRECTIONAL OFFICER BURNOUT IN A SOUTHEASTERN STATE PRISON

INVESTIGATORS: Dr. James Roberts, Southeastern University, jwroberts@seu.edu; Dr. Thomas Gollery, Southeastern University, tjgollery@seu.edu; Jennifer Boyd, Southeastern University, jlboyd1@seu.edu. Southeastern University 1000 Longfellow Blvd., Lakeland, Florida 33801

PURPOSE: This study will exam the effects of Crisis Intervention Teams training on correctional officer burnout. You will complete the Maslach Burnout Inventory before you attend the weeklong CIT training and again 4 weeks after you have completed CIT. The MBI will assess three areas: emotional exhaustion, depersonalization, and personal accomplishment. The section has 22 questions that will take you 10-15 minutes to complete. You will be sent a link to access the assessment through your email address. You are being asked to participate because you are a correctional officer and are about to take CIT.

RISKS OF PARTICIPATION: There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION: The benefits of participating in this study will help determine if CIT can help lower burnout in correctional officers. If you are interested, we will send you a copy of the results of the study.

CONFIDENTIALITY: Your name will not be on the assessments. Your unique identifier will be given to you by the researcher and will be attached to your email address. Once both assessments are completed you your email address will be omitted from the researcher's documentation. This identifier is important because you will be asked to take the same assessment in 4 weeks. You will be asked to use the same identifier so the researcher can match your 1st assessment with your 2nd assessment. You will not be identified individually; we will be looking at the group as a whole. You can stop taking the assessment at any time.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Date will be destroyed five years after the study is completed.