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Prison Officer Training and Education: A Scoping Review of the Published Literature

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ABSTRACT

The role of the prison officer is complex and challenging. In order to discharge their duties effectively, prison officers require relevant and comprehensive training and education upon recruitment and throughout their working career. The following paper presents the findings of a scoping review of the published literature as it relates to the training and education of prison officers. Employing a descriptive-analytical approach, we stratified this literature into three overarching themes; namely entry-level training and education programs, emerging issues and developments in prison officer training, and specialist health and well-being training programs. Findings are discussed with reference to significant current trends in the literature and potential areas of future research and practice.

Prison officers are an integral component of criminal justice systems worldwide and responsible for the delivery of safe and secure custodial care to prisoners in their custody (Council of Europe Committee of Ministers, 2006; Liebling, Price, & Shefer, 2010). The published literature as it relates to the profession of the prison officer has grown significantly in recent decades. Indeed, a recent systematic review and meta-analysis of such work by Butler, Tasca, Zhang, and Carpenter (2019) included 172 peer-reviewed papers published between 1980 and 2017. Job satisfaction, stress and organizational commitment were identified as the most frequently investigated outcomes among prison officers. This was not the first review of its kind either, as previous work, beginning with Philliber (1987), has charted the prison officer literature across the domains of work-related stress (Dowden & Tellier, 2004; Evers, Ogloff, Trounson, & Pfeifer, 2020; Finn, 1998; Finney, Stergiopoulos, Hensel, Bonato, & Dewa, 2013; Huckabee, 1992; Schaufeli & Peeters, 2000), absenteeism (Lambert, 2001a), turnover (Lambert, 2001b), organizational commitment (Lambert, Barton, & Hogan, 1999), job satisfaction (Lambert, Hogan, & Barton, 2002) and career-stage staff outcomes (Lambert, Hogan, & Griffin, 2017).

One area which would appear to have received comparatively little attention is that of prison officer training and education. This is surprising as the demands of prison work necessitates sufficient training and education from the point of recruitment and throughout the working career. Indeed, in fulfilling their responsibilities, and as modern prison systems have developed, the role of the prison officer has become increasingly complex (King, 2009). That is, while much of the role of the prison officer centers around general "prison craft" and prisoner management (Scott, 2006), encompassing routine and administrative duties such as locking and unlocking cell doors, conducting security checks and report writing, prison officers are also responsible for ensuring the securing the safety of themselves, prisoners and their fellow prison staff, as well as a range of specialist duties as they relate to prisoner well-being and rehabilitation. This includes supporting vulnerable and marginalized cohorts (Bolger & Bennett, 2008; Burton, Lux, Cullen, Miller, & Burton, 2018) within a prisoner population that can comprise persons from a diverse range of ages and backgrounds. Indeed, a United Kingdom House of Commons Justice Report (2009) highlighted prison officers as key individuals within the criminal justice system who, through day-to-day contact with prisoners, knowledge of personal circumstances, advocacy, and the formation of close working relationships, have the opportunity to exert significant influence on prisoner rehabilitative efforts.

In recognition of this, the European Prison Rules state that "Prison Staff carry out an important public service and their recruitment, training and conditions of work shall enable them to maintain high standards in their care of prisoners" (Council of Europe Committee of Ministers, 2006, p. 7). Significant also is that these rules state that prison service management should ensure that prison staff can avail of opportunities to improve their knowledge and skills throughout their careers, including specific and specialized training where necessary (Rules 81.2 and 81.3). The objective of this paper therefore is to scope, describe and analyze the published literature as it relates to prison officer training and education. Particular focus is placed on charting the extant literature, describing trends and developments within it and identifying potential areas of future research. The following sections present the conduct and findings of this review.

Methods

A scoping review of the published literature as it relates the training and education of prison officers was conducted. Scoping reviews typically seek to answer a broad research question through a specified scope of inquiry (Arksey & O'Malley, 2005). A scoping review framework was used here as the objective centered on mapping and analyzing the literature on a particular topic in a structured and systematic manner. We also sought to identify potential research gaps and key trends within the literature that may have implications for research and practitioners alike. Further, scoping reviews are particularly useful for emerging areas where it is unclear what specific questions can be posed and addressed by a review of literature (Levac et al., 2010). This was significant here as the scope and nature of the published literature in the field of prison officer training and education was largely unknown and previously

uncharted. As such, it was an ideal mechanism for understanding the coverage and volume of the literature on this topic and to analysis its focus and findings.

A scoping review framework following five stages articulated by Arksey and O'Malley (2005) was employed to inform the conduct of this review. The first stage involved determining the research question. In this case, the aim of the review fell broadly in line with that described by Daudt, van Mossel, and Scott (2013), i.e. to "map the literature on a particular topic or research area and provide an opportunity to identify key concepts, gaps in the research; and types and sources of evidence to inform practice, policymaking, and research" (pg. 44). Thus, the question we sought to address was "What has been published in the academic literature to date about the training and education of prison officers?".

The second and third stages of the review process related to searching for relevant literature and selecting which papers would be included in the review. To this end, a systematic literature search was conducted by searching the Academic Search Complete, PsycINFO, Google Scholar and Web of Science electronic databases from 1 January 1990 to 1 February 2020. The start date of 1990 was chosen to ensure that the scope of the review was relatively recent. Variations of the following search terms were combined to identify papers for review: "prison"; "correction"; "custodial"; "jail"; "training" and "education". For the purposes of this review, we employed a definition of the prison officer as any professional responsible for the safety, regulation or management of prisoners held in secure custodial care. The following inclusion criteria were applied:

- Papers which focused on any aspect or form of training or education as it relates to prison officers, including the delivery or development of training or educational programs;
- Papers which focused on or included those within prisons or secure custodial facility in a professional occupational capacity, including new recruit, novice or established prison staff;
- Papers reporting empirical research, as well as review, discussion or conceptual position papers;
- Published since 1st January 1990 in a peer or non-peer reviewed academic journal.

Papers which were not published in English, which were not related to the training or education of professional custodial staff working in prisons, or which focused on juvenile detention facilities, probation services and other non-prison institutions were excluded. Papers which focused on training or education provided to prisoners were also excluded. The initial search output returned 17,882 papers. Following title and abstract screening 15,363 papers were removed due to not meeting inclusion criteria or duplication. The full texts of the remaining articles were retrieved and screened, from which 2,407 papers were excluded after further assessment. This left a total of 91 papers to be included in the final review. A search of the reference lists for additional references in all identified papers and key reviews was also conducted. A total of 10 additional papers that met inclusion criteria were identified through this process and are included in this review. Due to resource constraints, one review author (CR)

independently conducted the literature search and selected the papers to include in the review according to the inclusion and exclusion criteria. Where there was any uncertainty concerning the inclusion of a paper, this was discussed with the other review authors and a decision was agreed. After several rounds of assessment and discussion, a total of 77 papers were deemed suitable for inclusion in the final review here.

The fourth and fifth stages of this process involved charting the included papers and then collating, summarizing and analyzing the data. A descriptive analytical approach was used for these purposes. This involved firstly conducting a practical overview of the research, in which information relating to the author(s) year, country, focus and key findings (in addition to participants and research design for empirical studies) were extracted from each paper (see Table 1). This was then followed by a type of thematic analysis of the literature, where the literature was firstly categorized according to the focus and subject matter of each individual paper, following which the key findings and trends as they relate to each of these categories were analyzed. One review author was responsible for extracting and charting the data in relation to each paper, while each review author contributing to the process of reviewing and analyzing the literature. The results of this process are detailed in the following section.

Results

In terms of the primary focus on each paper, 33 were evaluation studies of some form of training or education program for prison officers. Most of these (30/33) were cohort studies, while two quasi-experimental studies and one randomized trial were also identified. 17 of these 33 program evaluation studies collected data at more than one point in time (e.g. using a pre-post design), with the remaining 16 reporting outcome assessment data only. 18 used quantitative date collection procedures only, while 12 were mixed-methods in nature and three employed qualitative methods alone. In terms of primary focus on the remaining papers, 17 comprised case examples or descriptions of existing or newly developed training and educational program, 12 papers discussed or analyzed an issue or development relating to prison officer training, and 10 were surveys. The remaining five papers comprised empirical investigations of an issue relating to prison officer training and education, one of which was comprised an international comparative analysis, another involved a job-task analysis and investigation of training needs, one was ethnographic in nature, one involved an historical analysis of national training provision, and one was qualitative in nature.

Analysis of the literature based on focus and findings of each paper resulting in the generation of three overarching themes. Namely these were entry-level training and education program, emerging issues and developments in prison officer training, and specialist health and well-being training programs. These themes, some of which also comprised a number of sub-themes, were generated through the process of charting and analyzing the data, and are now presented in turn. Key findings of note, particularly in terms of significant trends within the literature, potential areas of future research and implications for policymakers, trainers and educators are then addressed in the discussion section.

Table 1. Chart of reviewed literature.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Adamson (1991)	Australia	Case example	Describes education programs implemented over two years by the Prisons AIDS Project
Anthony-North et al. (2018)	US	Qualitative cohort evaluation (pre-post design) of corrections-based overdose education and naloxone distribution.	Process evaluation indicated that program was relevant and empowering, and that it increased knowledge about overdose and confidence in administering naloxone.
Atherton and Sheldon (2012)	US	Case example	Describes the provision of blended learning to prison staff in working towards state certification Texan county prisons, in collaboration with Texas A&M University.
Blevins (2004)	US	Discussion paper	Analyses of series of studies of criminal justice curricula in two New Mexico universities (Blevins, 1997, 1998, 2002), suggests that prison services value recruits who are effective communicators, can assess and resolve complex problems and possess the requisite knowledge for the profession and for working with at-risk populations.
Bravo-Mehmedbasic et al. (2009)	Bosnia and Herzegovina	Cohort evaluation (pre-post design) of psychoeducation effects on professional stress consequences with 122 prison guards in three prisons	Statistically significant reduction in stress reactions and improvement in coping strategies and communication skills in one prison, but not in two other prisons. In one prison, significant differences in attitudes of prison guards toward detainees were identified.
Brooke and Rybacka (2020)	UK	Case example (three phase development of a prison specific dementia education workshop)	Prison staff, prisoners, and health and social care professionals had basic level of understanding of dementia and how to support prisoners with dementia. A two-hour dementia education workshop found to be well-received by all staff and prisoners.
Bruhn et al. (2017)	Sweden and Norway	Comparative study of development the prison officer occupation in Norway and Sweden, based on interviews, documents, and data from two earlier prison-research projects.	Norway following strategy of securing a specific field of expertise and scientific knowledge, with personal discretion. Lack of evidence for this in Sweden, though organizational professionalization based on a rather short and instrumental type of training may be achieved.
Burton et al. (2018)	US	Survey of directors of departments of correctional training academies in the U.S. on the training received by newly hired prison officers in their state	Significant variation in number of hours of basic training, most required annual in-service training. Further education tended not to be mandatory unless for promotion, few U.S. systems offered monetary incentives for external education, while only 66% made reimbursements.
Callison (1990)	US	Case example	Describes the development and format of jail officer training in Kansas.

(*continued*)

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Cameron et al. (2002)	Australia	Case example	Describes collaborative project between South Australian Department for Correctional Services (DCS) and the University of South Australia (UniSA), to develop a graduate certificate for prison staff.
Camp (1991)	US	Mixed-methods investigation and job-task analysis of general activities and training needs of correctional officers in "Shock incarceration", a boot camp style setting.	Most duties performed by the officers were related to physical security and inmate management, disciplinary tasks less frequent. Greatest training needs related to activities which were uniquely shock incarceration connected.
Canada et al. (2021)	US	Quasi-experimental mixed-methods (pre-post) evaluation of Crisis Intervention Training. 235 received CIT, n = 599 did not. 17 CIT CO's completed interviews 6 to 9 months following training.	CIT COs had significantly lower stigmatizing attitudes, more mental health knowledge, and better perceptions of options following CIT training compared with non-CIT CO's.
Castlebury (2002)	US	Discussion paper	Discusses the ways that the Texas prison system is recruiting/retaining correctional officers, including efforts to improve officer training.
Cattabriga et al. (2007)	US	Mixed methods cohort evaluation of Crisis Intervention Team training program for mental health-based problems. 83 attended focus groups (police/correctional officers), 27 CO's completed pre-post surveys.	CIT training useful broadening understanding of mental illness and substance abuse issues. Post-training CIT trained officers more confident and prepared when encountering people with signs of mental illness and de-escalating crises as they arose. more likely to verbally de-escalate a situation and less likely to use physical force.
Champion (2001)	US	Discussion paper	Describes the process of selecting and training jail officers across the US
Cianciolo and Zupan (2004)	US	Case example	Describes development of 6-hour training program 'Issues in Aging for Correctional Workers'.
Clark (1990)	US	Case example	Describes two training programs for jail officers in Georgia and Kansas.
Clayton (2003)	US/Canada	Survey of United States and Canadian State, Provincial, and Federal correctional departments pre-hire education and training requirements for correctional officers, as well as training costs and wages, subsequent education and training, and educational partnerships.	CO's require a variety of skills to perform several functions/roles. Nearly all of 47 reporting correctional systems required high school diploma or equivalent as prerequisite. 31 of the reporting U.S. systems required 200 plus hours of course work for training. 12 U.S. systems offered monetary incentives for further education, though not mandatory in nearly all of the reporting systems unless for promotion. Formal education partnerships in effect in 30 of U.S. reporting systems.
Cortright (1993)	US	Survey of Kansas jail administrators	Investigated training available to administrators, and the need for a standardized jail training course and/or jail officer academy.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Crawford (1995)	US	Case example	Describes collaborative preservice training program between the Cattaraugus County (N.Y.) Sheriff's Department and Jamestown Community College for student correctional officers
Cutler et al. (1997)	UK	Cohort evaluation (outcome survey) of a suicide awareness training program with 53 prison staff.	Training was found to be effective in terms of improving prison staff's reported knowledge and attitudes.
Davidson (2016)	US	Cohort evaluation of Crisis Intervention Team training among law enforcement and correctional officers.179 law enforcement officers and 100 CO's surveyed pre, post and 1 month following training.	Training increased knowledge of mental illness, improved self-efficacy when responding to mental health crises, and enhanced perceptions of verbal de-escalation skills in the short term. Measurable decay found in the follow-up time frame with regard to self-efficacy and perceptions of verbal de-escalation.
DeHart and Iachini (2019)	US	Cohort evaluation of training for correctional officers on the mental health needs of persons who are incarcerated. Three phases of needs assessment, media development and pilot testing with 50 officers.	Significant increase in correctional officers' knowledge from pre-test to post-test. Ratings of content and delivery methods were positive.
Forsberg et al. (2011)	Sweden	Randomized trial using qualitative content analysis to examine whether staff receiving ongoing motivational interviewing (MI) training, based on audio-recorded feedback in peer groups (BSF+), possessed greater MI skill compared with staff receiving workshop-only MI training (BSF) or staff conducting usual prison planning interviews.	Content analysis of 45 staff/prisoner sessions found that counsellors in the BSF + group were significantly more competent in MI than those in the usual planning group, but there was no difference in MI competency between the BSF and usual planning groups. Overall, staff were rated as not having achieved beginning proficiency.
Freshwater (2007)	UK	Discussion paper	Editorial on the need for Mental Health Awareness Training for prison staff
Geiman and Black-Dennis (2007)	US	Case example	Outline and discussion of new training and education opportunities offered by the American Correctional Association.
Giavrimis (2012)	Greece	Survey of training needs with sample of 37 Greek Penitentiary Guards	Though officers reported lacking training in new methods for managing difficult situations or the psychological problems of the prisoners, most believed that they did not actually need such training and could manage the daily prison routine in other ways.
Gozzoli et al. (2018)	Italy	Qualitative analysis of transcripts of seven training sessions to investigate role of the group in training in helping to resolve resistance to change.	Specific actions of the instructor allowed the group to make a progressive step toward freeing the project mind-set and a more active and proactive attitude. Resistance was welcomed, providing pathway for emotions to be expressed and a new group project mind-set.
Hayes and Lever-Green (2006)	UK	Case example	Describes developments in suicide prevention training (including STORM) for prison staff.

(continued)

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Hayes et al. (2008)	UK	Cohort evaluation (pre-post design) of STORM suicide prevention training with 182 prison staff.	STORM training significantly improved attitudes, knowledge, and confidence, and improvements were maintained at 6 to 8-month follow-up. Satisfaction with training reported to be very high.
Hill (2007)	US/Canada	Report on survey on the hiring requirements and wages for correctional officers, completed by 44 U.S. correctional systems and 4 Canadian systems,	44% reported problems with officer recruitment. 22% of reporting U.S. systems did not have written policies in place regarding promotion opportunities, only 66% of reporting U.S. systems made full or partial reimbursements for outside educational courses.
Howe and Scott (2012)	UK	Development and cohort evaluation (outcome survey) of an education program with 15 prison nurses and officers on understanding of end of life care in the prison environment.	Both nurses and the prison officers reported having a deeper understanding of the issues and more confidence in providing EoL care to prisoners who are patients.
Iarussi et al. (2016)	US	Cohort evaluation (pre-post design) of a 21-hour motivational interviewing (MI) training with 19 prison staff and external professionals.	Though the training was effective in increasing participant knowledge, self-efficacy and ability to demonstrate MI-skills, no significant changes in participants' reported use of MI techniques were found.
Illingworth and Mabbett (2005)	UK	Discussion paper	Discussion of changes made to Prison Officer Entry Level Training Program (POELT) in the UK.
Jarrett (1991)	US	Case example	Describes a training program for correctional officers developed to meet the needs of personnel at the Weld County Sheriff's Jail in Colorado.
Jefferson (2007)	Nigeria	Ethnographic study of prison officer training and prison school training practice	Documents dynamics in Nigerian prison officer training school as ambiguous, complex, ambivalent, featuring conflict, contention and controversy, with discipline, order, tension and hierarchy key features.
Johnson (1991)	Japan	Historical and contemporary analysis of correctional officer training in Japan	Indicates that systematic in-service training of prison personnel in Japan improved team spirit and staff coordination, and reduced financial costs, inadequate performance, and judgmental mistakes that undermine the health and safety of both staff and inmates.
Kaufman (1997)	US/Canada	Survey of the courses offered in basic correctional officer pre-service and in-service training in the United States and Canada.	Difference in importance of firearms training between U.S. and Canadian Provinces. Almost all offer significant training hours in courses such as self-defense, security devices/procedure, crisis management, report writing, first aid and special inmate populations.
Kitt-Lewis et al. (2019)	US	Cohort evaluation (Delphi survey, environmental scan and usability pilot) of computer-based education on the care/ management of incarcerated people who are older and/ or dying.	Demonstrate the potential for corrections staff to provide care for older inmates living with and dying from advanced chronic illnesses while continuing to maintain custody and control.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Koedijk et al. (2019)	Netherlands	Cohort Evaluation (pre-post design) of self-defense training in reality-based scenarios with 28 trainee prison officers.	Performance on nine self-defense skills improved after training, though for each skill, a considerable number of officers showed insufficient performance on the second post-test, indicating that they were not able to properly apply their skills in reality-based scenarios.
Kois et al. (2020)	US	Survey of US Department of Corrections' preservice mental health training requirements in 50 states, the District of Columbia, and the Federal Bureau of Prisons.	All jurisdictions require mental health training, most common topics were crisis intervention, general psychoeducation, special populations, specific clinical interventions, institutional procedure specific to mental health, and CO mental health and self-care.
Koren (1995)	US	Discussion paper	Recommends and proposes methods by which formal education can facilitate jail professionalization
Łapiński et al. (2014)	Poland	Survey of educational needs of 85 prison staff (who received either non-commissioned officer or shift commanders training) in managing a multi-religious, multicultural and multi-ethnic prison population.	Found that graduates had competency deficits which prevented them from involvement in implementation of certain international standards governing the treatment of prisoners who belong to cultural, ethnic or religious minorities.
Loeb et al. (2017)	US	Case example and environmental Scan of a toolkit for Enhancing End-of-life Care in Prisons, with 11 participants from United States prisons and jails.	Demonstrated desire, feasibility, and openness to computer-based training on geriatric and end-of-life care by corrections IT and training staff members. Training should be short, intensive, engaging, interactive, and contextually sensitive.
Loeb et al. (2017)	US	Cohort evaluation of a toolkit for enhancing end-of-life care in prisons with 74 front-line prison staff and administrators	Qualitative findings related to activities, community outreach and relations, multidisciplinary team, quality improvement approach, and participatory action research team effects. Organizational outcomes included barriers and challenges, cost, organizational features, sphere of influence, readiness for change, and sustainability.
Maltman and Hamilton (2011)	UK	Cohort evaluation (pre-post design) of an introductory personality disorder awareness workshop with 26 prison staff .	Overall attitudes to personality disorder scores and four of five subscales showed no significant change. Significant improvement on the 'security versus vulnerability' sub-scale of Attitude Towards Personality Disorder Questionnaire only.
Masters et al. (2016)	US	Cohort evaluation (pre-post design) of a two-day training program to introduce the aging process with 69 prison staff.	No statistically significant difference on knowledge at the conclusion of the training, though attendees expressed satisfaction with the training and insight into the challenges faced by aging inmates.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
McCraty et al. (2009)	US	Quasi-experimental evaluation (pre-post design) of a new stress management program with 75 correctional officers.	Significant improvements in the experimental group in cholesterol, glucose, heart rate, blood pressure and positive outlook and significant reductions in overall psychological distress. Also significant increases in productivity, motivation, goal clarity, and perceived support.
Melnikov et al. (2017)	Israel	Cohort evaluation (pre-post design) of a nurse-led workshop on attitude toward inmates with mental illness with 83 prison officers.	The workshop significantly increased perceived knowledge and decreased stigmatizing attitudes.
Morton (1994)	US	Case example	Describes a training program to help correctional staff work with special needs offenders, particularly older offenders and those with significant physical disabilities.
Musselwhite et al. (2005)	UK	Mixed-methods cohort evaluation (outcome assessment only) of training program in awareness, mental health, self-harm, suicide awareness and skills training with 24 mental health liaison officers	Program was positively received and praised, and helped to develop new and transferable knowledge. Also identified ways training could be enhanced.
Musselwhite et al. (2005)	UK	Mixed-methods cohort evaluation (outcome assessment only) with 12 prison staff, building on the national pilot of the training by using a 'case study' approach of the High Down project.	Immediate evaluation of the training was positive and, after one month, staff believed the training had been particularly beneficial in a number of domains. Provision of post-course support through reflection and action learning was welcomed and enabled the further development of skills when dealing with prisoners who have mental health issues.
Needs (1997)	UK	Case example	Description of Prison Officer Entry Level Training Program (POELT)
Ness (1996)	US	Discussion paper	Training bulletin on managing emergencies in prisons.
O'Toole (2000)	Australia	Discussion paper	Describes experience of New South Wales as prison officer education links with innovation and progression.
Pan et al. (2011)	Taiwan	Mixed-methods cohort evaluation (outcome assessment only) of correctional officers' perceptions and experiences during a solution-focused training program.	Solution-focused techniques perceived as appropriate, important, functional, and of only moderate difficulty in interacting with offenders. Modified versions for officers to use when working with offenders in jails developed.
Pan et al. (2008)	Taiwan	Mixed-methods cohort evaluation (pre-post design) of a competency-based counseling training program with 106 correctional officers.	Participants' counseling skills were significantly improved. The training program also brought out deeper reflection on the significant learning experiences, greater theoretical knowledge, as well as greater understanding of the counseling work for the participants.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Pan et al. (2007)	Taiwan	Qualitative cohort evaluation (outcome only) of a competency-based counseling training with 23 correctional officers.	Training program resulted in positive feelings through greater theoretical knowledge and greater understanding of counseling work.
Parker (2009))	US	Cohort evaluation (pre-post design) of two deliveries of a ten-hour mental health training program (n = 48 to 57 officers per session attended first delivery, 34 staff attended the second training delivery).	Training was well received by the officers. In nine months after both deliveries, the number of total incidents and incidents of battery by bodily waste declined significantly, compared with the nine months before the training (also decrease in number of incidents involving use of force following first delivery).
Perrett et al. (2014)	UK	Cohort evaluation (pre-post design) of an e-module to improve understanding of hepatitis B, hepatitis C and HIV, completed by 530 prison staff.	The e-module significantly improved staff understanding of blood-borne viruses and should be incorporated into future prison training packages.
Perry, Waterman, House, & Greenhalgh (2019a)	UK	Mixed-methods cohort evaluation (pre-post design) of staff (n = 280) and prisoner (n = 48) training on problem-solving for self-harm.	Intervention was feasible to adapt, and appeared to have positive effects on prisoner self-harm, quality of life and depression outcomes. Qualitative findings are presented in Perry, Waterman, House, & Greenhalgh (2019a).
Perry et al. (2019b)	UK	Qualitative cohort evaluation (outcome only) of a brief Problem-Solving Training (PST) to reduce self-harm in prisons. Qualitative interviews conducted with 19 prison staff, 18 prisoners and six field researcher meetings.	Training and materials were well received. Implementation of skills by prison staff hindered by resource constraints, the prison environment and staff attitudes. Deemed unfeasible for staff to deliver skills to prisoners at risk of self-harm. Some prisoners demonstrated benefits, others found it difficult to engage due to a range of contextual issues
Robinson et al. (1997)	UK	Survey of 218 prison officers on relationship between education and correctional outcomes.	Postsecondary education correlated with endorsement of rehabilitation and job dissatisfaction, though no apparent effects of education on willingness to engage in offender treatment, job performance, job involvement, and career development needs.
Ryan (1998)	US	Discussion paper	Presents principles for planning internal training programs and criteria for management evaluation of training.
Shuford and Spencer (1999)	US	Case example	Outlines conflict resolution training delivered by Philadelphia Prison System
Stohr et al. (1997)	US	Survey investigation of gender differences in correctional officer preferences for training orientation (i.e. service v. security)	Both male and female officers ranked service type training over security, differed little in their overall assessment of initial training provided and usefulness of in-service training. Minority officers may be more likely to value service training than their nonminority counterparts.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Stout (2002)	South Africa	Case example	Describes the honors program in Probation and Correctional Practice offered by the Universities of Fort Hare and Rhodes in South Africa.
Struckhoff (1996)	US	Case example	Describes efforts of the Cook County Sheriff's Department (Illinois), Governors State University, and the Triton College Education Partnership to establish a partnership between jails and academia.
Szabo and Nistor (2014)	Romania	Discussion paper	Summarizes Romanian country reports of the "Health Promotion for Young Prisoners" project.
Talpade et al. (2012)	US	Mixed-methods cohort evaluation (outcome assessment only) of Therapeutic Communities (TCs) training with 63 correctional officers.	Officers recognized the need for a cognitive shift about authority in the jail and in the attitudes toward the inmates, validated by inmates through positive beliefs about the officers.
Trounson and Pfeifer (2016)	Australia	Discussion paper	Discusses need for development of evidence-based and industry responsive training for correctional officers to mitigate workplace adversity, plus presents guidelines for the development of such training.
Trounson and Pfeifer (2017)	Australia	Discussion paper	Discusses need for evidence- informed, industry-specific, prison officer-responsive well-being training programs.
Tucker et al. (2012)	US	Discussion paper	Overviews the research, public policy, and current best practices for the development and implementation of Crisis Intervention Team (CIT) Training.
Walsh (2004)	UK	Mixed-methods cohort evaluation (outcome assessment only) of training video with Mental Health Awareness Training (n = 18 prison staff received training and completed questionnaire, 12 staff viewed a training video and completed focus group).	Material positively received, almost all felt learning was enhanced, due to relation to practice and that it stimulated discussion. Some differences in accuracy down to local practice were identified
Walsh and Freshwater (2009)	UK	Mixed-methods cohort evaluation (outcome assessment only) of mental health awareness training with 24 prison staff.	Feedback regarding content was favorable, and appreciation was expressed practical prison-based content and delivery of facilitator. Majority reported increased in confidence and that they would do things differently once they returned to their prison facilities.
Ward and Bailey (2011)	UK	Participatory mixed methods design to develop a self-injury training package for prison staff, with service user involvement to address deficits in care	43% of staff working directly with women recognized need to develop their understanding of, and skills to manage, self-injury. Key messages women wanted to convey to staff included how to communicate effectively and demonstrate empathy.

Table 1. Continued.

Author (Year)	Country	Design/Focus	Content/ Key Findings in Relation to Training and Education
Ware et al. (2012)	Australia	Cohort evaluation (pre-post design) of a two- day training program in the management of sex offenders delivered to correctional staff.	Correctional staff attitudes towards sex offenders were significantly improved after training. Participants more likely to believe that a sex offender could be rehabilitated after this training, endorsement of myths about sex offenders held by correctional staff also decreased.
Wydra (1998)	Germany	Case example	Description of the basic training for prison officers in the Bavarian Prison System, Germany.

Entry-Level Training and Education Programs

A number of papers comprised descriptions and analysis of the development and provision of entry-level training programs for recruit prison officers. These were primarily case examples or descriptions of pre-service and initial on-the-job training programs for prison officers in the United States (Callison, 1990; Clark, 1990; Jarrett, 1991) and the United Kingdom (Illingworth & Mabbett, 2005; Needs, 1997), while one paper relating to the Bavarian Prison Staff Training School in Germany was also identified (Wydra, 1998). Several surveys and analyses of these training programs as they were delivered to prison officers have also been published, all of which were conducted at either national or state level across the United States and Canada (Champion, 2001; Clayton, 2003; Cortright, 1993; Hill, 2007; Kaufman, 1997). These published works suggested that prison officer recruitment procedures and the training they receive in these jurisdictions is not standardized, resulting in much variation between and within these jurisdictions. Indeed, the most recent of these surveys (Burton et al., 2018) sampled directors of departments of correctional training academies in the U.S. on the training received by newly hired prison officers in their states. Notable findings included significant variation in the number of hours of basic training (typically between 100 and 299 hours) and that most required annual in-service training. Further education tended not to be mandatory unless for promotion and few U.S. systems offered monetary incentives to prison officers in this regard, while about two-thirds of reporting U.S. systems made full or partial reimbursements for external educational programs.

Emerging Issues and New Developments in Prison Officer Training and Education

A number of papers focused on the analysis and/or investigation of a range of emerging issues as they related to the development and delivery of prison officer training and education. Many of these were discussion papers which focused on new initiatives in areas such as improving training quality (Castlebury, 2002) or managing prison emergencies (Ness, 1996). Some other recent work explored the use of online and blended learning approaches in the education and training of prison staff, including a paper by Atherton and Sheldon (2012) which described the provision of blended learning to prison staff working towards state certification Texan county prisons,

in collaboration with Texas A&M University. Research by Stohr, Lovrich, and Mays (1997) examined gender differences in prison officers' assessment of initial training or the usefulness of in-service training, while Gozzoli, D'Angelo, and Tamanza (2018) analyzed resistance among prison supervisors undertaking a group training program. Separately, Koedijk, Renden, Oudejans, and Hutter (2019) conducted a cohort trial of prison officers' application of self-defense skills training in the Netherlands, reporting that while the performance of such skills improved after training, insufficient performances at a second follow-up point indicated that officers were not able to properly apply their skills in reality-based scenarios.

Others work in this area comprised discussion and analyses of national characteristics or and historical developments in prison officer training programs in countries such as Nigeria (Jefferson, 2007), Australia (O'Toole, 2000), Sweden and Norway (Bruhn, Nylander, & Johnsen, 2017) and Japan (Johnson, 1991). The remaining literature as it relates to emerging issues and developments in prison officer training and education is synthesized here across two sub-categories, namely the training needs of prison officers, and external collaboration and the role of higher education.

The Training Needs of Prison Officers

Surprisingly little published work to date has focused on the training needs of prison officers. Camp (1991) reported on a series of qualitative interviews and a job-task analysis among prison officers engaged in "Shock Incarceration", a boot-camp, military style prison regime that focuses on providing prisoners with independence and structure as well as promoting responsibility in a learning environment, while Giavrimis (2012) investigated the training requirements of prison officers in Greece. An interesting finding from this research was that while officers reported that they lacked training in managing difficult situations or the psychological problems of prisoners, most believed that they did not actually need such training and could manage the daily prison routine in other ways. More recently, Łapiński, Maciejewski, and Markuszewski (2014) investigation of the educational needs of Polish prison officers who received non-commissioned officer or shift commanders training found that there was a need to enable such officers gain competences in areas such as tolerance, human rights, ethics and rehabilitation while working with diverse prison populations, and managing multi- religious, cultural and ethnic prison populations.

External Collaboration and the Role of Higher Education in Prison Officer Training

Debate as to role of collaboration and higher education in prison officer training was a notable aspect of this literature. For some (e.g. Koren, 1995) this discussion focused on the benefits of hiring prison officers with higher education qualifications as a means of facilitating professionalization and overcoming traditional challenges in the sector relating to public perceptions, prison officer orientation and prison reform. Indeed, Jacobs and Cooperman (2012) argued for the establishment of a National Corrections College in the United States dedicated solely to improving the quality of prison service personnel, while Stout (2002) presented a case example of an honors program in Probation and Correctional Practice offered jointly by the Universities of Fort Hare and Rhodes East London in South Africa. Blevins (2004), drawing upon a

series of studies which analyzed criminal justice curricula in two New Mexico universities, found that prison services value recruits who are effective communicators, can assess and resolve complex problems and possess the requisite knowledge for the profession and for working with at-risk populations. It was argued that higher education can play a significant role in ensuring that the training of prison officers meets the needs of prison services.

A number of descriptions and analyses of collaborative relationships between prison services and educational bodies (such as community colleges and universities) were also identified. Indeed, a national survey conducted by Clayton (2003) in the United States identified that formal education partnerships (primarily between prison services and local community colleges or universities) were in effect in 30 of the reporting prison systems. Both Crawford (1995) and Struckhoff (1996) outline examples of collaborative links built between county sheriff's departments and community college/state universities in the U.S., while Cameron, Mackenzie, and Telfer (2002) outlined a collaborative project between the South Australian Department for Correctional Services (DCS) and the University of South Australia (UniSA), to develop a graduate certificate for prison staff. Bland (2010) described a unique international level collaboration between two prison services, namely the New Mexico Corrections Department (NMCD) in the U.S. and the prison service El Salvador. NMCD served as a consultant, training academy and specialized training provider for El Salvador's prison service, while staff from Mexico, Guatemala, Honduras and Belize have also graduated from their training academy.

Collaboration can also bring a unique set of challenges for both prison services and educational institutions, the nature and benefits of which were explored by Stinchcomb (2004), who suggests that more education may not be necessarily advantageous, and that focus should instead be placed on identifying and meeting specific workforce needs and job requirements, and delivering career development opportunities. However, it should be noted that beyond the small number of discussions and case-exemplars described here, little empirical research has actually been conducted on the added value of further or higher education for prison officers. Robinson, Porporino, and Simourd (1997) exploration of the impact of post-secondary educational credentials on job satisfaction and offender rehabilitation with a sample of 218 officers was the only example we identified in this regard. Interestingly, it was found that while post-secondary education was associated with endorsement of rehabilitation and job dissatisfaction, university graduates were not more willing than less-educated officers to engage in offender treatment, nor was it associated with job performance, involvement or career development needs.

Specialist Health and Well-Being Training Programs

Perhaps the most substantive aspect of this literature related to specialist training programs in health and well-being-related issues for prison officers. Here, this literature is synthesized here across four sub-sections; namely mental health awareness, knowledge and therapeutic intervention skills (including suicide prevention and crisis intervention training); prison officer well-being and stress management; prisoner health (relating to infection control, substance misuse and sexual assault), and caring for ageing prisoners.

Mental Health Awareness, Knowledge and Therapeutic Intervention Skills

Much of the literature as it related to the theme of training in health and well-being focused on the issue of mental health. This included a recently published national survey (Kois, Hill, Gonzales, Hunter, & Chauhan, 2020) of the preservice mental health training requirements for prison officers in the U.S., and research by Lavoie, Connolly and Roesch (2006) which found that training related specifically to mental illness was associated with more positive perceptions of prisoners with a mental disorder. Officers in this study advocated for supplementary training to effectively manage mental disorders. Indeed, proposes that a "role identity" component is missing from the mental health-related training that is provided to prison officers and that an explicit rehabilitative mission statement should underpin their training.

In terms of program development and delivery, Geiman and Black-Dennis (2007) described the educational and training opportunities provided by the American Correctional Association (ACA) in areas such as supervising challenging offenders with mental illnesses and emerging health care issues for correctional health care practitioners, while DeHart and Iachini (2019) described a three-phase process of needs assessment, media development, and pilot testing which led to the development of a training program for prison officers on prisoners' mental health needs. A pilot evaluation indicated a significant increase in prison officers' knowledge, while their ratings of content and delivery were positive.

Maltman and Hamilton (2011) evaluated an introductory personality disorder awareness workshop for prison officers, suggesting that such training should initially engage with perceptions of personal security and vulnerability rather than aiming to increase liking or acceptance of prisoners with personality disorder issues. Several other studies related to the development and evaluation of mental health awareness training programs for prison officers in the United Kingdom (e.g. Walsh, 2004; Musselwhite, Walsh, & Freshwater, 2005; Freshwater, 2007) were also identified. Training needs analysis (Musselwhite et al., 2005) indicated that staff had limited confidence when dealing with mental health problems and that there was a lack of time and resources devoted to managing this issue. A later paper (Walsh & Freshwater, 2009) reported on the national development and pilot of the "Mental Health Awareness for Prison Staff" project. Post-training evaluation highlighted that consideration of the context and culture within which prison staff work was appreciated, while most participants also indicated increased confidence when managing prisoners with or at risk of mental illness and that their working practices would likely change. Finally, the value of a multi-faceted intervention with external professionals was highlighted by Melnikov et al. (2017), who evaluated a six-day nurse-led workshop which targeted prison officers' attitudes toward prisoners with a mental illness. Perceived knowledge increased and stigmatizing attitudes decreased significantly post-workshop, which combined theoretical learning with observational experience on psychiatric wards, lectures, peer supervision, and simulations.

A number of studies relating to counselling and therapeutic intervention skills training for prison officers were identified. These include Pan, Deng, Chang, and Jiang (2011) investigation of prison officers' experiences during a solution-focused training programs, and a description of a conflict resolution training programs for prison

officers (Shuford & Spencer, 1999). Three studies relating to self-injury were also identi-fied (Perry, Waterman, House, & Greenhalgh, 2019a, Perry et al., 2019b), one of which focused on female prisoners (Ward & Bailey, 2011)

Much of this research involved evaluations of these programs. Two studies (Pan, Chang, & Lin, 2007; Pan, Chang, & Jiang, 2008) reported on the evaluation of a compe-tency-based counselling training programs with a sample of prison officers in Taiwan. It was found that the program contributed to greater knowledge and understanding of counselling work, while there was also evidence that officers' counselling skills improved significantly improved post-training. Similarly, two studies were identified which focused on motivational interviewing training for prison officers, though neither offered particularly promising results. Forsberg, Ernst, and Farbring (2011) found that prison staff who received ongoing motivational interviewing (MI) training possessed greater MI skills compared to staff who received workshop-only training or usual prison planning interviews (there was no difference in competency between the latter groups). Overall however staff were rated as not having achieved beginning profi-ciency, indicating that the basic workshop training was not sufficient in developing MI skills. Another study (Iarussi, Vest, Booker, & Powers, 2016) evaluated a 21-hour MI training program with prison staff and external professionals who either worked with prisoners or had an interest in MI in prison officer education. Though the training was effective in increasing knowledge, self-efficacy and ability to demonstrate MI-skills, no significant changes in participants' reported use of MI techniques were found.

Several studies focused on the development and evaluation of crisis intervention training for prison officers, including a specific Crisis Intervention Team (CIT) training program developed by the National Alliance on Mental Illness (NAMI) in the United States, which focuses on enabling prison officers to identify mental health-based prob-lems and intervene in psychiatric emergencies (Tucker, Mendez, Browning, Van Hasselt, & Palmer, 2012). Officers in a study conducted by Cattabriga, Deprez, Kinner, Louie, and Lumb (2007) reported that CIT training was useful in broadening their understanding of mental illness and substance abuse issues, and that post-training they were more confident and prepared when encountering people with signs of mental illness and de-escalating crises as they arose. Parker (2009), following delivery of CIT training in "supermax" custodial housing units, reported significant reductions in the total number of incidents, the number of incidents involving use of force, and the numbers of incidents of battery by bodily waste nine months post-training. In the nine months after a second training session, the total number of incidents and the number of incidents of battery by bodily waste each declined significantly. Davidson (2016) evaluated the effectiveness of CIT training with law enforcement and prison officers, reporting that while the program effectively increased knowledge of mental illness, improved self-efficacy when responding to mental health crises, and enhanced perceptions of verbal de-escalation skills in the short-term, there was a measurable decay at one-month follow-up with regard to self-efficacy and perceptions of verbal de-escalation. Most recently, Canada, Watson, and O'Kelley (2021) conducted a quasi-experimental evaluation of CIT training with prison officers, which found that those who undertook CIT training reported significantly lower stigmatizing attitudes, more mental health knowledge, and better perceptions of options following training com-pared with those who did not.

Finally, a number of papers related to suicide prevention training for prison officers (e.g. Cutler, Bailey, & Dexter, 1997). Hayes and Lever-Green (2006) discussed the lessons learned from a pilot trial of the "Skills-based Training On Risk Management" (STORM) training package in suicide prevention, the aim of which is to help staff develop the skills needed to perform suicide assessment and management. A quantitative evaluation of the package was previously conducted as part of a Master's dissertation (Hayes, 2004). Prison officers who completed the program reported that they already possessed the skills taught in the training, but that it was useful to have these validated, and to practice them in a supportive environment. One criticism of STORM was that it was not readily compatible with the new roles created by Assessment, Care in Custody and Teamwork (ACCT) care planning procedures and that it did not include information on self-injury. A later quantitative evaluation (Hayes, Shaw, Lever-Green, Parker, & Gask, 2008) of the STORM program following delivery across five prison sites reported that the training significantly improved the attitudes, knowledge, and confidence of prison officers in suicide prevention. These improvements were maintained at 6 to 8-month follow-up, while satisfaction with the training was reported to be high.

Prison Officer Well-Being and Stress Management

Given the inherently stressful nature of the prison officer role, it was surprising that only a small number of training and educational programs in the domain of prison officer well-being were identified. Indeed, Trounson and Pfeifer (2017) argue that there has been a lack of research on the delivery of effective well-being training program for prison officers and that few were underpinned by a clear evidence base. They also outline a set of guidelines for developing well-being training programs for prison staff, suggesting that the development and implementation of such training needs to be tailored, evidence-based, responsive to the diverse needs of staff and palatable to prison officers (Trounson & Pfeifer, 2016).

Just three papers reported on evaluations of such programs. Bravo-Mehmedbasic et al. (2009) evaluated the effect of a psychoeducational program on the perceived stress of prison officers across three different prisons, with mixed results. That is, in one prison, there were statistically significant reductions in stress reactions and significant improvements in coping strategies and communication skills, though in the other two prisons these changes were also noted though they were not significant. The authors argued that psychoeducation should be obligatory, delivered on a continuous basis and led by mental health professionals. Finally, McCraty, Atkinson, Lipsenthal, and Arguelles (2009) found that a stress management program which involved training in emotion self-regulation techniques and heart rate variability feedback resulted in significant improvements in cholesterol, glucose, heart rate, blood pressure and positive outlook and significant reductions in overall psychological distress among a sample of prison officers. There were also significant increases in productivity, motivation, goal clarity, and perceived support.

Prisoner Health and Well-Being

The value of formal blood-borne pathogen training for prison officers has been highlighted (Perez, del Carmen Santos, Torres, Grana, & Albizu-Garcia, 2015), and two

studies which described examples of such training were identified. Adamson (1991) outlined a series of educational programs on AIDS management implemented over a two-year period by the Prisons AIDS Project in Australia, while more recently Perrett, Erricker, and Lyons (2014) evaluated an e-learning package designed to increased understanding of Hepatitis B and C and HIV among prison staff. Two studies relating to training in substance abuse issues were also identified. Talpade, Talpade, and Marshall-Story (2012) reported positive outcomes from their evaluation of a "therapeutic communities" training approach (a type of treatment for substance abuse disorders) with a sample of prison officers, while Anthony-North, Pope, Pottinger, and Sederbaum (2018) reported on a novel opioid overdose and prevention training program in New York State prisons, which included training for prison staff and parole officers. An evaluation of the program suggested that it was relevant and empowering and that it increased knowledge about overdose and confidence in administering naloxone, a medication administered to reverse the effects of a drug overdose.

Though work has been conducted on the prevention of sexual assault and abuse as it relates to prison officers (e.g. Steinhart, 2009; Preston 2018), just one paper was identified which related to training for officers on this issue. Ware, Galouzis, Hart, and Allen (2012), following the delivery of a two-day training program, found that the attitudes of prison officers towards sex offenders improved significantly and that they were more likely to believe that a sex offender could be rehabilitated.

Caring for Ageing Prisoners

A number of descriptions and case examples of tailored prison officer training to address the needs of ageing prisoners was found (e.g. Brooke & Rybacka, 2020; Cianciolo & Zupan, 2004; Kitt-Lewis et al., 2019; Masters, Magnuson, Bayer, Potter, & Falkowski, 2016; Morton, 1994) while on a separate note Szabo and Nistor (2014) highlighted the need for prison staff training focusing on the needs of younger prisoners. Howe and Scott (2012) reported on an educational program for prison nurses and officers to build their understanding of end-of-life care and how it may be provided within the prison environment, while Loeb et al. (2017) examined the delivery and outcomes of a Toolkit for Enhancing End-of-Life Care in prisons. A later study (Loeb et al., 2018) evaluated the delivery of a computer-based version of the toolkit with prison staff. Participants expressed an interest in geriatrics and end-of-life training using this modality once the material was tailored to the prison setting. Recommendations with regard to aspects of the training program to adopt and pitfalls to avoid, including technology-related issues when designing computer-based training for prison settings were made.

Discussion

To our knowledge, this is the first review of the published literature as it relates to the training and education of prison officers. This literature was categorized and reviewed here across three overarching themes. First, the extant literature relating to entry-level training and education programs was described. Second, papers which focused on emerging issues and new developments in prison officer training and education were

discussed, while finally the literature as it relates to specialist health and well-being training programs was charted and analyzed.

There are a number of key findings from this review. First, the international nature highlights that the prison officer is by no means an obscure profession and that there is increasing attention on training and education in this field. Though the majority of papers focused on the United States, papers relating to the UK, Australia, Sweden, Norway, Japan, Nigeria, Bosnia and Herzegovnia, Romania, Taiwan, Greece, South Africa and Israel were identified. Second, the diversity of literature reflects the complexity of the role and professional identity of the prison officer. For example, while most of the entry-level training and educational programs provided to recruit prison officers appear to combine classroom coursework with on-the-job training and probationary periods, there was also much variation within this literature in terms of the nature, form and duration of training programs provided to prison officers. This is indicative of a lack of consensus internationally (and even within countries) as it relates to the training and education afforded to recruit prison officers. However, this literature comprised a small number published papers detailing case examples and surveys of such programs as delivered in the United States and the United Kingdom, and should not be construed as evidence of the form and focus of the initial training that all prison officers actually receive. Comparison between this literature and the actual training and education programs afforded to recruit prison officers internationally is beyond the scope of this paper, though further investigation of this topic would be welcome.

Much of the literature as it related to the training and education of prison officers focused on initiatives to incorporate a range of topics such as law, healthcare, criminal justice, ethics and human rights into the training and education programs provided to prison officers, as well as the development and delivery of training programs in specialist health-related issues such as infectious disease management, counselling and therapeutic interventions skills, and caring for ageing prisoners. Work of this nature is indicative of an increasing awareness among researchers and practitioners of the heterogeneous nature of the prisoner population and the need for specialist training and knowledge in order to meet the particular needs of this population. It also highlights that prison officers are important individual practitioners within the criminal justice system who are significant for their potential to establish positive relationships with prisoners and support their rehabilitative efforts and psychosocial well-being, in addition to maintaining a safe and secure custodial environment.

However, while it was positive to note this diversity and innovation within the extant published literature as it relates to prison officer training and education, in almost all of these domains the quantity of discussion and research was actually quite sparse. With regard to topics such as officer training needs, attitudes to training and online learning initiatives, the identified literature comprised a small number of discussion papers and case example only. The number of surveys and qualitative investigations of issues relating to prison officer training and education identified was also quite small.

In terms of program evaluations, there is promising evidence that prison officers can gain from specialist training programs in areas such as stress management, caring

for older prisoners, crisis intervention, mental health awareness, suicide prevention and counselling skills. In the past decade, an increasing number of papers describing the development and delivery of such programs for prison officers have been published. Again, however, it must be noted that these largely comprised pilot studies with a single cohort of participants and small sample sizes. There was a notable lack of long-term follow up assessments and little investigation of how the skills and knowledge gained through these programs actually transferred into the prison environment. Indeed, in some of these domains, such as motivational interviewing, there was little evidence of a benefit from the particular training initiatives provided to officers.

Ultimately, therefore, the published literature to date mostly comprises analysis and discussion of emerging issues and novel pilot adaptions of established training topics for prison officers. While this work provides useful case examples and supportive evidence for those responsible for the training and education of prison officers, ultimately it is difficult to draw firm conclusions from the extant literature and make recommendations for practice. More robust quantitative research would be valuable in order to ascertain the applied and long-term impact of these new initiatives and developments in prison officer training and education.

Nevertheless, the preliminary work in several domains is promising, such as the development of training programs in counselling and therapeutic intervention skills for prison officers in areas such as suicide prevention and crisis intervention team training, particularly as they have drawn upon approaches that are theory informed and empirically validated in range of other domains also. Further work is needed however to determine whether these training and educational programs result in lasting knowledge and skills development among prison officers and improvements in prisoner outcomes. The manner in which these topics are addressed could also be critical to the success of this type of training, in that prison officers may lack confidence in their ability to manage certain prisoner health-related issues, or may resist or view as inappropriate or unnecessary efforts to incorporate a focus on these issues into their professional development. Investigation of these issues would be a valuable avenue of further research.

Another finding related to the level of discussion and analysis of collaborative relationships between prison services and external educational institutions in the delivery of officer training and education. Much work has already highlighted the benefits of collaboration between higher education institutions and prison services in domains such as research (Brosens, De Donder, Dury, & Verté, 2015), care for dying prisoners (Bronstein & Wright, 2007), HIV prevention (Grinstead, Zack, & Faigeles, 1999) and the development of prison and university learning communities (Armstrong & Ludlow, 2016). These benefits include increasing opportunities for prisoners to access higher education and the sharing of practical knowledge and expertise in the operational management of prisons. Though several paper here espoused the benefits of collaboration and higher education in prison officer training, particularly in terms of ensuring that educational institutions and employers foster the right balance of practical skills, competencies and knowledge in prison workforces, there was also some evidence that such collaborations can result in strain. The applied implications of this are that practitioners should be aware that bringing together organizations from different sectors

can create challenges in security and communication, arising from different structural pressures and cultures, values, resource considerations (Farley & Hopkins, 2018). Further, it should be noted that there has been limited investigation to date of the added value of collaborative partnerships between higher education and prison services, or whether officers qualified to degree level are more skilled or valued in the wider prison context. This would be an interesting avenue of future research.

No published papers focused on the teaching experience of those who deliver prison officer training programs were identified. This topic has been explored in other professional groups. Gardner (2014) for example, explored the experience of nurse tutors as it relates to developing teaching effectiveness, while others (e.g. Cangelosi, Crocker, & Sorrell, 2009; Harper, 2017; Mann & De Gagne, 2017) have investigated the experience of nurses and police officers in transitioning from practitioner to tutor roles. Other researchers have explored pedagogical issues such as online learning (Harerimana & Mtshali, 2017) and attraction to teaching (Laurencelle, Scanlan, & Brett, 2016). A greater understanding of the experience of those who deliver training and education programs to prison officers (recruit or otherwise) and how the teaching and learning process might be enhanced would be a useful avenue of future research.

As the first paper to review the academic literature as it relates to the training and education of prison officers, this work is not without limitations. The review is not exhaustive and despite best intentions and rigorous examinations of bibliographies it is impossible to include all relevant information. The review does not include unpublished reports, presentations or student theses. Papers relating to juvenile detention facilities, probation services and other non-prison institutions were also not included, and while we attempted to include all work relevant to the research question, some publications may not be indexed in the databases examined in this review. Also, the findings are derived from studies that are published in academic journals, which means the filing cabinet problem of unpublished studies may have influenced the generalizability of these findings (Borenstein, Hedges, Higgins, & Rothstein, 2009) outside of the particular cases reported here.

Further, it should be acknowledged that much research and sharing of knowledge by prison services and their training academies also occurs through national and international networking and representative organizations, which may not be reflected in the published academic literature. For example, the European Organisation of Prison and Correctional Services (EUROPRIS) is a supportive network of prison service agencies from Council of Europe countries which facilitates communication, collaboration and information sharing between national prison agencies. Similarly, the European Prison Training Academies network (EPTA) facilitates the exchange of good practice, knowledge, and professionals between the training academies of European prison agencies. More broadly, the International Corrections and Prison Association (ICPA) enables international and inter-agency co-operation between prison services. In addition to international conferences, the association promotes communication and collaboration, works with partner organizations in both Africa and in Latin America and has formed entities in these regions. The association also includes a Staff Training and Development Network which aims to enhance professionalism in custodial care by developing training materials, consulting with the international prison services

community and participating in international projects that enhance the development and delivery of high quality training and research. The generation and exchange of knowledge in these ways would not be captured by a review of published academic literature such as this and may not be the effective manner to map systematically the form and focus of the training prison officers receive. There is a need to explore the gap between what is in the literature and what is currently delivered and it would be valuable to take a more robust stock of the nature of prison officer training internationally. However, it is hoped that this review may encourage further work in relation to new initiatives and issues in prison officer training and education.

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