ADULT CORRECTIONS OFFICER SUPPLEMENTAL CORE COURSE MANUAL

Revised 11.8.2019

BSCC CALIFORNIA

ACKNOWLEDGEMENTS

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INTRODUCTION

The Adult Corrections Officer Supplemental Core Course (Supplemental to the Peace Officer Standards and Training (POST) Basic Academy) is designed for the adult corrections peace officer who:

1. Has successfully completed the POST Basic Academy Course for law enforcement officers;
2. Completes this course <u>after</u> the POST Basic Academy;
3. Is employed primarily as a peace officer as defined in Penal Code Section 830.1; and,
4. Has been assigned by the administrator of a local corrections agency to perform the job responsibilities of an adult corrections officer.

This course consists of a minimum of 79 hours of instruction in specific instructional objectives.

Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual** is to present the core training standards for Adult Corrections officers (ACO). These standards include the required training classes, performance objectives, instructional hours, and testing requirements for training that is required to be completed within one year of hire (core training). The information in this manual is designed for core training providers to provide an overview of the <u>content</u> of the entry-level core course.   For more in-depth coverage of the core course <u>certification</u> and <u>delivery</u> requirements, training providers are encouraged to thoroughly read the STC *Policy and Procedure Manual for Presenting Local Corrections Core Courses.*

This Supplemental ACO core training manual is divided into several sections.

- A summary description of the ACO job as it is widely performed across the State and provides information about how core training is linked to the requirements of the job.
- BSCC's role in standard development and authority to set training standards for local corrections agencies.
- An overview of the core training program and how it was developed
- The overarching principles that were used to guide the development of the core training standards.
- A summary of changes made to the curriculum in this revision of the core training standards.
- General information about the core training program.
- Information about adding optional agency specific training (Topic 20.0) to a core training course.
- Information about testing performance objectives
- An outline of the testing requirements for each class.
- An outline of the content of the core course including the topics, classes, how much instructional time required for each.
- General information and format, prerequisites and the prescribed objectives for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which trainees will strive and the basis for developing methods to evaluate performance effectiveness.

Effective Date of This Manual

The training standards presented in this manual are effective July 1, 2020 and remain in effect until replaced. STC periodically reviews and updates the standards. Minor revisions will be noted in this manual with a revision date on the front cover and footnote. Major revisions will be accomplished by retiring and replacing this manual.

ADULT CORRECTIONS OFFICER JOB DESCRIPTION

The ACO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most adult corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. The ACO job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This core training course relates to the activities or tasks performed by most adult corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. Generally speaking, the ACO ensures that adults in county custody are provided with a safe and humane environment. The ACO is responsible for the custody, supervision, treatment and rehabilitation of those adults. In some counties, the ACO is a peace officer and exercises peace officer duties.

This job description comes from two sources. First, the overall mission of the ACO job and its place in the California Criminal Justice System are established in state law. The second and primary source of information about the job comes from the statewide job analysis research conducted periodically by the STC Program of the BSCC.

BACKGROUND AND AUTHORITY

The BSCC was established on July 1, 2012, and was formerly known as the Corrections Standards Authority (CSA), and prior to 2005, as the Board of Corrections (BOC) which was created in 1944 to provide leadership and coordination for local corrections agencies. Among other duties, the BSCC sets minimum standards for the selection and training requirements for local corrections personnel employed by Sheriff's Offices, Probation Departments, and Police Departments, including the core training standards presented in this manual. These responsibilities are defined in California Penal Code Sections 6024 through 6037 and carried out by the STC Division of the BSCC.

About the Standards and Training for Corrections Program

The STC program was established in 1980 to establish a statewide standard to raise the level of competence of the state's local corrections and adult corrections personnel. The program accomplishes this by developing selection and training standards, providing a statewide course certification and delivery system, conducting compliance reviews, and providing technical assistance, training and funding to local corrections agencies.

The STC program assists local corrections agencies in ensuring they select qualified personnel and train them to a statewide standard to support proficient job performance. STC establishes legally defensible job-related skills training standards and selection criteria that helps protect agencies from failure to training and fair employment challenges. Job relatedness is provided through a thorough job analysis and assessment process that demonstrates the relationship between the standard (course subject matter or employment screening tool) and the job being performed.

Local corrections agencies participate in the STC program voluntarily. Through their participation, agencies receive access to the statewide standards, the certification and course delivery system, and training and technical assistance provided through the STC program and agree to follow all program regulations, policies and procedures. Local corrections agencies also receive funding to help offset the costs of complying with the state standards.

Authority

The STC program is authorized in Penal Code Section 6035 and 6036.   Supporting regulations are found in Title 15, Division 1, Subchapter 1, Articles 1 - 9, Sections 100-358 of the California Code of Regulations (CCR).

CORE TRAINING OVERVIEW

California Code of Regulations Sections 169-185 requires everyone hired into an entry-level corrections position to complete a core course of training, prescribed by STC, within one year of hire, assignment, or promotion. This includes:

- Adult Corrections Officer (ACO)– responsible for the supervision and custody of adults detained in an adult facility
- Juvenile Corrections Officer (JCO)– responsible for the supervision and custody of youth detained in a juvenile facility
- Probation Officer (PO)– responsible for the supervision of youths and adults on probation
- Supervisor – responsible for supervising staff within a facility or probation function
- Manager/Administer – above first line supervisor and responsible for managing a facility or probation function

What Is and Is Not Included in Core Training

Core training is the entry-level or basic training provided within the first year of employment to any employee hired into any of the entry-level corrections positions listed above. Core training is based on the tasks that each employee in the respective entry-level position must perform. Core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the local corrections professions. Each core course has specific content and a minimum number of instructional hours. The core courses for ACO, JCO and PO also include prescribed classes, performance objectives, training notes and testing requirements to measure learning.
Core training does not fulfill all the training requirements for an entry-level employee. Many employees are also required to complete training mandated by the Commission on Peace Officer Standards and Training (POST) such as PC 832 training. Additionally, counties may have local training requirements that are not met through core training. It is the responsibility of each hiring agency to identify and fulfill the training requirements for their employees.

When Is Core Training Required

Although core training can be completed within one year of hire, it is designed as a pre-assignment model and assumes that the students have no prior training or work experience. The training needs of experienced employees are not covered by the core course.   BSCC strongly encourages agencies to deliver core training to students immediately upon hire and prior to performing the duties of the job.

Who Can Delivery Core Training

Most core courses are delivered by corrections agencies to corrections employees. However, a small number of core courses are delivered by community colleges or private training providers and can include students who are not hired to one of the positions listed above but are enhancing their skills to become employed at a local corrections agency. All core courses must be certified by STC. Information about the certification process can be found in the STC publication *Policy and Procedure Manual for Presenting Local Corrections Core Courses.*

Job Relatedness and Defensibility of Core Training

The major tasks and responsibilities of the ACO job in the State of California are defined by a comprehensive and statewide job analysis completed by the BSCC in 2015. The primary data gathering instrument in the job analysis was a structured task questionnaire completed by nearly 5,000 adult corrections officer job incumbents and supervisors. The questionnaire identified the tasks that are performed by adult corrections officers, the frequency that each task is performed, and how important each task is to successful job performance. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built and provides the legally defensible link between training and job requirements. The 2015 job analysis report can be found on the STC web page.

There are a great many tasks performed by local corrections professionals around the state. To be included on the list of core tasks, a task must meet the statistical criteria for frequency of performance, importance, and statewide application. After the core tasks were identified, incumbents and supervisors identified the knowledge, skills and abilities (KSA) required to perform each task. The tasks and KSAs are the basis for developing performance objectives that can be directly tied back to job requirements. The establishment of the relationship between the required training and job performance (job relatedness) provides legal defensibility of the core training requirements.

ASSUMPTIONS GUIDING DEVELOPMENT OF THE ACO CORE COURSE

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. The assumptions that guided the development of the ACO core course are presented below.

Assumption #1: The content of the training course must be job related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the adult corrections officer's job. To the extent that knowledge or skills are not either frequent and/or essential to job performance as identified by job analysis, they are not included in the training course.

Assumption #2: The training course should specify the training needed by entry-level adult corrections officers who have no prior training or experience in corrections.

This assumption identifies entry-level ACOs as the target audience for the core training course. The training needs of experienced ACOs are not covered by this course. Because core training can be provided up to one year after hire, some ACOs attending core may already have some work experience, but that experience can vary widely and is not considered in core training. The assumption of no prior training or experience ensures that the core training course covers the needs of all entry-level personnel.

Assumption #3: The training course should specify only the knowledge and skills that are essential for the newly hired adult corrections officer to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

The core training course should not be expected to produce an experienced ACO capable of handling every job assignment. The core training course provides the trainee with the minimum concepts and skills necessary to perform the job and to accelerate later on-the-job learning and training.

Assumption #4: Trainees will complete the entire core training course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in adult corrections, the core training course should be completed before trainees begin performing the complex requirements of the job.

Assumption #5: The core training course should be administratively feasible and efficient.

This assumption helps ensure that the standards are reasonable and can be implemented within operational and administrative constraints (e.g., policies, time, budget, personnel, etc.).

SUMMARY OF CHANGES TO THE ACO CORE COURSE

In 2019, the BSCC approved a comprehensive revision to ACO core training. It included reviewing the entire content of core in view of the most recent job analysis and making changes to curriculum to address gaps, remove redundancies, and ensure the training met the needs of today's adult corrections officer. Multiple workgroups were convened over an 18-month period to complete the analysis and make revision recommendations. The workgroups included more than 200 entry-level, supervisor, manager and administrators from 53 of California's 58 counties. They were representative of the diversity of the State in location, size, and processes of correctional agencies. The revisions include:

Increased Core Academy Hours: Supplemental core training was increased by 23 hours. This is a net increase that reflects the comprehensive review of content that resulted in the removal of some content and the addition of other content. The new ACO Supplemental core course is 79 hours.

Inclusion of Prerequisites – The structured order of core was removed to provide more flexibility to providers in presenting core courses. Instead, the revised core course includes prerequisites only for classes that have specific information that must be learned prior to taking another class are prerequisite classes. The prerequisite is noted under the title of any class that has one. All other classes can be taught in any order.

Expanded Behavioral Health Topic – The training content related to mental and behavior health has been greatly expanded and enhanced. For this topic only, training providers will be provided with complete lesson plans, instructor and participant materials, and testing materials. The topic includes the following new classes:

- Trauma
- Interventions and Resources
- Stigma and Bias
- Liability
- Safety
- Emotional Survival

Note: All Behavioral Health lesson plans have been developed for the full ACO core. The supplemental core has been designed using only certain performance objectives out of the Behavioral Health curriculum.

Providers have the option to deliver only these performance objectives to meet the minimum standard or to deliver the entire Behavioral Health topic from the full ACO core. If providers decide to teach only these minimum performance objectives, lesson plans must be developed using only these performance objectives.

Additional new classes and topics – In addition to the expanded Behavioral Health topic, the revised ACO core course includes several new or significantly expanded classes as follows:

- Social Media
- Crisis Communication and De-escalation Techniques
- Evidence Based Programs and Practices
- Sexual Assault and Abuse
- Cultural Diversity and Ethnic Disparity
- Gender Identity

Revision of Testing Time for Defensive Tactics – The required testing time for Defensive Tactics is now flexible.   Testing for Defensive Tactics is demonstration based, meaning each student must demonstrate their ability to correctly perform the skill. This can take more or less than the required testing time depending on several factors including class size, instructor availability and student needs. To address this challenge, the required testing time can be increased or decreased as needed. The testing time in this manual is based on an estimated student to instructor ratio of 8 to 1. If an agency exceeds or falls below the recommended testing time, it must be noted in the certification. This is the only class with flexibility in testing hours.

Inclusion of Training Notes – A new addition to the core courses is the use of training notes. Throughout the revision process subject matter experts made recommendation that certain information be included in the course content but did not feel that the content needed to be tested. In response to this suggestion, training notes are included in those classes. Training notes are required content that must be covered by the instructor but do not need to be tested.

GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT

STC sets a core training program that applies statewide. To account for the variation in policies and procedures across the state, core training standards are set at the outline level. This includes determining which topics and classes are required, the performance objectives for each class, the training notes, the instructional hours, and the testing time and method.

The performance objectives are written as measurable statements that describe expected learning outcomes to be achieved and demonstrated by a trainee upon completion of the core training course. Training notes are concepts that must be covered in the class but are not required to be tested. The instructional time is the minimum amount of time for the topic.

Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations. Except for the Behavioral Health topic, STC does not provide lesson plans, tests, or any other instructional materials. It is the responsibility of the training provider to develop lesson plans for each class identified in the core manual that meets the minimum STC Lesson Plan Policy

Defensive Tactics

STC recommends that providers set defensive tactics instructor to student ratio with safety as a priority. While there is no set requirement, providers are encouraged to use a maximum of 8 students per instructor for all defensive tactics classes.

Instructor Qualifications

This course was designed under the general assumption that instructors have some type of instructor experience and/or subject matter expertise. No special instructor qualifications are required unless specifically noted at the beginning of a topic or class. A general instructor development course is recommended for all core instructors.

Prerequisites

Topics and classes do not need to be taught in any specific order, with the following exceptions:

- Entire topic California Criminal Justice System should be the first topic taught as part of the core curriculum.
- Booking and Intake class should be taught before the Releasing Offenders class.
- Gang Overview class should come before the Supervising Offenders topic and the Classification of Offenders topic.

Keeping Content Current

Realizing that laws and policies frequently change, instructors must continuously monitor their lesson plans and update content and references (case law, policies, etc.) to ensure that it is current and accurate. The *Policy and Procedure Manual for Presenting Local Corrections Core Courses* and other BSCC publications provide additional information on lesson plan development, test item writing, and procedures for presenting the curriculum.

AGENCY SPECIFIC TRAINING (OPTIONAL)

Agencies that wish to add instructional content to the course that is not included in the performance objectives will need to designate it as Topic 20.0 (Agency Specific Training) in the core certification.

This place holder topic may be used by the agency or provider for the presentation of subject matter that meets a specific need for the target trainees, such as agency-specific policies and procedures, special issues, and additional content beyond the core course prescribed performance objectives. The provider will need to develop measurable performance objectives for the agency-specific material to secure STC certification of the subject matter. Time devoted to Topic 20.0 material is in addition to the minimum 79 hours prescribed in the ACO Supplemental core course.

Agency Specific Training material might include but is not limited to instruction in the following areas: court consent decrees, CPR/First Aid, or other internal policy and procedure training. Performance objectives must be written for each agency specific class.

Performance Objectives are like the objectives listed in the body of this manual. The provider or agency is required to provide objectives for any agency specific content that has been added to the course. Use the example below when writing objectives for Topic 20.0 material.

Note: This core may not fulfill all the training requirements for an entry level adult corrections officer, such as statutory and local policies (e.g., first aid/CPR or firearms).

TESTING PERFORMANCE OBJECTIVES

STC sets the standard for the type of test to be administered for each performance objective. STC uses three types of tests:

1. MCT (Multiple Choice Test) – This can include multiple choice, fill in the blank and true/false items.
2. WST (Written Skills Test) – This is a writing activity that can include essay questions or completing a form. This shall be graded as a pass/fail.
3. BST (Behavioral Skills Test) – This form of testing requires <u>each</u> learner to demonstrate the skill and be graded on their performance using an evaluation tool developed by the training provider. This shall be graded as a pass/fail.

Each performance objective is required to be tested. The type of test is indicated in parenthesis at the end of the performance objective.

It is the responsibility of the training provider to develop the tests. For the most part, instructors should write the test items because they are best positioned to link the items most accurately to the lesson plans.

When developing MCT tests, the best practice is to allocate one minute of time for multiple choice type test questions. The testing time requirement in the core course is for MCT testing. It does not include time for WSTs and BSTs. The administration time for these two types of evaluation are built into the instructional time allotted for the classes that require them.

Refer to the BSCC Website Publication *Testing in Core Courses* for help in developing MCT, WST and BST items.

<u>Note:</u> **Many classes have, in addition to performance objectives, training notes. This content is required to be covered by the instructor but will not be tested.**

MINIMUM TEST ITEMS BY CLASS

The table below indicates the minimum number of MCT items that are required per class. For a course to be certified, the core certification must indicate that at least the minimum required number of MCT items that will be tested for each class. It may be helpful for providers to refer to this table both before and after constructing the MCT items.

Class #	Class Title	Required MCT	Required WST	Required BST
1.1	**Title 15**	2		
1.2	**Legal Foundations and Liability & Confidentiality and Records**	5		
2.1	**Social Media**	3		
3.1	**Gang Overview and Gang Supervision**	2		
4.1	**Interpersonal Communication and Effective Communication**	4		1
5.1	**Security and Key Control**	12		
5.2	**Counts**	5		
5.3	**Facility Searches**	5		1
5.4	**Contraband and Evidence**	3		
6.1	**Booking and Intake & Booking Procedures**	7		
6.2	**Orientation, Clothing and Supplies**	5		
6.3	**Releasing Offenders**	3		
7.1	**Manipulation of Staff**	6		
7.2	**Disturbances and Disputes**	6		1
7.3	**Safety/Health Standards and Procedure**	4		
7.4	**Recreation**	7		
7.5	**Cleaning of Cells**	4		
7.6	**Progressive Discipline and Offender Grievances**	5		
7.7	**Group Dynamics**	3		
7.8	**Movement**	3		
7.9	**Offender Workers**	3		
8.1	**Medical Issues and Universal Precautions**	9		
8.2	**Medical Legal Issues**	4		
9.1	**Classification of Offenders**	5	2	
10.1	**Gender Identity**	3		
11.1	**General Reports**		2	
12.1	**Emergency Planning**	5		
12.2	**Fire and Life Safety**	5		1
13.1	**Visitation**	5		
14.1	**Screening and Distribution of Supplies and Mail**	7		
15.1	**Preparation for Transport**	4	1	
16.1	**Evidence Based Practices and Programs**	3		
17.1	**Sexual Assault and Abuse**	6		
18.1	**Person Searches**	2		
18.2	**Use of Restraints**	5		

Class #	Class Title	Required MCT	Required WST	Required BST
18.3	Cell Extractions	2		1
19.1	Signs and Symptoms of Substance Abuse	2		
19.2	Trauma	6		
19.3	Interventions and Resources	4		
19.4	Roles and Responsibilities	1	1	
19.5	Liability	3		
19.6	Suicide Prevention	8		
19.7	Foundation and Definitions	5		
19.8	Safety	5		
19.9	Emotional Survival	5		
	TOTAL:	**201**	**6**	**5**

CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

	Topic/Class Title	Hours
1.0	**California Criminal Justice System**	**2.5**
1.1	Title 15	1
1.2	Legal Foundations and Liability & Confidentiality and Records	1.5
2.0	**Professionalism and Ethics**	**0.5**
2.1	Social Media	0.5
3.0	**Gangs**	**2**
3.1	Gang Overview and Gang Supervision	2
4.0	**Communication**	**2**
4.1	Interpersonal Communication and Effective Communication	2
5.0	**Maintaining Security**	**9**
5.1	Security and Key Control	3
5.2	Counts	2
5.3	Facility Searches	3
5.4	Contraband and Evidence	1
6.0	**Booking, Receiving and Releasing**	**3.5**
6.1	Booking and Intake & Booking Procedures	1.5
6.2	Orientation, Clothing and Supplies	1
6.3	Releasing Offenders	1
7.0	**Supervising Offenders**	**10**
7.1	Manipulation of Staff	3
7.2	Disturbances and Disputes	2
7.3	Safety/Health Standards and Procedures	0.5
7.4	Recreation	1
7.5	Cleaning of Cells	0.5
7.6	Progressive Discipline and Offender Grievances	1
7.7	Group Dynamics	1
7.8	Movement	0.5
7.9	Offender Workers	0.5
8.0	**Medical**	**3.5**
8.1	Medical Issues and Universal Precautions	3
8.2	Medical Legal Issues	0.5

9.0	Classification of Offenders	2
9.1	Classification of Offenders	2

10.0	Cultural Awareness	2
10.1	Gender Identity	2

11.1	Report Writing and Record Keeping	1.5
11.2	General Reports	1.5

12.0	Emergency Procedures	7
12.1	Emergency Planning	2
12.2	Fire and Life Safety	5

13.0	Visitation	1.5
13.1	Visitation	1.5

14.0	Screening and Distribution of Supplies and Mail	1.5
14.1	Screening and Distribution of Supplies and Mail	1.5

15.0	Transportation	1
15.1	Preparation for Transport	1

16.0	Programs	2
16.1	Evidence Based Practices and Programs	2

17.0	Assault and Abuse	3
17.1	Sexual Assault and Abuse	3

18.0	Defensive Tactics and Restraint Techniques	6.5
18.1	Person Searches	0.5
18.2	Use of Restraints	2
18.3	Cell Extractions	4

19.0	**Behavioral Health**	16
19.1	Signs and Symptoms of Substance Abuse	1
19.2	Trauma	2
19.3	Interventions and Resources	2
19.4	Roles and Responsibilities	2
19.5	Liability	1
19.6	Suicide Prevention	2.5
19.7	Foundation and Definitions: Signs and Symptoms	2
19.8	Safety	1.5
19.9	Emotional Survival	2

Total Instructional Hours:	**77**
Testing Hours:	**2**
Total Core Hours:	**79**

TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM
Topic Instructional Time: 2.5 hours

Note: The California Criminal Justice System topic (#1.0) shall be taught before any other topic.

> **CLASS #1.1:** **TITLE 15**
> Instructional Time: 1 hour

OBJECTIVES:

1.1.1   Identify the importance of the Minimum Standards for Local Detention Facilities as defined in Title 15. (MCT)
1.1.2   Given a description of a situation related to offender housing or care, and using Title 15 and case law as references, identify instances of mistreatment. (MCT)

> **CLASS #1.2:** **LEGAL FOUNDATIONS AND LIABILITY & CONFIDENTIALITY AND RECORDS**
> Instructional Time: 1.5 hours

LEGAL FOUNDATIONS & LIABILITY

OBJECTIVES:

1.2.1   Identify the legal references and sources that impact the work of an officer (e.g., Title 15, Penal Code, WIC, case/statute/regulations). (MCT)
1.2.2   Given a scenario, identify a situation where a duty to inform exists. (MCT)
1.2.3   Given a description of a crime that has been committed inside a detention facility, identify the applicable Penal Code sections related to the crime. (MCT)
1.2.4   Identify the legal rights of an offender involved in a crime committed inside a detention facility. (MCT)

TRAINING NOTES:

1.2.A   Identify the major types of institutional holds and the documents associated with each.
1.2.B   Identify the legal issues inherent in the handling of a crime that has been committed inside a detention facility.

CONFIDENTIALITY & RECORDS

OBJECTIVES:

1.2.5   Identify key legal requirements related to confidentiality and release of information. (MCT)

TOPIC #2.0: PROFESSIONALISM AND ETHICS

Topic Instructional Time: 0.5 hours

CLASS #2.1: **SOCIAL MEDIA**
Instructional Time: 0.5 hours

OBJECTIVES:

2.1.1   Identify potential problems created by inappropriate officer use of social media. (MCT)
2.1.2   Identify the safety implications of social media for officers and their families. (MCT)
2.1.3   Identify how the use of social media by the offender may negatively impact staff. (MCT)

TOPIC #3.0: GANGS

Topic Instructional Time: 2 hours

Note: The *Gang Overview* class (#3.1) shall be taught before the *Classification of Offenders* topic (#9.0) and the *Supervising Offenders* topic (#7.0)

> **CLASS #3.1:   GANG OVERVIEW AND GANG SUPERVISION**
> Instructional Time: 2 hours

GANG OVERVIEW

OBJECTIVES:

3.1.1   Identify typical classification issues related to gang membership. (MCT)

TRAINING NOTES:

3.1.A   Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation.
3.1.B   Identify current trends and issues related to gang culture in institutions as well as in the community.

GANG SUPERVISION

OBJECTIVES:

3.1.2   Identify verbal and non-verbal methods gang members use to communicate with each other in a custody setting. (MCT)

TRAINING NOTES:

3.1.C   Identify typical in-custody activity of gangs.

TOPIC #4.0: COMMUNICATION

Topic Instructional Time: 2 hours

CLASS #4.1: **INTERPERSONAL COMMUNICATION AND EFFECTIVE COMMUNICATION**
Instructional Time: 2 hours

INTERPERSONAL COMMUNICATION

OBJECTIVES:

4.1.1   Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in a controlled environment. (BST)

EFFECTIVE COMMUNICATION

OBJECTIVES:

4.1.2   Identify types of offender behaviors that can be prevented or mitigated through effective interpersonal communication. (MCT)
4.1.3   Identify the barriers to effective communication in a detention setting. (MCT)
4.1.4   Identify potential problems related to communicating with fellow officers in the presence of offenders. (MCT)
4.1.5   Identify the topics an officer should or should not discuss with an offender. (MCT)

TRAINING NOTES:

4.1.A   Identify the importance of effective communication in a detention setting.
4.1.B   Given a scenario involving an offender request, provide examples of effective communication skills to respond to the request.
4.1.C   Identify steps to take when there is a communication barrier (e.g., language, hearing impaired, etc.).

TOPIC #5.0: MAINTAINING SECURITY

Topic Instructional Time: 9 hours

CLASS #5.1:   SECURITY AND KEY CONTROL
Instructional Time: 3 hours

OBJECTIVES:

5.1.1   Identify the purpose of a sally port. (MCT)
5.1.2   Identify the rules for handling facility keys. (MCT)
5.1.3   Identify issues related to handling keys that may pose a threat to security. (MCT)
5.1.4   Identify the guidelines for security rounds, according to Title 15. (MCT)
5.1.5   Identify potential issues to look for when conducting perimeter checks. (MCT)
5.1.6   Identify steps in conducting an outside perimeter check. (MCT)
5.1.7   Identify potential issues to look for when conducting security rounds. (MCT)
5.1.8   Identify how to recognize signs of abuse, neglect, misconduct and mental illness during security rounds. (MCT)
5.1.9   Identify the principles, conditions and limitations under which safety rooms may be used, according to Title 15. (MCT)
5.1.10   Identify mandated requirements for safety room checks, according to Title 15. (MCT)
5.1.11   Identify the requirements for monitoring an offender who is placed in a safety room. (MCT)
5.1.12   Identify areas covered by safety and security rounds (e.g., physical plant and outer fences, etc.). (MCT)

TRAINING NOTES:

5.1.A   Identify the proper procedure when a door or gate will not open or close.
5.1.B   Identify security issues associated with electric doors/electronic controls.
5.1.C   Discuss re-housing (roll-ups) of offenders.
5.1.D   List the proper steps to follow when locking and unlocking doors/gates.
5.1.E   Identify reasons to transfer relevant information to other shifts and/or supervisor(s).

CLASS #5.2:   COUNTS
Instructional Time: 2 hours

OBJECTIVES:

5.2.1   Identify procedures for doing a numerical count. (MCT)
5.2.2   Identify procedures for doing a body count. (MCT)
5.2.3   Identify principles that are important to the effective counting of offenders (e.g., welfare of offenders, stop movement, never let offenders count, etc.). (MCT)
5.2.4   Identify the procedure for responding to the absence of an offender. (MCT)
5.2.5   Identify the general guidelines for searching for a missing or escaped offender. (MCT)

CLASS #5.3:   FACILITY SEARCHES
Instructional Time: 3 hours

OBJECTIVES:

5.3.1   Identify the primary considerations for conducting facility searches. (MCT)
5.3.2   Identify the procedure to follow when searching a facility. (MCT)
5.3.3   Identify areas to search in a detention facility. (MCT)
5.3.4   Identify items to look for when searching the facility. (MCT)
5.3.5   Identify how to manage offenders during facility searches. (MCT)
5.3.6   In a simulated exercise, demonstrate the proper procedure for searching an area of a detention facility. (BST)

TRAINING NOTES:

5.3.A   List potential hiding places to be checked carefully during a search of the facility.
5.3.B   Identify the procedure for limiting and controlling movement of offender workers during facility searches.
5.3.C   Identify the purpose of tools or materials commonly used during facility searches.

CLASS #5.4:   CONTRABAND AND EVIDENCE
Instructional Time: 1 hour

OBJECTIVES:

5.4.1   Identify security issues with offenders using an unauthorized telephone. (MCT)
5.4.2   Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings. (MCT)
5.4.3   Given a description of an incident in which an offender is found to be in possession of a given type of contraband, state whether an arrest is indicated. (MCT)

TRAINING NOTES:

5.4.A   Define contraband.
5.4.B   Identify the types of contraband most commonly found in mail.
5.4.C   Given a list of sample contraband, identify how each item should be confiscated.

TOPIC #6.0: BOOKING, RECEIVING AND RELEASING

Topic Instructional Time: 3.5 hours

Note: The *Booking and Intake* class & *Booking Procedures* class (#6.1) shall be taught before the *Releasing Offenders* class (#6.3).

CLASS #6.1: **BOOKING AND INTAKE & BOOKING PROCEDURES** Instructional Time: 1.5 hour

BOOKING AND INTAKE

OBJECTIVES:

6.1.1   Identify requirements regarding the medical screening of incoming offenders, according to Title 15. (MCT)

6.1.2   Identify the notification requirements pertaining to developmentally disabled offenders. (MCT)

6.1.3   Identify the agency and personal liability associated with failing to comply with medical clearance procedures. (MCT)

TRAINING NOTES:

6.1.A   Discuss religious rights of an offender at intake.

6.1.B   Identify statewide information systems used to find or input information.

BOOKING PROCEDURES

OBJECTIVES:

6.1.4   List the steps of the booking procedure. (MCT)

6.1.5   Identify the number of calls incoming offenders are allowed to make, according to PC 851.5 and applicable WIC codes. (MCT)

6.1.6   Given a description of an offender's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action. (MCT)

6.1.7   Identify the reasons why warrant checks should be completed prior to booking or releasing offenders. (MCT)

TRAINING NOTES:

6.1.C   Identify the reasons why it is important to obtain clear fingerprints.

> **CLASS #6.2:** **ORIENTATION, CLOTHING AND SUPPLIES**
> Instructional Time: 1 hour

OBJECTIVES:

6.2.1   Identify the procedure for orienting incoming offenders, according to Title 15. (MCT)
6.2.2   Identify the correct procedure for orienting an incoming offender when communication barriers exist (e.g., non-English speaking, hearing or speech impaired, etc.). (MCT)
6.2.3   Identify the major steps in processing offenders prior to housing. (MCT)
6.2.4   Identify the minimum type of clothing and bedding required, according to Title 15. (MCT)
6.2.5   Identify the consequences of issuing prohibited supplies to offenders. (MCT)

TRAINING NOTES:

6.2.A   Identify important things to be aware of when communicating with offenders during the orientation process.
6.2.B   Identify the benefits of providing incoming offenders with a thorough orientation.
6.2.C   Identify why it is important to issue offenders clothing that is in good condition.

> **CLASS #6.3:** **RELEASING OFFENDERS**
> Instructional Time: 1 hour

OBJECTIVES:

6.3.1   Identify the different types of releases. (MCT)
6.3.2   Identify the steps involved in releasing an offender. (MCT)
6.3.3   Identify the possible consequences of releasing the wrong offender. (MCT)

TRAINING NOTES:

6.3.A   Discuss medical conditions that may be accommodated upon release.
6.3.B   Identify the procedures for an in-custody release (e.g., to a transportation officer or another jurisdiction, etc.).

TOPIC #7.0: SUPERVISING OFFENDERS

Topic Instructional Time: 10 hours

> **CLASS #7.1: MANIPULATION OF STAFF**
> Instructional Time: 3 hours

OBJECTIVES:

7.1.1   Identify indicators that a staff member is being victimized. (MCT)
7.1.2   Identify the actions an officer should take when they feel they have been manipulated. (MCT)
7.1.3   Identify how an officer can avoid being a victim of manipulation. (MCT)
7.1.4   Identify signs of being a victim of manipulation. (MCT)
7.1.5   Identify behaviors that may make a staff member prone to being manipulated. (MCT)
7.1.6   Identify techniques and strategies of an offender manipulator. (MCT)

TRAINING NOTES:

7.1.A   Given a scenario in which an offender is attempting to manipulate an officer, demonstrate the appropriate response.

> **CLASS #7.2: DISTURBANCES AND DISPUTES**
> Instructional Time: 2 hours

OBJECTIVES:

7.2.1   Identify signs of potential disturbances. (MCT)
7.2.2   Identify group behaviors that indicate imminent conflict. (MCT)
7.2.3   Identify potential consequences of failing to promptly respond to and investigate disturbances. (MCT)
7.2.4   Identify principles for maintaining safety and security while responding to disturbances. (MCT)
7.2.5   Given several descriptions of offender disputes, classify each according to whether back-up should be called. (MCT)
7.2.6   Identify precautions that may prevent a dispute from leading to physical injury or property damage. (MCT)
7.2.7   Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in an agitated state. (BST)

TRAINING NOTES:

7.2.A   Identify the factors in a facility setting that produce tension for offenders and staff.
7.2.B   Given a situation, identify specific criteria that warrant further investigation.
7.2.C   Identify key reasons for stopping all horseplay.
7.2.D   Given a scenario depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and re-establishing order.

CLASS #7.3:   SAFETY/HEALTH STANDARDS AND PROCEDURES
Instructional Time: 0.5 hours

OBJECTIVES:

7.3.1   Identify issues that may arise when supervising bathroom facilities and showers. (MCT)
7.3.2   Identify the reasons for maintaining count and control over hygiene supplies. (MCT)
7.3.3   Identify the value of good hygiene habits. (MCT)
7.3.4   Identify the reasons proper safety and health practices should be promoted within a facility. (MCT)

CLASS #7.4:   RECREATION
Instructional Time: 1 hour

OBJECTIVES:

7.4.1   Identify Title 15 directives and case law relevant to offender exercise, recreation, fresh air and natural light exposure. (MCT)
7.4.2   Identify how to properly supervise recreational and social activities. (MCT)
7.4.3   Identify reasons for properly supervising recreational and social activities. (MCT)
7.4.4   Identify classification issues to be aware of during exercise and recreation. (MCT)
7.4.5   Given a facility description, classification, and environmental factors, identify potential safety and security hazards that can occur during recreation time. (MCT)
7.4.6   Identify reasons why it is important to properly supervise offender phone calls. (MCT)
7.4.7   Identify the mandates and other state laws that apply to offender phone privileges. (MCT)

CLASS #7.5:   CLEANING OF CELLS
Instructional Time: 0.5 hours

OBJECTIVES:

7.5.1   Identify requirements relating to cleanliness of cells or dorms, according to Title 15. (MCT)
7.5.2   Identify the responsibilities of officers in supervising the cleaning of cells or dorms. (MCT)
7.5.3   Identify what officers should look for during the inspection of cells or dorms. (MCT)
7.5.4   Identify potential dangers to staff and offenders from cleaning supplies. (MCT)

CLASS #7.6:   PROGRESSIVE DISCIPLINE AND OFFENDER GRIEVANCES
Instructional Time: 1 hour

OBJECTIVES:

7.6.1   Define the key principles that underlie the use of progressive discipline. (MCT)
7.6.2   Identify the offender disciplinary process under Title 15. (MCT)
7.6.3   Identify the legal requirements associated with offender grievances. (MCT)
7.6.4   Identify the steps in the appeals process for offender grievances. (MCT)
7.6.5   Identify the staff roles in the appeals process for offender grievances. (MCT)

CLASS #7.7: GROUP DYNAMICS
Instructional Time: 1 hour

OBJECTIVES:

7.7.1   Identify reasons for effective group management when working in a detention facility. (MCT)
7.7.2   Given a group activity, identify typical group dynamic issues. (MCT)
7.7.3   Given a description of an offender group, identify those likely to be group leaders, followers and victims within the group. (MCT)

TRAINING NOTES:

7.7.A   Identify typical group dynamics that occur within a detention facility.
7.7.B   Identify offender behaviors that may signal trouble during meal time.
7.7.C   Identify the duties of the officer in supervising meal time.

CLASS #7.8: MOVEMENT
Instructional Time: 0.5 hours

OBJECTIVES:

7.8.1   Identify safety and security concerns when escorting offenders to and from locations within the facility. (MCT)
7.8.2   Identify how the classification system and housing layout is essential to escorting offenders within a facility. (MCT)
7.8.3   Identify potential consequences of improper supervision during in-house movement of offenders. (MCT)

CLASS #7.9: OFFENDER WORKERS
Instructional Time: 0.5 hours

OBJECTIVES:

7.9.1   Identify ability requirements and restrictions related to specific duty assignments (e.g., physical, mental, learning, etc.). (MCT)
7.9.2   Identify the primary considerations for an officer when supervising a work detail. (MCT)
7.9.3   Identify the criteria for selection of offender workers. (MCT)

TRAINING NOTES:

7.9.A   Identify how to properly supervise work details.
7.9.B   Identify the reasons why relatives should not be allowed to work together.
7.9.C   Identify the reasons why offenders should be assigned to work details rather than selecting their own.
7.9.D   Given a list of tasks and responsibilities, classify each as either appropriate or inappropriate for assignment to offender workers.

TOPIC #8.0: MEDICAL

Topic Instructional Time: 3.5 hours

CLASS #8.1:   MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS
Instructional Time: 3 hours

OBJECTIVES:

8.1.1   Match symptoms with common medical conditions. (MCT)
8.1.2   Match infectious and contagious diseases with their symptomology. (MCT)
8.1.3   Match contagious diseases with their primary modes of transmission. (MCT)
8.1.4   Identify the symptoms of common contagious diseases that may be shared between offenders and officers. (MCT)
8.1.5   Identify universal safety precautions and their application to the institutional environment. (MCT)
8.1.6   Identify situations under which universal safety precautions need to be utilized. (MCT)
8.1.7   Identify one example of the challenges when providing care to elderly offenders. (MCT)
8.1.8   Identify if and when an offender has a legal right to refuse medications. (MCT)
8.1.9   Identify the steps to follow when an offender requests to see a doctor. (MCT)

TRAINING NOTES:

8.1.A   Identify care requirements of the elder population.
8.1.B   Identify the reasons that doctors and nurses are to be given the following information: the classification of all offenders they visit; the importance of security; and that medical staff are to be accompanied at all times.
8.1.C   Identify the factors that should be considered when using a multidisciplinary approach to providing medical health care services.
8.1.D   Identify the role of the officer when assisting medical staff.
8.1.E   Identify possible communication problems that can occur between medical staff and officers.

CLASS #8.2:   MEDICAL LEGAL ISSUES
Instructional Time: 0.5 hours

OBJECTIVES:

8.2.1   Identify circumstances where medical treatment cannot be refused. (MCT)
8.2.2   Identify the procedure to follow for an offender who refuses medical treatment. (MCT)
8.2.3   Identify the potential liability for staff noncompliance with the medical treatment of offenders. (MCT)
8.2.4   Identify consequences of improper handling or control of medication. (MCT)

TOPIC #9.0: CLASSIFICATION OF OFFENDERS

Topic Instructional Time: 2 hours

> **CLASS #9.1:** **CLASSIFICATION OF OFFENDERS**
> Instructional Time: 2 hours

OBJECTIVES:

9.1.1   Identify the purpose and intent of classification. (MCT)
9.1.2   Identify sources of information for classification decisions. (MCT)
9.1.3   Identify the consequences of incorrectly classifying an offender. (MCT)
9.1.4   Given a list of classifications, identify the specific risks and required precautions associated with each classification. (MCT)
9.1.5   Identify factors that influence ongoing reclassification. (MCT)
9.1.6   Given a sample case description, indicate factors that would affect classification/housing. (WST)
9.1.7   Given a sample intake profile and classification plan, classify the offender and assign appropriate housing. (WST)

TRAINING NOTES:

9.1.A   Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification.

TOPIC #10.0: CULTURAL AWARENESS

Topic Instructional Time: 2 hours

CLASS #10.1: GENDER IDENTITY
        Instructional Time: 2 hours

OBJECTIVES:

10.1.1   Identify special considerations related to gender identity issues (e.g., searches, urine testing, housing, etc.). (MCT)

10.1.2   Differentiate how people can identify themselves (e.g., sexual preference, natural anatomy or self-identity, etc.). (MCT)

10.1.3   Identify social and economic impact relating to gender identity. (MCT)

TOPIC #11.0: REPORT WRITING AND RECORD KEEPING

Topic Instructional Time: 1.5 hours

> **CLASS #11.1: GENERAL REPORTS**
> Instructional Time: 1.5 hours

OBJECTIVES:

11.1.1   Presented with a scenario involving unusual offender behavior, generate a written report of the offender's behavior and appearance. (WST)

11.1.2   Given a scenario involving a facility incident, write a description of the incident. (WST)

TRAINING NOTES:

11.1.A   Identify the major types of reports used in local corrections.

11.1.B   Identify the structure and elements of each major type of report.

TOPIC #12.0: EMERGENCY PROCEDURES

Topic Instructional Time: 7 hours

CLASS #12.1:   EMERGENCY PLANNING
Instructional Time: 2 hours

OBJECTIVES:

12.1.1   Identify the types of emergency situations that may occur in a detention/correction facility. (MCT)
12.1.2   Identify priorities and responsibilities of officers during an emergency. (MCT)
12.1.3   Given a description of an emergency, identify the steps needed to respond. (MCT)
12.1.4   Identify the procedure for evacuating offenders (e.g., fire, hazardous materials spill, earthquake, etc.). (MCT)
12.1.5   Identify situations when response from additional law enforcement might be necessary. (MCT)

TRAINING NOTES:

12.1.A   Identify guidelines for communicating with staff and offenders during emergencies.

CLASS #12.2:   FIRE AND LIFE SAFETY*
Instructional Time: 5 hours

OBJECTIVES:

12.2.1   Identify possible dangers posed by the spread of smoke and gases in a facility. (MCT)
12.2.2   Identify the procedure for responding to a fire in a facility. (MCT)
12.2.3   Identify the key elements that should be considered in maintaining fire safety in a facility. (MCT)
12.2.4   Match different types of fires with the appropriate fire extinguishing equipment needed to put out each type. (MCT)
12.2.5   Identify the procedure for isolating and confining fire, smoke and gases to the area of origin. (MCT)
12.2.6   Demonstrate the correct use of fire extinguishing equipment. (BST)

TRAINING NOTES:

12.2.A   Discuss that not all sprinkler heads operate at the same time in an automatic sprinkler system.
12.2.B   Identify how to manually override automatic sprinkler system controls.

*Performance objectives pertaining to the use and fit of Self Contained Breathing Apparatus (SCBA) have been removed due to variations in institution and agency policy. If your agency utilizes SCBA it is recommended that content be added under Agency Specific training (Topic 22)

TOPIC #13.0: VISITATION

Topic Instructional Time: 1.5 hours

> **CLASS #13.1:   VISITATION**
> Instructional Time: 1.5 hours

OBJECTIVES:

13.1.1   Identify problems that can occur during professional visits. (MCT)
13.1.2   Define the term "privileged communication". (MCT)
13.1.3   Given a list of potential visitors, identify those who would have the right to privileged communication. (MCT)
13.1.4   Identify potential consequences of violating statutes concerning privileged communication. (MCT)
13.1.5   Identify issues related to visits and contacts that should be reported to medical and/or mental health staff. (MCT)

TRAINING NOTES:

13.1.A   Identify appropriate steps for admitting visitors into a facility.
13.1.B   Given offender classification and other relevant information, identify the procedure for monitoring a non-contact visit.
13.1.C   Identify problems most commonly associated with visits from family or friends.
13.1.D   Given appropriate code sections, Minimum Standards for Local Detention Facilities and case law for reference, identify the rights and visitation privileges of attorneys and other visitors.
13.1.E   Discuss the importance of visits for family unification and rehabilitation.

TOPIC #14.0 SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

Topic Instructional Time: 1.5 hours

> **CLASS #14.1:** **SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL**
> Instructional Time: 1.5 hours

OBJECTIVES:

14.1.1   Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail. (MCT)
14.1.2   Define legal mail according to Title 15. (MCT)
14.1.3   Identify the appropriate procedure for handling legal mail. (MCT)
14.1.4   Given sample portions of letters containing various types of information, identify why the information can pose a threat to safety and security of the facility. (MCT)
14.1.5   Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. (MCT)
14.1.6   Given a list of offender classifications and standard supplies, identify potential incompatibilities. (MCT)
14.1.7   Identify the types of contraband most commonly found in mail. (MCT)

TRAINING NOTES:

14.1.A   Identify possible consequences of inappropriately processing legal mail.
14.1.B   Identify possible consequences of improper mail distribution.
14.1.C   Identify the persons to whom an offender may or may not correspond.
14.1.D   Identify signs indicating mail marked as legal, is in fact not legal mail.
14.1.E   Identify things to observe during clothing or bedding exchange and distribution of supplies.
14.1.F   Identify the key reasons for maintaining a properly operated commissary.
14.1.G   Identify the procedure for distributing commissary goods to an offender who is not present at regular distribution time.

TOPIC #15.0: TRANSPORTATION

Topic Instructional Time: 1 hour

CLASS #15.1:   PREPARATION FOR TRANSPORT
Instructional Time: 1 hour

OBJECTIVES:

15.1.1   Identify the procedure for verifying the identity of an offender prior to transport. (MCT)
15.1.2   Given a transport scenario where use of a vehicle is required, generate a plan for conducting the transport. (WST)
15.1.3   Identify guidelines for transporting different offender classifications (e.g., protective custody, disabled offenders, LGBTQI, etc.). (MCT)
15.1.4   Identify types of offenders that should not be mixed during transport. (MCT)
15.1.5   Identify the consequences of transporting the wrong offender. (MCT)

TRAINING NOTES:

15.1.A   Identify common vehicle transportation duties necessary for an officer to perform when outside the facility.
15.1.B   Identify the importance of planning prior to conducting a transport and/or escort.

TOPIC #16.0: PROGRAMS

Topic Instructional Time: 2 hours

CLASS #16.1: EVIDENCE BASED PRACTICES AND PROGRAMS
Instructional Time: 2 hours

OBJECTIVES:

16.1.1   Define evidence-based practices and why they are important. (MCT)
16.1.2   Identify why it is important to ensure evidence-based practices and program fidelity. (MCT)
16.1.3   Identify why evidence-based assessment tools are used. (MCT)

TRAINING NOTES:

16.1.A   Identify the key principles of evidence-based practices.
16.1.B   Identify the importance of accurate data collection for evidence-based practices performance measures, program evaluation and offender outcomes.
16.1.C   Identify recent trends in evidence-based practices.
16.1.D   Identify how evidence-based practices have evolved.
16.1.E   Define data-driven decision making (DDDM).
16.1.F   Identify how criminal trends or new legal issues prompt the development of new crime prevention programs.

TOPIC #17.0: ASSAULT AND ABUSE

Topic Instructional Time: 3 hours

CLASS #17.1: SEXUAL ASSAULT AND ABUSE*
Instructional Time: 3 hours

OBJECTIVES:

17.1.1   Define zero tolerance as it applies to sexual assault, abuse and harassment. (MCT)
17.1.2   Identify potential officer liability issues related to sexual assault/abuse. (MCT)
17.1.3   Identify the signs that an offender may have been sexually assaulted/abused. (MCT)
17.1.4   Identify how to communicate effectively and professionally with offenders, including lesbian, gay, bisexual, transgender, intersex or gender non-conforming, etc. (MCT)
17.1.5   Define human trafficking and prostitution. (MCT)
17.1.6   Identify officer responsibilities for sexual assault/abuse and harassment prevention, detection, reporting and response. (MCT)

TRAINING NOTES:

17.1.A   Identify the first step in response to an in-custody suspected or reported sexual assault/abuse.
17.1.B   Given a scenario where a sexual assault/abuse possibly occurred, identify persons that must be notified.
17.1.C   Identify an offender's right to be free from sexual assault/abuse and harassment.
17.1.D   Identify the right of offenders and employees to be free from retaliation for reporting sexual assault/abuse and harassment.
17.1.E   Identify the dynamics of sexual assault/abuse and harassment in confinement.
17.1.F   Identify the common reactions of sexual assault/abuse and harassment victims.
17.1.G   Identify how to detect and respond to signs of threatened and actual sexual assault/abuse.
17.1.H   Identify how to comply with mandatory reporting of sexual assault/abuse to outside authorities.
17.1.I   Discuss how to create an inclusive workplace for sexual orientation and gender identity minorities.
17.1.J   Identify how to avoid inappropriate relationships with offenders.

* The performance objectives and training notes in the Sexual Assault And Abuse class were matched with the Federal Requirements for Prison Rape Elimination Act (PREA) Training.

Volume: 2
Date: 2012-07-01
Original Date: 2012-07-01
Title: Section 115.31 – Employee training
Context: Title 28 – Judicial Administration. CHAPTER 1- DEPARTMENT OF JUSTICE (CONTINUED) PART 115 – PRISON RAPE ELIMINATION ACT NATIONAL STANDARDS
Subpart A – Standards for Adult Prisons and Jail – Training and Education

TOPIC #18.0: DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES
Topic Instructional Time: 6.5 hours

CLASS #18.1: PERSON SEARCHES
Instructional Time: 0.5 hours

OBJECTIVES:

18.1.1 Identify barriers to completing pat-down and/or strip searches. (MCT)
18.1.2 Identify the consequences that may result from poorly conducted pat-down and strip searches. (MCT)

CLASS #18.2: USE OF RESTRAINTS
Instructional Time: 2 hours

OBJECTIVES:

18.2.1 Identify situations when the use of restraint devices may be appropriate, according to Title 15. (MCT)
18.2.2 Identify the types of restraint devices used by officers. (MCT)
18.2.3 Identify restraint methods that may not be appropriate (e.g., hog tying). (MCT)
18.2.4 Identify circumstances when the use of restraints may not be appropriate. (MCT)
18.2.5 Identify Title 15 requirements for direct visual supervision of an offender when the offender is in physical restraints. (MCT)

CLASS #18.3: CELL EXTRACTIONS
Instructional Time: 4 hours

OBJECTIVES:

18.3.1 Identify key considerations that must be addressed in planning cell extractions. (MCT)
18.3.2 Given a scenario, demonstrate the roles of each member of the cell extraction team. (BST)
18.3.3 Identify the circumstances under which a cell extraction is necessary. (MCT)

TRAINING NOTES:

18.3.A Identify the principles governing the use of security restraints on offenders (e.g., marshal box, pat lock "black box", wrap restraints, flex, etc.).

TOPIC #19.0: BEHAVIORAL HEALTH

Topic Instructional Time: 16 hours

CLASS #19.1:   SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE
Instructional Time: 1 hour

OBJECTIVES:

19.1.1   Recognize recent trends in substance abuse. (MCT)
19.1.2   Distinguish between different street drugs and prescription drugs. (MCT)

TRAINING NOTES:

19.1.A   It is important to be able to describe current drug trends at the state and local level.

CLASS #19.2:   TRAUMA
Instructional Time: 2 hours

OBJECTIVES:

19.2.1   Recognize signs and symptoms of those affected by trauma. (MCT)
19.2.2   Identify how behaviors and actions of staff may inflict trauma on individuals under our supervision or in our custody. (MCT)
19.2.3   Identify appropriate classification/housing for someone who has suffered trauma. (MCT)
19.2.4   Recognize the signs and symptoms of current trauma and past trauma (staff and offenders). (MCT)
19.2.5   Identify signs of human trafficking and services available for victims. (MCT)
19.2.6   Recognize barriers to reporting trauma. (MCT)

TRAINING NOTES:

19.2.A   Give the victim/survivor the correct information about the help they need if they identify themselves as needing it/or if the staff suspects they have been trafficked.

CLASS #19.3: INTERVENTIONS AND RESOURCES
Instructional Time: 2 hours

OBJECTIVES:

19.3.1   Identify techniques for effective interviewing of offenders. (MCT)
19.3.2   Recognize verbal de-escalation techniques through scenarios. (MCT)
19.3.3   Determine appropriate responses when dealing with an emotionally upset person. (MCT)
19.3.4   Identify triggers of violence. (MCT)

TRAINING NOTES:

19.3.A   Identify best practices within an organization and specific criteria for these practices.
19.3.B   Provide a list of questions to be asked during interview of significant other/family.

CLASS #19.4: ROLES AND RESPONSIBILITIES
Instructional Time: 2 hours

OBJECTIVES:

19.4.1   After viewing a video scenario, write a report. (WST)
19.4.2   Identify Title 15 mandates that refer to the psychological treatment of offenders. (MCT)

TRAINING NOTES:

19.4.A   Discuss court orders and forced medications orders and proper documentation needed.
19.4.B   Articulate when an MHBI offender cannot refuse medical treatment.
19.4.C   Explain that offenders have a right to mental health screening and treatment.
19.4.D   Identify HIPAA requirements and strategies to preserve confidentiality.
19.4.E   Articulate importance of accurate and objective documentation of events.
19.4.F   Based on proper legal authority/verbal consent, be aware that searching electronic devices may uncover MHBI individuals.
19.4.G   Explain why failure to provide a thorough orientation is against the law.
19.4.H   Identify current legislation and case law pertaining to MHBI offenders.

CLASS #19.5:   LIABILITY
       Instructional Time: 1 hour

OBJECTIVES:

19.5.1   Identify the mandates around access to MHBI services. (MCT)
19.5.2   Identify the liability for refusing access to MHBI services. (MCT)
19.5.3   Identify potential liabilities resulting from a suicide. (MCT)

TRAINING NOTES:

19.5.A   If classification is done appropriately, it will decrease potential liability.

CLASS #19.6:   SUICIDE PREVENTION
       Instructional Time: 2.5 hours

OBJECTIVES:

19.6.1   Determine the best means to identify the emotional/mental state of an offender. (MCT)
19.6.2   Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors. (MCT)
19.6.3   Identify differences between self-harm and suicidal ideations/attempts. (MCT)
19.6.4   Recognize high risk behaviors associated with suicide. (MCT)
19.6.5   Evaluate suicide risk level and execute appropriate procedures. (MCT)
19.6.6   Identify suicidal risk factors. (MCT)
19.6.7   Identify strategies to mitigate suicide attempts. (MCT)
19.6.8   Identify the responsibilities of the officer when dealing with suicide risk offenders. (MCT)

TRAINING NOTES:

19.6.A   The instructor should note that any incident of offender self-harm or suicidal ideations should be documented.

CLASS #19.7:   FOUNDATION AND DEFINITIONS: SIGNS AND SYMPTOMS
       Instructional Time: 2 hours

OBJECTIVES:

19.7.1   Identify common Behavioral Health terminology. (MCT)
19.7.2   Identify the most common behaviors associated with mental health issues. (MCT)
19.7.3   Identify abnormal physical or emotional behaviors which might be indicative of a mental health concern. (MCT)
19.7.4   Identify decompensation when it occurs. (MCT)
19.7.5   Identify offenders who are exhibiting drug/alcohol use which may be a manifestation of their mental illness or medication. (MCT)

19.7.A   Explain how refusal of medical treatment can lead to a worsening of an offender's MHBI condition & a MHBI condition can lead to a refusal of medical treatment.
19.7.B   Explain that poor hygiene can be a sign or symptom of mental health decompensation.
19.7.C   Identify four types of medication that can induce MHBI.
19.7.D   Identify MHBI conditions that may lead to non-compliant behavior from a MHBI offender.
19.7.E   Identify mental health indicators that can be misconceived as assaultive behavior.
19.7.F   Explain importance of being aware of arrestee having an MHBI.
19.7.G   Identify risk factors associated with mental health as opposed to drug abuse, co-occurring disorders, and self-medicating.

CLASS #19.8:   SAFETY
                        Instructional Time: 1.5 hours

OBJECTIVES:

19.8.1   Identify risk of victimization/manipulation of mentally ill offenders. (MCT)
19.8.2   Identify indicators that a mentally ill offender is the manipulator. (MCT)
19.8.3   Identify how behavioral health issues may increase risk of being abused or neglected. (MCT)
19.8.4   Identify self-harm behavior that MHBI offenders may engage in. (MCT)
19.8.5   Recognize the potential consequences of improper monitoring of MHBI offenders. (MCT)

TRAINING NOTES:

19.8.A   Consider an individual's mental health status prior to their work assignment.
19.8.B   Identify risk factors associated with mental health offenders transported with mixed classifications.
19.8.C   Based on mental health history, classification may need to be continuously re-classified for safety reasons.
19.8.D   Identify increased risk associated with mentally ill individuals.

CLASS #19.9:   EMOTIONAL SURVIVAL
                        Instructional Time: 2 hours

OBJECTIVES:

19.9.1   Identify signs and symptoms of emotional distress for the officer. (MCT)
19.9.2   Define signs of secondary and vicarious trauma (as it relates to staff). (MCT)
19.9.3   Identify appropriate responses to a critical incident to ensure staff emotional health is addressed. (MCT)
19.9.4   Identify the factors an officer should consider related to secondary trauma while preserving a crime scene. (MCT)
19.9.5   Identify EAP services and how stigma can affect an officer's willingness to access them. (MCT)

TRAINING NOTES:

19.9.A   Describe the effects of secondary trauma on an officer's well-being.
19.9.B   Identify and list available resources for officer experiencing emotional stress.
19.9.C   Identify techniques to respond to an officer in emotional distress.
19.9.D   Identify the signs and symptoms of distress associated with the secondary trauma.
19.9.E   Identify the effects of an altercation on the officer's well-being.
19.9.F   Be able to identify the effects trauma has on you and your family.
19.9.G   List possible healthy outlets.

ATTACHMENTS

ATTACHMENT 1: LESSON PLAN POLICY (REVISED JULY 1, 2019)

STC-Request for Certification (RFC) courses (annual and core) must have a written lesson plan. A copy of the lesson plans must be made available to the STC Field Representative **upon request**.

Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training.

Components of a Lesson Plan

STC does not require a standardized format; however, the lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

Along with the approved RFC, all STC-RFC lesson plans must contain the following components:

Room Set-Up:
How the classroom needs to be set up (e.g., classroom style, small group, theater, etc.). Note: If part of a longer course, this does not need to be repeated for each class if room set-up will not change.

Instructor Material(s)/Equipment Needed:
All material and equipment needed, including handouts and reference material for the class or module.

Performance Objectives and Training Notes (if a core class):
These should be listed (include performance objective/training note number indicated in core manual if a core class and also reference in lesson plan where material is covered).

Time for Each Section or Exercise/Activity:
The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

Trainer's Script:
Any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.

Handout/Classroom Materials:
The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

Testing Type and Description of BST/WST completion (if applicable):
The type of test(s) to be given in the class or topic; i.e., Multiple Choice Test (MCT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.

ATTACHMENT 2: TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013)

Core providers must have written policies and procedures for exam administration. Successful completion of core, including the exams, is part of the selection process. Because the exams are used to measure successful completion of core, the purpose of exam policies and procedures is to ensure fair and equitable testing. No examinee should have an advantage or disadvantage of any kind. Following standardized policies and procedures helps ensure that each examinee is provided with a guarantee of fair testing and an equal opportunity to maximize exam performance. This policy must be available for review by STC staff upon request.

The components identified below must be addressed in core providers' policies and procedures for testing.

I. **Exam Administration Staff**
    a. Qualifications (e.g., position, classification)
    b. Training requirements (initial and periodic refresher training)
    c. Responsibilities

II. **Exam Administration Procedures**
    a. Exam room environmental characteristics (e.g., good lighting, comfortable temperature, adequate ventilation, freedom from noise and interruption)
    b. Exam room preparation (e.g., working clock, remove materials on walls that may provide information to examinees, arrange seating with a minimum space distance, post any required information)
    c. Staff requirements for number of examinees (e.g., exam supervisor and a proctor for 1 - 20 examinees, an additional proctor for each additional 20 examinees).
    d. Accommodations for documented disabilities in accordance with the Americans with Disabilities Act (ADA) allowed in the exam room
        i. Accommodations that can be handled with a regular exam administration (e.g. use of magnifier)
        ii. Accommodations that require a special exam administration (e.g. extended testing time, reader)
    e. Admitting examinees into the exam room
    f. Review and remind examinees of "code of ethics" (responsible for confidentiality and security of the exam)
    g. Administering the exam – follow proctoring scripts
    h. Distributing exam materials
    i. Timing and break policies
    j. Collection and return of secure exam materials

III. **Test Security**
    a. All exam (MCTs, test scenarios) materials must be stored in locked location always unless being administered
    b. Limited access to exam materials
    c. Test security agreement signed annually by all exam staff
    d. Test questions should never be brought into the classroom unless being administered

IV. **Maintaining Security in the Exam Room/Proctor Responsibilities**
   a. Accounting for test materials
   b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
   c. Monitor equipment use

V. **Procedures for Reporting and Handling Test Irregularities and Compromises**
   a. Test irregularities
      i. Misconduct or inappropriate behavior of examinees
      ii. Test question error or ambiguities
      iii. Student complaints
      iv. Other incidents or disturbances (e.g., uncontrollable events such as fire alarms, power outage)
   b. Compromises
      i. Test is lost or stolen
      ii. Unauthorized access to a test
      iii. Examinee copies from another examinee
      iv. Individual attempts to impersonate and take a test for an examinee
      v. Examiners and examinees share information about an exam
      vi. Examinee receives answers to questions before the test
   c. Investigating compromises
   d. Consequences of a security breach
      i. Agency
      ii. Examiners
      iii. Examinees

VI. **Accommodated Test Administration**
   a. Requests for accommodations
   b. Required documentation for disabilities

VII. **Document Retention Policies**
   a. Test materials that should be retained in a secure location
   b. Retention schedule for test materials (abide by record retention policy of your agency)

VIII. **Emergency Plan**
   a. Identify staff responsible for managing an emergency
   b. List emergency supplies available in the exam room
   c. Identify alternative exam rooms and secure transportation of tests
   d. Detailed plans for how to handle specific emergencies (e.g., violence, natural disasters, illness, hazardous waste, bomb threat)

IX.   Test Development
   a. Instructors develop own test questions
   b. Write at least two test questions for each performance objective; one for test and one for remedial test. Best practice would be one additional question in case there are problems with the other two
   c. Review evaluate (Are the items functioning?) and revise tests regularly
   d. Test development oversight by training coordinator

X.   Remediation
The provider testing policy will identify how many times a trainee will be remediated in cases where he or she does not pass the Multiple-Choice Test (MCT), Written Skills Test (WST), Behavior Skills Test (BST). To successfully complete the course, each trainee must pass all tests.

The policy will minimally include:

   a. What is the provider's cut-off score for each test? This does not include WST or BST, which are pass/fail only.
   b. Procedure for the re-taking of a new test, with new test questions.
   c. The number of test failures that constitute a course failure.
   d. Briefing on testing procedures and successful course completion requirements to trainees prior to first test delivery.