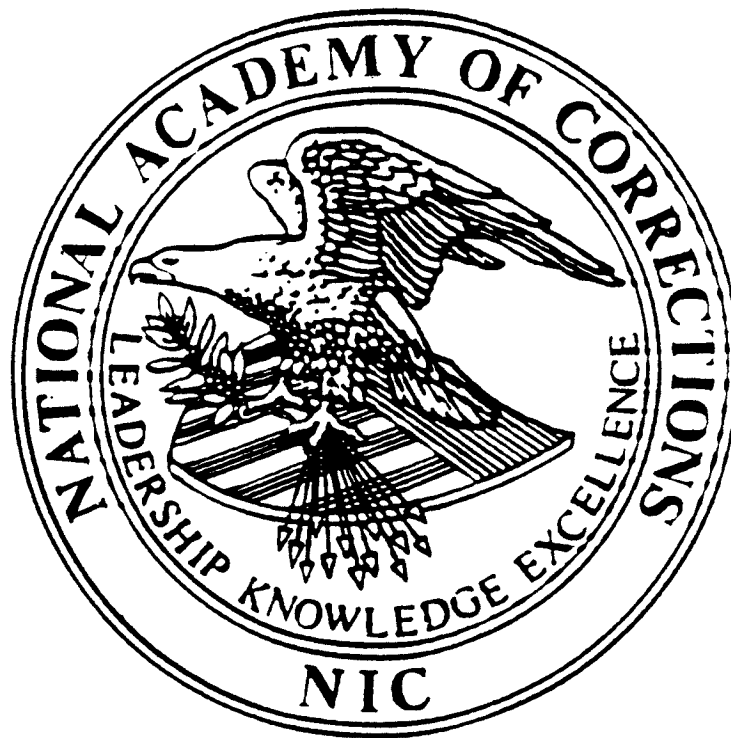

▪ A NATIONAL TELECONFERENCE ▪

ETHICS FOR THE 90'S

JULY 16, 1992
8:30 A.M. TO 11:30 A.M. PDT

Sponsored by



U.S. DEPARTMENT OF JUSTICE
National Institute of Corrections

**ETHICS FOR THE 90's
National Teleconference
AGENDA**

1. **8:30 am - 9:00 am**
PRE-TELECONFERENCE ACTIVITY
HANDOUTS 1 and 2: "Ideas About Ethics" and "Ethics Quiz"
AUDIENCE PARTICIPATION: Site participants complete worksheet for on-air discussion
2. **9:00 SATELLITE TELECONFERENCE BEGINS**
ETHICS AND ETHICAL DILEMMAS IN THE WORK PLACE
HANDOUTS: "Ideas About Ethics" and "Ethics Quiz"
VIEWER PHONE CALLS: Define ethics and explain ethical dilemmas.
Discussion of Handout 1
3. **THE ISSUE OF ETHICS: A NATIONAL FOCUS**
4. **THE ETHICAL DILEMMA: PERSONAL MORALS VERSUS PROFESSIONAL DECISIONS**
5. **PERSONAL ETHICS**
VIEWER PHONE CALLS: Reactions to various ethical dilemmas
6. **PROFESSIONAL ETHICS: VALUES AND EVALUATIONS**
HANDOUTS 4 and 5: "Review and Recommendations for the Future"
"The Judge"
ON SITE ACTIVITY: Site participants complete handout 8
VIEWER PHONE CALLS: Discussion of on-site activity,
Responses to ethical dilemmas
7. **PUTTING ETHICS TO WORK : AN INTERVIEW WITH ETHICS EXPERT JOHN BERGMAN**
VIEWER PHONE CALLS: Audience questions and discussion
8. **10 MINUTE BREAK**
9. **THE BIG PICTURE: ETHICAL RESPONSIBILITIES AND CHALLENGES**
HANDOUTS 6 and 7
VIEWER PHONE CALLS: Discussion, Q and A with panel
10. **11:00 am TELECONFERENCE CONCLUDES**
11. **REVIEW TELECONFERENCE AND COMPLETE EVALUATIONS SUPPLIED BY THE NATIONAL ACADEMY OF CORRECTIONS**

TELECONFERENCE EVALUATION

NAME OF TELECONFERENCE: ETHICS IN THE
90's _____

DATE JULY 16, 1992 _____

Please take a few minutes to provide NAC with feedback about this
TELECONFERENCE. THANK YOU!

1. What have you learned or gained from this teleconference?
2. How do you plan to implement the concepts in your work?
3. How useful was the interaction with other correctional agencies across the nation? Were their questions/answers helpful to your site?
4. Was the organization and management of the TELECONFERENCE effective? Did you feel involved in the process? Did you/your site have enough opportunities to ask questions?
5. Do you have specific suggestions on how we could improve future TELECONFERENCES?
6. How do you rate this TELECONFERENCE? Please circle your response.

1. not useful 2. somewhat useful 3. useful 4. very useful
7. What other topics should NIC present through TELECONFERENCES?

ROSTER OF PARTICIPANTS

Name of TELECONFERENCE: ETHICS FOR THE 90'S

Date July 16, 1992

Site Coordinator: _____

Telephone: () _____

Ä n c y / C i t y / S t a t e :

PLEASE PRINT!

Participant Name	Title/ Position	Agency (If not same as Site)
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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

**National Academy of Corrections
Participant Data**

INSTRUCTIONS: This questionnaire is to be completed by NIC training participants. Please select only one response to each question. The information requested is used for demographic purposes only.

1. Name: _____

2. Social Security Number: _____

Note: Disclosure of your Social Security Number is voluntary. NIC collects Social Security Numbers as an identifier for records of training participants. Executive Order No. 9397.

3. Title: _____

4. Agency: _____

5. Address: _____

6. City: _____

7. County: _____

8. State: _____ 9. Zip: _____

10. Telephone Number: (____) _____

11. Indicate Primary Area of Corrections (check one)

____ 1. Adult Jail

____ 2. Adult Comm. Corrections

____ 3. Adult Prison

____ 4. Staff Training

____ 5. Other (Specify)

____ 6. Juvenile Detention

____ 7. Juvenile Community Program

____ 8. Secure Juvenile Facility/
Training School

12. Sex: ____ M ____ F

13. Race (Optional):

____ Amer. Indian

____ Asian

____ Black

____ Hispanic

____ White

____ Other

14. Handicapped (Optional):

____ 1. Visually impaired

____ 2. Hearing impaired

____ 3. Physically impaired

____ 4. Other

15. Event No. 92-S1104

16. Event Title: Teleconference: Ethics in the 90's

PART ONE: GENERAL INFORMATION

17. Which **one** of the following is the **closest** to your primary work responsibility?

- ☐ a. **Agency Director/Head** - chief executive of the agency.
- ☐ b. **Other Management** - management position of any level other than Director/Head of the agency.
- ☐ c. **Staff Supervisor** - primarily responsible for the day-to-day oversight or direction of one or more line staff persons.
- ☐ d. **Line Staff** - primarily responsible for duties which constitute the central work of the agency.
- ☐ e. **Professional/Technical** - responsible for support of, or ancillary to, the central work of the agency, e.g., physician, attorney, social worker, budget analyst, personnel officer.
- ☐ f. **Elected Representative** - member of a legislative body such as county commissioner or state legislature.
- ☐ g. **Line Trainer** - primarily responsible for the coordinating and/or delivery of staff training.
- ☐ h. **Training Manager** - primarily responsible for the oversight/direction of staff persons who coordinate and/or deliver staff training.

PART TWO: AGENCY INFORMATION

1. Which **one** of the following **best describes** the employing organization?

- ☐ 1. Public Agency (Go to Question #2)
- ☐ 2. Private Organization (Go to Question #6)
- ☐ 3. University or College (Go to Question #9)
- ☐ 4. Individual (STOP - This ends the Questionnaire)

2. At what level of government is the public agency?

- | | | |
|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> 1. Federal (BOP) | <input type="checkbox"/> 4. State | <input type="checkbox"/> 7. Special |
| <input type="checkbox"/> 2. Federal (Military) | <input type="checkbox"/> 5. Local | <input type="checkbox"/> 8. Foreign |
| <input type="checkbox"/> 3. Federal (Other) | <input type="checkbox"/> 6. Regional | |

3. To what branch of government does the public agency belong?

- | | | |
|---------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> 1. Executive | <input type="checkbox"/> 2. Legislative | <input type="checkbox"/> 3. Judicial |
|---------------------------------------|---|--------------------------------------|

4. Does your agency primarily serve juveniles? ☐ 1. Yes ☐ 2. No

5. Which **one** of the following **best describes** the function of the public agency?

- | | |
|---|---|
| <input type="checkbox"/> 01. Local Jail | <input type="checkbox"/> 10. Court |
| <input type="checkbox"/> 02. Jail - Sheriff's Dept. | <input type="checkbox"/> 11. Paroling Authority |
| <input type="checkbox"/> 03. Jail - Police Dept. | <input type="checkbox"/> 12. Probation/Parole Agency |
| <input type="checkbox"/> 04. Law Enforcement | <input type="checkbox"/> 13. Probation Agency |
| <input type="checkbox"/> 05. Correctional Agency | <input type="checkbox"/> 14. Residential Services |
| <input type="checkbox"/> 06. Human/Social Services Agency | <input type="checkbox"/> 15. Special Committees/Commissions |
| <input type="checkbox"/> 07. Pre-Trial Agency | <input type="checkbox"/> 16. Governor's/Mayor's Office |
| <input type="checkbox"/> 08. Prosecution Agency | <input type="checkbox"/> 17. Legislative Councils/ |
| <input type="checkbox"/> 09. Public Defenders Agency | Committees/Offices |

*** STOP! THIS ENDS THE QUESTIONNAIRE ***
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HANDOUT 1

IDEAS ABOUT ETHICS

1. In the space below, write what the word ethics means to you.

2. What are some of the specific ethical situations you encounter and must work through from time to time on the job?

3. How frequently are you involved in situations where ethics are an appropriate concern?

_____ Very rarely

_____ Almost every day

_____ A few times each year

_____ Never

HANDOUT 2

ETHICS QUIZ

In the following, situations determine whether the behavior is ethical or unethical.

1. A staff person writes an incident report concerning failure of another staff person to consistently follow post-orders.

ethical
unethical
2. A staff person has an extra-marital affair.

ethical
unethical
3. A staff person tends bar on evenings on their regular days off.

ethical
unethical
4. A staff person refuses to allow an inmate to consume large amounts of their person's time for counseling session.

ethical
unethical
5. A staff person chooses to not report information concerning an inmate's personal problems. The information was given in confidence and does not directly effect the security of the institution.

ethical
unethical
6. An inmate's family member requests information over the telephone in a belligerent and threatening manner. The staff member places the call on hold while they go get a cup of coffee.

ethical
unethical

HANDOUT 2

7. A staff person's working partner and friend come to work "high." The staff person tells him to check out with his/her supervisor and go home.

ethical
unethical

8. A staff person's spouse is having a birthday party in a bar after working hours. He/she takes his/her badge and name plate off his uniform and puts in a 15 minute appearance at the party.

ethical
unethical

9. A staff person promises to forcefully throw a visitor off the grounds if he does not follow institutional rules.

ethical
unethical

HANDOUT 3

BIOGRAPHIES

Chase Riveland

Mr. Riveland, Secretary of the Washington State Department of Corrections, has over 25 years of experience in the field of corrections. His background is varied: experience in the fields of mental health and social work; experience as a probation and parole agent; and supervision of probation and parole agents, culminating in the position of Regional Director for the Bureau of Community Corrections in Milwaukee, Wisconsin. After four years in this position, he became Superintendent of the Portage Correctional Institution, a new maximum security institution in Wisconsin. Two years later, he became the Deputy Division Administrator for the Wisconsin Division of Corrections. In 1983, he was appointed Executive Director of the Colorado State Department of Corrections, a position he held until July 1986, when he became the Secretary of Corrections here in Washington. In 1989, Mr. Riveland was a recipient of the National Governor's Association's "Distinguished Service to Government" award.

Jeraldine Riggs

In March 1982, Ms. Riggs began employment with the Kootenai County Sheriff's Department as a Central Control Room Operator. In October 1987, she became a Detention Officer receiving her Sergeant's stripes in January 1989. In August 1990, she enrolled at North Idaho College to obtain a AA degree in criminal justice. Ms. Riggs was promoted to the current position of Administrative Sergeant in the Jail Division in 1991. In this position, she handles all employee and inmate complaints and grievances and in the Lieutenant's absence assumes responsibility for ensuring the smooth and orderly running of the facility.

Ms. Riggs recently completed a telecommunications course titled "Human Resource Management" through Lewis Clark State College and also is still currently enrolled at North Idaho College.

HANDOUT 3

John Bergman

Mr. Bergman is the founder and Director of Stonewall Arts Project, Inc., and Geese Theater Company. During the past twelve years, Mr. Bergman has presented his work at over 40 professional corrections conferences, seminars, and conventions, in addition to writing and directing five psychodynamic-based productions which have toured nationally and internationally. He has been published in CASTA and the American Association of Correctional Psychology Newsletter. Mr. Bergman has been commissioned to write two chapters for a new book on the treatment of sex offenders.

Some Awards and Conferences

- | | |
|------|---|
| 1984 | Award for "original contributions to the field of corrections." |
| 1987 | Award for "excellence" - American Correctional Association |
| 1988 | Presentation at University of California on "Themes in Violence." |
| 1989 | Award from City of New York, Department of Corrections, ethics-based training |
| 1990 | Lake Champlain - Justice and the State |
| 1990 | International Correctional Education Association - "Arts as Therapy in Prison," Vancouver, Canada |
| 1991 | "Drama Therapy, the officer and the treatment of the sociopath" - Birmingham, England |

HANDOUT 4

REVIEW AND RECOMMENDATIONS FOR THE FUTURE

*When schemes are laid in advance, it's surprising
how often circumstances fit in with them.*

Sir William Osler

Include good ethical practices in your life plan--don't leave them to chance. Think through who you are and how you want to be known. What is the primary direction you want your life to take. Bringing these considerations to the surface, and keeping them there, will enable you to maintain your focus.

Answer the following questions:

1. What are the really important things in my life?
2. What do I value most about my job?
3. How would I describe an ethical person?
4. What kind of person do I consider unethical?
5. How would I like my employees to describe me to a person who has their total confidence?
6. Who do I want most to please?
7. Am I willing to deliberately work against associates to make them look bad and myself look good?
8. How much integrity would I trade for money? Promotion? Job security? The good will of management? To save face?
9. What are the most important factors in my relationships with my boss? My peers? My employees?
10. What are some of the things that could happen on the job that would cause me to resign?

HANDOUT 4

11. How do I really feel about the equal opportunity laws? Can I and do I support them?
12. Do I see discipline as a constructive process, designed to teach and to mold, or as justified punishment?
13. How do I want to be remembered by my associates?
14. How do I want to remember myself?

HANDOUT 5

THE JUDGE

People hasten to judge in order not to judge themselves. What do you expect? The idea that comes most naturally to man, as if from his nature, is the idea of his innocence...We are all exceptional cases. We all want to appeal against something! Each of us insists on being innocent at all costs, even if he has to accuse the whole human race and heaven itself.

Albert Camus, *The Fall*

1. How I behave towards others in the world is conditioned on what I learned at home and in school.
2. How my experiences have reinforced or changed these beliefs.
3. How I perceive other people now.
4. How I support my perceptions with a habituated inner logic.

We have all been the victim of rules, regulations and peer pressure. This is obvious to us all. But what is less obvious is the way each one of us approaches team building, problem solving and simple human relationships in distinctly personal ways.

Think right now about how each of your closest staff members respond to the question of punishment. Where did they learn this? Write down your first memory of punishment. Can you imagine what experience each staff member has had? How could this affect your relationship with that staff member?

You will live with these staff members for most of your adult working life. What type of relationship do you want? If you can begin to understand how he/she understands the world, how they have built upon steps 1, 2 & 3, to habitually do step 4 -- will that quiet the roar of righteousness that we all use to support our life's position?

HANDOUT 5

An ethical posture towards others questions many of our deepest thoughts about others. It requires that we understand not only ourselves, but everyone else's positions and behaviors. Understanding our own minds, our own inherited ethics, changes our behavior from rigidity and hierarchy to understanding and communication.

Let us take an example from everyday life: an employer gives a secretary a routine business letter to type. Both the act of giving the letter to the secretary and the secretary's act in typing it involve non-moral behavior. Let us now suppose that the employer uses four-letter words in talking to the secretary and is loud and rude in front of all the employees in the office. What the employer has done, essentially, is to exhibit poor manners; he or she has not done anything unethical. Swearing and rudeness may be wrong, but they are basically an offense to taste rather than a departure from ethics.

Let us now suppose, however, that the contents of the letter would ruin an innocent person's reputation or result in someone's death or loss of livelihood. The behavior now falls in the sphere of ethical and questions must be raised about the ethics of the employer's behavior. Also, an ethical problem arises from the secretary concerning whether he or she should or should not type the letter.

HANDOUT 6

CRIMINAL JUSTICE: AN ETHIC FOR THE FUTURE

We are challenged to look toward the future of criminal justice, a future which is found hidden in its present. How are we to find the eyes to see such a future -- a vision which can empower us to contribute to its promise? Will our contributions as individuals and institutions be expressed in the context of a community of hope or a community of fear and apathy? Will we protect and serve the status quo - focus on the criminal, or will we move ahead, riding the crest of a long shot -- that the larger sense of justice is what will be accentuated and that the possibility of social peace can increasingly become a reality? Are we only to be engaged in colorful, crisis-minded rhetoric, or can we translate contemporary justice dilemmas into opportunities for encouraging more substantial policies and practical applications toward restitution and reconciliation.

If we choose to commit to seeking justice and peace in a community of hope, we will need to begin acting on an enlarged vision which includes an ethic for the future. Of course, to some this sort of thinking may seem too romantic a notion, undergrounded in the hard realities of today's justice problems. Still, it would appear that an attitude of hope which empowers us on a personal as well as systemic level and is anchored in something more than another blue-ribbon task force or budget increase is worth pursuing. Whether in reference to offenders, victims, citizens, or criminal justice professionals, it seems to be in our best interests to recognize and encourage an attitude of personal empowerment, that perhaps we need to restore the balance of our interaction with our environment, and that problems and solutions come from the inside-out as well as from external means -- from the outside-in. The challenge is to see reality as it is.

Source -- "Justice, Crime and Ethics"

HANDOUT 7

CODE OF ETHICS

As a Corrections Professional, my primary concern is to serve people; to be ever mindful of the responsibilities entrusted in me by the public; to protect the lives of those placed in my charge; to safeguard the weak against oppressions or intimidation, and the peaceful against violence or disorder.

I will be honest and direct in my dealings with all persons, whether inmates, subordinates, supervisors, colleagues or the public.

I will keep confidential matters entrusted to me unless revelation is necessary in the performance of my duty.

I will never behave officiously or in a self-ingratiating manner; or allow personal feelings to affect professional judgement.

My private and official life will exemplify honesty, integrity, compassion and self-restraint.

I accept the challenge and concomitant symbol of faith and will constantly strive to achieve those objectives dedicating myself to the highest ideals of my chosen profession.

HANDOUT 8

ON-SITE ACTIVITY: VALUES AND EVALUATIONS

In your site group, discuss and list responses to the following questions:

(Please be prepared to phone in responses after on-site activity is completed.)

What are our professional ethics?

As professionals, what are we evaluated on?