

**- CORRECTIONS OFFICER CORE COURSE**

Reporting and Record Keeping  
Unit 12  
Unit Instructional Time – 20 Hours

MODULE: 12.1 – Assessment and Overview

INSTRUCTION TIME: 2:00

LEARNING GOAL:

The trainee will be able to identify the elements of writing that are important for communication as well as identify the four major types of reports used in local corrections.

PERFORMANCE OBJECTIVES:

(12.1.1) Generate a description of an incident from a scenario, simulations or videotape.

(12.1.2) Identify the elements of writing that are important for communication.  
JKT

(12.1.3) List in order of importance an approach to reviewing common writing errors.  
JKT

(12.1.4) Identify the four major types of reports used in local corrections.  
JKT

Describe the structure and elements of each of the major types of corrections reports identified in 12.1.4.  
JKT

(12.1.6) Explain the potential use of each of the four major types of corrections reports in 12.1.4.  
JKT

## METHOD OF LEARNING:

### A. Classroom area requirements:

1. One classroom with enough tables and chairs to accommodate the number of students.

### B. Training aids:

1. Video player
2. Video monitor
3. Aims Video #33 - INTRODUCTION TO REPORT WRITING (21 Minutes)
4. Aims Video #3 - CORRECTIONAL OFFICER DECISION EXERCISES (use exercise #18)
5. Overhead projector
6. Movie screen
7. Overhead (12.1.1) - REPORT WRITING RULES
8. Overhead (12.1.1) - CONTENT OF A GOOD REPORT
9. Handout (12.1.1)-SUPPLEMENTAL REPORT FORM
10. Handout packet (12.1.2)-GRAMMAR
11. Policy and Procedure Manual

The trainee will view a video presentation on the basics of report writing.

Given a scenario, the trainee will generate a description of an incident.

The trainee will participate in a guided group discussion identifying the elements of writing that are important for communication.

The trainee will participate in a guided group discussion identifying, in order of importance, an approach to reviewing common writing errors.

The trainee will participate in a guided group discussion identifying the four major types of reports used in local corrections.

The trainee will participate in a guided group discussion describing the structure and elements of each of the major types of corrections reports identified in 12.1.4.

The trainee will participate in a guided group discussion on the potential uses of written records.

The trainee will complete a comprehensive written final examination.



## OUTLINE OF MATERIAL:

(12.1.1)

- I. Given a scenario, simulation or videotape of a jail-related incident, generate a description of the incident.

**INSTRUCTORS NOTE: Show Aims video #33 - "INTRODUCTION TO REPORT WRITING" to the class. (21:00 minutes)**

**INSTRUCTORS NOTE: Show overhead (12.1.1)-Report writing rules. While referring to the overhead, discuss each with the class.**

### A. Report Writing Rules

1. Print in block letters only.
2. Black ink or type reports only.
3. Active voice
  - a. Subject first then verb
  - b. Always identify who does what action.
4. First person - use the word "I".
5. Past tense - it already happened, use the correct verb tense.
6. Chronological order, write the events as they occurred.
7. Use correct departmental form.
8. Identify all persons referred to in the report as:
  - a. Suspects
  - b. Victims
  - c. Witnesses
  - d. Officers or staff

**INSTRUCTORS NOTE: Show Overhead (12.1.1-#2) -  
CONTENT OF A GOOD REPORT. While referring to the  
overhead, discuss each with the class.**

B. Content of Report

1. WHO - suspect, witness, victim - use full names
2. WHAT - type of incident, elements of the crime
3. WHEN - times
4. WHERE - physical locations
5. WHY - motive or reason
6. HOW - means, weapons
7. ACTION TAKEN - what you did

(12.1.2)

Identify the elements of writing that are important for communication.

A. Organization and development of the report.

1. Use of notes
  - a. Basis for reports
  - b. Better than memory for time statements etc.

B. Inclusion of relevant information.

1. Types of information
  - a. Suspects
  - b. Victims
  - c. Witnesses
  - d. Dates and times
  - e. Locations
  - f. Case / Report number
  - g. List of evidence
  - h. Type of incident

C. Anticipation of possible defenses that might be asserted by an inmate.

1. Always complete reports professionally.
  - a. Do not use:
    1. Slang - street language
    2. Jargon - specialized vocabulary others won't understand.
    3. Abbreviations - use standard only
2. Your report must be factual.
  - a. The basic purpose of any police operational report is to record the facts.
  - b. A fact is a statement that can be proven.
  - c. Do not include opinions in your report.

D. Use the “active person”.

1. If the subject performs the action, the sentence is “*active*”.  
If the subject does *not* perform the action, the sentence is “*passive*”.

Examples:

Active:           The man shot the woman.  
Passive:          The woman was shot by the man.

Active:           The mother beat the child.  
Passive:          The child was beaten by the mother.

Active:           The speeding car struck the wall.  
Passive:          The wall was struck by the speeding car.

Active:           John won the first three rounds.  
Passive:          The first three rounds were won by John.

E. Use proper grammar, punctuation, spelling and word choice.

1. Grammar.
  - a. Most grammatical errors are very serious and can destroy the credibility of the writer.
2. Spelling and Punctuation.
  - a. A well-written report is mechanically correct-it follows the rules for spelling, capitalization and punctuation.
  - b. A mechanically poor report leaves a poor impression of its writer.

**INSTRUCTORS NOTE:** Pass out handout and tell the students that this is provided to assist them with grammar, spelling and punctuation. It is only an aid and they will not be required to turn it back in.

(12.1.3)

Identify, in order of importance, an approach to reviewing common writing errors.

- A. Is the description of the incident accurate?
  - 1. A well-written report is accurate; it is specific.
  - 2. Details of a report should be both factual and accurate.
- B. Are all the elements of the incident articulated appropriately?
  - 1. Be concise-explicit.
  - 2. Be complete-include all essential information.
- C. Is the report well organized?
  - 1. Organize your information.
  - 2. Report it in chronologically arranged paragraphs.
- D. Is all the necessary information included?
  - 1. Who, what, when, where, why, how and what action was taken.
- E. Are all the conclusions supported?
  - 1. In your report be certain to *describe the actions* on which you base your conclusion.
- F. Is the report relatively free of surface errors?
  - 1. Print in block letters only.
  - 2. Black ink or type reports only.
  - 3. Use correct departmental form.

4. Identify all persons referred to in the report as:
  - a. Suspects
  - b. Victims
  - c. Witnesses
  - d. Officers or staff

(12.1.4)

IV. Identify the four major types of reports used in local corrections.

A. Law enforcement / corrections reports - legal definition:  
Any written communication on any departmental form. **(Pass around copies of a variation of departmental reports and explain their purposes and the results of conducting such documentation)**

1. Incident reports
  - a. Most common departmental form - documents most occurrences, situations.
  - b. Documentation of actions.
  - c. Information captured for legal action.
2. Disciplinary Reports
  - a. Documents inmate behavior.
  - b. Used for administration segregation justification.
  - c. Information for classification.
  - d. Cause of action for disciplinary hearings.

3. Crime Reports

- a. Agency policy on who completes must be followed.
- b. Used by outside agencies.
  - (1.) District Attorney's Office
  - (2.) Defense Attorney

4. "Use of Force Reports"

- a. Agency policy on who completes must be followed.
- b. Documentation of actions
- c. Information captured for legal action
- d. San Joaquin Sheriff's Policy defines the following:
  - (1.) Use of Force- Policy 300
  - (2.) Control Devices- Policy 308
  - (3.) Taser- Policy 309
  - (4.) Officer Involved Shooting- Policy 310
  - (5.) Firearms- Policy 312
  - (6.) Firearms-Shotgun- Policy 313
  - (7.) Vehicle Pursuits- Policy 314

5. Supplemental Reports

- a. For follow-up information
- b. New information that is developed.

B. Other documentation considered a report.

1. Telephone message form.
2. Inter-office memos
3. Property receipts
4. Logs
5. Count sheets
6. Live card entries
7. All of the above forms are considered discoverable in court.

(12.1.5)

V. Describe the structure and elements of each of the major types of corrections reports identified in 12.1.4.

A. Elements of each of the major types of corrections reports.

1. Elements of the report should include the sequence of events including who, what, when, where, why, how and the action taken.

B. Structure of each of the major types of corrections reports.

1. The narrative should be structured in chronological order.
  - a. Plan before you write.

(12.1.6)

VI. Explain the potential uses of each of the four major types of corrections reports identified in 12.1.4.

A. Incident reports

1. Documentation of actions.
2. Information captured for legal action.

B. Disciplinary Reports

1. Used for administration segregation justification.
2. Information for classification.
3. Cause of action for disciplinary hearings.

C. Crime Reports

1. Used by outside agencies.
  - (a.) District Attorney's Office
  - (b.) Defense Attorney

D. "Use of Force Reports"

1. Sheriff's Office Policy

E. A *report* is a permanent written record which communicates important facts to be used in the future.

1. Communication of information.
2. Documentation for inspection.
3. Legal liability if no record exists.

F. All of the above forms are considered discoverable in court.

MODULE: 12.2-Writing for Local Corrections-Content

INSTRUCTION TIME: 4:00

LEARNING GOAL:

The trainee will be able to identify the content aspects of a report as well as what reference material and resources are available to assist in preparing corrections specific reports.

PERFORMANCE OBJECTIVES:

- (12.2.1) Give a scenario, write a first draft of a report describing the scenario.
- (12.2.2) In small groups of 4-5, trainees review first draft reports and give feedback to one another focusing only on the content aspect of the report.
- (12.2.3) Identify reference materials and resources to assist in preparing corrections to specific reports.  
JKT
- (12.2.4) Demonstrate proofreading and revision techniques related to improving the content of corrections specific reports.  
JKT
- (12.2.5) Based on feedback from small group exercise, revise first draft of report prepared in 12.2.1.
- (12.2.6) Identify the major types of record keeping required in a local corrections setting and what must be included in each type of record.  
JKT

METHOD OF LEARNING:

- A. Classroom area requirements:
  - 1. One classroom with enough tables and chairs to accommodate the number of students.
- B. Training aids:
  - 1. Video player
  - 2. Video monitor
  - 3. SCENARIO #1- REFUSAL TO SIGN
  - 4. Handout-INMATE OBSERVATION LOG

## 5. Handout-SUPPLEMENTAL REPORT FORMS

Given a scenario, the trainee will write a first draft of a report describing the scenario.

In small groups of 4-5, the trainees will review first draft reports and give feedback to one another focusing only on the content aspects of the report.

The trainee will participate in a guided group discussion identifying reference material and resources that may assist in preparing corrections specific reports.

The trainee will participate in a guided group exercise demonstrating proofreading and revision techniques related to improving the content of corrections specific reports.

The trainee will participate in the revision of their first draft of the report prepared in 12.2.1.

The trainee will participate in a guided group discussion identifying the major types of record keeping required in a local corrections setting and what must be included in each type of record.

OUTLINE OF MATERIAL:

(12.2.1)

- I. Given a scenario, write a first draft of a report describing the scenario.

**INSTRUCTORS NOTE:** Pass out supplemental report forms to each student and instruct them that they will be writing a report based on the information they will gather from the scenario. Encourage the students to take notes during the scenario.

**Show SAN JOAQUIN COUNTY SHERIFF'S JAIL SCENARIO-REFUSAL SIGN TO to the class.**

**Scenario: (Read before video is watched) You are the housing officer in your unit. While conducting a security round, you come upon this.**

**(Read after video is watched) Upon investigation, you find that this particular inmate has been caught several other times this week behaving in a similar manner. As a result, you place him on two weeks of commissary restriction, at which point he refuses to accept it or sign his write-up.**

(12.2.2)

- II. In small groups of 4-5, have the trainees review first draft reports and give feedback to one another focusing **ONLY on the CONTENT** aspects of the report.
  - A. Were the "report writing rules" followed?
  - B. Were the questions *Who, What, When, Where, Why, How and the action taken* answered in the narrative?

(12.2.3)

- III. Reference material and resources to assist in preparing corrections specific reports.
  - A. Reference materials for report writing skills improvement.
    1. Report writings text / manual
      - a. "For The Record" - available at college book stores.
      - b. "It's Easy To Write Better Reports"

2. Catalog or manual or report forms - use correct form for type of incident.

B. Legal References

1. Law Library
2. California Codes
  - a. Penal Code
  - b. Health & Safety Code, etc.
  - c. Drug references - PDR
3. Sheriff's Office Training Manual
4. Sheriff's Office Policy
5. Title 15 guidelines

(12.2.4)

IV. Proofreading and revision techniques related to improving the content of corrections specific reports.

A. Put yourself in the readers shoes.

1. Would the reader know what you are saying?

B. Have a fellow officer or associate read the report and evaluate it.

1. Ask if the reader understands what happened.

C. Intended audience.

1. Used by others
  - a. District Attorney
  - b. Defense Attorney
  - c. Judge
  - d. Civil Attorney

D. Purposes.

1. Departmental Uses
  - a. Officer's evaluations are based on reports.
  - b. Good / Bad reports are used as training material.
  - c. Officer uses reports in court to refresh memory.
2. Data Collection
  - a. Identify crime trends.
  - b. Classification information is collected.
  - c. Used to assess department's needs and equipment.
3. Eliminate some liability by having documentation accessible.
  - a. Reports provide information before legal action is started.
  - b. Otherwise information is obtained through testimony after legal action already started.

E. Organization and development.

1. Well-organized notes are an aid to a well-organized report.
2. Make an outline.
  - a. Plan before you write.
  - b. If time permits, make a rough outline of your report showing the main ideas to be included.
  - c. If time does not permit a rough outline, try going through your notes with a pencil, numbering each item in the order it is to be used.

F. Logic.

1. Essential to a good report
  - a. Accuracy - Correct information based on notes.  
Conciseness - be explicit.
  - c. Completeness - all information
  - d. Clarity - understandable
  - e. Legibility - neatness does count
  - f. Objectivity - a set of facts free from bias.
  - g. Mechanically correct- spelling, grammar, punctuation.

(12.2.5)

- V. Based on feedback from small group exercise, revise first draft of report prepared in 12.2.1.

**INSTRUCTORS NOTE: Pass out supplemental report forms to each student and instruct them that, based on feedback, they will be revising the first draft of the report prepared in 12.2.1. Ask the class if they would like to view the video again.**

(12.2.6)

- VI. Major types of record keeping required in a local corrections setting and what must be included in each type of record.

- A. Major types of record keeping required in a local corrections setting may include:
1. Safety checks.
  2. Restraint device checks.
  3. Suicide watch.

4. Etc.
- B. Information in each of the major types of record keeping required in a local corrections setting may include:
1. Individuals name.
  2. Date of birth.
  3. Booking number.
  4. Date.
  5. Location of placement.
  6. Reason for placement.
  7. Time logged for each safety check.
  8. Individuals activity at time of safety check.
  9. Officer's name that conducted the safety check.

**INSTRUCTORS NOTE: Pass out sample Inmate Observation Log for visual aid.**

MODULE: 12.3-Writing for local corrections-Organization

INSTRUCTION TIME: 4:00

LEARNING GOAL:

The trainee will be able to identify at least two major ways to organize corrections-related reports and identify the advantages and disadvantages of each way. The trainee will also be familiar with reference material and resources to assist in writing reports.

The trainee will be able to describe proofreading and revision techniques related to improving the organization of corrections specific reports.

PERFORMANCE OBJECTIVES:

(12.3.1) Discuss at least two major ways to organize corrections-related reports and the advantages and disadvantages of each way.

(12.3.2) Identify reference material and resources to assist in writing reports.

(12.3.3) Describe proofreading and revision techniques related to improving the organization of corrections specific reports.

JKT

(12.3.4) In small groups of 4-5, trainees review second draft of report generated pursuant to 12.2.1 focusing only on organization of the report.

METHOD OF LEARNING:

A. Classroom area requirements:

One classroom with enough tables and chairs to accommodate the number of students.

B. Training aids:

1. Overhead projector
2. Movie screen
3. Overhead (12.3.1)-CHRONOLOGICAL VS STRUCTURED REPORTS
4. Handout-SUPPLEMENTAL REPORT FORM

The trainee will participate in a guided group discussion on at least two major ways to organize corrections-related reports and the advantages and disadvantages of each way.

The trainee will participate in a guided group discussion identifying reference material and resources to assist in writing reports.

The trainee will participate in a guided group discussion on proofreading and revision techniques related to improving the organization of corrections specific reports.

The trainees will review the second draft of the report generated pursuant to 12.2.1 focusing only on organization of the report.

## OUTLINE OF MATERIAL:

(12.3.1)

Two major ways to organize corrections-related reports and the advantages and disadvantages of each way.

Chronological.

1. Opening paragraph should include:
  - a. Time.
  - b. Date.
  - c. Type of incident.
  - d. How you became involved.
2. Next paragraph should include:
  - a. What you were told by the victims/witnesses, if applicable.
  - b. Use a separate paragraph for each person you talk to.
3. Record what you did based on the information you received.
4. The final paragraph should state the disposition of the case.
5. Remember to write in the past tense.
6. Edit and proofread.

Structured.

1. Topical headings.  
Involved persons (victims, witnesses, suspects).  
Narrative.  
Property.  
Etc.

## Advantages.

1. Chronological.
  - a. Tells a story as it happened.
  - b. Easy for reader to comprehend.
  - c. Systematic.
    - (1.) Sequence of events as it happened.
2. Structured.
  - a. Simple format to follow.
  - b. Uniformity.
    - (1.) All look the same.
  - c. Less chance of missing details.
    - (1.) D.O.B.
    - (2.) Property.
    - (3.) Evidence.

## Disadvantages.

1. Chronological.
  - a. Possibility of leaving out detail.
  - b. Lengthy investigation.
    - (1.) Keeping details in order.
    - (2.) Can be confusing to the reader.
2. Structured.
  - a. Doesn't flow like a story.

b. Information is fragmented.

(12.3.2)

Reference material and resources to assist in writing reports.

- A. Writing manuals.
  - 1. Guidelines for report writing.
  - 2. Principles of clear writing, grammar, punctuation.
- B. Spellchecker, Dictionary, Thesaurus.
  - 1. Handheld.
  - 2. Computer based.

(12.3.3)

Proofreading and revision techniques related to improving the organization of corrections specific reports.

- A. Reading aloud.
  - 1. You get a better feel for how the report sounds.
- B. Outline the sequence of the report.
  - 1. Use well-organized notes to create an outline for a well-organized report.
  - 2. Make a rough outline of your report showing the main ideas to be included, if time permits.
- C. Examine logic.
  - 1. It is difficult to criticize your own writing.
  - 2. Have a fellow officer or associate read the report and evaluate it.
  - 3. Ask if the reader understands what happened.

D. Anticipate questions of the reader.

1. Be sure to answer all of the relevant questions.
  - a. WHO - suspect, witness, victim - use full names
  - b. WHAT - type of incident, elements of the crime
  - c. WHEN - times
  - d. WHERE - physical locations
  - e. WHY - motive or reason
  - f. HOW - means, weapons
  - g. ACTION TAKEN - what you did

(12.3.4)

Have the trainees review the second draft of the report generated pursuant to 12.2.1 focusing *ONLY* on *ORGANIZATION* of the report.

**INSTRUCTORS NOTE:** In small groups of 4-5, have the trainees review and provide feedback on each others second draft. Tell the students to focus only on *organization* of the report. Pass out supplemental report forms. Tell the trainees to revise the second draft.

**Leave overhead (12.3.1) on screen during this exercise.**

MODULE: 12.4-Information gathering and note taking

INSTRUCTION TIME: 3:00

LEARNING GOAL:

The trainee will be able to demonstrate effectively gathering information through interviews as well as taking relevant notes.

PERFORMANCE OBJECTIVES:

(12.4.1) Demonstrate techniques for effective interviewing of inmates.

(12.4.2) Demonstrate note-taking techniques to gather information during or after interviewing inmates.

(12.4.3) Discuss techniques for effective observation of jail incidents/condition of inmates.

METHOD OF LEARNING:

A. Classroom area requirements.

1. One classroom with enough tables and chairs to accommodate the number of students.

B. Training aids.

1. Overhead projector
2. Movie screen
3. Overhead (12.4.1)-INTERVIEW TECHNIQUES
4. Overhead (12.4.2)-NOTE TAKING TECHNIQUES

The trainee will participate in a guided group demonstration pertaining to techniques for effective interviewing of inmates.

The trainee will participate In a guided group demonstration pertaining to note-taking techniques to gather information during or after interviewing inmates.

The trainee will participate in a guided group discussion pertaining to techniques for effective observation of jail incidents/condition of inmates.

## OUTLINE OF MATERIAL:

**Instructor's note: Show overhead 12.4.1**

(12.4.1)

- I. Techniques for effective interviewing of inmates.
  - A. Three phase interview method
    1. Subject tells the story.
      - a. Allow the subject to tell the whole story without asking him questions, if possible.
    2. Subject retells the story while officer takes notes and asks questions for clarification.
      - a. Officer asks open-ended questions.  
(*Tell me what happened next...*)
      - b. Allows for future changes or additional information.
      - c. Officer paraphrases.
        1. Promotes understanding.
        2. Demonstrates active listening.
    3. Officer reads the statement back to the subject's satisfaction.
      - a. Reflecting on the story.
      - b. Officer asks direct questions, if necessary.  
(*Did Mr. Davis hit you on the right or left side of your face?*)

4. Non-verbal cues
  - a. Non-verbal information is more accurate than the spoken word when it comes to determining how a person feels about an issue.
  - b. Over half of all communication between people is non-verbal.
    1. 55% of that information is passed through eye contact, facial expressions and gestures.
    2. 38% of that information is passed through tone of voice.
    3. 7% of information is passed through verbal content.

(12.4.2)

- II. Note-taking techniques to gather information during or after interviewing inmates.

**INSTRUCTORS NOTE: Show overhead (12.4.2)-Note taking techniques. While referring to the overhead, discuss each with the class.**

- A. Formatting in chronological order.
  1. During the second phase of the interview, have the inmate start from the beginning and tell the story while you take notes.
  2. If you are organizing your notes after the interview, you might try going through your notes with a pencil, numbering each item in the order it is to be used.

B. Abbreviations.

1. Do not use uncommon abbreviations.
  - a. Some abbreviations are so commonly used they require no explanation.
    1. Mr., Dr., Ave., St., Feb., Aug., NY, CA.
  - b. Other abbreviations, however, are commonly used only in law enforcement.
    1. Do not use these in your reports, since not all readers will understand them.

C. Quotes.

1. Rule of thumb: If it shows a subject's state of mind and avoids conclusionary language, use **direct quotations**.
  - a. Example: The suspect said, "I hit him only once, with an open fist."
  - b. Example: The driver asked, "What's the matter, Officer?"
  - c. Example: The officer replied, "Your wife fell out of your car three miles down the road."
2. Most of your report will consist of **indirect quotations**, that is, simply stating in your own words the general information you were told.
  - a. Example: The victim told me that he had been punched.
  - b. Example: The suspect told me that he had hit the victim only once, with an open fist.

**INSTRUCTORS NOTE:** Have the students practice interviewing each other. Provide them with scenarios where they will be paired up and attempt an interview on the given incident. One person will be the subject and the other will be in the person conducting the interview.

(12.4.3)

III. Techniques for effective observation of jail incidents/condition of inmates.  
**(Provide a scenario where the class will have to recall things said and done by individuals)**

A. Specific clues.

1. Identifying possible suspects.

a. If you arrive when the crime is in progress, it is easy, you see them.

b. If crime is not in progress.

(1.) Consider everyone present as a possible suspect or witness.

(2.) Examine hands for:

(a.) Blood.

(b.) New cuts.

(c.) Clammy or sweaty.

(3.) Examine clothing.

(a.) Is it disheveled, indicating a possible

scuffle.

(b.) Blood stains.

(c.) Damage.

(4.) Observe physical state.

(a.) Out of breath.

(b.) Sweating.

(c.) Anger.

(d.) Fear.

(e.) Nervousness.

c. Separate anyone displaying these signs to be interviewed.

2. Dealing with Victims.

a. Note the victim's:

1. Physical positioning upon arrival.

2. Clothing.

3. Visible wounds.

b. If the victim is dead.

1. Always treat as a crime scene.

2. Protect the total scene.

c. If the victim is alive and able to move about.

1. Direct out of the scene.

2. Have them seen by medical staff.

- d. If the victim is alive and needs medical attention.
  - 1. Leave them alone.
  - 2. Give First Aid if needed.
  - 3. Direct medical staff in and out of the scene disturbing it as little as possible.
- 3. Establishing a crime scene perimeter.
  - a. Crime scene perimeter defined:

Your best estimate of the total scope of the scene of the crime. It is a line whether real or imagined that surrounds all the apparent evidence of a crime.
  - b. The perimeter will vary depending on the type of crime.
  - c. Define what you think the perimeter should be to include all obvious evidence plus a cushion.
  - d. If in doubt, it is always better to start with a perimeter that is too big and reduce it than one that is too small and try to salvage damaged evidence outside it.
  - e. Once perimeter is established, search outside it.
    - 1. Look to see if there is evidence that the crime occurred elsewhere.
      - (a.) eg;. person assaulted one place and staggered and fell where you found him.

2. Things to look for:
  - (a.) Blood stains.
  - (b.) Body fluids.
  - (c.) Clothing.
  - (d.) Footwear.
  - (e.) Weapons.
  - (f.) Fingerprints.
  - (g.) Personal property.
  - (h.) Hair.
3. If any evidence is found, the perimeter will be expanded to include it.
4. Crime scene preservation.
  - a. Always enter and exit a crime scene along the same path to disturb the scene as little as possible.
  - b. If the scene is disturbed, remember how it was disturbed and record it in your notes.
  - c. Totally secure the scene.
    1. Erect barricades.
    2. Use crime scene tape.
    3. Post guards.
    4. If it is an individual cell, close and lock the door and stand guard.
    5. If it is a room with more than one entrance, secure all but one and stay in the room to prevent accidental entry.

- d. No one should enter a crime scene unless their presence is necessary.
  - e. There should be only one point of entry and exit from the scene.
  - f. Record, or designate another officer to record, the following information about everyone entering and exiting the crime scene.
    - 1. Name.
    - 2. Time in and time out.
    - 3. Purpose for entry.
    - 4. Any articles removed from the scene.
5. Document the incident.
- a. Take good notes.
  - b. Drawing a diagram is a very good way to jog the memory.
  - c. Record specifics when documenting inmate's actions, statements, emotional state, etc.
  - d. Document:
    - 1. Everything you did.
    - 2. Everything you directed others to do.
    - 3. Who was on scene.

MODULE: 12.5-Writing for local corrections-Mechanics

INSTRUCTION TIME: 3:00

LEARNING GOAL:

The trainee will be able to identify the major areas of writing mechanics that are involved in professional reports as well as be able to demonstrate proofreading and revision techniques related to improving the mechanics of corrections specific reports.

PERFORMANCE OBJECTIVES:

(12.5.1) Given a scenario of a jail related incident, write a description of the incident.

(12.5.2) Identify the major areas of writing mechanics that are involved in professional reports.

JKT

(12.5.3) Demonstrate proofreading and revision techniques related to improving the mechanics of corrections specific reports.

JKT

(12.5.4) In small groups of 4-5, trainees review third draft of report generated pursuant to 12.2.1 focusing only on mechanics of the report.

METHOD OF LEARNING:

A. Classroom area requirements:

1. One classroom with enough tables and chairs to accommodate the number of students.

B. Training aids:

1. Video player
2. Video monitor
3. SAN JOAQUIN COUNTY SHERIFF'S JAIL SCENARIO-"I'M NOT GETTING TRANSFERRED"
4. Overhead projector
5. Movie screen
6. Overhead (12.5.2)-WRITING MECHANICS
7. Handouts-SUPPLEMENTAL REPORT FORMS
8. Handout (12.5.2)-WRITING MECHANICS INVOLVED IN PROFESSIONAL REPORTS.

The trainee will participate in a guided group exercise in which they will view a scenario of a jail- related incident then write a description of the incident.

The trainee will participate in a guided group discussion pertaining to identifying the major areas of writing mechanics that are involved in professional reports.

The trainee will participate in a demonstration pertaining to proofreading and revision techniques related to improving the mechanics of corrections specific reports.

The trainee will participate in a guided group activity in which small groups of 4-5 students will review the third draft of the report generated pursuant to 12.2.1, focusing only on the mechanics of the report.

OUTLINE OF MATERIAL:

(12.5.1)

- I. Given a scenario of a jail related incident, write a description of the incident.  
**INSTRUCTORS NOTE: Pass out supplemental report forms to the students. Explain that they will be viewing a scenario of a jail-related incident and that their task is to write a description of the incident. Show SAN JOAQUIN COUNTY SHERIFF'S JAIL SCENARIO-"I'M NOT TRANSFERRING"**

\*\*Have each Trainee write the report as if they were that housing officer.

(12.5.2)

- II. Major areas of writing mechanics that are involved in professional reports.

**INSTRUCTORS NOTE: Show overhead (12.5.2)-Writing Mechanics. While referring to the overhead, discuss each with the class.**

A. Grammar.

1. Grammatical errors are very serious.
2. Grammatical errors can destroy the credibility of the writer.

B. Word choice.

1. The writer's job is to convey information clearly.
2. If you want your reader to understand what you write, do **not** use legal, technical, unfamiliar or slang words.

C. Sentence structure.

1. Short sentences are easier to read.
2. Paragraphs should be 5-10 sentences.

D. Verb/Subject agreement.

Pick out the subject and verb of the sentence and say them together to determine if they agree.

E. Punctuation and spelling.

1. A well-written report is mechanically correct-it follows the rules for spelling, capitalization and punctuation.

A mechanically poor report leaves a poor impression of its writer.

(12.5.3)

III. Proofreading and revision techniques related to improving the mechanics of corrections specific reports.

Focusing on only one aspect of mechanics at a time.

1. Spelling.
2. Capitalization.
3. Punctuation.

Reading aloud.

1. Put yourself in the reader's shoes.
2. Would the reader know what you are saying?
3. You might want to read it aloud to get a better feel for how the report sounds.

Third party review (co-worker)

Ask someone else to read your reports.

Ask if the reader understands what happened; if so, you probably have an effective report.

(12.5.4)

IV. In small groups of 4-5, have the trainee's review the third draft of the report generated pursuant to 12.2.1 focusing only on the mechanics of the report.

**INSTRUCTORS NOTE: Have the students give feedback to each other. Leave overhead (12.5.2) on the screen while the students complete this exercise.**

MODULE: 12.6-Report writing practice

INSTRUCTION TIME: 2:00

LEARNING GOAL:

The trainee will be able to write a report using the correct components of content organization and mechanics. The trainee will also be able to demonstrate appropriate proofreading and revision techniques.

PERFORMANCE OBJECTIVES:

- (12.6.1) Given a scenario, write a disciplinary report with the correct components of content, organization and mechanics.
- (12.6.2) Using third party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.1.
- (12.6.3) Given a scenario in which a crime occurs, write a report demonstrating the correct components of content (penal code citations, elements of crime), organization and mechanics.
- (12.6.4) Using third party review, demonstrate appropriate proofreading and revision techniques for the report generated in 12.6.3.

METHOD OF LEARNING:

A. Classroom area requirements:

- 1. One classroom with enough tables and chairs to accommodate the number of students.

B. Training aids:

- 1. Video player
- 2. Video monitor
- 3. Handouts-SUPPLEMENTAL REPORT FORMS
- 4. SAN JOAQUIN COUNTY SHERIFF'S SCENARIO-SUICIDAL INMATE
- 5. San Joaquin County's Pat-Down Scenario

6. California Penal Code

Given a scenario, the trainee will write a disciplinary report with the correct components of content, organization and mechanics.

The trainee will participate in a guided group exercise utilizing third party review and demonstrate appropriate proofreading and revision techniques.

Given a scenario in which a crime occurs, the trainee will write a report demonstrating the correct components of content, organization and mechanics.

## OUTLINE OF MATERIAL:

(12.6.1)

- I. Given a scenario, write a Disciplinary Report with the correct components of content, organization and mechanics.

**INSTRUCTORS NOTE: Show overhead (12.6.1)-Content, Organization & Mechanics. While referring to the overhead, discuss each with the class.**

**Handout: Give the Trainees a Copy of San Joaquin County Sheriff's Custody Division's Report Writing Reference and Style Guide.**

A. Content

1. Factual.
2. Accurate.
3. Objective.
4. Complete.

B. Organization.

1. Chronologically arranged paragraphs.

C. Mechanics.

1. Follow the rules for:
  - a. Spelling.
  - b. Capitalization.
  - c. Punctuation.

**INSTRUCTORS NOTE: Pass out supplemental report forms to the students. Tell them to write a disciplinary report using the correct components of content, organization and mechanics.**

**SHOW SAN JOAQUIN COUNTY SHERIFF'S SCENARIO-SUICIDAL INMATE**

**(Read after video is viewed): As the inmate continues to throw his chair around the cell, you find that he has broken the sink and toilet.**

**\*\*Leave overhead (12.6.1) on the screen while students complete this exercise.**

(12.6.2)

- II. Using third party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.1.

**INSTRUCTORS NOTE: Have the students give feedback to each other.**

(12.6.3)

- III. Given a scenario in which a crime occurs, write a report demonstrating the correct components of content, organization and mechanics.

A. Include the following:

1. Penal code citations.
2. Elements of the crime.
  - a. Details of a crime that prosecution must prove to sustain a conviction.

**INSTRUCTORS NOTE: Pass out supplemental report forms to the students. Tell them to write a report using the correct components of content, organization and mechanics.**

**Show San Joaquin County's Pat-Down Scenario (Have them write the Report as if they were that Officer.**

(12.6.4)

- IV. Using third party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.3.

**INSTRUCTORS NOTE: Have the students give feedback to each other.**

MODULE: 12.7-Report writing -Testing

INSTRUCTION TIME: 2:00

LEARNING GOAL:

The trainee will be able to write a report demonstrating the proper components of content, organization and mechanics.

PERFORMANCE OBJECTIVES:

(12.7.1) Given a scenario, write an incident report demonstrating the proper components of content, organization and mechanics.

(12.7.2) Given a scenario, write a Use of Force report demonstrating the proper components of content, organization and mechanics.

METHOD OF LEARNING:

A. Classroom area requirements:

1. One classroom with enough tables and chairs to accommodate the number of students.

B. Training aids:

2. Unit 8's Class based Scenario 10 AND 11.

C. Handouts:

1. Written skills test #6.
2. Written skills test #7.

The trainee will complete two comprehensive written skills tests demonstrating the proper components of content, organization and mechanics.

OUTLINE OF MATERIAL:

(12.7.1)

- I. Write an incident report demonstrating the proper components of content, organization and mechanics.

**INSTRUCTORS NOTE: Pass out Written Skills test #6 to the students. Tell them to write an Incident Report using the correct components of content, organization and mechanics. BASED ON UNIT 8.11 (BST 27)**

(12.7.2)

- II. Write a Use of Force report demonstrating the proper components of content, organization and mechanics.

**INSTRUCTORS NOTE: Pass out Written Skills test #7 to the students. Tell them to write a Use of Force report using the correct components of content, organization and mechanics. BASED ON UNIT 8.11 (BST 28)**

OUTLINE OF MATERIAL:

(12.8.1)

- I. Given Written Skills Test #7, the San Joaquin County Sheriff's Internal Affairs Division will conduct a review and discussion on the supplements written by the class. Feedback will be given in which the trainee will be given the opportunity to make further revisions based on information gathered in this portion.

**SAN JOAQUIN COUNTY SHERIFF-200 HOUR ADULT CORRECTIONAL OFFICER CORE COURSE**

**Training aids for Unit 12**

**Training aids:**

- 1. Sheriff's Office Policy**
- 2. Penal Code**
- 3. Classroom design will promote open discussion and scenario based learning of concepts and procedures.**

**Equipment:**

- 1. Overhead projector**
- 2. Movie screen**
- 3. Video player**
- 4. Video monitor**

**Overheads:**

- 1. (12.1.1)-REPORT WRITING RULES**
- 2. (12.1.1-#2)-CONTENT OF A GOOD REPORT**
- 3. (12.3.1)-CHRONOLOGICAL VS STRUCTURED REPORTS**
- 4. (12.4.1)-INTERVIEW TECHNIQUES**
- 5. (12.4.2)-NOTE TAKING TECHNIQUES**
- 6. (12.5.2)-WRITING MECHANICS**

**Handouts:**

- 1. (12.5.2)-WRITING MECHANICS INVOLVED IN PROFESSIONAL REPORTS**
- 2.WRITTEN SKILLS TEST #6**
- 3.WRITTEN SKILLS TEST #7**

**Videos:**

- 1. San Joaquin County Sheriff's Scenario 1- Refusal to Sign**
- 2. San Joaquin County Sheriff's Scenario 2- "I'm Not Getting Transferred"**
- 3. San Joaquin County Sheriff's Scenario 3- Suicidal Inmate**
- 4. San Joaquin County Sheriff's Scenario 4-Pat Down Scenario**

