

ADULT CORRECTIONS OFFICER CORE COURSE

.....

Effective July 1, 2011

(Incl. Policy updates effective July 1, 2013)

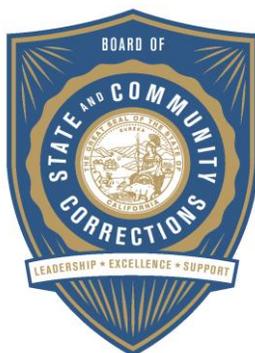
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Note: The **Physical Tasks Training Manual** and the **Knowledge/Skill Maps** are separate documents.

INTRODUCTION

Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual, Volume I**, is to present the core curriculum and design specifications for the Adult Corrections Officer Core Course. Volume I is the first of a set of three manuals that support the delivery of the core course. The other two manuals are the **Physical Tasks Training Manual, Volume II**, and the **Knowledge Skill Maps Manual, Volume III**. The information in all three manuals is essential for training providers for the presentation of the entry-level core course and to receive and maintain STC certification. The manuals are also of significant benefit to local corrections departments in the training of new adult corrections officers.

The **Physical Tasks Training Manual** describes the curriculum for instructing trainees on techniques and practice methods to perform physically demanding tasks (running, lifting, carrying, etc.) and to support the trainees ability to perform the tasks specified in *Defensive Tactics* and *Fire and Life Safety* (Unit #8 and Unit #20, respectively, in this **Core Training Manual**). The **Physical Tasks Training Manual** includes a description of four work simulations of physical tasks as well as benchmark minimums for testing on performance of these tasks. This manual is required reading for all physical tasks performance instructors who will be the trainers for the **Adult Corrections Officer Core Course**.

The **Knowledge/Skill Maps Manual** contains valuable resource information about the core tasks, arranged in a format that groups related core tasks. In addition to linking the **Knowledge/Skill Maps** to the core tasks, each group of core tasks in the maps is described more fully in terms of the value, prerequisites and steps of performing the core tasks. This information will assist providers and instructors when they develop their lesson plans and test questions. A more complete explanation of how the maps relate to the course is contained in the introductory pages of the maps manual.

Note: All three manuals can be downloaded from the Board of State and Community Corrections web site: <http://www.bscc.ca.gov/programs-and-services/stc/resources>

This volume I manual provides a brief summary of how the curriculum was revised, assumptions underlying the development and revision of the curriculum and how the course specifications may be used to prepare course lectures, lesson plans, tests and materials. For more in-depth coverage of certification procedures, structure and core course delivery requirements, training providers are encouraged to thoroughly read the Standards and Training for Corrections (STC) **Handbook for Presenting Core Courses**.

This Core Training Manual is divided into several sections.

Section A provides a description of the adult corrections officer job as the majority of corrections officers who work in local facilities in the state perform it. This section also includes an overview of the 2009 curriculum revision process and the assumptions guiding the process.

Section B presents a summary of the results of the 2009 curriculum revision.

Section C presents an overview of the revised Adult Corrections Officer Core Course in topical outline form. This section also covers how much time should be spent on each module and unit. This section also includes a Five-Day Sample Schedule to help with Request For Certification (RFC) completion.

Section D presents material for testing the instructional objectives. The Testing by Module Table identifies the objectives that are to be included in each Job Knowledge Test (JKT), Written Skills Test (WST), and Behavior Skills Test (BST) throughout course. Following the Testing by Module Table are three Minimum JKT Item tables, which identify the minimum number of JKT items required by unit, module, and objective.

Section E presents 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 instructional effectiveness.

Section F presents the prescribed curriculum for the Adult Corrections Officer Supplemental Core Course which is supplemental to the Peace Officer Standards and Training Basic Academy (POST). This 56.25 hour course is designed for the adult corrections officer who has successfully completed the POST Basic Academy and is assigned to the jail.

Effective Date for Delivery of This Curriculum

The effective date for the prescribed curriculum detailed in this manual is July 1, 2010. However, STC training providers may begin delivering this curriculum prior to the effective date if the revised curriculum has been certified by STC. Certification documents must be submitted to STC sixty (60) days prior to the first delivery of this new curriculum.

The physical tasks protocol, day-by-day course unit schedule, and testing schedule comprise the bulk of the changes in the 2009 curriculum. The revised physical conditioning protocol necessitates several revisions to the daily/hourly schedule of the entire course. Thus, training providers must update their daily instruction and testing schedule as well as their lesson plans for Unit 22, Physical Tasks and Conditioning. **Please note: Unit 8, Defensive Tactics is especially impacted by the revisions to Unit 22.**

Please feel free to contact the STC for any assistance needed in fulfilling these certification requirements: (916) 445-5073.

SECTION A. OVERVIEW

Description of the Adult Corrections Officer Job

The adult corrections officer job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This training course relates to the activities or tasks performed by the majority of adult corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency.

The description of this “core” job comes from two basic sources. First, the overall mission of the adult corrections officer job and its place in the California Criminal Justice System are established in state law. The second source of information about the core job comes from the statewide job analysis research conducted periodically by the STC Program of the California Board of State and Community Corrections.

Drawing upon each of these sources, the following describes the core job in terms of its: (a) overall mission, (b) role and function in the California Criminal Justice System, and, (c) major tasks and responsibilities.

Mission of the Adult Corrections Officer

The adult corrections officer is to ensure a safe, secure and humane environment for those persons who have been legally incarcerated and to protect society from those persons who represent a danger to the community and to themselves.

Role and Function of the Adult Corrections Officer

The role and function of the adult corrections officer is to ensure that those persons entrusted to his/her care are provided with a decent and humane environment, protected from those who would harm them, and prevent them from harming themselves or others. A further role is to provide services and/or behavioral controls that would aid in the correction of the inmate’s behavior and aid them whereby they may be permitted to return to the community.

Major Tasks and Responsibilities

The major tasks and responsibilities of the adult corrections officer job in local detention facilities in the State of California have been defined in the periodic statewide job analyses conducted by the Board of State and Community Corrections. For the purposes of this manual, only the highlights of the most recent job analysis conducted in 2002 are presented.

The primary data gathering instrument in the job analysis was a structured task questionnaire completed by adult corrections officer job incumbents and supervisors. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built. For a more detailed report on the 2002 job analysis, please refer to STC documents describing this study.

All core tasks identified in the research are listed in the Knowledge Skill Maps Manual. Below is a summary of the content of the core job.

Receiving, Booking and Releasing

- Obtain information for receiving and/or booking purposes, filling out receiving/booking forms
- Search, photograph, fingerprint inmates
- Log inmate property, money
- Issue identification devices, clothing
- Classify for appropriate housing
- Review court order, dispositions, probation/parole papers

Determine release date
Perform paperwork for releases

Escorting and Transporting

Verify inmate, transportation officer identities
Apply appropriate restraints
Escort inmates to, or holding in, locations inside or outside facility

Report Writing and Record Keeping

Write reports dealing with inmate behavior and officer response (e.g., incident, disciplinary report, etc.)
Keep routine records of inmate movement, personal data, activity, and authorized visitors

Supervising Non-inmate Movement and Visitors

- Admit, release and log inmate visitors
- Screen, search visitors and supervise visits
- Search articles left by visitors for inmates

Supervising Inmates

- Select inmate workers
- Get inmates up and ready for work, court, etc.
- Supervise inmate work
- Prepare inmates for work
- Supervise facility cleaning by inmate workers
- Manage inmate programs
- Supervise inmate meals
- Supervise inmate recreation
- Monitor inmate activity
- Maintain discipline
- Address inmate concerns
- Supervise phone calls
- Observe and monitor communications among inmates

Searching and Securing

- Watch for potential disturbances
- Lock and unlock cells and gates
- Take and verify inmate counts
- Count, log keys
- Search inmates
- Search cells and dorms
- Perform security checks and/or rounds
- Identify, collect and preserve contraband and/or evidence

Verbally Communicating

- Communicate with staff within the facility
- Call, report and inform
- Respond to inmate and visitor questions

- Communicate with the courts
- Testify in court

Managing Inmate Hygiene, Mail and Commissary

- Inspect facility for cleanliness
- Manage commissary
- Conduct laundry exchange
- Issue hygiene supplies
- Supervise cosmetology services
- Receive and inspect inmate mail

Monitoring Medical and Psychological Services

- Accompany medical staff
- Intervene in crises
- Refer inmates for appropriate evaluation and services
- Identify and prevent suicide attempts

Performing Physically Demanding Tasks

- Physically subdue violent inmates
- Separate fighting inmates
- Lift, carry, drag heavy objects (inmates and equipment)
- Walk, stand for long periods of time
- Run to the scene of a disturbance
- Perform cell extractions
- Handcuff and apply restraints

Handle Emergencies, Fire and Life Safety Issues, Evacuation

- Administer CPR and First Aid
- Extinguish fires
- Evacuate inmates
- Investigate accidents or crimes

Overview of the Course Revision Process

The process for design of the core course is described below:

1. Core tasks applicable to the majority of adult corrections officers statewide are identified through a job analysis.
2. Core tasks are grouped into related clusters of tasks.
3. The groups of core tasks are analyzed to determine what knowledge and skills are necessary to perform these groups of tasks. This analysis generates a knowledge/skill map. Each map specifies the value, prerequisites, resources, principles and steps required to perform the group of tasks.
4. Course objectives are generated from the knowledge/skill maps.
5. Testing specifications are determined for each performance objective.
6. Course objectives are arranged into units and subunits (called modules) of instruction.
7. Units and subunits are arranged in a building block sequence.

Assumptions Guiding Development of the 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 Adult Corrections Officer 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 essential to job performance, 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" corrections officers as the target audience for the core training course. The training needs of experienced corrections officers are not covered by this course. Although some entry-level corrections officers may have some background in corrections, the assumption of no prior training or experience ensures that the core training course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only the knowledge and skills that are essential for the newly hired 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 corrections officer capable of handling every job assignment. The core training course provides the trainee with the basic concepts and skills necessary to make sense of the job and to accelerate the learning process.

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 corrections, the core training course should be completed before trainees begin to accumulate experience on the job. Following from Assumption #3, trainees should complete the core training course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

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

To enable every training provider to operate within certain administrative constraints (e.g., time, budget, personnel, etc.), the course was designed with the following considerations:

Daily Schedule

- Daily course schedules are designed to be 8 hours per day, 5 days per training week.

Testing Periods and Methods

- The Job Knowledge Tests (multiple choice paper and pencil tests) are designed to be scheduled in blocks at the beginning or end of a training day when possible. This will provide for the use of a test proctor to monitor this type of testing, rather than the instructor.

- The multiple choice test format is the preferred testing methodology for measuring knowledge-based objectives because of its proven value in measuring many different types of learning and its low cost.
- The performance tests, Written Skills Tests (WST) and Behavior Skills Tests (BST) are to be administered by the designated instructor during the process of training delivery.

Instructional Methods

- The traditional classroom training model is the preferred training delivery format for much of the curriculum. This allows for a variety of delivery methods (lecture, class discussion, demonstration, case study, and role-playing) along with the use of supportive multi-media technology.
- It is recommended that adult learning styles guide the delivery of this course and that trainee participation is encouraged where appropriate. When developing their lesson plans, instructors are strongly encouraged to seek opportunities to engage the trainees in hands-on application of the material and to limit the amount of time spent in the lecture format. This will necessitate more instructor planning time “up front” before delivery of the training, but less instructor “on stage” time during the presentation.

SECTION B. SUMMARY OF CHANGES TO THE CURRICULUM

In 2008, the curriculum underwent a limited revision process that focused primarily on Unit 22, Physical Tasks and Conditioning. The revised design for this unit shifts the focus from a health fitness model to a performance fitness model. The Board of State and Community Corrections contracted with exercise physiologist, Daryl Parker, PhD. to redesign the exercise protocol. The revised unit is now integrated closely with the other physically demanding units of the course such as Defensive Tactics and Emergency Procedures. Objectives 8.3.1 and 8.3.2 were also changed to reflect current warm-up and dynamic stretching exercises.

2011 Formatting Modifications

The modifications made to this manual did not change any of the course content. Sections added or modified in the manual were:

- tables to assist in completing the RFC (Section D).
- information on Unit 1 and supplemental course material (Section C).
- clarification on the three required testing methods (Section D).
- corrected module titles in the course outline (Section C).
- the five-day sample schedule replaced the 2007 sample course schedule (Section C).
- notation of JKT items was modified throughout the manual.
- information concerning 48-hour breaks in between modules in Unit 8 and Unit 22.

SECTION C. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE

This section presents an outline, by units and modules, of the Adult Corrections Officer Core Training Course. Unit 1 is designated for agency-specific training should a provider wish to include additional subject matter. The minimum instructional time frames are noted for each unit and their modules.

UNIT 1.0 AGENCY SPECIFIC TRAINING INTERVENTIONS (OPTIONAL)

UNIT 2.0 CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION (3 hours)

Module 2.1 Roles and Responsibilities of the Adult Corrections Officer (1)
Module 2.2 Adult Criminal Justice System and Process (2)

UNIT 3.0 CODES, STATUTES, AND OTHER LEGAL DOCUMENTS (8 hours)

Module 3.1 Legal Foundations of Incarceration (1)
Module 3.2 Reference Use of the Codes (1)
Module 3.3 Constitutional Rights, Civil Rights, and Case Law (2)
Module 3.4 Legal Issues Regarding Confidentiality and Accessing Records (4)

Unit 4.0 PROFESSIONALISM AND ETHICS (4 hours)

Module 4.1 Professionalism and Ethics and the Correctional Officer (4)

UNIT 5.0 CLASSIFICATION OF INMATES (10 hours)

Module 5.1 Factors Affecting Classification (1)
Module 5.2 Implications of Classification (1)
Module 5.3 Gangs and Subcultures in Institutions (8)

UNIT 6.0 CONTRABAND (5 hours)

Module 6.1 Identifying Contraband (1)
Module 6.2 Handling Contraband (2)
Module 6.3 Evidence (2)

UNIT 7.0 INTERPERSONAL, TACTICAL AND PRACTICAL COMMUNICATIONS (10.25 hours)

Module 7.1 Interpersonal Communications (9)
Module 7.2 Communications with Co-Workers (1)
Module 7.3 Responding to Telephone Calls (.25)

UNIT 8.0 DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES (28 hours)

Module 8.1 Principles of Use of Force (2)
Module 8.2 Principles of Use of Restraints (.5)
Module 8.3 Defensive Tactics – Footwork and Balance (1)
Module 8.4 Defensive Tactics – Falling (1)
Module 8.5 Defensive Tactics – Control Holds (5)
Module 8.6 Defensive Tactics – Take-Downs (4)

- Module 8.7 Defensive Tactics – Ground Control Techniques (4)
- Module 8.8 Handcuffing and Searching a Handcuffed Inmate (3)
- Module 8.9 Mechanical Restraints and Safety Cell (2.5)
- Module 8.10 Defensive Tactics – Escaping Techniques (2)
- Module 8.11 Cell Extractions (3)

UNIT 9.0 BOOKING AND RECEIVING
(5 hours)

- Module 9.1 Receiving Inmates (1.5)
- Module 9.2 Booking Inmates (1.5)
- Module 9.3 Processing New Inmates Prior to Housing (1)
- Module 9.4 Orienting New Inmates (.5)
- Module 9.5 Issuing Supplies to New Inmates (.5)

UNIT 10.0 RELEASING
(2.25 hours)

- Module 10.1 Verifying Identity Prior to Release (.5)
- Module 10.2 Returning Property Prior to Release (.25)
- Module 10.3 Reviewing Bail Bonds (.5)
- Module 10.4 Processing Release on Own Recognizance (.25)
- Module 10.5 In Custody Releases (.5)
- Module 10.6 Time Served Releases (.25)

UNIT 11.0 MAINTAINING SECURITY
(7 hours)

- Module 11.1 Basic Precautions (.5)
- Module 11.2 Searching the Facility (2)
- Module 11.3 Security Rounds (1.5)
- Module 11.4 Counting and Locating Inmates (.5)
- Module 11.5 Conducting Searches of Inmates (2.5)

UNIT 12.0 REPORTING AND RECORD KEEPING
(20 hours)

- Module 12.1 Assessment and Overview (2)
- Module 12.2 Writing for Local Corrections - Content (4)
- Module 12.3 Writing for Local Corrections - Organization (4)
- Module 12.4 Information Gathering and Note Taking (3)
- Module 12.5 Writing for Local Corrections - Mechanics (3)
- Module 12.6 Report Writing Practice (2)
- Module 12.7 Report Writing – Testing (2)

UNIT 13.0 SUPERVISING INMATES
(12.5 hours)

- Module 13.1 Movement Within the Facility (1)
- Module 13.2 Supervising Meals (.5)
- Module 13.3 Supervising Cleaning of Cells (.5)
- Module 13.4 Supervising Recreation (.5)
- Module 13.5 Supervising Use of the Telephone (.5)
- Module 13.6 Disturbances and Disputes (4)
- Module 13.7 Progressive Discipline (1)
- Module 13.8 Inmate Grievances (.5)
- Module 13.9 Manipulation of Staff By Inmates (4)

UNIT 14.0 DISTRIBUTION OF SUPPLIES AND COMMISSARY
(1 hour)

- Module 14.1 Legal Issues (5 minutes)
- Module 14.2 Principles and Problems (40 minutes)
- Module 14.3 Distribution of Commissary Goods (.25)

UNIT 15.0 MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH
(12 hours)

- Module 15.1 Legal Issues (.5)
- Module 15.2 Mental Health Issues (2.5)
- Module 15.3 Suicide Issues (4)
- Module 15.4 Indicators of Substance Abuse (2.5)
- Module 15.5 Indicators of Physical/Medical Problems (2)
- Module 15.6 Assisting Medical Personnel in the Distribution of Medication (.5)

UNIT 16.0 MANAGEMENT OF INMATE WORKERS
(1 hour)

- Module 16.1 Selection of Inmate Workers (.5)
- Module 16.2 Assignment of Responsibilities to Inmate Workers (.5)

UNIT 17.0 SCREENING AND MONITORING OF VISITORS
(1 hour)

- Module 17.1 Legal Issues (.5)
- Module 17.2 General Visitation (.25)
- Module 17.3 Professional Visitation (.25)

UNIT 18.0 SCREENING AND DISTRIBUTION OF MAIL
(1 hour)

- Module 18.1 Legal Issues (10 minutes)
- Module 18.2 Processing Non-legal Mail (20 minutes)
- Module 18.3 Processing Legal Mail (.25)
- Module 18.4 Distribution of Mail (.25)

UNIT 19.0 TRANSPORT OUTSIDE OF FACILITY
(2 hours)

- Module 19.1 Preparation for Transport (1)
- Module 19.2 Transport Procedure (1)

UNIT 20.0 EMERGENCY PROCEDURES
(10 hours)

- Module 20.1 Emergency Planning (2)
- Module 20.2 Fire and Life Safety (8)

UNIT 21.0 TESTIFYING IN COURT
(4 hours)

Module 21.1 Preparation for Testifying in Court (1.75)
Module 21.2 Court Appearances (2.25)

UNIT 22.0 PHYSICAL TASKS AND CONDITIONING
(21 hours)

Module 22.1 Orientation – Physical Conditioning Basics (1.5)
Module 22.2 Conditioning Exercises (18)
Module 22.3 Initial Assessment (.5)
Module 22.4 Final Assessment and Fitness Planning (1)

Testing Time = 4 hours

Administrative Time = 4 hours

Certified CPR and First Aid (FA) courses also must be completed.

Agency Specific Training Interventions (Optional)

Agencies that wish to add instructional content to the course that is not included in the instructional objectives will need to note it properly in the RFC. Outlined below are the two ways in which agencies should properly note the material in the RFC. The two types of additive course content are Unit 1 Agency Specific Training and Supplemental Material.

Unit 1.0 (Agency Specific Training)

This unit 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 instructional 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 Unit 1 material is in addition to the minimum 176 hours prescribed in the Adult Corrections Officer Core Course.

Agency Specific Training material might include but is not limited to instruction in the following areas: court consent decrees, sexual harassment, transitioning into a new jail, or OC spray use. Performance objectives must be written for each agency specific module.

Performance Objectives are similar to 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 Unit 1 material.

Example notation of agency specific content and performance objectives in RFC:

Module 1.1.1 OC Spray Use

The student will be able to deploy OC Spray in an institutional setting.

If more than one Unit 1 agency specific module will be delivered, list the modules as follows in the RFC:

Example notation in the RFC schedule:

Module 1.1.1 OC Spray Use

Module 1.2.1 Special Issues

Supplemental Course Content

Supplemental course content is content that the provider or agency wants to include in the outline of the course but does not want certified by STC. This material might include, but is not limited to, human resources briefings, Spanish phrases, bomb awareness, or community relations. Performance objectives for supplemental course content are not required, but having the correct label in the RFC schedule as shown below is necessary. Time devoted to supplemental course material is not included in the 176 hours prescribed for the Adult Corrections Officer Core Course.

Example notation in the RFC schedule:

Spanish Phrases (Supplemental)

Community Awareness (Supplemental)

Five-Day Sample Schedule

This sample schedule is provided to show how to properly note course modules and instructional requirements such as WSTs, BSTs, and JKT items when completing the RFC. This sample schedule does not include all of the course material.

Day	Hours	Module Number and Title	Instruction Type	Instructor Name
20	0800-0900	(Mod 8.5) Defensive Tactics - Control Holds (Cont) (BST #10)	Demonstration Group Exercise Test	Trainer D
20	0900-1100	(Mod 1.1) Baton Use	Demonstration Trainee Practice	Trainer A
20	1100-1200	Lunch	Other	
20	1200-1300	(Mod 19.1) Preparation for Transport	Lecture	Trainer A
20	1300-1500	(Mod 8.6) Defensive Tactics - Take Downs (BST #11 - 12)	Demonstration Trainee Practice Test	Trainer D
20	1500-1600	(Mod 8.7) Defensive Tactics - Ground Control Techniques (BST #13)	Group Exercise Test	Trainer D
21	0800-1100	(Mod 15.4) Indicators of Substance Abuse	Lecture Group Discussion	Trainer D
21	1100-1200	Lunch	Other	
21	1200-1430	(Mod 15.2) Mental Health Issues (WST #9)	Lecture Test	Trainer D
21	1430-1530	Admin	Other	Trainer A
21	1530-1700	(Mod 1.2) Spanish Phrases	Lecture Group Discussion	Trainer A
22	0900-1000	(Mod 8.10) Defensive Tactics - Escaping Techniques (BST #22 - 26)	Group Exercise Test	Trainer D
22	1000-1200	(Mod 22.2) Conditioning Exercises	Group Exercise	Trainer A
22	1200-1300	Lunch	Other	
22	1300-1400	(Mod 19.2) Transport Procedures	Lecture	Trainer A

Day	Hours	Module Number and Title	Instruction Type	Instructor Name
22	1400-1600	(Mod 20.2) Fire and Life Safety	Lecture	Trainer F
22	1600-1700	Admin	Other	Trainer A
23	0800-1200	(Mod 21.1) Preparation for Testifying in Court (1.75 hours) (Mod 21.2) Court Appearances (2.25 hours) (BST #34)	Lecture Test	Trainer A
23	1200-1300	Lunch	Other	
23	1300-1500	(Mod 20.1) Emergency Planning (BST #30)	Lecture Test	Trainer F
23	1500-1700	(Mod 20.2) Fire and Life Safety (Cont) (BST #31 - 32)	Lecture Test	Trainer F
24	0800-1200	(Mod 20.2) Fire and Life Safety (Cont) (BST #33)	Lecture Test	Trainer F
24	1200-1300	Lunch	Other	
24	1300-1400	(Mod 22.2) Conditioning Exercises (Cont)	Group Exercise	Trainer A
24	1400-1500	(Mod 22.4) Final Assessment and Fitness Planning (BST #35 - 38)	Test	Trainer A
24	1500-1700	(Mod 8.11) Cell Extractions (WST #3 - 4 and BST #27)	Group Exercise Test	Trainer T
25	0800-0900	JKT #5 Mod 8.9: (4) Mod 15.2 & 15.4: (13) Mod 19.1 – 19.2: (11) Mod 20.1 – 20.2: (21) Mod 21.1 – 21.2: (6) Total: (55 questions)	Test	Trainer A
25	0900-1200	Firearms (Supplemental)	Lecture Group Exercise	Trainer A
25	1200-1300	Lunch	Other	
25	1300-1630	Admin (Graduation Practice)	Other	Trainer A

SECTION D. TESTING INSTRUCTIONAL OBJECTIVES

The Testing by Module table presents the linkage of the instructional objectives to a specific JKT, WST, or BST. Each of these tests represents a learning domain that is composed of one or more instructional objectives.

With the information provided in Section E, the Testing by Module table, and the Minimum JKT Item tables, there is a provided framework for constructing the three types of tests to be used in the course.

To develop a JKT: go to Section E of this manual to obtain the information the question will be addressing. Use the following tables in Section D to determine if the correct amount of questions were addressed per unit, module or objective.

To develop a WST: go to Section E of this manual to obtain the information the WST will be addressing. Use the following tables in Section D to determine if the WST was instructed with the proper module. For example, the information WST # 1 covers is on page 26 in Section E and if you look on page 17 it shows that this WST should be given during the instruction of module 3.2 Reference Use of the Codes.

To develop a BST: go to Section E of this manual to obtain the performance objective the BST will cover. Use the following tables in Section D to determine if the BST was instructed with the proper module. For example, the information BST # 1 covers is on page 37 in Section E and if you look on page 17 it shows that this BST should be given during the instruction of module 7.1 Interpersonal Communications.

BSTs are different from WSTs in that they are a performance simulated activity. The WST is a writing activity that is turned into the instructor after the student has completed it. The BST is performed in front of the instructor.

Testing by Module

Modules	Module Title	Hours / Minutes	REQ'D JKT Items	REQ'D WST	REQ'D BST
2.1	Roles and Responsibilities of the Adult Corrections Officer	1	6		
2.2	Adult Criminal Justice System and Process	2	9		
3.1	Legal Foundations of Incarceration	1	4		
3.2	Reference Use of the Codes	1	4	1	
3.3	Constitutional Rights, Civil Rights, and Case Law	2	9		
3.4	Legal Issues Regarding Confidentiality and Accessing Records	4	8		
4.1	Professionalism and Ethics and The Correctional Officer	4	1		
5.1	Factors Affecting Classification	1	5		
5.2	Implications of Classification	1	5	2	
5.3	Gangs and Subcultures in Institutions	8	36		
6.1	Identifying Contraband	1	11		
6.2	Handling Contraband	2	15		
6.3	Evidence	2	9		
7.1	Interpersonal Communications	9	22		1 - 4
7.2	Communications with Co - Workers	1	4		
7.3	Responding to Telephone Calls	.25	4		
8.1	Principles of Use of Force	2	10		5
8.2	Principles of Use of Restraints	.5	4		
8.3*	Defensive Tactics - Footwork and Balance	1	0		6, 7
8.4*	Defensive Tactics - Falling	1	0		8, 9
8.5*	Defensive Tactics - Control Holds	5	0		10
8.6*	Defensive Tactics - Take Downs	4	0		11 - 12
8.7*	Defensive Tactics - Ground Control Techniques	4	0		13
8.8	Handcuffing and Searching a Handcuffed Inmate	3	0		14 - 21
8.9	Mechanical Restraints and Safety Cell	2.5	4		
8.10*	Defensive Tactics - Escaping Techniques	2	0		22 - 26
8.11	Cell Extractions	3	0	3 - 4	27
9.1	Receiving Inmates	1.5	7	5	
9.2	Booking Inmates	1.5	8		
9.3	Processing New Inmates Prior to Housing	1	7		
9.4	Orienting New Inmates	.5	6		

Modules	Module Title	Hours / Minutes	REQ'D JKT Items	REQ'D WST	REQ'D BST
9.5	Issuing Supplies to New Inmates	.5	4		
10.1	Verifying Identity Prior to Release	.5	4		
10.2	Returning Property Prior to Release	.25	2		
10.3	Reviewing Bail Bonds	.5	5		
10.4	Processing Release on Own Recognizance	.25	2		
10.5	In Custody Releases	.5	3		
10.6	Time Served Releases	.25	2		
11.1	Basic Precautions	.5	9		
11.2	Searching the Facility	2	12		
11.3	Security Rounds	1.5	9		
11.4	Counting and Locating Inmates	.5	8		
11.5	Conducting Searches of Inmates	2.5	5		28
12.1	Assessment and Overview	2	12		
12.2	Writing for Local Corrections - Content	4	7		
12.3	Writing for Local Corrections - Organization	4	2		
12.4	Information Gathering and Note Taking	3	0		
12.5	Writing for Local Corrections - Mechanics	3	4		
12.6	Report Writing Practice	2	0		
12.7	Report Writing - Testing	2	0	6 - 7	
13.1	Movement within the Facility	1	9		
13.2	Supervising Meals	.5	6	8	
13.3	Supervising Cleaning of Cells	.5	3		
13.4	Supervising Recreation	.5	5		
13.5	Supervising Use of the Telephone	.5	3		
13.6	Disturbances and Disputes	4	9		
13.7	Progressive Discipline	1	4		
13.8	Inmate Grievances	.5	2		
13.9	Manipulation of Staff by Inmates	4	10		
14.1	Legal Issues	5 mins.	3		
14.2	Principles and Problems	40 mins.	8		
14.3	Distribution of Commissary Goods	.25	6		
15.1	Legal Issues	.5	5		
15.2	Mental Health Issues	2.5	10	9	
15.3	Suicide Issues	4	15	10	29

Modules	Module Title	Hours / Minutes	REQ'D JKT Items	REQ'D WST	REQ'D BST
15.4	Indicators of Substance Abuse	2.5	3		
15.5	Indicators of Physical/Medical Problems	2	18		
15.6	Assisting Medical Personnel in the Distribution of Medication	.5	6		
16.1	Selection of Inmate Workers	.5	2		
16.2	Assignment of Responsibilities to Inmate Workers	.5	4		
17.1	Legal Issues	.5	4		
17.2	General Visitation	.25	2		
17.3	Professional Visitation	.25	1		
18.1	Legal Issues	10 mins	2		
18.2	Processing Non - Legal Mail	20 mins	4		
18.3	Processing Legal Mail	.25	3		
18.4	Distribution of Mail	.25	2		
19.1	Preparation for Transport	1	6		
19.2	Transport Procedure	1	5		
20.1	Emergency Planning	2	6		30
20.2	Fire and Life Safety	8	15		31 - 33
21.1	Preparation for Testifying in Court	1.75	4		
21.2	Court Appearances	2.25	2		34
22.1	Orientation - Physical Conditioning Basics	1.5	0		
22.2*	Conditioning Exercises	18	0		
22.3*	Initial Assessment	.5	0		
22.4*	Final Assessment and Fitness Planning	1	0		35 - 38
Admin	Administrative Time	4	0		
JKTs	Job Knowledge Tests	4	475		
Totals		176	475	10	38

When scheduling defensive tactics and physical conditioning modules containing high physical demands, the abilities and physical characteristics of students should be considered. The goal of the course is to impart skills, which cannot be done if students are physically worn out.

*A minimum of 48 hours is required between physical conditioning and defensive tactics training that is physically challenging, in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, as long as that physical activity is not strenuous or challenging. Defensive tactics and physical conditioning modules should preferably be presented in blocks of instruction no greater than four (4) hours and two (2) hours, respectively.

Minimum JKT Items by Unit

The table below indicates the minimum number of JKT items that are required per unit. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each unit. It may be helpful for providers to refer to this table both before and after constructing the JKT items.

Unit	Minimum # of JKT Items
2	15
3	25
4	1
5	46
6	35
7	30
8	18
9	32
10	18
11	43
12	25
13	51
14	17
15	57
16	6
17	7
18	11
19	11
20	21
21	6
Total	475

Minimum JKT Items by Module

The table below indicates the minimum number of JKT items that are required per module. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each module. It may be helpful for providers to refer to this table both before and after constructing the JKT items.

Module	Minimum # of JKT Items	Module	Minimum # of JKT Items	Module	Minimum # of JKT Items
2.1	6	10.1	4	14.1	3
2.2	9	10.2	2	14.2	8
3.1	4	10.3	5	14.3	6
3.2	4	10.4	2	15.1	5
3.3	9	10.5	3	15.2	10
3.4	8	10.6	2	15.3	15
4.1	1	11.1	9	15.4	3
5.1	5	11.2	12	15.5	18
5.2	5	11.3	9	15.6	6
5.3	36	11.4	8	16.1	2
6.1	11	11.5	5	16.2	4
6.2	15	12.1	12	17.1	4
6.3	9	12.2	7	17.2	2
7.1	22	12.3	2	17.3	1
7.2	4	12.5	4	18.1	2
7.3	4	13.1	9	18.2	4
8.1	10	13.2	6	18.3	3
8.2	4	13.3	3	18.4	2
8.9	4	13.4	5	19.1	6
9.1	7	13.5	3	19.2	5
9.2	8	13.6	9	20.1	6
9.3	7	13.7	4	20.2	15
9.4	6	13.8	2	21.1	4
9.5	4	13.9	10	21.2	2
				Total	475

Minimum JKT Items by Objective

The table below indicates the minimum number of JKT items that are required per objective. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each objective. It may be helpful for providers to refer to this table both before and after constructing JKT items.

Objective	Minimum JKT Items						
2.1.1	3	6.1.2	2	8.2.1	2	10.5.3	1
2.1.2	3	6.1.3	1	8.2.2	2	10.6.1	2
2.2.3	3	6.1.4	4	8.9.2	1	10.3.4	2
2.2.4	2	6.1.5	4	8.9.3	1	10.4.1	2
2.2.5	2	6.2.1	2	8.9.4	1	10.5.1	1
2.2.6	2	6.2.2	1	8.9.5	1	10.5.2	1
3.1.1	4	6.2.3	1	9.1.1	1	11.1.1	7
3.2.1	2	6.2.4	1	9.1.2	3	11.1.2	2
3.2.3	2	6.2.5	5	9.1.4	2	11.2.1	3
3.3.1	2	6.2.6	5	9.1.5	1	11.2.2	3
3.3.2	4	6.3.1	5	9.2.1	2	11.2.3	3
3.3.3	3	6.3.2	2	9.2.2	2	11.2.4	1
3.4.1	2	6.3.3	1	9.2.3	1	11.2.5	2
3.4.2	2	6.3.4	1	9.2.4	3	11.3.1	3
3.4.3	2	7.1.3	2	9.3.1	3	11.3.2	2
3.4.4	2	7.1.4	3	9.3.2	1	11.3.3	1
4.1.3	1	7.1.5	2	9.3.3	1	11.3.4	2
5.1.1	3	7.1.6	4	9.3.4	2	11.3.5	1
5.1.2	2	7.1.7	2	9.4.1	2	11.4.1	1
5.2.1	2	7.1.8	4	9.4.2	2	11.4.2	4
5.2.2	3	7.1.9	2	9.4.3	2	11.4.3	1
5.3.3	2	7.1.14	3	9.5.1	1	11.4.4	2
5.3.4	2	7.2.2	2	9.5.2	2	11.5.1	1
5.3.5	5	7.2.4	2	9.5.3	1	11.5.2	2
5.3.6	8	7.3.1	1	10.1.1	2	11.5.3	1
5.3.7	4	7.3.2	3	10.1.2	2	11.5.4	1
5.3.8	2	8.1.1	2	10.2.1	1	12.1.2	2
5.3.9	4	8.1.2	2	10.2.2	1	12.1.3	1
5.3.10	3	8.1.3	2	10.3.1	1	12.1.4	3
5.3.11	4	8.1.4	2	10.3.2	1	12.1.5	3
5.3.12	2	8.1.5	2	10.3.3	1	12.1.6	3

Objective	Minimum JKT Items	Objective	Minimum JKT Items	Objective	Minimum JKT Items	Objective	Minimum JKT Items
12.2.3	2	13.6.5	1	15.4.2	1	18.3.2	1
12.2.4	2	13.6.6	1	15.5.1	3	18.3.3	1
12.5.2	2	13.6.7	1	15.5.2	3	18.4.1	1
12.5.3	2	13.6.8	1	15.5.4	3	18.4.2	1
12.2.6	3	13.6.9	1	15.5.5	3	19.1.1	1
12.3.3	2	13.7.1	2	15.5.6	3	19.1.2	1
13.1.1	1	13.7.2	1	15.5.7	3	19.1.4	1
13.1.2	1	13.7.3	1	15.6.2	1	19.1.5	2
13.1.3	1	13.8.1	1	15.6.3	2	19.1.6	1
13.1.4	3	13.8.2	1	15.6.4	2	19.2.1	1
13.1.5	2	13.9.1	2	15.6.5	1	19.2.2	2
13.1.6	1	13.9.2	2	16.1.1	1	19.2.3	1
13.2.1	1	13.9.3	2	16.1.2	1	19.2.4	1
13.2.2	1	13.9.4	2	16.2.1	1	20.1.1	3
13.2.3	2	13.9.6	2	16.2.2	1	20.1.3	3
13.2.4	1	14.1.1	3	16.2.3	1	20.2.1	1
13.2.6	1	14.2.1	3	16.2.4	1	20.2.2	5
13.3.1	1	14.2.2	3	17.1.1	1	20.2.3	2
13.3.2	1	14.2.3	2	17.1.2	1	20.2.4	1
13.3.3	1	14.3.1	3	17.1.3	1	20.2.5	2
13.4.1	1	14.3.2	1	17.1.4	1	20.2.6	1
13.4.2	1	14.3.3	2	17.2.1	1	20.2.7	3
13.4.3	2	15.1.1	5	17.2.2	1	21.1.1	1
13.4.4	1	15.2.1	10	17.3.1	1	21.1.2	1
13.5.1	1	15.3.2	5	18.1.1	1	21.1.3	1
13.5.2	2	15.3.3	2	18.1.2	1	21.1.4	1
13.6.1	1	15.3.5	3	18.2.1	1	21.2.1	1
13.6.2	1	15.3.6	3	18.2.2	1	21.2.2	1
13.6.3	1	15.3.7	2	18.2.3	2		
13.6.4	1	15.4.1	2	18.3.1	1	Total	475

SECTION E. INSTRUCTIONAL OBJECTIVES AND DESIGN SPECIFICATIONS

This section presents the instructional objectives for each module that make up each unit of instruction. The instructional 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.

The instructional time assigned to the units and modules is presented in “dedicated” time frames. 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.

For each objective that is to be measured on a JKT, the minimum number of questions (referred to as items) will be listed after the objective. For example, an objective followed with “JKT 2 Items” must be assessed with two questions on a JKT. Usually one half-minute is given per test question. In most cases, the instructors should develop the test items because they will be able to link the items most accurately to the lesson plans. The STC Program does not maintain a test item bank but is available for assistance in constructing test items.

These JKTs should not be confused with the performance tests, WSTs and BSTs. These two types of performance tests occur as part of the instructor’s presentation. The specifications for the WSTs and the BSTs are contained within the corresponding instructional objective.

A note about Physical Tasks and Conditioning (Unit 22) and Defensive Tactics (Unit 8):

A **minimum of 48 hours** is required between segments of physical conditioning and defensive tactics training that is physically challenging in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Defensive tactics modules (8.3, 8.4, 8.5, 8.6, 8.7, and 8.10) should preferably be presented in blocks of instruction no greater than four (4) hours and physical conditioning (22.2, 22.3, and 22.4) in blocks of two (2) hours. Instructors may also present (2) hours of physical conditioning and (2) hours of defensive tactics in one day of instruction.

The **Handbook for Presenting Core Courses** and other Board of State and Community Corrections publications provide additional information on lesson plan development, test item writing, and procedures for presenting the curriculum.

UNIT 2.0
California Criminal Justice System Orientation
Unit Instructional Time: 3 hours

MODULE 2.1: **ROLES AND RESPONSIBILITIES OF THE ADULT CORRECTIONS OFFICER**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

2.1.1 Identify the major roles and responsibilities of the corrections officer in relation to the following constituencies:

- State of California
- judicial system
- community
- inmates
- other corrections personnel
- other agencies in the criminal justice system
- other corrections agencies (e.g., city, county, state, federal, and private corrections)

JKT 3 items

2.1.2 Identify the roles and relationships of the following components in the adult criminal justice system:

- legislature
- court systems (e.g., superior, municipal, appellate)
- court clerk
- District Attorney
- defense attorneys
- police department/sheriff's department; other law enforcement agencies, (e.g., C.H.P., F.B.I., etc.)
- probation department
- Board of State and Community Corrections
- Department of Corrections and Rehabilitation
- community agencies
- judge, referee, commissioner, pro tem, etc.

JKT 3 items

MODULE 2.2: **ADULT CRIMINAL JUSTICE SYSTEM AND PROCESS**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

2.2.1 Review the major historical milestones in the development of adult criminal justice systems in the United States and in the State of California.

2.2.2 Discuss the major current trends in the adult criminal justice in the United States and in the State of California (e.g., community policing, restorative justice, diversionary programs).

2.2.3 Distinguish the difference between a felony, a misdemeanor, an infraction and a wobbler.

JKT 3 items

2.2.4 Explain the adult criminal justice process from arrest to disposition.

JKT 2 items

2.2.5 Distinguish the major types of dispositions (e.g., incarceration, probation, restitution).

JKT 2 items

2.2.6 Identify circumstances under which juveniles would be processed in the adult criminal justice system, using the Penal Code and the W&I Code for reference.

- type of offense
- age of offender
- court determining how a juvenile is to be tried as an adult

JKT 2 items

UNIT 3.0
Codes, Statutes, and other Legal Documents
Unit Instructional Time: 8 hours

MODULE 3.1: **LEGAL FOUNDATIONS OF INCARCERATION**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 3.1.1 Identify the primary legal references and sources that impact the work of a corrections officer. For example:
- code statutes
 - case law
 - regulations

JKT 4 items

MODULE 3.2: **REFERENCE USE OF THE CODES**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 3.2.1 Given a scenario of a criminal violation, use the Penal Code to find the specific code reference.

JKT 2 items

- 3.2.2 Given a specific code violation, identify the elements, classification, and penalties of that violation using the relevant code for reference.

WST #1

- 3.2.3 Given a reference to a specific misdemeanor, indicate whether or not the person who committed the offense can be held in custody using PC 853.6 for reference.

JKT 2 items

MODULE 3.3: **CONSTITUTIONAL RIGHTS, CIVIL RIGHTS, AND CASE LAW**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 3.3.1 Identify the reasons for the importance of the Minimum Jail Standards (Title 15) to the work of the corrections officer.

JKT 2 items

- 3.3.2 Given verbal or visual descriptions of situations relevant to inmate housing or care (e.g., privacy, feeding), identify instances of mistreatment using Title 15 and case law for reference.

JKT 4 items

- 3.3.3 Identify legal issues inherent in the handling of a crime that has been committed inside a detention facility, and list the applicable penal code sections and the legal rights of any involved inmates.

JKT 3 items

MODULE 3.4: LEGAL ISSUES REGARDING CONFIDENTIALITY AND ACCESSING RECORDS

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

3.4.1 Identify the sources of mandates on confidentiality, including:

- C.O.R.I. (Criminal Offenders Record Information - 11075 P.C.)
- probation and sentencing reports (1203.05 P.C.)
- state mandates regarding destruction of public records
- state Department of Justice information sources

JKT 2 items

3.4.2 Identify the statewide information systems directly accessible to California law enforcement agencies, including CLETS, CJIS, NLETS and NCIC.

JKT 2 items

3.4.3 Identify the procedures for making inquiry into law enforcement information systems and cross referencing the information obtained within these systems for:

- wants and warrants
- stolen property (including vehicles and firearms)
- criminal histories
- DMV information
- other

JKT 2 items

3.4.4 Identify the state laws and policies that pertain to verifying and disseminating telecommunication information including:

- restricted information
- unrestricted information

JKT 2 items

UNIT 4.0
Professionalism and Ethics
Unit Instructional Time: 4 hours

MODULE 4.1: **PROFESSIONALISM AND ETHICS AND THE CORRECTIONS OFFICER**
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

4.1.1 Describe what being a professional corrections officer means.

Discussion

4.1.2 Define ethics.

- define acceptable and unacceptable behavior.

Discussion

4.1.3 Explain ethical violations you might see in a correctional setting.

- excessive use of obscene language
- harassment of inmates
- fraternizing with fellow officers or inmates
- covering up for a fellow officer
- making derogatory remarks about an officer or inmate
- sleeping on the job
- falsifying a report
- small rule breaking such as giving inmates special treatment
- drug use

JKT 1 item

4.1.4 Explain why corrections officers, on and off duty, should exemplify the highest ethical and moral standards to:

- promote professionalism
- gain public support for the profession
- earn the respect and confidence of peers
- maintain a sense of self worth and pride

Discussion

4.1.5 Discuss the best methods for handling unethical situations, for example:

- expressing verbal disapproval of minor infractions of coworkers
- discussing continued infractions with supervisor
- reporting misconduct to a supervisor
- preventing criminal behavior, if possible, and reporting it to a supervisor immediately

Discussion

4.1.6 Examine the problems associated when a corrections officer violates the law, for example:

- incurs public disrespect for the law and the corrections profession
- provides mixed messages to the public as to the meaning and the applications of law to all

Discussion

4.1.7 Explain why it is necessary to take positive action when becoming aware of unethical and/or criminal conduct of other corrections officers or correctional professionals to:

- maintain public trust
- prevent further misconduct
- permit corrective action to take place

Discussion

4.1.8 Review and discuss a departmental code of ethics.

Discussion

UNIT 5.0
Classification of Inmates
Unit Instructional Time: 10 hours

MODULE 5.1: FACTORS AFFECTING CLASSIFICATION

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

5.1.1 Given a sample case description indicate those factors that would affect classification. For example:

- medical status
- mental health status
- gender
- type of violation
- behavior history
- gang affiliation
- violent offender
- sexual orientation
- hearing/speech impairment
- non-English speaking
- disabilities

JKT 3 items

5.1.2 Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification. For example:

- requests for a particular unit
- unusual nervousness
- lack of eye contact

JKT 3 items

MODULE 5.2: IMPLICATIONS OF CLASSIFICATION

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

5.2.1 Identify the reasons why appropriate classification of inmates is important. For example:

- provides statistical data for reporting requirements
- increases security for staff and facility
- prevents legal liability for inappropriate mixing

JKT 2 items

5.2.2 Given a list of classifications, identify specific risks, precautions, etc. associated with each (include examples from Instructional Objective 5.1.1).

JKT 3 items

5.2.3 Given a sample case description, classify the individual using a sample department classification policy and state your rationale.

WST #2

MODULE 5.3: GANGS AND SUBCULTURES IN INSTITUTIONS

Instructional Time: 8 hours

INSTRUCTIONAL OBJECTIVES:

- 5.3.1 Explain the history and scope of criminal gangs in California.
- 5.3.2 Discuss current trends and community responses to gangs in California.
- 5.3.3 State the legal definition of a criminal gang pursuant to California Penal Code Section 186.22.
JKT 2 items
- 5.3.4 Explain the dynamics and structure of gang culture.
JKT 2 items
- 5.3.5 Describe the major types of gangs found in a local correctional facility.
JKT 5 items
- 5.3.6 Identify those signs, symbols, emblems and/or graffiti that indicate gang affiliation or sympathies.
JKT 8 items
- 5.3.7 Describe verbal and non-verbal methods gang members use to communicate with each other in a custody setting.
JKT 4 items
- 5.3.8 Identify ways that gangs or other subcultures use in institutions to recruit members and control the behavior of others.
JKT 2 items
- 5.3.9 Describe typical in-custody activity of gangs.
JKT 4 items
- 5.3.10 Identify the relationship of members of local street gangs to gangs in local and state operated facilities.
JKT 3 items
- 5.3.11 Identify officer safety issues related to gang behavior in a custody setting.
JKT 4 items
- 5.3.12 Identify classification issues related to gang membership.
JKT 2 items

5.3.13 Discuss strategies to monitor gang activity in a custody setting.

5.3.14 Discuss strategies to prevent and control gang activity in a custody setting.

5.3.15 Describe ways to share information with other agencies about gang activity in your facility.

UNIT 6.0
Contraband/Evidence
Unit Instructional Time: 5 hours

MODULE 6.1: **IDENTIFYING CONTRABAND**
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

6.1.1 Generate a definition of contraband per your department policy and procedure.

6.1.2 State why each major type of contraband represents a potential hazard in a correctional facility.
For example:

- materials for shanks
- stamps
- money
- drugs
- greeting cards

JKT 2 items

6.1.3 Given a list of items from a sample departmental policy, identify how contraband can be confiscated (e.g., put items in inmate's property, dispose of contraband).

JKT 1 items

6.1.4 Identify common ways in which contraband is obtained by inmates. For example:

- newly arrested inmates
- visitors, packages from visitors
- attorneys
- mail
- over fence
- meals and eating areas
- accumulation of issued supplies

JKT 4 items

6.1.5 List common hiding places for contraband. For example:

- body cavities
- shoe or boot heels
- books, magazines, newspapers, cards
- postage stamps, envelope seals
- vents
- toilets
- mattresses

JKT 4 items

MODULE 6.2: HANDLING CONTRABAND

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 6.2.1 Describe the process for handling various types of contraband (e.g., drugs, weapons), using a sample departmental policy manual for reference.

JKT 2 items

- 6.2.2 Given a description of an incident in which an inmate is found to be in possession of a given type of contraband, state whether an arrest is indicated using the Penal Code for reference.

JKT 1 item

- 6.2.3 When an arrest is indicated, describe the procedure for, and the critical results of, handling contraband as evidence using the Penal Code as reference.

JKT 1 item

- 6.2.4 Define "Chain of Custody."

JKT 1 item

- 6.2.5 Identify the steps for maintaining the "chain of custody" including:

- who found the contraband/evidence
- where it was found
- isolate/preserve crime scene
- who recovered and marked it
- who transported it
- where it was logged-in and stored
- condition of the contraband/evidence before and after handling
- documentation of steps

JKT 5 items

- 6.2.6 Given a scenario, identify items which should be treated as contraband/evidence and used for disciplinary or court proceedings.

JKT 5 items

MODULE 6.3: EVIDENCE

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 6.3.1 Identify and define the following terms:

- burden of proof
- contraband
- evidence
- reasonable cause searches
- proof
- spontaneous statements

JKT 5 items

6.3.2 Identify the reasons for offering evidence in court, including:

- an item of proof of the crime or incident
- to impeach a witness
- to confront testimony of a witness
- to assist court in its determinations

JKT 2 items

6.3.3 Identify the tests that evidence must successfully pass before it may be entered into criminal court (Evidence Code Section 210) including:

- must be relevant to the matter at hand
- must be competently presented in court
- must have been legally obtained

JKT 1 item

6.3.4 Identify the main purpose of the "Rules of Evidence," i.e., protecting the jury from seeing or hearing evidence that is:

- likely to confuse the issues (e.g., irrelevant or unreliable)
- unfairly prejudicial (e.g., other acts of the inmate unrelated to the charges)
- unduly time consuming to present in court

JKT 1 item

UNIT 7.0
Interpersonal, Tactical and Practical Communications
Unit Instructional Time: 10.25 hours

MODULE 7.1: **INTERPERSONAL COMMUNICATIONS**

Instructional Time: 9 hours

INSTRUCTIONAL OBJECTIVES:

7.1.1 Discuss the reasons for effective communications in a jail setting.

Discussion

7.1.2 Describe factors of a jail setting that produce tension for inmates and staff.

Discussion

7.1.3 Describe principles of effective communication in a jail setting.

JKT 2 items

7.1.4 Explain barriers to effective communication in a jail setting.

JKT 3 items

7.1.5 Explain elements of basic listening skills, including the following:

- suspending judgment
- being alert to key words
- noting what is said versus not said

JKT 2 items

7.1.6 Identify elements of basic communication skills in a jail setting, including such routine situations as the following:

- giving instructions
- assigning work tasks
- making requests
- responding to requests
- responding to questions
- asking questions

JKT 4 items

7.1.7 Describe inmate's non-verbal behavior, including the following:

- degree of intensity
- voice: tone, pitch, modulation
- body positioning and stance

JKT 2 items

7.1.8 Identify signs of trouble in a jail setting that could be prevented or mitigated through effective interpersonal communication.

JKT 4 items

7.1.9 Describe ways to verbally intervene in a situation that is beginning to escalate.

JKT 2 items

7.1.10 Given a scenario, demonstrate effective communication skills involved in giving instructions to an inmate.

BST #1

7.1.11 Given a scenario, demonstrate effective communication skills involved in responding to inmate requests.

BST #2

7.1.12 Given a scenario, demonstrate effective listening skills, including the following:

- identifying key words
- describing level of inmate's intensity
- describing inmate's non-verbal cues

BST #3

7.1.13 Given the scenario used for 7.1.12, identify and discuss judgments about the inmate during the scenario.

Discussion

7.1.14 Given a scenario, identify elements that indicate an escalation of tension.

JKT 3 items

7.1.15 Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.

BST #4

MODULE 7.2: COMMUNICATIONS WITH CO-WORKERS

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

7.2.1 Demonstrate the following principles for calling and reporting to fellow officers. For example:

- collect and provide thorough, clear, and accurate information
- do not exaggerate, panic, or underemphasize
- use proper communication system

Practicum

7.2.2 Given transcripts of interactions, indicate which communication systems (radio, telephone, public address) would be most appropriate given the type of situation.

JKT 2 items

7.2.3 Presented with a simulated problem situation requiring communications with a co-worker, describe the incident.

Practicum

7.2.4 Identify potential benefits of communicating with fellow officers. For example:

- decrease injuries
- save time
- provide operational consistency
- save lives

JKT 2 items

7.2.5 Discuss the potential problems of communicating with fellow officers in the presence of inmates. For example:

- security issues
- officer safety issues

Discussion

MODULE 7.3: RESPONDING TO TELEPHONE CALLS

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

7.3.1 Identify privacy implications for answering questions about inmates.

JKT 1 item

7.3.2 Identify basic information that can be disclosed about inmates. For example:

- presence
- name
- arresting agency
- charge
- bail
- age
- race
- visiting hours

JKT 3 items

7.3.3 Discuss reasons for responding courteously and professionally to incoming calls and/or questions from the public. For example:

- promotes good public relations for the department
- provides a necessary service to the public

UNIT 8.0
Defensive Tactics and Restraint Techniques
Unit Instructional Time: 28 hours

A note about defensive tactics:

A **minimum of 48 hours** is required between segments of physical conditioning and defensive tactics training that is physically challenging in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Defensive tactics modules (8.3, 8.4, 8.5, 8.6, 8.7, and 8.10) should preferably be presented in blocks of instruction no greater than four (4) hours and physical conditioning in blocks of two (2) hours. Instructors may also present (2) hours of physical conditioning and (2) hours of defensive tactics in one day of instruction.

MODULE 8.1: **PRINCIPLES OF USE OF FORCE**
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

Note: Use of force shall conform to the policies and procedures of each individual agency.

8.1.1 Identify the legal framework for a corrections officer's use of reasonable force.

JKT 2 items

8.1.2 Given examples of situations requiring the use of physical force, identify actions that would constitute reasonable force using relevant codes, statutes, and case law materials for reference.

JKT 2 items

8.1.3 Given examples of situations requiring the use of physical force, identify actions that would be considered excessive force.

JKT 2 items

8.1.4 Identify the following guidelines that a corrections officer should consider prior to employing the use of force, including the following:

- force must be no more than is necessary to control the situation, effect an arrest or prevent an escape
- force is to be viewed primarily as a defensive measure
- all uses of force should be thoroughly documented

JKT 2 items

8.1.5 Describe inmate actions that may lead to assaultive behavior.

JKT 2 items

8.1.6 In a simulated exercise, demonstrate behaviors or verbal interventions that a corrections officer can use to de-escalate problems.

BST #5

- 8.1.7 Discuss the psychological and physiological factors that affect a person threatened with danger including the following:
- confidence in one's abilities
 - development of instinctive reaction
 - mental alertness and concentration
 - self-control over emotions and body

Discussion

MODULE 8.2: PRINCIPLES OF USE OF RESTRAINTS
Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

- 8.2.1 Identify the following purposes, laws and principles for using handcuffs on inmates including the following:
- for temporary restraint to prevent attack, escape, concealment or destruction of evidence/contraband/property
 - to prevent self-inflicted injury on the part of the inmate

JKT 2 items

- 8.2.2 Explain the limitations for use of handcuffs, such as:
- may not be used as an impact weapon
 - may not be used as a punitive measure
 - may not be used to secure a subject to a permanent object if used for non-secure detention
 - males and females may not be handcuffed together
 - juveniles and adults may not be handcuffed together
 - mentally ill inmates should be handcuffed alone
 - may not be used in such a way as to compromise someone's ability to breathe

JKT 2 items

MODULE 8.3: DEFENSIVE TACTICS - FOOTWORK AND BALANCE
Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 8.3.1 Participate in instructor led warm-up exercises such as walking in place.
- 8.3.2 Participate in instructor led Dynamic Stretching exercises such as the following:
- arm circles
 - side bends
 - windmills
 - trunk twists
 - high knees
 - butt kicks

Safety Note: Instruction should be delivered using proper safety equipment such as floor mats, athletic knee pads (fabric-covered foam rubber) and mouth guards if appropriate. Resistance should be appropriate to effectively execute techniques without injury to the trainees.

8.3.3 Demonstrate the course-instructed balance, footwork and body movements to avoid an attacking person. These movements to incorporate the following:

- balance
- position in response to subject's movements
- self-control

BST #6

8.3.4 Demonstrate the course-instructed footwork to evade an attack. For example:

- not backing straight up in the line of attack
- moving laterally or diagonally out of the line of attack
- using pivoting techniques

BST #7

MODULE 8.4: DEFENSIVE TACTICS - FALLING

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

Warm-up exercises if first offering this day.

8.4.1 In a simulation of a frontal assault, demonstrate a rear break fall technique incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #8

8.4.2 In a simulation of a rear assault, demonstrate a forward break fall technique, incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #9

MODULE 8.5: DEFENSIVE TACTICS - CONTROL HOLDS

Instructional Time: 5 hours

INSTRUCTIONAL OBJECTIVES:

8.5.1 In a simulation, demonstrate at least two course-instructed joint lock control holds incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements
- joint lock mechanisms

BST #10

MODULE 8.6: DEFENSIVE TACTICS - TAKE DOWNS

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.6.1 In a simulation, demonstrate at least two course-instructed “take-down” techniques incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements

BST #11

8.6.2 Demonstrate a course-instructed two officer, one subject take-down technique incorporating the following:

- correct positioning of two person configuration
- controlling the subject’s legs above the knees
- communication between officers

BST #12

Safety Note: The instructor(s) must maintain adequate supervision during these simulations. Trainees should be advised to simulate the procedures at a speed that will minimize the possibility of injury to the trainees.

MODULE 8.7: DEFENSIVE TACTICS - GROUND CONTROL TECHNIQUES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.7.1 In a simulation, demonstrate at least 3 course-instructed ground control techniques incorporating the following:

- weapon/equipment retention (firearm, baton, OC, etc.)
- control of inmate
- escape/reversal

BST #13

MODULE 8.8: HANDCUFFING AND SEARCHING A HANDCUFFED INMATE

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

8.8.1 Identify the correct terminology to describe the handcuff.

BST #14

8.8.2 Demonstrate proper manipulation of handcuffs. For example:

- retrieval
- pistol grip by chain
- ensuring swing arm is facing toward subject's wrist
- ensuring that handcuffs are not double locked before attempting to place them on the subject's wrist
- once placed on subject's wrists, check for excessive tightness before double locking
- double locking on subject's wrist

BST #15

8.8.3 Demonstrate handcuffing a compliant, non-threatening subject incorporating the principles in objective 8.8.2.

BST #16

8.8.4 Demonstrate assisting a person who is prone to his/her feet incorporating the following:

- appropriate verbal instructions to the subject during the assist
- not pulling up subject by his/her arms
- not compromising the person's ability to breathe

BST #17

8.8.5 Demonstrate the principles of searching an individual in a "pat down" or "cursory" search so that the effectiveness of the search and the safety of the officer is maximized incorporating the following:

- being constantly alert
- maintaining a position of control and advantage
- thoroughness of the search
- conducting the search from the rear
- searching with one hand, controlling with the other
- searching systematically by proper use of hand technique (for example: spider crawl)
- not looking where searching, eyes on subject and surroundings
- if weapon found, maintain control of subject and weapon

BST #18

8.8.6 Demonstrate the principles of searching an individual in a high-risk situation so that the effectiveness of the search and the safety of the officer are maximized incorporating the following:

- awareness
- balance
- verbal instructions
- systematic search
- controlling holds

- handcuffing as appropriate
- patterns of movement

BST #19

8.8.7 In a simulated search exercise, demonstrate the common places where dangerous weapons or contraband can be located on a subject's person, including the following:

- hair
- underarm area
- pockets
- groin area
- small of back
- waist
- ankles
- sleeves
- collars/lapels

BST #20

8.8.8 Demonstrate handcuffing a subject from the searching position incorporating the following:

- joint locks
- cuff retrieval from waistband on belt

BST #21

MODULE 8.9: MECHANICAL RESTRAINTS AND SAFETY CELL

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

8.9.1 Demonstrate the use of at least one or more mechanical restraints and/or restraint devices commonly used in a correctional facility. For example:

- leg irons
- flex cuffs
- waist chains
- transport chair
- restraint bed
- restraint wraps
- restraint chair
- restraint board

Practicum

8.9.2 Explain the principles, conditions and limitations under which restraint devices may be used pursuant to Title 15, Section 1058, including:

- purpose of restraint devices
- definition of restraint device according to Section 1058
- facility manager approval for use of restraint devices
- acceptable restraint devices
- signs or symptoms that require immediate medical/mental health referral
- availability of CPR equipment
- protective housing of restrained inmates

- provision for hydration and sanitation needs
- exercising of the extremities

JKT 1 item

8.9.3 Identify the monitoring requirements of inmates who are placed in restraint devices.

- direct observation
- time intervals for observation and review
- medical evaluation
- mental health evaluation
- documentation of observation

JKT 1 item

8.9.4 Explain the principles, conditions and limitations under which safety cells may be used pursuant to Title 15, Section 1055, including:

- purpose of safety cell use
- facility manager approval
- provision of nutrition and fluids
- clothing requirements

JKT 1 item

8.9.5 Identify the monitoring requirements of an inmate who is placed in a safety cell.

- direct visual observation
- time intervals for observation and review
- medical evaluation
- mental health evaluation
- documentation of observation

JKT 1 item

MODULE 8.10: DEFENSIVE TACTICS - ESCAPING TECHNIQUES

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

8.10.1 Demonstrate course-instructed techniques using hands and arms to block an attack. These techniques are not required to incorporate advanced blocking motions. They may be simply using hands and arms to protect the head.

BST #22

8.10.2 In a simulation, demonstrate a course-instructed escape technique from a ground position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- maintain mental alertness and concentration

BST #23

8.10.3 In a simulation, demonstrate a course-instructed escape technique from a front position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- proper balance
- proper foot movements and joint lock mechanisms

BST #24

8.10.4 In a simulation, demonstrate a course-instructed escape technique from a rear position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- proper balance
- proper foot movements and joint lock mechanisms

BST #25

18.10.5 In a simulation, demonstrate a course-instructed escape technique from a ‘bear hug’ incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- balance
- joint lock mechanisms

BST #26

MODULE 8.11: CELL EXTRACTIONS

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

8.11.1 Describe circumstances when cell extraction is necessary.

Discussion

8.11.2 Discuss roles and responsibilities of each team member.

Discussion

8.11.3 Identify potential hazards e.g., blood borne pathogens, chemical agents, heat exhaustion, excrement, and injuries

Discussion

8.11.4 List key considerations that must be addressed in planning cell extractions.

WST #3

8.11.5 Given a scenario, demonstrate cell extraction (simulation exercise).

BST #27

8.11.6 Explain key elements needed to be covered in debrief and documentation.

WST #4

UNIT 9.0
Booking and Receiving
Unit Instructional Time: 5 hours

MODULE 9.1: **RECEIVING INMATES**
Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

9.1.1 List the forms that typically must be completed in the process of receiving an inmate.

JKT 1 item

9.1.2 Identify the correct procedure for receiving inmates including the following steps:

- pat-search
- strip-search if probable cause (P.C. 4030)
- screen to determine if medical attention is needed (e.g., physical condition, appears under the influence or undergoing withdrawal)
- screen to determine if placement in the detox/sobering cell is needed
- screen to determine if placement in a safety cell is needed

JKT 3 items

9.1.3 Given a sample arrest report or booking report on an incoming prisoner, generate a list of additional questions to ask the arresting officer.

WST #5

9.1.4 Identify Title 15 mandates and state law regarding the medical screening of incoming inmates.

JKT 2 items

9.1.5 Explain the notification requirements pertaining to developmentally disabled inmates.

JKT 1 item

MODULE 9.2: **BOOKING INMATES**
Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

9.2.1 Identify different types of legal detainers. For example:

- warrant
- court order or commitment
- bail bond surrender
- DA letter of citation
- state parole or probation holds

JKT 2 items

9.2.2 Identify components of a valid warrant. For example:

- name
- date of birth
- issuing agency
- date of issue
- judge's name
- bail
- warrant number
- physical description

JKT 2 items

9.2.3 State the reasons why warrant checks should be completed prior to booking or releasing inmates.

JKT 1 item

9.2.4 List appropriate steps in the booking procedure. For example:

- ensure pre-booking medical screening form is completed
- gather required forms and documents
- review all documents for accuracy and legal sufficiency
- complete booking forms
- obtain information from the inmate
- transfer information from the arresting officer's report to the booking sheet
- inventory, document, and take custody of the inmate's property
- have inmate sign appropriate forms

JKT 3 items

MODULE 9.3: PROCESSING NEW INMATES PRIOR TO HOUSING

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

9.3.1 Identify the major steps in processing inmates prior to housing. For example:

- provide phone calls and document calls
- photograph incoming inmates
- fingerprint incoming inmates
- shower incoming inmates
- prepare ID tag/bracelet/card
- exchange inmate's personal clothing for facility issued clothing
- ensure proper classification of inmate

JKT 3 items

9.3.2 Identify the number of calls new inmates are allowed to make in compliance with PC 851.5.

JKT 1 item

9.3.3 Identify the prints that are required for juveniles and adults according to state regulations, using the appropriate codes for reference.

JKT 1 item

9.3.4 Identify the reasons why it is important to obtain clear fingerprints. For example:

- links persons with crimes
- completes a criminal record
- establishes that a person was in custody at a given time
- could take longer to process with electronic fingerprint technology

JKT 2 items

MODULE 9.4: ORIENTING NEW INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

9.4.1 Identify the benefits of providing incoming inmates with a thorough orientation. For example:

- opportunity to establish positive communication
- provides for smooth running of jail
- avoids confusion
- avoids time wasted in answering questions
- meets statewide standards

JKT 2 items

9.4.2 Identify the major steps in orienting new inmates in compliance with Title 15 Standards. For example:

- give the inmate an information packet or point out posted regulations
- allow the person to view orientation film where available
- answer questions

JKT 2 items

9.4.3 Identify procedures for orienting new inmates where communication problems exist, e.g., non-English speaking, hearing or speech impaired, etc.

JKT 2 items

MODULE 9.5: ISSUING SUPPLIES TO NEW INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

9.5.1 State consequences of improper issue of supplies to new inmates. For example:

- potential security risks
- legal liability
- costs
- potential for suicide or escape

JKT 1 item

9.5.2 Identify minimum type of clothing and bedding required by Title 15 Standards.

JKT 2 items

9.5.3 Discuss the importance of issuing inmates clothing that is in good condition. For example:

- less inmate grievances
- fewer complaints by inmates to staff
- easier to hold inmate accountable for damaged clothing

JKT 1 item

UNIT 10.0

Releasing

Unit Instructional Time: 2.25 hours

MODULE 10.1: VERIFYING IDENTITY PRIOR TO RELEASE

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.1.1 State the possible consequences of releasing the wrong person. For example:

- danger to the community
- danger to staff
- legal liability

JKT 2 items

10.1.2 Identify the procedure for verifying the identity of an inmate prior to release. For example:

- match picture with person's appearance
- request identifying information from the inmate
- match physical description with appearance
- match prints
- match newly obtained signature with original signature
- run fingerprints

JKT 2 items

MODULE 10.2: RETURNING PROPERTY PRIOR TO RELEASE

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.2.1 State the reasons for ensuring that an inmate understands the implications of signing off that he or she received the correct property (e.g., potential liability).

JKT 1 item

10.2.2 Identify the procedure for returning and transferring inmates' property. For example:

- inventory items as they are returned
- ensure that inmate understands the implications of signing off
- obtain signature from inmate and releasing officer

JKT 1 item

MODULE 10.3: REVIEWING BAIL BONDS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.3.1 Identify the purpose of different types of bail.

JKT 1 item

10.3.2 Given a sample case description, determine if the inmate is eligible for bail bond.

JKT 1 item

10.3.3 Given a sample violation and a court calendar, generate time frames for court dates.

JKT 1 item

10.3.4 Identify points to check on a bail bond. For example:

- signed by notary/agent
- amount equal to or greater than bail set
- correct court date and jurisdiction
- no holds on insurance company
- offense/charge stated
- name booked under matches name on bond
- warrant and case number or booking number

JKT 2 items

MODULE 10.4: PROCESSING RELEASE ON OWN RECOGNIZANCE

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.4.1 Explain the importance of carefully processing a "release on own recognizance." For example:

- without original signature, court will not issue warrant
- if information is unclear, released person may miss court date
- corrections officer may be legally liable for improper release

JKT 2 items

MODULE 10.5: IN CUSTODY RELEASES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.5.1 Identify differences between the various types of releases (e.g., removal order, commitment).

JKT 1 item

10.5.2 Identify procedures for transferring inmate's property.

JKT 1 item

10.5.3 Identify procedures for transferring medical information.

JKT 1 item

MODULE 10.6: TIME SERVED RELEASES

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.6.1 Identify different types of credits used in computing time served. For example:

- program time
- good time
- work time
- credit for time served
- school time
- early release time

JKT 2 items

UNIT 11.0
Maintaining Security
Unit Instructional Time: 7 hours

MODULE 11.1: BASIC PRECAUTIONS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

11.1.1 State why the following errors in key handling might pose threats to security:

- wearing keys into the housing area with an inmate
- giving security keys to unauthorized personnel
- putting keys down
- using keys as tools
- keeping old or worn keys
- talking about key numbers in front of inmates
- leaving key in lock after opening door
- entering occupied cell with security keys
- tossing keys to another officer
- putting key numbers on locks

JKT 7 items

11.1.2 Identify the purpose of a sallyport, and describe the procedure for entering or leaving.

JKT 2 items

MODULE 11.2: SEARCHING THE FACILITY

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

11.2.1 Identify items to look for when searching the facility. For example:

- shanks
- excess supplies
- razor keys
- tattoo kits
- excess medications
- contraband
- damage to building

JKT 3 items

11.2.2 List the steps and safety precautions to be observed when searching the facility. For example:

- get tools for search (gloves, mirrors, containers)
- plan where to relocate inmates - how to rotate during search
- search individual inmates
- remove inmates from area as searched
- work around room systematically
- designate centralized spot for placing found contraband
- remove contraband
- remove excess supplies
- determine to whom the contraband belonged
- return inmates

- take pictures of evidence
- write and file report on search and results

JKT 3 items

11.2.3 List potential hiding places to be checked carefully during a search of the facility. For example:

- shower rod, ledge, curtain seam
- drains
- vents
- commode
- door assemblies
- boxes
- bed post
- soap, toothpaste
- mattress
- books
- garbage cans

JKT 3 items

11.2.4 Describe the procedure for limiting and controlling movement of inmate workers during search of facility.

JKT 1 item

11.2.5 Identify tools or materials that might be useful during a search of the facility and describe potential uses of each. For example:

- mirrors
- gloves
- screwdrivers
- hammers
- checklists
- metal detectors
- baskets, buckets
- property bags

JKT 2 items

MODULE 11.3: SECURITY ROUNDS

Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

11.3.1 Identify principles governing security rounds. For example:

- conduct safety checks of inmates through direct visual observation per Title 15 Section 1027
- make scheduled and unscheduled rounds
- walk quietly
- maintain high profile
- vary routine or pattern of rounds
- document anything out of the ordinary
- conduct surveillance via CCTV but do not become dependent upon it
- maintain communication checks with designated posts

JKT 3 items

11.3.2 Identify signs to watch out for on security rounds. For example:

- damage to property
- signs of fights
- inmate's efforts to block view
- excessive supplies
- bizarre behavior of inmates (e.g., rocking)
- bars, locks, doors that have been tampered with
- unusual sounds

JKT 2 items

11.3.3 Identify reasons for checking the physical plant and outer fence as well as assigned areas on security rounds.

JKT 1 item

11.3.4. Identify steps in conducting outside perimeter checks:

- get equipment together (flashlight, radio, weapons, communication devices)
- notify all posts
- walk around building and fences
- look for abnormalities
- notify officers when you return
- notify watch commander if anything is wrong
- log security check and any problems
- notify superior to fill out maintenance request when appropriate

JKT 2 items

11.3.5. List potential warning signs to be observed in outside perimeter checks. For example:

- suspicious vehicles
- people loitering in area
- physical damage to security barriers
- locking mechanisms tampered with
- window/structural damage

JKT 1 item

MODULE 11.4: COUNTING AND LOCATING INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

11.4.1 Identify procedures for doing different kinds of counts. For example:

- numerical
- body
- photo

JKT 1 item

11.4.2 Identify why the following principles are important to the effective counting of inmates. For example:

- ascertain that each person is alive
- check physical and psychological condition

- never let inmates count
- insist that all movement stops during the count
- verify the count during each shift

JKT 4 items

11.4.3 Describe the procedure for responding to the absence of an inmate. For example:

- verify someone is missing
- secure area
- contact supervisor

JKT 1 item

11.4.4 List principles of searching for a missing or escaped inmate. For example:

- follow headcount and lockdown procedure
- identify whether missing or escaped

JKT 2 items

MODULE 11.5: CONDUCTING SEARCHES OF INMATES

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

11.5.1 Identify the legal principles inherent in conducting clothed (pat-down) and unclothed (strip) searches.

JKT 1 item

11.5.2 Identify hiding places on males and females where weapons or contraband may be concealed.

JKT 2 items

11.5.3 Identify the legal principles of searching persons of the opposite sex.

JKT 1 item

11.5.4 Identify the "universal safety precautions" for conducting searches, e.g., use of gloves, how to avoid razor cuts or needle sticks, etc.

JKT 1 item

11.5.5 Demonstrate the methods to search an individual, including:

- be alert
- be thorough
- use proper procedure when searching opposite sex

BST #28

Unit 12.0
Report Writing and Record Keeping
Unit Instructional Time: 20 hours

MODULE 12.1: ASSESSMENT AND OVERVIEW

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

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

Assessment

12.1.2 Identify the elements of writing that are important for communication, including the following:

- organization and development of the report
- inclusion of relevant information
- anticipation of possible defenses that might be asserted by an inmate
- use of the active person
- use of the first person
- proper use of grammar, punctuation, spelling and word choice

JKT 2 items

12.1.3 List in order of importance an approach to reviewing common writing errors as follows:

1. Is the description of the incident accurate?
2. Are all the elements of the incident articulated appropriately?
3. Is the report well organized?
4. Is all the necessary information included?
5. Is all the information in chronological order?
6. Are all the conclusions supported?
7. Is the report relatively free of surface errors?

JKT 1 item

12.1.4 Identify the four major types of reports used in local corrections:

- incident
- disciplinary
- crime
- use of force

JKT 3 items

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

JKT 3 items

12.1.6 Explain the potential uses of each of the four major types of corrections reports identified in 12.1.4, including the following:

- communication of information
- documentation for inspections

- used in court as legal document
- legal liability if no record exists

JKT 3 items

MODULE 12.2: WRITING FOR LOCAL CORRECTIONS - CONTENT

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

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

Practicum

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 aspects of the report.

12.2.3 Identify reference material and resources to assist in preparing corrections specific reports, such as the following:

- Title 15 Guidelines
- Penal Code
- policies and procedures manuals
- agency specific forms

JKT 2 items

12.2.4 Demonstrate proofreading and revision techniques related to improving the content of corrections specific reports including the following aspects:

- intended audience
- purpose
- organization
- development
- logic

JKT 2 items

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

Assessment

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, including the following:

- safety checks
- restraint device checks
- suicide watch
- court lists
- etc.

JKT 3 items

MODULE 12.3: WRITING FOR LOCAL CORRECTIONS - ORGANIZATION

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

12.3.1 Discuss at least two major ways to organize corrections-related reports and the advantages and disadvantages of each way, such as the following:

- chronological
- structured – topical headings

12.3.2 Identify reference material and resources to assist in writing reports, such as the following:

- writing manuals
- spellcheckers – handheld, computer based
- dictionary
- thesaurus

12.3.3 Describe proofreading and revision techniques related to improving the organization of corrections specific reports including the following:

- reading aloud
- outlining sequence of report
- examining logic
- anticipating questions of the reader

JKT 2 items

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.

Practicum

MODULE 12.4: INFORMATION GATHERING AND NOTE TAKING

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

12.4.1 Demonstrate techniques for effective interviewing of inmates including the following:

- open-ended questions
- direct questions
- paraphrasing
- reflecting
- non-verbal cues
- active listening

Practicum

12.4.2 Demonstrate note-taking techniques to gather information during or after interviewing inmates, including the following:

- formatting in chronological order
- abbreviations
- quotes

Practicum

12.4.3 Discuss techniques for effective observation of jail incidents/condition of inmates, including the following:

- specific clues
- dress
- physical appearance
- knowing what to look for
- elements of crime

Practicum

MODULE 12.5: WRITING FOR LOCAL CORRECTIONS - MECHANICS

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

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

Assessment

12.5.2 Identify the major areas of writing mechanics that are involved in professional reports, including the following:

- grammar
- word choice
- sentence structure
- verb/subject agreement
- punctuation
- spelling

JKT 2 items

12.5.3 Demonstrate proofreading and revision techniques related to improving the mechanics of corrections specific reports including the following:

- focusing on only one aspect of mechanics at a time
- reading aloud
- 3rd party review (co-worker)

JKT 2 items

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.

Practicum

MODULE 12.6: REPORT WRITING PRACTICE

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.6.1 Given a scenario, write a Disciplinary Report with the correct components of the following:

- content
- organization
- mechanics

Practicum

12.6.2 Using 3rd party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.1.

Practicum

12.6.3 Given a scenario in which a crime occurs, write a report demonstrating the correct components of the following:

- content (Penal Code citations, elements of crime)
- organization
- mechanics

Practicum

12.6.4 Using 3rd party review demonstrate appropriate proofreading and revision techniques for the report generated in 12.6.3.

Practicum

MODULE 12.7: REPORT WRITING - TESTING

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.7.1 Given a scenario, write an Incident Report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #6

12.7.2 Given a scenario, write a Use of Force Report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #7

UNIT 13.0
Supervising Inmates
Unit Instructional Time: 12.5 hours

MODULE 13.1: MOVEMENT WITHIN THE FACILITY

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

13.1.1 State why knowledge of classification system and housing layout is essential to escorting inmates within the facility.

JKT 1 item

13.1.2 Identify the procedure for facility movement of inmates. For example:

- determine destination
- identify security risks (from classification, physical layout of building, etc.)
- determine if individual or mass movement is appropriate
- secure area
- give instructions to inmates
- escort inmates
- count before, during, and after

JKT 1 item

13.1.3 Given information regarding an impending inmate movement (number of inmates, classifications, purpose of movement, number of officers available), and decide whether group or individual movement is appropriate.

JKT 1 item

13.1.4 Identify safety and security concerns for escorting inmates to and from locations within the facility. For example:

- where a person is housed indicates his/her security risk
- walk behind the person
- stance and distance between the officer and inmates is important
- keep a group together
- decide between group and individual movement on the basis of the following: security risk, purpose of movement, classification, how many officers are available, maintain orderly movement

JKT 3 items

13.1.5 State the potential consequences of improper supervision during in-house movement of inmates. For example:

- loss of officer credibility
- loss of inmate discipline
- passing contraband or information
- riot
- escape
- injury or death

JKT 2 items

13.1.6 Identify steps in supervising roll-up. For example:

- immediate enforcement of order
- verification of identity
- recording action in log
- having inmate clean area
- retrieval of jail issued items

JKT 1 item

MODULE 13.2: SUPERVISING MEALS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.2.1 Identify steps for maintaining control when inmates are released for meals. For example:

- time release of small groups
- ensure all assigned inmates from each module are accounted for during meals

JKT 1 item

13.2.2 Identify duties of the corrections officer in supervising meals for inmates in the dining hall. For example:

- ensure appropriate seating (agency specific)
- respond quickly to problems
- make sure food trays, utensils and food are accounted for and are left in dining hall
- ensure that all inmates have a chance to eat

JKT 1 item

13.2.3 Identify inmate behaviors that may signal trouble in the dining hall. For example:

- anger
- arguments
- quick movements
- passing
- throwing
- unusual congregating of groups and cliques

JKT 2 items

13.2.4 Identify potential problems likely to occur during the meals with inmates in a dining hall. For example:

- fights
- some inmates preventing others from eating
- passing or obtaining contraband
- diversion for escape or assault

JKT 1 item

13.2.5 Given a written scenario or video depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and/or reestablishing order.

WST #8

13.2.6 Identify responsibilities of corrections officers in supervising the feeding of inmates in their cells. For example:

- make sure all utensils and trays are returned
- prevent inequitable food distribution
- ensure that all inmates have the opportunity to eat

JKT 1 item

MODULE 13.3: SUPERVISING CLEANING OF CELLS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.3.1 Identify principles relating to the cleanliness of cells using Title 15 for reference.

JKT 1 item

13.3.2 Identify responsibilities of corrections officers in supervising the cleaning of cells or dorms by inmates. For example:

- ensure equitable distribution of work
- maintain control over supplies
- ensure that property is not stolen
- prevent passing of contraband
- prevent suicidal persons from obtaining cleaning supplies

JKT 1 item

13.3.3 Identify potential dangers to staff and inmates from cleaning supplies.

JKT 1 item

MODULE 13.4: SUPERVISING RECREATION

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.4.1 Identify Title 15 directives and case law relevant to inmate exercise, recreation, fresh air, and natural light exposure.

JKT 1 item

13.4.2 Identify the problems and issues of classifications for exercise and recreation.

JKT 1 item

13.4.3 Identify potential safety and security hazards that can occur during recreation time. For example:

- opportunities to escape
- passing of contraband over the fence
- rough-housing developing into fights
- assaults

JKT 2 items

13.4.4 Identify supervision practices that will help prevent problems during recreation. For example:

- close control over level of activity
- strict enforcement of time schedule
- breaking up unusual groupings
- searching and securing area before and after use

JKT 1 item

MODULE 13.5: SUPERVISING USE OF THE TELEPHONE

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.5.1 Identify Title 15 mandates and other state laws that apply to inmate phone privileges.

JKT 1 item

13.5.2 Identify problems that may occur during inmate use of phone and explain appropriate staff response. For example:

- making obscene or threatening calls
- property damage to phone
- a few persons monopolizing the phone

JKT 2 items

MODULE 13.6: DISTURBANCES AND DISPUTES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

13.6.1 Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called.

JKT 1 item

13.6.2 Identify reasons for breaking up all horseplay. For example:

- prevents accidental injury
- prevents escalation
- prevents deliberate distraction

JKT 1 item

13.6.3 State principles for maintaining safety and security while investigating disturbances. For example:

- assess type of disturbance
- don't rush in without planning
- inform other officers before going in
- have back-up ready
- remember safety and security are first priorities

JKT 1 item

13.6.4 Identify possible consequences of failing to promptly investigate disturbances. For example:

- damage to facility
- physical harm to inmates or staff
- escape
- legal liability

JKT 1 item

13.6.5 Identify the advantages and disadvantages of using informants in the institution.

JKT 1 item

13.6.6 Identify signs of potential disturbances. For example:

- gatherings
- diversionary tactics
- rising noise levels
- unusual quiet
- inmate attention focused on officer
- people who are afraid to leave bunk, go to meal
- unusual requests
- unusual level of jail damage
- new groups forming
- hoarding of commissary goods
- gang inmate subculture affiliation

JKT 1 item

13.6.7 Identify precautions that may prevent a dispute from leading to physical injury or property damage. For example:

- know who to call for back-up
- be aware of recent incidents in a tank or module
- be aware of possible set-up
- stay calm
- don't take sides
- don't physically touch someone unless applying restraints or stopping physical injury

JKT 1 item

13.6.8 Identify order of escalating interventions in inmate disputes. For example:

- give verbal command
- separate
- isolate

JKT 1 item

13.6.9 Given a description of an incident, identify whether the situation warrants investigation.

JKT 1 item

MODULE 13.7: PROGRESSIVE DISCIPLINE

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

13.7.1 Identify the legal issues and Title 15 issues concerning the discipline of inmates.

JKT 2 items

13.7.2 Define the steps of progressive discipline.

JKT 1 item

13.7.3 Define the rules and concepts to be considered in using progressive discipline.

JKT 1 item

MODULE 13.8: INMATE GRIEVANCES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.8.1 Identify the legal issues and Title 15 issues concerning inmate grievances.

JKT 1 item

13.8.2 Identify the roles and steps in the appeals process of inmate "grievance procedures."

JKT 1 item

MODULE 13.9: MANIPULATION OF STAFF BY INMATES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

13.9.1 Identify the traits in which the inmates profile staff members for manipulation.

- naivety
- over-familiarization
- unprofessionalism

JKT 2 items

13.9.2 Describe the techniques and strategies of an inmate manipulator.

JKT 2 items

13.9.3 Identify the steps of a set-up by an inmate manipulator.

JKT 2 items

13.9.4 Describe the signs of being a victim.

JKT 2 items

13.9.5 Explain how to prevent being a victim.

Discussion

13.9.6 Identify the appropriate response when a corrections officer realizes he or she is the victim of a set-up. For example,

- notify supervisor
- document incident
- notify inmate about actions taken

JKT 2 items

13.9.7 Given a scenario of manipulation, demonstrate appropriate responses.

Practicum

UNIT 14.0
Distribution of Supplies and Commissary
Unit Instructional Time: 1 hour

MODULE 14.1: LEGAL ISSUES

Instructional Time: 5 minutes

INSTRUCTIONAL OBJECTIVES:

14.1.1 Identify Title 15 mandates and other code sections relevant to the distribution of supplies, clothing, and bedding.

JKT 3 items

MODULE 14.2: PRINCIPLES AND PROBLEMS

Instructional Time: 40 minutes

INSTRUCTIONAL OBJECTIVES:

14.2.1 Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g., suicidal inmate with razor blade).

JKT 3 items

14.2.2 Identify things to watch for during clothing or bedding exchange and distribution of supplies. For example:

- destroyed or damaged issue
- deals between inmate workers and inmates
- potential hoarding of supplies (refer to written record)

JKT 3 items

14.2.3 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. For example:

- legal liability for inadequate provisions
- health of inmates depends on supplies
- extra clothing/bedding may be used for suicide or escape
- increases costs from distribution of excess
- proper procedures reduce potential for transmitting contagious diseases

JKT 2 items

MODULE 14.3: DISTRIBUTION OF COMMISSARY GOODS

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

14.3.1 Identify rules governing the distribution of commissary goods. For example:

- identify inmate before giving goods
- have inmate check contents in front of you
- don't give goods to anyone other than inmate for whom they are intended
- maintain proper inventory controls

JKT 3 items

14.3.2 Describe procedure for distributing commissary goods to inmate who is not present at regular distribution time.

JKT 3 items

14.3.3 Explain the value of properly operated commissary, (e.g., provides health supplies; important to the inmates).

JKT 2 items

UNIT 15.0
Monitoring Psychological and Physical Health
Unit Instructional Time: 12 hours

MODULE 15.1: LEGAL ISSUES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

15.1.1 Identify Title 15 mandates regarding the medical and psychological treatment of prisoners, and potential liability for noncompliance.

5 JKT Items

MODULE 15.2: MENTAL HEALTH ISSUES

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

15.2.1 Identify the following potential signs of mental health issues in inmates:

- withdrawal
- bizarre behavior
- excessive fear
- loss of appetite
- a noticeable change in established behavior
- mentally disordered
- use of psychotropic drugs
- expressing personal/familial problems
- suicide statements

10 JKT Items

15.2.2 Presented with a simulated interview or interaction between an inmate and a corrections officer, generate a written description of the inmate's behavior and appearance.

WST #9

MODULE 15.3: SUICIDE ISSUES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

15.3.1 Discuss potential liabilities resulting from a suicide.

- agency
- individual
- deliberate indifference (failure to act)

Discussion

15.3.2 Describe signs and symptoms of inmates who pose suicide risk.

- persons potentially at risk (e.g. law enforcement officers, celebrities, politicians, depressed, withdrawn)
- initial period of incarceration

- isolation
- state of intoxication

5 JKT Items

15.3.3 Identify officers' responsibilities when dealing with suicide risk inmates.

- communication
- medical staff involvement
- monitoring
- environmental precautions

2 JKT Items

15.3.4 Given a simulated conversation or interaction with a potentially suicidal inmate, demonstrate at least three verbal comments a corrections officer could make to intervene.

BST #29

15.3.5 Identify suicide risk factors - Inmate perspective:

- fear of the unknown
- authoritarian environment
- no apparent control of the future
- isolation from family and significant others
- shame of incarceration
- dehumanizing aspects of incarceration

3 JKT Items

15.3.6 Identifying suicide risk factors - Predisposing factors:

- recent excessive drinking or use of drugs
- recent loss of stabilizing resources
- severe guilt or shame over the offense
- same sex rape or threat of rape
- current mental illness
- approaching an emotional breaking point

3 JKT Items

15.3.7 Identifying suicide risk factors - High risk suicide periods:

- first 24 hours of confinement
- intoxication/withdrawal
- trial sentencing hearings
- impending release
- decreased staff supervision
- weekends and holidays
- bad news from home

2 JKT Items

15.3.8 Presented with a scenario of inmate behavior, generate a written report of the inmate's behavior and appearance. Include the following:

- factors that indicate risk
- statements made by inmate
- corrections officer actions

WST #10

MODULE 15.4: INDICATORS OF SUBSTANCE ABUSE

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

15.4.1 Identify the potential indicators of substance abuse among inmates. For example:

- stealing sugar
- signs of intoxication
- dilation of pupils
- speech patterns
- behavior changes
- odors
- unusual movement
- signs of intravenous drug use

2 JKT Items

15.4.2 Given recent drug history of an inmate, describe behavior problems the inmate might exhibit in the jail.

- PCP flashback
- alcohol DT's
- opiate withdrawal

1 JKT Item

MODULE 15.5: INDICATORS OF PHYSICAL/MEDICAL PROBLEMS

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

15.5.1 Identify the following as potential indicators of physical problems requiring medical attention. For example:

- unusual requests to medical staff
- unusual reaction to medication
- loss of appetite
- injury, blood on clothing
- nodding, seizures, tremors
- skin color
- changes in established behavior

3 JKT Items

15.5.2 Given a list of inmate classifications, identify those that may indicate physical problems requiring medical treatment and/or special treatment conditions (e.g., paraplegic, colostomy, pregnancy, severe back problems, recovery from surgery).

3 JKT Items

15.5.3 Discuss potential benefits of listening to what other inmates are saying about a fellow inmate.

Discussion

15.5.4 Identify the infectious diseases most likely to show up in a jail (e.g., AIDS, hepatitis, lice, T.B.).

3 JKT Items

15.5.5 Describe symptoms and treatment conditions related to those diseases most likely to show up in a jail.

3 JKT Items

15.5.6 Identify the modes of transmission of infectious diseases.

3 JKT Items

15.5.7 Identify the "universal safety precautions" and their application to jail environment.

3 JKT Items

MODULE 15.6: ASSISTING MEDICAL PERSONNEL IN THE DISTRIBUTION OF MEDICATION

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

15.6.1 Discuss the role of the corrections officer when assisting medical staff.

- verify ID of inmate
- control inmates in line
- monitor interaction between medical staff and inmates

Discussion

15.6.2 Identify the reasons that doctors and nurses are to be given the following information:

- the classification of all persons they visit
- that security takes precedence over treatment, and,
- that they are to be accompanied at all times.

1 JKT Item

15.6.3 Identify the consequences of improper control over medications and their distribution. For example:

- legal liability
- control problems
- hoarding medications may lead to intoxication or suicide
- selling medications

2 JKT Items

15.6.4 Differentiate among the following terms related to medication.

- administer
- dispense
- deliver

2 JKT Items

15.6.5 Identify inmates' rights to refuse medications.

1 JKT Item

15.6.6 Discuss possible communication issues between medical staff and corrections officers.

Discussion

UNIT 16.0
Management of Inmate Workers
Unit Instructional Time: 1 hour

MODULE 16.1: SELECTION OF INMATE WORKERS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

16.1.1 Identify criteria for selection of inmate workers:

- classification of crime
- physical ability
- disciplinary record

1 JKT Item

16.1.2 Given a description of an inmate (including classification, physical ability, etc.), classify the person as appropriate or inappropriate for the position of inmate worker.

1 JKT Item

MODULE 16.2: ASSIGNMENT OF RESPONSIBILITIES TO INMATE WORKERS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

16.2.1 Identify reasons that inmates should be assigned to work details rather than selecting their own:

- breaches of security
- used for communication
- movement of contraband

1 JKT Item

16.2.2 Identify reasons that friends/relatives should not be put together as inmate workers.

1 JKT Item

16.2.3 Given a list of tasks and responsibilities, classify them as appropriate or inappropriate for assignment to inmate workers.

1 JKT Item

16.2.4 Identify ability requirements and restrictions related to specific duty assignments (e.g., no one with an infectious disease should work in the kitchen).

1 JKT Item

UNIT 17.0
Screening and Monitoring of Visitors Unit
Instructional Time: 1 hour

MODULE 17.1: LEGAL ISSUES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

17.1.1 Define privileged communication using the appropriate references.

1 JKT Item

17.1.2 Given a list of potential visitors, identify those who would have the right to privileged communication.

1 JKT Item

17.1.3 Identify the rights and visitation privileges of attorneys and other visitors using appropriate code sections, minimum jail standards, and case law for reference.

1 JKT Item

17.1.4 Identify potential consequences of violating statutes concerning privileged communication. For example:

- legal liability
- dismissal of case

1 JKT Item

MODULE 17.2: GENERAL VISITATION

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

17.2.1 Identify appropriate steps to be taken in admitting visitors, including:

- screen and check visitation slips
- check ID
- determine if person is eligible to visit (age, criminal history, etc.)
- search if necessary
- issue passes or badges if appropriate
- admit and release
- maintain visitor log

1 JKT Item

17.2.2 Given inmate classification and other relevant information, identify procedure for monitoring non-contact visit.

1 JKT Item

17.2.3 Discuss problems most commonly associated with visits from family or friends.

Discussion

MODULE 17.3: PROFESSIONAL VISITATION

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

17.3.1 Identify the reasons why security takes priority over professional visitation.

1 JKT Item

17.3.2 Analyze problems most commonly associated with visits from lawyers, medical personnel, and clergy.

Discussion

UNIT 18.0
Screening and Distribution of Mail
Unit Instructional Time: 1 hour

MODULE 18.1: LEGAL ISSUES

Instructional Time: 10 minutes

INSTRUCTIONAL OBJECTIVES:

18.1.1 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.

1 JKT Item

18.1.2 Define "legal mail" using Title 15 for reference.

1 JKT Item

MODULE 18.2: PROCESSING NON-LEGAL MAIL

Instructional Time: 20 minutes

INSTRUCTIONAL OBJECTIVES:

18.2.1 Identify types of information or communications that should not be transmitted to inmates and indicate why each is inappropriate. For example:

- pornography
- escape related material
- information about contraband drops

1 JKT Item

18.2.2 Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation (jail intelligence).

1 JKT Item

18.2.3 Identify types of contraband most commonly found in mail.

2 JKT Items

18.2.4 Given sample portions of letters containing various types of information, discuss why the information can pose a threat to the safety and security of the institution.

- codes
- escape related material
- pending court cases
- threats of violence/criminal activity

Discussion

MODULE 18.3: PROCESSING LEGAL MAIL

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

18.3.1 Identify the appropriate procedure for handling legal mail. For example:

- obtain permission from inmate to open mail
- if permission denied, refer to postal regulations
- open in front of the inmate
- scan, don't read
- look for contraband

1 JKT Item

18.3.2 Identify possible consequences of processing legal mail inappropriately.

1 JKT Item

18.3.3 Identify signs indicating that mail marked "legal" is in fact not legal mail.

1 JKT Item

MODULE 18.4: DISTRIBUTION OF MAIL

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

18.4.1 Identify the persons to whom an inmate's mail can be delivered (e.g., only the inmate).

1 JKT Item

18.4.2 Identify possible consequences of improper mail distribution:

- legal liability
- resentment from inmates
- disturbances/physical confrontation

1 JKT Item

UNIT 19.0
Transport Outside of Facility
Unit Instructional Time: 2 hours

MODULE 19.1: PREPARATION FOR TRANSPORT

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

19.1.1 Identify the steps to follow in preparing to transport an inmate. For example:

- determine reason/authority for transport
- determine appropriateness of transport given departmental policy
- plan route to destination and parking
- check road and weather conditions
- determine appropriate level of security
- search transport vehicle and ensure that it is operable
- verify identity of inmate
- search inmate
- apply restraints as appropriate
- verify appropriate ratio of officers to inmates

1 JKT Item

19.1.2 Given a list of possible inmate classifications, identify those that should not be mixed during transport.

1 JKT Item

19.1.3 Discuss why crime partners should not be transported together.

Discussion

19.1.4 Identify the consequences of transporting the wrong inmate.

1 JKT Item

19.1.5 Identify the procedure for verifying the identity of an inmate prior to transport. For example:

- picture
- date of birth
- personal data
- wrist band
- source documents

2 JKT Items

19.1.6 Identify safety equipment to be carried by corrections officers during transport. For example:

- chemical agents
- gun belt
- sidearm
- communication equipment

1 JKT Item

MODULE 19.2: TRANSPORT PROCEDURE

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

19.2.1 Identify reasons that inmates should not have any outside contact during transport.

1 JKT Item

19.2.2 Identify principles for transporting women, protective custody, and disabled inmates.

2 JKT Items

19.2.3 Identify important elements of the transport procedure. For example:

- verifying identity of transporting officer
- how to put inmate in vehicle
- locking vehicle
- traveling to destination
- communicating special orders/classification to officer receiving the inmate

1 JKT Item

19.2.4 Identify consequences of improper supervision of inmates during transport.

1 JKT Item

19.2.5 Discuss problems that can occur during transport.

- vehicle breakdown/accidents
- inmate assaults
- manipulation by inmates (possible faked illness)
- rendering aid to private citizens

Discussion

UNIT 20.0
Emergency Procedures
Unit Instructional Time: 10 hours

MODULE 20.1: EMERGENCY PLANNING
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

20.1.1 Identify emergency situations faced in a correctional facility:

- natural disasters
- inmate disturbances (riots, work stoppages, etc.)
- technological failures (power outages, etc.)

3 JKT Items

20.1.2 Discuss priorities and responsibilities of corrections officers during an emergency situation considering the following:

- the safety and protection of the general public
- the safety and welfare of any hostage
- safeguarding of personnel to prevent injuries or loss of life
- isolation and protection of those inmates not directly involved in the emergency
- maintaining the security of the facility
- protection of county/city property

Discussion

20.1.3. Identify principles for the evacuation of inmates for such emergencies as fire, hazardous materials spill, earthquake, etc.

- remain calm
- be alert for possible escape
- keep inmates together
- keep outsiders away from inmates
- follow facility specific evacuation procedures

3 JKT Items

20.1.4 Demonstrate procedures for communicating with staff and inmates during emergencies:

- calm demeanor
- give clear instructions
- identify the emergency
- alert fellow staff
- identify involved parties
- document the emergency as soon as practical

Practicum

20.1.5 Given a description of an emergency situation, explain what steps need to be taken to successfully resolve the incident.

BST #30

MODULE 20.2: FIRE AND LIFE SAFETY

Instructional Time: 8 hours

INSTRUCTIONAL OBJECTIVES:

20.2.1 Describe the elements of inspecting for and maintaining fire safety in a correctional facility taking into account such aspects as the following:

- construction
- exits
- mechanical and electrical devices and wiring
- housekeeping
- fire extinguishing and alarm equipment
- training and planning

1 JKT Item

20.2.2 Identify steps in responding to a fire in a correctional facility:

- determine severity, scope, type and cause
- call for assistance and/or alert other staff
- extinguish fire, if possible
- evacuate inmates, if necessary
- follow evacuation steps according to facility-specific evacuation plan, i.e., know facility smoke control zones
- notify outside agencies, chain of command

5 JKT Items

20.2.3 Match different types of fires with extinguishing equipment appropriate for each.

2 JKT Items

20.2.4 Explain how an automatic sprinkler system operates (e.g., not all sprinkler heads operate at the same time).

1 JKT Item

20.2.5 Identify possible dangers from the spread of smoke and gases in the facility.

2 JKT Items

20.2.6 Explain the concept of and procedures for isolating and confining to the area of origin fire, smoke and gases in a correctional facility taking into account the following:

- fire walls and doors
- proper maintenance of fire door latches and hardware
- prevention of obstacles near fire doors
- stairways and shafts

1 JKT Item

20.2.7. Explain the major mistakes involved in the use of self-contained breathing apparatus (SCBA) including:

- not recognizing the need for safety of person using SCBA
- putting on mask before turning on oxygen
- failure to heed warning alarm indicating oxygen is running out
- failure to put back SCBA in proper position and/or not refilling
- failure to practice regularly (i.e., every 30 days)

3 JKT Items

20.2.8 Using actual or sample hose lengths (2-3 feet), describe two types of fire hoses and explain how they are turned on and used in a correctional facility.

- linen
- jacketed

Discussion

20.2.9 Using actual or sample fire hose nozzles most commonly found in a correctional facility, demonstrate how the three types of nozzles are turned on and used.

- straight nozzle (without shut-off valve)
- straight nozzle (with shut-off valve)
- spray nozzle (with controls)

BST #31

20.2.10. Demonstrate the use of fire extinguishing equipment on a simulated or demonstration fire.

BST #32

20.2.11. Demonstrate the use of self-contained breathing apparatus (SCBA). In approximately 60 seconds, trainees must:

- put on tank with straps
- turn on air
- put on and secure mask
- get air through unit
- keep on for approximately 5 minutes
- accurately read gauge

BST #33

UNIT 21.0
Testifying in Court
Unit Instructional Time: 4 hours

MODULE 21.1: PREPARATION FOR TESTIFYING IN COURT

Instructional Time: 1.75 hours

INSTRUCTIONAL OBJECTIVES:

21.1.1 Discuss common reasons why a corrections officer would be required to testify in court.

- found evidence
- witness to a crime that occurred within the jail
- victim of crime
- civil case where agency is defended in lawsuit

1 JKT Item

21.1.2 Identify the roles of the key figures in court (e.g., attorneys, judge, bailiff, court clerk).

1 JKT Item

21.1.3 Identify the consequences of poor performance in court by a corrections officer. For example:

- poor performance may lessen the court's confidence in the corrections officer
- poor performance may result in the dismissal of charges
- failure to report to court could result in a "contempt of court" charge, and possible fine or jail sentence
- disciplinary action against officer

1 JKT Item

21.1.4 Identify the principles for appearing in court. For example:

- follow department dress code
- prior to your appearance, contact the district attorney who has called you to court
- review the case prior to your appearance
- review district attorney's and defense attorney's questions prior to your appearance
- do not discuss the case with anyone but the DA or investigating officer
- answer questions briefly and honestly
- do not argue with the defense attorney
- be prepared to say "I don't know"
- do not offer confidential information
- bring all pertinent reports dealing with case

1 JKT Item

MODULE 21.2: COURT APPEARANCES

Instructional Time: 2.25 hours

INSTRUCTIONAL OBJECTIVES:

21.2.1 Identify the steps to be taken the actual day of the court appearance:

- check to confirm that appearance is going to be required that day
- see district attorney
- go to courtroom
- wait for name to be called
- swear in
- review reports
- review photos if available

1 JKT Item

21.2.2 Identify proper behavior for testifying in court. For example:

- follow directions of court clerk or bailiff
- where and how to sit
- procedure for being sworn in
- speak clearly and audibly
- don't rush to answer/take your time

1 JKT Item

21.2.3 Given a scenario of a case in which a corrections officer must testify, demonstrate examples of good courtroom etiquette, demeanor, and testifying.

BST #34

UNIT 22.0
Physical Tasks and Conditioning
Instructional Time: 21 hours

A note about physical conditioning:

A **minimum of 48 hours** is required between segments of physical conditioning and defensive tactics training that is physically challenging in order to minimize the risk of injury and to allow adequate time for students to assimilate skills. For any course instruction day that includes physically challenging training, the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Physical conditioning modules (22.2, 22.3, and 22.4) should not be presented in blocks of more than two (2) hours. Module 22.3 should not be presented until **after week two** of the course. Module 22.4 should not be presented until **after week three** of the course. Instructors may also present (2) hours of physical conditioning and (2) hours of defensive tactics in one day of instruction.

Module 22.1: ORIENTATION – PHYSICAL CONDITIONING BASICS

Instructional Time: 1 hour 30 minutes

INSTRUCTIONAL OBJECTIVES:

22.1.1. Explain key components of a performance-based fitness program and the ways each contributes to fitness:

- cardiovascular conditioning
- strength
- endurance
- flexibility
- agility
- speed

Discussion

22.1.2. Define common terms used in physical conditioning, such as:

- core strength
- cardiovascular exercises
- resistance training
- flexibility exercises
- plyometrics
- recovery time
- duration
- frequency
- sets
- reps

Discussion

22.1.3 Explain the importance of “good form” as it relates to maximizing fitness and preventing injury. (Example: When muscles fatigue, form suffers and conditioning decreases; potential for injury increases.)

Discussion

22.1.4 Explain the role of Rating of Perceived Exertion (RPE) in a physical conditioning program.

Discussion

22.1.5 Examine the Borg Perceived Exertion Scale as described in the Guidelines for Exercise Testing and Prescription, American College of Sports Medicine, Seventh Edition.

- 6
- 7 = Very, very light
- 8
- 9 = Very light
- 10
- 11 = Fairly light
- 12
- 13 = Somewhat hard
- 14
- 15 = Hard
- 16
- 17 = Very hard
- 18
- 19 = Very, very hard
- 20

Discussion

22.1.6 Identify common mistakes people make when participating in a physical conditioning program, such as the following:

- weekend warrior
- lack of pacing
- lack of recovery time
- roadblocks to regular exercise
- improper lifting mechanics
- poor body positioning
- insufficient instruction
- no training plan
- training too hard
- training when injured
- poor nutrition following exercise
- poor re-hydration practices
- over hydration

Discussion

22.1.7 Discuss equipment and clothing needed when participating in a fitness program.

Discussion

22.1.8 Explain the purpose and goals of performance-based conditioning for adult corrections officers.

Discussion

22.1.9 Identify common injuries during training that might disable an adult corrections officer, such as the following:

- hamstring pulls
- knee injuries
- back injuries
- ankle sprains

Discussion

22.1.10 Identify signs of overexertion and/or potential dangers during a physical conditioning program, including the following:

- heat exhaustion
- heat stroke
- irregular heart beat
- dehydration signs
- shortness of breath
- light headedness
- nausea
- chest pain
- blurred vision
- limb pain

Discussion

22.1.11 Identify the importance of warm-up and cool-down during a physical conditioning program.

Discussion

22.1.12 Explain the difference between static stretching and dynamic stretching and the appropriate applications for each type of stretching.

Discussion

Module 22.2: CONDITIONING EXERCISES

Instructional Time: 18 hours

(Please refer to Physical Tasks Training Manual, Volume 2 of 3, for Schedules, Diagrams, Pictures and Descriptions of Exercises.)

Module 22.3: INITIAL ASSESSMENT

Instructional Time: 30 minutes

INSTRUCTIONAL OBJECTIVES:

22.3.1 Practice the following two Behavior Skills Tests as described. **DO NOT** practice the dummy drag or 50 yard sprint until later in the course.

- Weighted Carry: Demonstrate ability to walk a total distance of 75 feet (three 25-foot laps) within 30 seconds wearing a 30 pound air pack or backpack.
- Stair Climb: On a flat course starting 15 yards back from a flight of stairs or bleacher steps, walk or jog the 15 yards, climb up 10 steps, then turn, climb back down the steps, and walk briskly or jog back to the starting point within 30 seconds.

Module 22.4: FINAL ASSESSMENT AND FITNESS PLANNING

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

DO NOT practice the dummy drag or 50 yard sprint until later in the course.

22.4.1 On a straight track, complete a 50-yard sprint within 20 seconds.

BST #35

Drag a 165-pound bag or dummy for a distance of 20 feet within 30 seconds.

BST #36

Demonstrate ability to walk a total distance of 75 feet (three 25-foot laps) within 30 seconds wearing a 30 pound air pack or backpack.

BST #37

On a flat course starting 15 yards back from a flight of stairs or bleacher steps, walk or jog the 15 yards, climb up 10 steps, then turn, climb back down the steps, and walk briskly or jog back to the starting point within 30 seconds.

BST #38

These BSTs are to be presented in order and evaluated on a pass/fail basis.

22.4.2 In pairs or small groups of trainees, exchange ideas and goals for on-going, performance-based fitness plans at the conclusion of training, such as the following:

- How many days per week can you schedule exercise?
- How much time per session can you exercise?
- Name 3 Lower Body strength or Plyometric exercises you plan to do.
- Name 3 Upper Body strength or Plyometric exercises you plan to do.
- Name a form of cardiovascular exercise you plan to do.
- What would keep you from adhering to this program?
- Name 3 ways to eliminate roadblocks to adhering to this program.

During class, trainees are to write up goals and plans using a structured work sheet or other suitable format.

Discussion and Report Out to Class

WEEKLY/DAILY EXERCISE SCHEDULES

Focus	Exercise	Week 1	Week 2	Week 3	Week 4	Week 5
		Days 1,3,5	Days 6,8,10	Days 11 + 15	Days 18 + 20	Day 21
Warm-Up	Brisk Walk	10 m RPE 11-13	xxxxx	xxxxx	xxxxx	xxxxx
	DT Footwork	xxxxx	10 min	10 min	10 min	10 min
Dynamic	Arm Circles	10 ea way	10 ea way	10 ea way	10 ea way	10 ea way
Stretching	Side Bends	10 ea way	10 ea way	10 ea way	10 ea way	10 ea way
	Windmills	10 touches	10 touches	10 touches	10 touches	10 touches
	Trunk Twists	10 ea way	10 ea way	10 ea way	10 ea way	10 ea way
	High Knees	xxxxx	10 ea leg	10 ea leg	10 ea leg	10 ea leg
	Butt Kicks	xxxxx	10 ea leg	10 ea leg	10 ea leg	10 ea leg
Low	Side Leg Raises	8 each leg	8 each leg	8 each leg	8 each leg	xxxxx
Intensity	Push-ups	10 or RPE 15	12 or RPE 15	14 or RPE 15	20 or RPE 15	xxxxx
Strength	Stomach Cr/Sit-ups	20 reps	30 reps	40 reps	50 reps	xxxxx
	Grip squeezes	10 reps or RPE 15	14 reps or RPE 15	18 reps or RPE 15	22 reps or RPE 15	xxxxx
Core	Prone Planks	3x20 sec/Rest 20 sec	3x25 sec/Rest 25 sec	3x30 sec/Rest 30 sec	3x 1 min/Rest 30 sec	xxxxx
Strength	R. Hover Planks	3x20 sec/Rest 20 sec	3x25 sec/Rest 25 sec	3x30 sec/Rest 30 sec	3x 1 min/Rest 30 sec	xxxxx
	L. Hover Planks	3x20 sec/Rest 20 sec	3x25 sec/Rest 25 sec	3x30 sec/Rest 30 sec	3x 1 min/Rest 30 sec	xxxxx
	Stomach Flutter Kicks	1x7 reps	2x7 reps	3x7 reps	4x7 reps	xxxxx
Low Intensity	Skipping	2x10/Rest 30 sec	2x10/Rest 20 sec	2x10/Rest 10 sec	xxxxx	xxxxx
Plyometrics	Skip for Height	2x10/Rest 1 min	2x15/Rest 1 min	2x20/Rest 1 min	2x25/Rest 1 min	xxxxx
Lower Body	Two Foot Hops	1x10	xxxxx	xxxxx	xxxxx	xxxxx
Plyometrics	Single Foot S-S Hops	1x10	1x15	xxxxx	xxxxx	xxxxx
	Two Foot S-S Hops	1x10	1x15	xxxxx	xxxxx	xxxxx
	Standing Long Jumps	xxxxx	1x15	xxxxx	xxxxx	xxxxx
	Standing Jump /Reach	xxxxx	1x15	xxxxx	xxxxx	xxxxx
	Jumps Over Barrier	xxxxx	1x15	xxxxx	xxxxx	xxxxx
	Hexagon Drill	xxxxx	xxxxx	2 drills (36 touches)	xxxxx	xxxxx
	Multi-Jumps for Ht	xxxxx	xxxxx	2x10 jumps (1 m Rest)	xxxxx	xxxxx
	Plyo Circuits	xxxxx	1 x Plyo Circuit	4 x Plyo Circuits	8 x Plyo Circuits	xxxxx
	Upper Body	Wheel Barrow	xxxxx	3x20 steps	3x25 steps	3x25 steps
Plyometrics	or Overhead Throw	xxxxx	3x20 throws	3x25 throws	3x25 throws	xxxxx
	or Single Arm Throw	xxxxx	3x20 throws	3x25 throws	3x25 throws	xxxxx
	Explosive Wall Push-up	xxxxx	3x15 reps	3x20 reps	3x20 reps	xxxxx
	or Chest Pass	xxxxx	3x15 reps	3x20 reps	3x20 reps	xxxxx
	or Chest Push	xxxxx	3x15 reps	3x20 reps	3x20 reps	xxxxx
	Push-up Jump	xxxxx	xxxxx	1x10 reps	1x10 reps	xxxxx
	or Heavy Bag Thrust	xxxxx	xxxxx	1x10 reps	1x10 reps	xxxxx
	or Heavy Bag Stroke	xxxxx	xxxxx	1x10 reps	1x10 reps	xxxxx
	or Catch & Throw	xxxxx	xxxxx	1x10 reps	1x10 reps	xxxxx
Cardio	Jog/Walk	30 min @ RPE 11-13	25 min @ RPE 13	15 min @ RPE 15	xxxxx	xxxxx
Cool Down	Walk	10 min @ RPE 9	10 min @ RPE 9	10 min @ RPE 9	10 min @ RPE 9	xxxxx
Static	Calf Stretch	3x10 sec, Rest 10 sec	3x20 sec/Rest 20 sec	3x30 sec/Rest 30 sec	3x30 sec/Rest 30 sec	xxxxx
Stretching	Quad Stretch	3x10 sec, Rest 10 sec	3x20 sec/Rest 20 sec	3x30 sec/Rest 30 sec	3x30 sec/Rest 30 sec	xxxxx
	Hamstring Stretch	3x10 sec, Rest 10 sec	3x20 sec/Rest 20 sec	3x30 sec/Rest 30 sec	3x30 sec/Rest 30 sec	xxxxx
	Knee Hugs	3x10 sec, Rest 10 sec	3x20 sec/Rest 20 sec	3x30 sec/Rest 30 sec	3x30 sec/Rest 30 sec	xxxxx
	Stride Stretch	3x10 sec, Rest 10 sec	3x20 sec/Rest 20 sec	3x30 sec/Rest 30 sec	3x30 sec/Rest 30 sec	xxxxx

SECTION F. ADULT CORRECTIONS OFFICER SUPPLEMENTAL CORE COURSE

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 after 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 56 hours of instruction in specific instructional objectives. Two hours and 15 minutes of this time entails job knowledge testing and dedicated time to handling the logistical aspects of the course.

Acknowledgment: Forrest G. Lewallen, Bureau Chief, and Mickey Bennett, Senior Consultant, at the Basic Training Bureau, Commission on Peace Officer Standards and Training provided valuable consultation on the identification of course content for the POST Basic Academy as it relates to the Adult Corrections Officer Core Course. The Board of State and Community Corrections greatly appreciates their assistance.

UNIT OUTLINE – ACO SUPPLEMENTAL CORE COURSE

This section presents an outline, by units and modules, of the Adult Corrections Officer Supplemental Core Course. Unit 1 is designated for agency-specific training should a provider wish to include additional subject matter. The minimum instructional time frames are noted for each unit and their modules. The instructional objectives for each module can be referenced in Section E of this manual.

UNIT 1.0 AGENCY SPECIFIC TRAINING INTERVENTIONS (OPTIONAL)

UNIT 3.0 CODES, STATUTES AND OTHER LEGAL DOCUMENTS (2 hours)

Module 3.3 Constitutional Rights, Civil Rights, and Case Law (2)

UNIT 5.0 CLASSIFICATION OF INMATES (3 hours)

Module 5.2 Implications of Classification (.5)

Instructional Objective 5.2.3 only

Module 5.3 Gangs and Subcultures in Institutions (2.5)

Instructional Objectives: 5.3.9; 5.3.11; 5.3.12; 5.3.13; 5.3.14 only

UNIT 6.0 CONTRABAND (1 hour)

Module 6.1 Identifying Contraband (1)

UNIT 7.0 INTERPERSONAL, TACTICAL AND PRACTICAL COMMUNICATIONS (.25 hour)

Module 7.3 Responding to Telephone Calls (.25)

Instructional Objectives: 7.3.1 and 7.3.2 only

UNIT 8.0 DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES (5.5 hours)

Module 8.9 Mechanical Restraints and Safety Cell (2.5)

Module 8.11 Cell Extractions (3)

UNIT 9.0 BOOKING AND RECEIVING (2.75 hours)

Module 9.1 Receiving Inmates (.5)

Instructional Objectives 9.1.1 and 9.1.4 only

Module 9.2 Booking Inmates (.25)

Instructional Objective 9.2.4 only

Module 9.3 Processing New Inmates Prior to Housing (1)

Module 9.4 Orienting New Inmates (.5)

Module 9.5 Issuing Supplies to New Inmates (.5)

UNIT 10.0 RELEASING (2.25 hours)

Module 10.1 Verifying Identity Prior to Release (.5)

Module 10.2 Returning Property Prior to Release (.25)

- Module 10.3 Reviewing Bail Bonds (.5)
- Module 10.4 Processing Release on Own Recognizance (.25)
- Module 10.5 In Custody Releases (.5)
- Module 10.6 Time Served Releases (.25)

UNIT 11.0 MAINTAINING SECURITY
(4.5 hours)

- Module 11.1 Basic Precautions (.5)
- Module 11.2 Searching the Facility (2)
- Module 11.3 Security Rounds (1.5)
- Module 11.4 Counting and Locating Inmates (.5)

UNIT 13.0 SUPERVISING INMATES
(9.5 hours)

- Module 13.1 Movement within the Facility (1)
 - Module 13.2 Supervising Meals (.5)
 - Module 13.3 Supervising Cleaning of Cells (.5)
 - Module 13.4 Supervising Recreation (.5)
 - Module 13.5 Supervising Use of the Telephone (.5)
 - Module 13.6 Disturbances and Disputes (4)
 - Module 13.7 Progressive Discipline (1)
 - Module 13.8 Inmate Grievances (.5)
 - Module 13.9 Manipulation of Staff by Inmates (1)
- Instructional Objectives 13.9.2 and 13.9.6 only**

UNIT 14.0 DISTRIBUTION OF SUPPLIES AND COMMISSARY
(1 hour)

- Module 14.1 Legal Issues (5 minutes)
- Module 14.2 Principles and Problems (40 minutes)
- Module 14.3 Distribution of Commissary Goods (.25)

UNIT 15.0 MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH
(9 hours)

- Module 15.3 Suicide Issues (4)
- Module 15.4 Indicators of Substance Abuse (2.5)
- Module 15.5 Indicators of Physical/Medical Problems (2)
- Module 15.6 Assisting Medical Personnel in the Distribution of Medication (.5)

UNIT 16.0 MANAGEMENT OF INMATE WORKERS
(1 hour)

- Module 16.1 Selection of Inmate Workers (.5)
- Module 16.2 Assignment of Responsibilities to Inmate Workers (.5)

UNIT 17.0 SCREENING AND MONITORING OF VISITORS
(1 hour)

- Module 17.1 Legal Issues (.5)
- Module 17.2 General Visitation (.25)
- Module 17.3 Professional Visitation (.25)

UNIT 18.0 SCREENING AND DISTRIBUTION OF MAIL
(1 hour)

- Module 18.1 Legal Issues (10 minutes)
- Module 18.2 Processing Non - legal Mail (20 minutes)
- Module 18.3 Processing Legal Mail (.25)
- Module 18.4 Distribution of Mail (.25)

UNIT 20.0 EMERGENCY PROCEDURES
(10 hours)

- Module 20.1 Emergency Planning (2)
- Module 20.2 Fire and Life Safety (8)

Five-Day Sample Schedule

This sample schedule is provided to show how to properly note course modules and instructional requirements such as WSTs, BSTs, and JKT items when completing the RFC. This sample schedule does not include all of the course material.

Day	Hours	Module Number and Title	Instruction Type	Instructor Name
12	0800-1000	(Mod 22.2) Conditioning Exercises	Lecture	Trainer A
12	1000-1030	(Mod 5.2) Implications of Classification	Lecture	Trainer A
12	1030-1200	(Mod 5.3) Gangs and Subcultures in Institutions (WST #2)	Lecture Group Exercise Test	Trainer A
12	1200-1300	Lunch	Other	
12	1400-1500	(Mod 5.3) Gangs and Subcultures in Institutions (Cont) (WST #2)	Lecture Test	Trainer A
12	1500-1600	(Mod 6.1) Identifying Contraband	Lecture Group Discussion	Trainer A
12	1600-1700	(Mod 20.2) Fire and Life Safety (BST #31)	Lecture Test	Trainer A Trainer F
13	0800-0845	JKT #1 Mod 5.2 - 5.3: (10) Mod 6.1: (11) Total: (21 questions)	Test	Trainer A
13	0845-0900	(Mod 7.3) Responding to Telephone Calls	Trainee Practice	Trainer A
13	0900-0930	(Mod 11.1) Basic Precautions	Lecture	Trainer A
13	0930-1130	(Mod 11.2) Searching the Facility	Lecture Group Discussion	Trainer A
13	1130-1200	(Mod 11.4) Counting and Locating Inmates	Lecture	Trainer A
13	1200-1300	Lunch	Other	
13	1300-1430	(Mod 11.3) Security Rounds	Lecture Group Discussion	Trainer A
13	1430-1435	(Mod 14.1) Legal Issues	Lecture	Trainer A
13	1435-1515	(Mod 14.2) Principles and Problems	Lecture	Trainer A

Day	Hours	Module Number and Title	Instruction Type	Instructor Name
13	1515-1530	(Mod 14.3) Distribution of Commissary Goods	Lecture	Trainer A
13	1530-1630	(Mod 1.1) Baton Use	Trainee Practice	Trainer A
13	1630-1700	Community Relations (Supplemental)	Lecture	Trainer A
14	0800-1200	(Mod 13.6) Disturbances and Disputes	Lecture	Trainer A
14	1200-1300	Lunch	Other	
14	1300-1700	(Mod 15.3) Suicide Issues (WST #10) (BST #29)	Lecture Test	Trainer A
15	0800-0915	JKT #2 Mod 7.3: (4) Mod 11.1 - 11.4: (38) Mod 14.1 - 14.3: (17) Mod 13.6: (9) Mod 15.3: (15) Total: (83 questions)	Test	Trainer A
15	0915-1115	(Mod 8.9) Mechanical Restraints and Safety Cell	Lecture	Trainer D
15	1115-1200	(Mod 17.1) Legal Issues (30 mins) (Mod 17.2) General Visitation (15 mins)	Lecture	Trainer A
15	1200-1300	Lunch	Other	
15	1300-1315	(Mod 17.3) Professional Visitation	Lecture	Trainer A
15	1315-1615	(Mod 20.2) Fire and Life Safety (Cont) (BST #33)	Lecture Test	Trainer F
15	1615-1700	(Mod 1.2) OC Spray Use	Lecture	Trainer A
16	0800-0815	JKT #3 Mod 8.9: (4) Mod 17.1 – 17.3: (7) Mod 20.2 (15) Total: (26 questions)	Test	Trainer A
16	0815-0915	(Mod 20)	Lecture	Trainer F
16	0915-1215	(Mod 8.11) Cell Extractions (WST #3 – 4) (BST #27)	Lecture Trainee Practice Test	Trainer D

Testing by Module

Modules	Module Title	Hours / Minutes	REQ'D JKT Items	REQ'D WST	REQ'D BST
3.3	Constitutional Rights, Civil Rights, and Case Law	2	9		
5.2	Implications of Classification	.5	0	2	
5.3	Gangs and Subcultures in Institutions	2.5	10		
6.1	Identifying Contraband	1	11		
7.3	Responding to Telephone Calls	.25	4		
8.9	Mechanical Restraints and Safety Cell	2.5	4		
8.11	Cell Extractions	3	0	3 - 4	27
9.1	Receiving Inmates	.5	3	5	
9.2	Booking Inmates	.25	3		
9.3	Processing New Inmates Prior to Housing	1	7		
9.4	Orienting New Inmates	.5	6		
9.5	Issuing Supplies to New Inmates	.5	4		
10.1	Verifying Identity Prior to Release	.5	4		
10.2	Returning Property Prior to Release	.25	2		
10.3	Reviewing Bail Bonds	.5	5		
10.4	Processing Release on Own Recognizance	.25	2		
10.5	In Custody Releases	.5	3		
10.6	Time Served Releases	.25	2		
11.1	Basic Precautions	.5	9		
11.2	Searching the Facility	2	12		
11.3	Security Rounds	1.5	9		
11.4	Counting and Locating Inmates	.5	8		
13.1	Movement within the Facility	1	9		
13.2	Supervising Meals	.5	6	8	
13.3	Supervising Cleaning of Cells	.5	3		
13.4	Supervising Recreation	.5	5		
13.5	Supervising Use of the Telephone	.5	3		
13.6	Disturbances and Disputes	4	9		
13.7	Progressive Discipline	1	4		
13.8	Inmate Grievances	.5	2		
13.9	Manipulation of Staff by Inmates	1	4		
14.1	Legal Issues	5 mins	3		
14.2	Principles and Problems	40 mins	8		

Modules	Module Title	Hours / Minutes	REQ'D JKT Items	REQ'D WST	REQ'D BST
14.3	Distribution of Commissary Goods	.25	6		
15.3	Suicide Issues	4	15	10	29
15.4	Indicators of Substance Abuse	2.5	3		
15.5	Indicators of Physical/Medical Problems	2	18		
15.6	Assisting Medical Personnel in the Distribution of Medication	.5	6		
16.1	Selection of Inmate Workers	.5	2		
16.2	Assignment of Responsibilities to Inmate Workers	.5	4		
17.1	Legal Issues	.5	4		
17.2	General Visitation	.25	2		
17.3	Professional Visitation	.25	1		
18.1	Legal Issues	10 mins	2		
18.2	Processing Non - Legal Mail	20 mins	4		
18.3	Processing Legal Mail	.25	3		
18.4	Distribution of Mail	.25	2		
20.1	Emergency Planning	2	6		30
20.2	Fire and Life Safety	8	15		31 - 33
JKTs	Job Knowledge Tests	2.5	266		
Totals		56.25	266	6	6

Minimum JKT Items by Unit

The table below indicates the minimum number of JKT items that are required per unit. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each unit. It may be helpful for providers to refer to this table both before and after constructing the JKT items.

Unit	Minimum # of JKT Items
3	9
5	10
6	11
7	4
8	4
9	23
10	18
11	38
13	45
14	17
15	42
16	6
17	7
18	11
20	21
Total	266

Minimum JKT Items by Module

The table below indicates the minimum number of JKT items that are required per module. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each module. It may be helpful for providers to refer to this table both before and after constructing the JKT items.

Module	Minimum # of JKT Items	Module	Minimum # of JKT Items
3.3	9	13.4	5
5.2	0	13.5	3
5.3	10	13.6	9
6.1	11	13.7	4
7.3	4	13.8	2
8.9	4	13.9	4
8.11	0	14.1	3
9.1	3	14.2	8
9.2	3	14.3	6
9.3	7	15.3	15
9.4	6	15.4	3
9.5	4	15.5	18
10.1	4	15.6	6
10.2	2	16.1	2
10.3	5	16.2	4
10.4	2	17.1	4
10.5	3	17.2	2
10.6	2	17.3	1
11.1	9	18.1	2
11.2	12	18.2	4
11.3	9	18.3	3
11.4	8	18.4	2
13.1	9	20.1	6
13.2	6	20.2	15
13.3	3	Total	266

Minimum JKT Items by Objective

The table below indicates the minimum number of JKT items that are required per objective. In order for a course to be certified by the Board of State and Community Corrections, the RFC must indicate that at least the minimum required number of JKT items that will be tested for each objective. It may be helpful for providers to refer to this table both before and after constructing JKT items.

Module Objective	Min. JKT Items								
3.3.1	2	10.1.2	2	13.1.3	1	13.8.1	1	16.2.1	1
3.3.2	4	10.2.1	1	13.1.4	3	13.8.2	1	16.2.2	1
3.3.3	3	10.2.2	1	13.1.5	2	13.9.2	2	16.2.3	1
5.3.9	4	10.3.1	1	13.1.6	1	13.9.6	2	16.2.4	1
5.3.11	4	10.3.2	1	13.2.1	1	14.1.1	3	17.1.1	1
5.3.12	2	10.3.3	1	13.2.2	1	14.2.1	3	17.1.2	1
6.1.2	2	10.3.4	2	13.2.3	2	14.2.2	3	17.1.3	1
6.1.3	1	10.4.1	2	13.2.4	1	14.2.3	2	17.1.4	1
6.1.4	4	10.5.1	1	13.2.6	1	14.3.1	3	17.2.1	1
6.1.5	4	10.5.2	1	13.3.1	1	14.3.2	1	17.2.2	1
7.3.1	1	10.5.3	1	13.3.2	1	14.3.3	2	17.3.1	1
7.3.2	3	10.6.1	2	13.3.3	1	15.3.2	5	18.1.1	1
8.9.2	1	11.1.1	7	13.4.1	1	15.3.3	2	18.1.2	1
8.9.3	1	11.1.2	2	13.4.2	1	15.3.5	3	18.2.1	1
8.9.4	1	11.2.1	3	13.4.3	2	15.3.6	3	18.2.2	1
8.9.5	1	11.2.2	3	13.4.4	1	15.3.7	2	18.2.3	2
9.1.1	1	11.2.3	3	13.5.1	1	15.4.1	2	18.3.1	1
9.1.4	2	11.2.4	1	13.5.2	2	15.4.2	1	18.3.2	1
9.2.4	3	11.2.5	2	13.6.1	1	15.5.1	3	18.3.3	1
9.3.1	3	11.3.1	2	13.6.2	1	15.5.2	3	18.4.1	1
9.3.2	1	11.3.2	3	13.6.3	1	15.5.4	3	18.4.2	1
9.3.3	1	11.3.3	1	13.6.4	1	15.5.5	3	20.1.1	3
9.3.4	2	11.3.4	2	13.6.5	1	15.5.6	3	20.1.3	3
9.4.1	2	11.3.5	1	13.6.6	1	15.5.7	3	20.2.1	1
9.4.2	2	11.4.1	1	13.6.7	1	15.6.2	1	20.2.2	5
9.4.3	2	11.4.2	4	13.6.8	1	15.6.3	2	20.2.3	2
9.5.1	1	11.4.3	1	13.6.9	1	15.6.4	2	20.2.4	1
9.5.2	2	11.4.4	2	13.7.1	2	15.6.5	1	20.2.5	2
9.5.3	1	13.1.1	1	13.7.2	1	16.1.1	1	20.2.6	1
10.1.1	2	13.1.2	1	13.7.3	1	16.1.2	1	20.2.7	3
								Total	266

STANDARDS AND TRAINING FOR CORRECTIONS

LESSON PLAN POLICY (EFFECTIVE JULY 1, 2013)

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.).

Instructor Material(s)/Equipment Needed:

All material and equipment needed, including handouts and reference material for the class or module.

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 Speaking Notes:

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 module; i.e., Multiple Choice Test (MCT), Job Knowledge Test (JKT), 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.

STANDARDS AND TRAINING FOR CORRECTIONS

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 (JKTs, MCTs, test scenarios) materials must be stored in locked location at all times 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 Job Knowledge Test (JKT), 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.