



CDCR TO ACO TRANSFER ACADEMY



Revised January 2022

Board of State & Community Corrections
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LOG OF CHANGES

DATE OF CHANGE	TOPIC/CLASS/PAGE	DESCRIPTION OF CHANGE
November 2020	18.0 - Defensive Tactics and Restraint Techniques – pg. 40	Note added to top of topic regarding carotid/choke hold prohibition.
August 2021	Core Training Overview – pg. 5	Note about Title 22 added
January 2022	18.2 - Defensive Tactics and Restraint Techniques; <u>Ground Control & Use of Force</u> – pg. 41	Added training notes: 18.2.B, 18.2.C, 18.2.D, 18.2.E, 18.2.F

ACKNOWLEDGEMENTS

Under the direction of an Executive Steering Committee (ESC), 17 workgroups of subject-matter experts (SMEs) met to review and make recommendations for changes to the core training program. The workgroups included more than 200 entry-level, supervisor, manager and administrators from 53 of California's 58 counties. They were representative of the diversity of the State in location, size, and processes of correctional agencies and included:

- 82 participants from Sheriff's Departments,
- 137 participants from Probation Departments for both juvenile and adult,
- 3 participants from Police Departments that operate a jail, and
- 8 participants from private training providers (includes CA Community Colleges).

Specialized SME workgroups included:

- 22 behavioral health SMEs included clinicians, line staff and supervisors working with offenders with mental health concerns, other state and local agencies currently providing mental health training (California Highway Patrol, California Department of Corrections and Rehabilitation, Los Angeles Police Department and DHS) and providers of mental health services, and
- 23 defensive tactics instructors from agency and private core providers.

The Board of State and Community Corrections (BSCC) is extremely grateful to all those who volunteered their time and hard work in making this revision process successful. Their support and assistance, along with their agencies' generous contribution of their time, enables California to maintain a comprehensive and current training program for entry level corrections and probation officers.

Specifically, the BSCC wishes to thank the Local Selection and Training Standards (LSATS) ESC members listed below:

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INTRODUCTION

The primary focus of the transfer academy development process was to establish an abbreviated core academy with instruction in those performance objectives and training notes that were not covered in the CDCR Academy. Subject matter experts identified where there was overlap in the training between the two academies to identify the curriculum for the CDCR to ACO Transfer Academy.

The CDCR to ACO Transfer Academy is designed for the adult corrections officer who:

1. Has successfully completed the CDCR Basic Academy Course;
2. Has been hired 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 80 hours of instruction in specific instructional objectives.

Purpose and Scope of This Manual

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

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

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

Effective Date of This Manual

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

ADULT CORRECTIONS OFFICER JOB DESCRIPTION

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

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

BACKGROUND AND AUTHORITY

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

About the Standards and Training for Corrections Program

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

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

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

Authority

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

CORE TRAINING OVERVIEW

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

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

What Is and Is Not Included in Core Training

Core training is the entry-level or basic training provided within the first year of employment to any employee hired into any of the entry-level corrections positions listed above. Core training is based on the tasks that each employee in the respective entry-level position must perform. Core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the local corrections professions. Each core course has specific content and a minimum number of instructional hours. The core courses for ACO, JCO and PO also include prescribed classes, performance objectives, training notes and testing requirements to measure learning. Core training does not fulfill all the training requirements for an entry-level employee. Many employees are also required to complete training mandated by the Commission on Peace Officer Standards and Training (POST) such as PC 832 training and Public Safety First Aid/CPR training requirements as specified in Title 22. Additionally, counties may have local training requirements that are not met through core training. It is the responsibility of each hiring agency to identify and fulfill the training requirements for their employees.

When Is Core Training Required

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

Who Can Delivery Core Training

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

Job Relatedness and Defensibility of Core Training

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

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

ASSUMPTIONS GUIDING DEVELOPMENT OF THE ACO CORE COURSE

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

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

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

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

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

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

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

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

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

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

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

GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT

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

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

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

Defensive Tactics

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

Instructor Qualifications

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

Prerequisites

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

- Entire topic California Criminal Justice System should be the first topic taught as part of the core curriculum.
- Booking and Intake class should be taught before the Releasing Offenders class.
- Within the Report Writing/Record Keeping topic; Information Gathering and Interviewing and Proofreading classes should be taught first.

Keeping Content Current

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

AGENCY SPECIFIC TRAINING (OPTIONAL)

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

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

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

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

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

TESTING PERFORMANCE OBJECTIVES

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

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

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

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

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

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

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

MINIMUM TEST ITEMS BY CLASS

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

Class #	Class Title	Required MCT	Required WST	Required BST
1.1	Criminal Justice System and Process	3		
1.2	Roles and Responsibilities	2		
1.3	Title 15	2		
1.4	Legal Foundations and Liability	5		
1.5	Confidentiality and Records	5		
2.1	Professionalism and Ethics	2		
2.2	Social Media	3		
3.1	Gang Supervision	3		
4.1	Interpersonal Communication and Effective Communication	2		1
5.1	Security and Key Control	8		
5.2	Facility Searches	1		
5.3	Contraband and Evidence	6		
6.1	Booking and Intake	2		
6.2	Booking Procedures	4		
6.3	Orientation, Clothing and Supplies	4		
6.4	Releasing Offenders	2		
7.1	Safety/Health Standards and Procedure	4		
7.2	Recreation and Disturbances & Disputes	7		
7.3	Cleaning of Cells	3		
7.4	Group Dynamics	3		
7.5	Movement	2		
7.6	Offender Workers	3		
8.1	Medical Issues and Universal Precautions & Medical Emergencies	7		
8.2	Medical Legal Issues	4		
9.1	Classification of Offenders	5	2	
10.1	Cultural Diversity and Ethnic Disparity & Gender Identity	7		
11.1	Information Gathering and Interviewing & General Reports	3		1

Class #	Class Title	Required MCT	Required WST	Required BST
13.1	Visitation	2		
14.1	Screening and Distribution of Supplies and Mail	2		
15.1	Preparation for Transport	2		
15.2	Transport Procedures	1		
16.1	Evidence Based Practices and Programs	3		
17.1	Sexual Assault and Abuse	1		
18.1	Take Downs			2
18.2	Ground Control & Use of Force			3
18.3	Personal Searches	3		1
18.4	Use of Restraints	5		4
19.1	Signs and Symptoms of Substance Abuse	4		
19.2	Trauma	8		
19.3	Interventions and Resources	6		
19.4	Stigma and Bias	6		
19.5	Roles and Responsibilities	1	1	
19.6	Liability	3		
19.7	Suicide Prevention	8		
19.8	Foundation and Definitions: Signs and Symptoms	10		
19.9	Safety	6		
19.10	Emotional Survival	5		
TOTAL:		178	3	12

CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

1.0	California Criminal Justice System	8
1.1	Criminal Justice System and Process	1
1.2	Roles and Responsibilities	1
1.3	Title 15	1
1.4	Legal Foundations and Liability	3
1.5	Confidentiality and Records	2
2.0	Professionalism and Ethics	1.5
2.1	Professionalism and Ethics	0.5
2.2	Social Media	1
3.0	Gangs	2.5
3.1	Gang Supervision	2.5
4.0	Communication	4
4.1	Interpersonal Communication & Effective Communication	4
5.0	Maintaining Security	4.5
5.1	Security and Key Control	1.5
5.2	Facility Searches	0.5
5.3	Contraband and Evidence	2.5
6.0	Booking, Receiving and Releasing	3
6.1	Booking and Intake	0.5
6.2	Booking Procedures	1
6.3	Orientation, Clothing & Supplies	1
6.4	Releasing Offenders	0.5
7.0	Supervising Offenders	4
7.1	Safety/Health Standards and Procedure	0.5
7.2	Recreation & Disturbances and Disputes	1
7.3	Cleaning of Cells	0.5
7.4	Group Dynamics	1
7.5	Movement	0.5
7.6	Offender Workers	0.5
8.0	Medical	3.5
8.1	Medical Issues and Universal Precautions & Medical Emergencies	3
8.2	Medical Legal Issues	0.5

9.0	Classification of Offenders	2
9.1	Classification of Offenders	2
10.0	Cultural Awareness	2
10.1	Cultural Diversity and Ethnic Disparity & Gender Identity	2
11.0	Report Writing and Record Keeping	2
11.1	Information Gathering and Interviewing & General Reports	2
12.0	Emergency Procedures	0.5
12.1	Fire and Life Safety	0.5
13.0	Visitation	0.5
13.1	Visitation	0.5
14.0	Screening and Distribution of Supplies and Mail	1
14.1	Screening and Distribution of Supplies and Mail	1
15.0	Transportation	1
15.1	Preparation for Transport	0.5
15.2	Transport Procedures	0.5
16.0	Programs	2
16.1	Evidence Based Practices and Programs	2
17.0	Assault and Abuse	0.5
17.1	Sexual Assault and Abuse	0.5
18.0	Defensive Tactics and Restraint Techniques	13.5
18.1	Take Downs	4
18.2	Ground Control & Use of Force	4
18.3	Person Searches	2
18.4	Use of Restraints	3.5

19.0	Behavioral Health	21
19.1	Signs and Symptoms of Substance Abuse	2
19.2	Trauma	2.5
19.3	Interventions and Resources	4
19.4	Stigma and Bias	1
19.5	Roles and Responsibilities	2
19.6	Liability	1
19.7	Suicide Prevention	2.5
19.8	Foundation and Definitions: Signs and Symptoms	2.5
19.9	Safety	1.5
19.10	Emotional Survival	2
	Instructional Hours:	77
	Testing Hours:	2
Total Core Hours:		79

TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM

Topic Instructional Time: 8 hours

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

CLASS #1.1: CRIMINAL JUSTICE SYSTEM AND PROCESS

Instructional Time: 1 hour

OBJECTIVES:

- 1.1.1 Match legal terms used in the adult criminal justice system to their definitions. (MCT)
- 1.1.2 Identify the major types of dispositions in adult cases. (MCT)
- 1.1.3 Using the Penal Code and the Welfare and Institution Code for reference, identify circumstances under which juveniles could be processed in the adult criminal justice system. (MCT)

TRAINING NOTES:

- 1.1.A Identify the major trends in the criminal justice system in the United States and in the State of California.

CLASS #1.2: ROLES AND RESPONSIBILITIES

Instructional Time: 1 hour

OBJECTIVES:

- 1.2.1 Identify the Penal Code sections relevant to your position as an officer. (MCT)
- 1.2.2 Identify the roles of the district attorney, probation officer, defense counsel, and court in the plea negotiation process. (MCT)

CLASS #1.3: TITLE 15

Instructional Time: 1 hour

OBJECTIVES:

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

CLASS #1.4: LEGAL FOUNDATIONS AND LIABILITY

Instructional Time: 3 hours

OBJECTIVES:

- 1.4.1 Identify the legal references and sources that impact the work of an officer (e.g., Title 15, Penal Code, WIC, case/statute/regulations, etc.). (MCT)
- 1.4.2 Given a specific code violation, identify the elements, classification, and associated penalties. (MCT)
- 1.4.3 Given a scenario, identify a situation where a duty to inform exists. (MCT)
- 1.4.4 Given a description of a crime that has been committed inside a detention facility, identify the applicable penal code sections related to the crime. (MCT)
- 1.4.5 Identify the legal rights of an offender involved in a crime committed inside a detention facility. (MCT)

TRAINING NOTES:

- 1.4.A Identify the major types of institutional holds and the documents associated with each.
- 1.4.B Identify the types of personal liability and the sanctions that may be imposed by the court or jury.
- 1.4.C Identify the legal issues inherent in the handling of a crime that has been committed inside a detention facility.

CLASS #1.5: CONFIDENTIALITY AND RECORDS

Instructional Time: 2 hours

OBJECTIVES:

- 1.5.1 Identify key legal requirements related to confidentiality and release of information. (MCT)
- 1.5.2 Identify the possible consequences of failing to maintain confidentiality or improperly releasing information about a case. (MCT)
- 1.5.3 Identify the types of information that should not be transmitted to offenders and indicate why each is inappropriate. (MCT)
- 1.5.4 Identify the types of information that can be shared with the public, media, attorneys, law enforcement agencies and other organizations. (MCT)
- 1.5.5 Distinguish between the concepts of “need to know” and “right to know”. (MCT)

TRAINING NOTES:

- 1.5.A Identify the methods for confirming the identity of a person authorized to receive information.
- 1.5.B Identify the statewide information systems directly accessible to California law enforcement agencies.
- 1.5.C Identify the state laws and policies that pertain to verifying and disseminating telecommunication information.

TOPIC #2.0: PROFESSIONALISM AND ETHICS

Topic Instructional Time: 1.5 hours

CLASS #2.1: PROFESSIONALISM AND ETHICS

Instructional Time: 0.5 hours

OBJECTIVES:

- 2.1.1 Identify the potential negative effects when a law enforcement officer violates the law and/or departmental policies and procedures. (MCT)
- 2.1.2 Identify the problems associated with the acceptance of gratuities. (MCT)

CLASS #2.2: SOCIAL MEDIA

Instructional Time: 1 hour

OBJECTIVES:

- 2.2.1 Identify potential problems created by inappropriate officer use of social media. (MCT)
- 2.2.2 Identify the safety implications of social media for officers and their families. (MCT)
- 2.2.3 Identify how the use of social media by the offender can negatively impact staff. (MCT)

TOPIC #3.0: GANGS
Topic Instructional Time: 2.5 hours

CLASS #3.1: GANG SUPERVISION
Instructional Time: 2.5 hours

OBJECTIVES:

- 3.1.1 Identify strategies that gangs or other subcultures use to control the behavior of others. (MCT)
- 3.1.2 Identify strategies that gangs or other subcultures use to recruit members. (MCT)
- 3.1.3 Identify the techniques for managing informants. (MCT)

TRAINING NOTES:

- 3.1.A Identify the characteristics of local street gangs.

TOPIC #4.0: COMMUNICATION
Topic Instructional Time: 4 hours

CLASS #4.1: INTERPERSONAL COMMUNICATION & EFFECTIVE COMMUNICATION
Instructional Time: 4 hours

INTERPERSONAL COMMUNICATION

OBJECTIVES:

- 4.1.1 Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in a controlled environment. (BST)
- 4.1.2 Identify guidelines for answering questions and/or requests from family members, the public and other agencies. (MCT)

TRAINING NOTES:

- 4.1.A Identify why it is important to respond courteously and professionally to incoming calls and/or questions from the public.
- 4.1.B Identify potential benefits of consistent communication with fellow officers.

EFFECTIVE COMMUNICATION

OBJECTIVES:

- 4.1.3 Identify privacy implications related to answering questions or otherwise divulging information about offenders. (MCT)

TOPIC #5.0: MAINTAINING SECURITY

Topic Instructional Time: 4.5 hours

CLASS #5.1: SECURITY AND KEY CONTROL

Instructional Time: 1.5 hours

OBJECTIVES:

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

TRAINING NOTES:

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

CLASS #5.2: FACILITY SEARCHES

Instructional Time: 0.5 hours

OBJECTIVES:

- 5.2.1 Identify how to manage offenders during facility searches. (MCT)

TRAINING NOTES:

- 5.2.A Identify the procedure for limiting and controlling movement of offender workers during facility searches.

CLASS #5.3: CONTRABAND AND EVIDENCE

Instructional Time: 2.5 hours

OBJECTIVES:

- 5.3.1 Identify potentially dangerous situations that can occur when dealing with contraband and evidence. (MCT)
- 5.3.2 Identify situations that occur related to contraband and evidence in which an officer should call for assistance. (MCT)
- 5.3.3 Given images of drug paraphernalia, identify the purpose of each. (MCT)
- 5.3.4 Identify security issues with offenders using an unauthorized telephone. (MCT)
- 5.3.5 Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings. (MCT)
- 5.3.6 Given a description of an incident in which an offender is found to be in possession of a given type of contraband, state whether an arrest is indicated. (MCT)

TRAINING NOTES:

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

TOPIC #6.0: BOOKING, RECEIVING AND RELEASING

Topic Instructional Time: 3 hours

Note: The *Booking and Intake* class (#6.1) and *Booking Procedures* class (#6.2) shall be taught before the *Releasing Offenders* class

CLASS #6.1: **BOOKING AND INTAKE**
Instructional Time: 0.5 hours

OBJECTIVES:

- 6.1.1 Identify requirements regarding the medical screening of incoming offenders, according to Title 15. (MCT)
- 6.1.2 Identify the agency and personal liability associated with failing to comply with medical clearance procedures. (MCT)

TRAINING NOTES:

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

CLASS #6.2: **BOOKING PROCEDURES**
Instructional Time: 1 hour

OBJECTIVES:

- 6.2.1 List the steps of the booking procedure. (MCT)
- 6.2.2 Identify the number of calls incoming offenders are allowed to make, according to PC 851.5 and applicable WIC codes. (MCT)
- 6.2.3 Given a description of an offender's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action. (MCT)
- 6.2.4 Identify the reasons why warrant checks should be completed prior to booking or releasing offenders. (MCT)

TRAINING NOTES:

- 6.2.A Identify the reasons why it is important to obtain clear fingerprints.

CLASS #6.3: ORIENTATION, CLOTHING AND SUPPLIES

Instructional Time: 1 hour

OBJECTIVES:

- 6.3.1 Identify the procedure for orienting incoming offenders, according to Title 15. (MCT)
- 6.3.2 Identify the major steps in processing offenders prior to housing. (MCT)
- 6.3.3 Identify the minimum type of clothing and bedding required, according to Title 15. (MCT)
- 6.3.4 Identify the consequences of issuing prohibited supplies to offenders. (MCT)

TRAINING NOTES:

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

CLASS #6.4: RELEASING OFFENDERS

Instructional Time: 0.5 hours

OBJECTIVES:

- 6.4.1 Identify the different types of releases. (MCT)
- 6.4.2 Identify the steps involved in releasing an offender. (MCT)

TRAINING NOTES:

- 6.4.A Discuss medical conditions that may be accommodated upon release.

TOPIC #7.0: SUPERVISING OFFENDERS

Topic Instructional Time: 4 hours

CLASS #7.1: SAFETY/HEALTH STANDARDS AND PROCEDURES

Instructional Time: 0.5 hours

OBJECTIVES:

- 7.1.1 Identify issues that may arise when supervising bathroom facilities and showers. (MCT)
- 7.1.2 Identify the reasons for maintaining count and control over hygiene supplies. (MCT)
- 7.1.3 Identify the value of good hygiene habits. (MCT)
- 7.1.4 Identify the reasons proper safety and health practices should be promoted within an institution. (MCT)

CLASS #7.2: RECREATION AND DISTURBANCES & DISPUTES

Instructional Time: 1 hour

OBJECTIVES:

RECREATION

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

DISTURBANCES AND DISPUTES

TRAINING NOTES:

- 7.2.A Identify key reasons for stopping all horseplay.
- 7.2.B Identify the factors in a facility setting that produce tension for offenders and staff.

CLASS #7.3: CLEANING OF CELLS

Instructional Time: 0.5 hours

OBJECTIVES:

- 7.3.1 Identify requirements relating to cleanliness of cells or dorms according to Title 15. (MCT)
- 7.3.2 Identify the responsibilities of officers in supervising the cleaning of cells or dorms. (MCT)
- 7.3.3 Identify what officers should look for during the inspection of cells or dorms. (MCT)

CLASS #7.4: GROUP DYNAMICS
Instructional Time: 1 hour

OBJECTIVES:

- 7.4.1 Identify reasons for effective group management when working in a detention facility. (MCT)
- 7.4.2 Given a different group activity, identify typical group dynamic issues associated with each. (MCT)
- 7.4.3 Given a description of an offender group, identify those likely to be group leaders, followers and victims within the group. (MCT)

TRAINING NOTES:

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

CLASS #7.5: MOVEMENT
Instructional Time: 0.5 hours

OBJECTIVES:

- 7.5.1 Identify how the classification system and housing layout is essential to escorting offenders within a facility. (MCT)
- 7.5.2 Identify potential consequences of improper supervision during in-house movement of offenders. (MCT)

CLASS #7.6: OFFENDER WORKERS
Instructional Time: 0.5 hours

OBJECTIVES:

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

TRAINING NOTES:

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

TOPIC #8.0: MEDICAL
Topic Instructional Time: 3.5 hours

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

MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS

OBJECTIVES:

- 8.1.1 Match symptoms with common medical conditions. (MCT)
- 8.1.2 Match infectious and contagious diseases with their symptomology. (MCT)
- 8.1.3 Identify the symptoms of common contagious diseases that may be shared between offenders and officers. (MCT)
- 8.1.4 Identify one example of the challenges when providing care to elderly offenders. (MCT)
- 8.1.5 Identify if and when an offender has a legal right to refuse medications. (MCT)
- 8.1.6 Identify the steps to follow when an offender requests to see a doctor. (MCT)

TRAINING NOTES:

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

MEDICAL EMERGENCIES

OBJECTIVES:

- 8.1.7 Identify the appropriate response to a possible adverse reaction to medication. (MCT)

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

OBJECTIVES:

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

TRAINING NOTES:

- 8.2.A Identify recent legislation and other trends related to the ADA

TOPIC #9.0: CLASSIFICATION OF OFFENDERS

Topic Instructional Time: 2 hours

CLASS #9.1: CLASSIFICATION OF OFFENDERS

Instructional Time: 2 hours

OBJECTIVES:

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

TRAINING NOTES:

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

TOPIC #10.0: CULTURAL AWARENESS

Topic Instructional Time: 2 hours

CLASS #10.1: CULTURAL DIVERSITY AND ETHNIC DISPARITY & GENDER IDENTITY

Instructional Time: 2 hours

CULTURAL DIVERSITY AND ETHNIC DISPARITY

OBJECTIVES:

- 10.1.1 Identify how implicit bias affects decision points that are applicable to the job (e.g., housing, detention and release, communication and report writing, etc.). (MCT)
- 10.1.2 Define reducing racial and ethnic disparity. (MCT)
- 10.1.3 Identify how cultural awareness can reduce racial and ethnic disparity. (MCT)
- 10.1.4 Identify how targeted interventions can reduce racial and ethnic disparity. (MCT)
- 10.1.5 Identify how officers can reduce racial ethnic disparity. (MCT)
- 10.1.6 Identify the societal benefits of reducing racial and ethnic disparity. (MCT)

GENDER IDENTITY

OBJECTIVES:

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

TOPIC #11.0: REPORT WRITING AND RECORD KEEPING

Topic Instructional Time: 2 hours

Notes: The *Information Gathering and Interviewing* class (#11.1) and the *Proofreading* class (#11.2) shall be taught before all other classes in this topic.

CLASS #11.1: INFORMATION GATHERING AND INTERVIEWING & GENERAL REPORTS

Instructional Time: 2 hours

INFORMATION GATHERING AND INTERVIEWING

OBJECTIVES:

- 11.1.1 List interview techniques used by officers when interviewing offenders. (MCT)
- 11.1.2 Given a simulated interview with an offender, demonstrate effective interview techniques. (BST)
- 11.1.3 Identify the major types of record keeping required in a detention setting. (MCT)

TRAINING NOTES:

- 11.1.A Identify reference materials and resources that can be useful to an officer when writing reports.

GENERAL REPORTS

OBJECTIVES:

- 11.1.3 Identify the major types of record keeping required in a detention setting. (MCT)

TOPIC #12.0: EMERGENCY PROCEDURES

Topic Instructional Time: 0.5 hours

CLASS #12.1: FIRE AND LIFE SAFETY & EMERGENCY PLANNING

Instructional Time: 0.5 hours

FIRE AND LIFE SAFETY

TRAINING NOTES:

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

EMERGENCY PLANNING

TRAINING NOTES:

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

TOPIC #13.0: VISITATION
Topic Instructional Time: 0.5 hours

CLASS #13.1: VISITATION
Instructional Time: 0.5 hours

OBJECTIVES:

- 13.1.1 Identify potential consequences of violating statutes concerning privileged communication. (MCT)
- 13.1.2 Identify issues related to visits and contacts that should be reported to medical and/or mental health staff. (MCT)

TRAINING NOTES:

- 13.1.A Identify problems most commonly associated with visits from family or friends.
- 13.1.B Given appropriate code sections, Minimum Standards for Local Detention Facilities and case law for reference, identify the rights and visitation privileges of attorneys and other visitors.

TOPIC #14.0: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

Topic Instructional Time: 1 hour

CLASS #14.1: SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

Instructional Time: 1 hour

OBJECTIVES:

- 14.1.1 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. (MCT)
- 14.1.2 Given a list of offender classifications and standard supplies, identify potential incompatibilities. (MCT)

TRAINING NOTES:

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

TOPIC #15.0: TRANSPORTATION
Topic Instructional Time: 1 hour

CLASS #15.1: PREPARATION FOR TRANSPORT

Instructional Time: 0.5 hours

OBJECTIVES:

- 15.1.1 Identify types of offenders that should not be mixed during transport. (MCT)
- 15.1.1 Identify the consequences of transporting the wrong offender. (MCT)

CLASS #15.2: TRANSPORT PROCEDURES

Instructional Time: 0.5 hours

OBJECTIVES:

- 15.2.1 Identify reasons the offender should not have any outside contact during transport. (MCT)

TRAINING NOTES:

- 15.2.A Identify how to block traffic lanes by using the California Uniform Traffic Services (e.g., cones, flares, etc.).

TOPIC #16.0: PROGRAMS
Topic Instructional Time: 2 hours

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

OBJECTIVES:

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

TRAINING NOTES:

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

TOPIC #17.0: ASSAULT AND ABUSE
Topic Instructional Time: 0.5 hours

CLASS #17.1: SEXUAL ASSAULT AND ABUSE
Instructional Time: 0.5 hours

OBJECTIVES:

17.1.1 Define human trafficking and prostitution. (MCT)

TOPIC #18.0: DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

Topic Instructional Time: 13.5 hours*

Notes about defensive tactics:

In accordance with the Governor's directive of June 2020 that the carotid control hold and choke hold shall not be included in any state training program or training materials, no course will be STC certified that contains training on carotid control hold or choke hold. Do not include carotid control hold training as part of your STC certified training program.

A **minimum of 48 hours** is required between segments of defensive tactics classes that are physically challenging (18.1, 18.2) to minimize the risk of injury and to allow adequate time for students to assimilate skills

*Class hours identified in the Defensive Tactics and Restraint Techniques topic **only** were based on a student to instructor ratio of 8 to 1. However, providers and agencies have the flexibility to adjust the time (either more or less) based on student needs, class size, instructor availability, and instructor-student ratio. Providers will need to justify any adjustments thus ensuring the safety and defensibility of the class. Contact your STC field representative for questions, issues or concerns related to this topic.

CLASS #18.1: TAKE DOWNS

Instructional Time: 4 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 18.1.1 In a simulation, demonstrate at least two course-instructed take-down techniques incorporating the following: proper balance, maintaining a position of control and advantage and proper foot movements. (BST)
- 18.1.2 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 and communication between officers. (BST)

CLASS #18.2: GROUND CONTROL & USE OF FORCE

Instructional Time: 4 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

GANG OVERVIEW**OBJECTIVES:**

- 18.2.1 In a simulation, demonstrate a course-instructed escape technique from a front position incorporating the following: escape from and restrain the offender, gain a position of control and advantage, proper balance and foot movements. (BST)
- 18.2.2 In a simulation, demonstrate a course-instructed escape technique from a rear position incorporating the following: escape from and restrain the offender, gain a position of control and advantage, proper balance and proper foot movements. (BST)
- 18.2.3 In a simulation, demonstrate a course-instructed escape technique from bear hug, incorporating the following: escape from and restrain the offender, gain a position of control and advantage and proper balance. (BST)

USE OF FORCE**TRAINING NOTES:**

- 18.2.A Identify potential health hazards faced by an officer when confronted by or using force against an offender.
- 18.2.B List potential techniques that could cause a substantial risk of positional asphyxia.
- 18.2.C Identify some criteria to look for when determining what may cause substantial risk of positional asphyxia (ex: medical condition, drugs used, force used, age, weight, position when restrained).
- 18.2.D Discuss the legal requirements to report an observed excessive use of force.
- 18.2.E Explain the prohibition on retaliation against an officer that reports a suspected violation of a law or regulation by another officer.
- 18.2.F articulate the consequences of failing to intercede when observing potential excessive force by another officer.

CLASS #18.3: PERSON SEARCHES

Instructional Time: 2 hours

OBJECTIVES:

- 18.3.1 Identify barriers to completing pat-down and/or strip searches. (MCT)
- 18.3.2 Identify the consequences that may result from poorly conducted pat-down and strip searches. (MCT)
- 18.3.3 Given a scenario in which you are to search a compliant offender in a kneeling position, demonstrate how to safely approach and search the offender. (BST)
- 18.3.4 Identify the legal principles inherent in conducting pat-down and strip searches. (MCT)

CLASS #18.4: USE OF RESTRAINTS

Instructional Time: 3.5 hours

INSTRUCTOR QUALIFICATIONS:

Certified instructor in defensive tactics/weaponless defense.

OBJECTIVES:

- 18.4.1 With a second officer, demonstrate the proper application of handcuffs on a non-compliant offender in a standing, kneeling, and prone position using a course-instructed control hold. (BST)
- 18.4.2 With a second officer, demonstrate how to assist a handcuffed person in the kneeling & prone position to their feet incorporating the following: appropriate verbal instructions to the offender during the assist, not pulling up offender by their arm and not compromising offender's ability to breathe. (BST)
- 18.4.3 Given a scenario demonstrate the proper approach and application of handcuffs on a compliant offender from a standing, kneeling and prone position. (BST)
- 18.4.4 In a simulation, demonstrate handcuffing an offender from the searching position incorporating the following: joint locks, cuff retrieval from waistband on belt. (BST)
- 18.4.5 Identify why it is important to use verbal commands while applying restraints. (MCT)
- 18.4.6 Identify laws related to the use of restraints. (MCT)
- 18.4.7 Identify situations when the use of restraint devices may be appropriate, according to Title 15. (MCT)
- 18.4.8 Identify the types of restraint devices used by officers. (MCT)
- 18.4.9 Identify Title 15 requirements for direct visual supervision of an offender when the offender is in physical restraints. (MCT)

TRAINING NOTES:

- 18.4.A Discuss position and replacing handcuffs on a resisting offender.

TOPIC #19.0: BEHAVIORAL HEALTH

Topic Instructional Time: 21 hours

CLASS #19.1: SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE

Instructional Time: 2 hours

OBJECTIVES:

- 19.1.1 Recognize recent trends in substance abuse. (MCT)
- 19.1.2 Distinguish between different street drugs and prescription drugs. (MCT)
- 19.1.3 Classify symptoms to specific types of substances used. (MCT)
- 19.1.4 Recognize medical symptoms that resemble the effects of substance abuse. (MCT)

TRAINING NOTES:

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

CLASS #19.2: TRAUMA

Instructional Time: 2.5 hours

OBJECTIVES:

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

TRAINING NOTES:

- 19.2.A Identify the signs/symptoms of distress associated with secondary trauma.
- 19.2.B Give the victim/survivor the correct information about the help they need if they identify themselves as needing it/or if the staff suspects they have been trafficked.

CLASS #19.3: INTERVENTIONS AND RESOURCES

Instructional Time: 4 hours

OBJECTIVES:

- 19.3.1 Identify techniques for effective interviewing of offenders. (MCT)
- 19.3.2 Recognize the behavioral and verbal cues that will require mental health intervention. (MCT)
- 19.3.3 Recognize verbal de-escalation techniques through scenarios. (MCT)
- 19.3.4 Identify the rights of an MHBI offender. (MCT)
- 19.3.5 Determine appropriate responses when dealing with an emotionally upset person. (MCT)
- 19.3.6 Identify triggers of violence. (MCT)

TRAINING NOTES:

- 19.3.A Identify best practices within an organization and specific criteria for these practices.
- 19.3.B Discuss awareness that an offender may have MHBI (Mental Health / Behavioral Issues) and articulate/explain why detailed step-by-step communication is critical.
- 19.3.C Provide a list of questions to be asked during interview of significant other/family.
- 19.3.D Provide a list of potential sources to obtain mental health history.
- 19.3.E Resources available for emotional distress for the individual or family.
- 19.3.F List the steps to be followed for a debrief.
- 19.3.G Make appropriate referrals and indicate observations in their documentation.
- 19.3.H Explain that officers should know when to bring in mental health expert/resources.

CLASS #19.4: STIGMA AND BIAS

Instructional Time: 1 hour

OBJECTIVES:

- 19.4.1 Recognize the stigma regarding the misconceptions around Mental Health / Behavioral Issues (MHBI). (MCT)
- 19.4.2 Identify the factors that influence the stigma and bias we carry. (MCT)
- 19.4.3 Recognize who is impacted by bias and/or stigma to comprehend the potential consequences of stereotyping. (MCT)
- 19.4.4 Recognize the myths about the causes of Mental Health / Behavioral Health Issues (MHBI). (MCT)
- 19.4.5 Identify the consequences of various forms of bias. (MCT)
- 19.4.6 Identify what actions (informal/formal) should be taken when recognizing the elements of stigma in a professional environment. (MCT)

TRAINING NOTES:

- 19.4.A Discuss experiences within the classroom of different mental health illnesses and other disabilities and their prevalence among various demographics.
- 19.4.B Explore how individuals with mental illness are viewed by the community at-large, emphasizing the role stigma and bias play in their willingness to reach out for treatment and support.

CLASS #19.5: ROLES AND RESPONSIBILITIES

Instructional Time: 2 hours

OBJECTIVES:

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

TRAINING NOTES:

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

CLASS #19.6: LIABILITY

Instructional Time: 1 hour

OBJECTIVES:

- 19.6.1 Identify the mandates around access to MHBI services. (MCT)
- 19.6.2 Identify the liability for refusing access to MHBI services. (MCT)
- 19.6.3 Identify potential liabilities resulting from a suicide. (MCT)

TRAINING NOTES:

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

CLASS #19.7: SUICIDE PREVENTION

Instructional Time: 2.5 hours

OBJECTIVES:

- 19.7.1 Determine the best means to identify the emotional/mental state of an offender. (MCT)
- 19.7.2 Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors. (MCT)
- 19.7.3 Identify differences between self-harm and suicidal ideations/attempts. (MCT)
- 19.7.4 Recognize high risk behaviors associated with suicide. (MCT)
- 19.7.5 Evaluate suicide risk level and execute appropriate procedures. (MCT)
- 19.7.6 Identify suicidal risk factors. (MCT)
- 19.7.7 Identify strategies to mitigate suicide attempts. (MCT)
- 19.7.8 Identify the responsibilities of the officer when dealing with suicide risk offenders. (MCT)

TRAINING NOTES:

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

CLASS #19.8: FOUNDATION AND DEFINITIONS: SIGNS AND SYMPTOMS

Instructional Time: 2.5 hours

OBJECTIVES:

- 19.8.1 Identify common Behavioral Health terminology. (MCT)
- 19.8.2 Identify specific characteristics of MHBI disorders commonly encountered among the offender population. (MCT)
- 19.8.3 Identify specific characteristics related to dementia, autism spectrum disorders, and neurological disorders. (MCT)
- 19.8.4 Identify the most common behaviors associated with mental health issues. (MCT)
- 19.8.5 Identify abnormal physical or emotional behaviors which might be indicative of a mental health concern. (MCT)
- 19.8.6 Discern between possible indicators of mental illness, intellectual disability, medical conditions and substance abuse. (MCT)
- 19.8.7 Identify decompensation when it occurs. (MCT)
- 19.8.8 Identify safety risks, disabilities, and danger to self and/or others. (MCT)
- 19.8.9 Differentiate between irrational/erratic mental health indicators and antisocial/assaultive behavior. (MCT)
- 19.8.10 Identify offenders who are exhibiting drug/alcohol use which may be a manifestation of their mental illness or medication. (MCT)

TRAINING NOTES:

- 19.8.A Explain how refusal of medical treatment can lead to a worsening of an offender's MHBI condition & a MHBI condition can lead to a refusal of medical treatment.
- 19.8.B Explain that poor hygiene can be a sign or symptom of mental health decompensation.
- 19.8.C Recognize that individuals with Autism Spectrum Disorders are much stronger than expected; understand that it may be beneficial to have multiple officers on a situation involving such an individual.
- 19.8.D Identify MHBI conditions that are more prevalent in the elder population.
- 19.8.E Identify four types of medication that can induce MHBI.
- 19.8.F Identify MHBI conditions that may lead to non-compliant behavior from a MHBI offender.
- 19.8.G Identify mental health indicators that can be misconceived as assaultive behavior.
- 19.8.H Explain importance of being aware of offender having an MHBI.
- 19.8.I Identify risk factors associated with mental health as opposed to drug abuse, co-occurring disorders, and self-medicating.
- 19.8.J Identify the difference between mental illness symptoms as oppose to opposition and defiant behaviors: de-escalation can take more time than with the non-mentally ill.

CLASS 19.9: SAFETY

Instructional Time: 1.5 hours

OBJECTIVES:

- 19.9.1 Recognize the potential consequences of improper management of an offender in psychological distress. (MCT)
- 19.9.2 Identify risk of victimization/manipulation of mentally ill offenders. (MCT)
- 19.9.3 Identify indicators that a mentally ill offender is the manipulator. (MCT)
- 19.9.4 Identify how behavioral health issues may increase risk of being abused or neglected. (MCT)
- 19.9.5 Identify self-harm behavior that MHBI offenders may engage in. (MCT)
- 19.9.6 Recognize the potential consequences of improper monitoring of MHBI offenders. (MCT)

TRAINING NOTES:

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

CLASS #19.10: EMOTIONAL SURVIVAL

Instructional Time: 2 hours

OBJECTIVES:

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

TRAINING NOTES:

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

ATTACHMENT 1

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

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

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

Components of a Lesson Plan

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

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

Room Set-Up:

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

Instructor Material(s)/Equipment Needed:

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

Performance Objectives and Training Notes (if a core class):

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

Time for Each Section or Exercise/Activity:

The beginning and end time or amount of time needed for each exercise/activity, section, or topic.

Trainer's Script:

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

Handout/Classroom Materials:

The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.

Testing Type and Description of BST/WST completion (if applicable):

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

TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013)

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

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

I. Exam Administration Staff

- a. Qualifications (e.g., position, classification)
- b. Training requirements (initial and periodic refresher training)
- c. Responsibilities

II. Exam Administration Procedures

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

III. Test Security

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

IV. Maintaining Security in the Exam Room/Proctor Responsibilities

- a. Accounting for test materials
- b. Conducting the test (remain vigilant and do not engage in activities that are not exam related)
- c. Monitor equipment use

V. Procedures for Reporting and Handling Test Irregularities and Compromises

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

VI. Accommodated Test Administration

- a. Requests for accommodations
- b. Required documentation for disabilities

VII. Document Retention Policies

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

VIII. Emergency Plan

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

IX. Test Development

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

X. Remediation

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

The policy will minimally include:

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