



# PROBATION OFFICER CORE COURSE MANUAL

Revised January 2022



Board of State & Community Corrections  
2590 Venture Oaks Way, Suite 200  
Sacramento CA 95833  
[www.bsc.ca.gov](http://www.bsc.ca.gov)

## LOG OF CHANGES

DATE OF CHANGE (M/Y)	TOPIC/CLASS/PAGE	DESCRIPTION OF CHANGE
November 2020	<b>17.0 - Defensive Tactics and Restraint Techniques</b> – <i>pg. 46</i>	Note added to top of topic regarding carotid/choke hold prohibition.
November 2020	<b>17.2 - Defensive Tactics and Restraint Techniques; Control Holds</b> – <i>pg. 47</i>	Training note 17.2.A was added.
January 2021	<b>14.1 - Case Planning; Case Planning</b> – <i>pg. 42</i>	Objectives 14.1.4, 14.1.8, 14.1.14, 14.1.17, 14.1.18, 14.1.24: “Explain” was changed to “Identify”
	<b>18.7 - Behavioral Health; Behavioral Health Case Planning</b> – <i>pg. 55</i>	Parenthesis for 18.7.3 referred to wrong the objective.
August 2021	<b>Core Training Overview</b> – <i>pg. 4</i>	Note about Title 22 added
January 2022	<b>17.1 - Defensive Tactics and Restraint Techniques; Use of Force</b> – <i>pg. 47</i>	Added training notes: 17.1.B, 17.1.C, 17.1.D, 17.1.E, 17.1.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:

**Michael Ertola**, ESC Chair  
Chief, Nevada County Probation

**Darren Thompson**  
Sheriff, San Benito County Sheriff

**John Keene**  
Chief, San Mateo County Probation

**Kory Honea**  
Sheriff, Butte County Sheriff

**Brian J. Richart**  
Chief, El Dorado County Probation

**Lisa Rosales**  
Chief, Glendora Police Department

**Dalia Alcantara and Walter Mann**  
Los Angeles County Probation

**Jaymie Clayton**  
Jail Manager, Imperial County Sheriff

**Stacy Lopez**  
Office of Peace Officer Selection  
And Training, CDCR

**Matt Cervantes**  
Director of Health Programs, Sierra Health  
Foundation

**Jeffrey Sloan**  
Attorney, Workplace Legal

**John Dodson**  
Managing Consultant, Sutter Health

**Mesha Elliott**  
Training Manager, Kern Probation

**Charisse Arnold**  
Director, Public Safety Center, Santa Rosa Jr.  
College



# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>1</b>
<b>PROBATION OFFICER JOB DESCRIPTION.....</b>	<b>2</b>
<b>BACKGROUND AND AUTHORITY.....</b>	<b>3</b>
<b>CORE TRAINING OVERVIEW.....</b>	<b>4</b>
<b>ASSUMPTIONS GUIDING DEVELOPMENT OF THE PO CORE COURSE.....</b>	<b>6</b>
<b>SUMMARY OF CHANGES TO THE PO CORE COURSE.....</b>	<b>7</b>
<b>GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT .....</b>	<b>9</b>
<b>AGENCY SPECIFIC TRAINING (OPTIONAL).....</b>	<b>11</b>
<b>TESTING PERFORMANCE OBJECTIVES .....</b>	<b>12</b>
<b>CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE .....</b>	<b>15</b>
<b>TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM.....</b>	<b>19</b>
CLASS #1.1: CRIMINAL JUSTICE SYSTEM AND PROCESS .....	19
CLASS #1.2: ROLES AND RESPONSIBILITIES.....	20
CLASS #1.3: LEGAL FOUNDATIONS AND LIABILITY .....	20
CLASS #1.4: CONFIDENTIALITY AND RECORDS.....	21
<b>TOPIC #2.0: PROFESSIONALISM AND ETHICS.....</b>	<b>22</b>
CLASS #2.1: PROFESSIONALISM AND ETHICS .....	22
CLASS #2.2: PRIORITY SETTING AND TIME MANAGEMENT.....	22
CLASS #2.3: SOCIAL MEDIA.....	23
<b>TOPIC #3.0: COMMUNICATION.....</b>	<b>24</b>
CLASS #3.1: INTERPERSONAL COMMUNICATION .....	24
CLASS #3.2: CRISIS COMMUNICATION AND DE-ESCALATION .....	24
CLASS #3.3: EFFECTIVE COMMUNICATION .....	25
CLASS #3.4: MOTIVATIONAL INTERVIEWING .....	25
<b>TOPIC #4.0: OFFICER HEALTH AND SAFETY.....</b>	<b>26</b>
CLASS #4.1: FIELD CONTACTS .....	26
CLASS #4.2: CONTRABAND AND EVIDENCE.....	26
<b>TOPIC #5.0: MAINTAINING SECURITY.....</b>	<b>27</b>
CLASS #5.1: FIELD SEARCHES .....	27
<b>TOPIC #6.0: BOOKING, RECEIVING AND RELEASING.....</b>	<b>28</b>
CLASS #6.1: BOOKING AND INTAKE .....	28
CLASS #6.2: RELEASING.....	29
<b>TOPIC #7.0: GANGS .....</b>	<b>30</b>
CLASS #7.1: GANG OVERVIEW.....	30
CLASS #7.2: GANG SUPERVISION.....	30

<b>TOPIC #8.0: MEDICAL .....</b>	<b>31</b>
CLASS #8.1: MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS .....	31
CLASS #8.2: ADA .....	31
<b>TOPIC #9.0: SUPERVISION .....</b>	<b>32</b>
CLASS #9.1: TYPES OF SUPERVISION.....	32
CLASS #9.2: INITIAL MEETING.....	32
CLASS #9.3: COMMUNITY SUPERVISION .....	33
CLASS #9.4: VIOLATION OF PROBATION.....	34
<b>TOPIC #10.0: CULTURAL AWARENESS .....</b>	<b>35</b>
CLASS #10.1: CULTURAL DIVERSITY AND ETHNIC DISPARITY .....	35
CLASS #10.2: GENDER IDENTITY .....	35
<b>TOPIC #11.0: REPORT WRITING AND RECORD KEEPING .....</b>	<b>36</b>
CLASS #11.1: INFORMATION GATHERING AND INTERVIEWING .....	36
CLASS #11.2: PROOFREADING .....	36
CLASS #11.3: COURT REPORTS COMMON TO ADULT AND JUVENILE .....	37
CLASS #11.4: INTERVIEWING FOR ADULT AND JUVENILE COURT REPORTS .....	37
CLASS #11.5: RESTITUTION, FINES AND OTHER PAYMENTS.....	38
CLASS #11.6: ADULT REPORTS.....	38
CLASS #11.7: JUVENILE REPORTS.....	39
<b>TOPIC #12.0: TRANSPORTATION.....</b>	<b>40</b>
CLASS #12.1: PREPARATION FOR TRANSPORT .....	40
CLASS #12.2: TRANSPORT PROCEDURES .....	40
<b>TOPIC #13.0: TESTIFYING IN COURT .....</b>	<b>41</b>
CLASS #13.1: TESTIFYING IN COURT .....	41
<b>TOPIC #14.0: CASE PLANNING .....</b>	<b>42</b>
CLASS #14.1: CASE PLANNING .....	42
<b>TOPIC #15.0: PROGRAMS .....</b>	<b>43</b>
CLASS #15.1: EVIDENCE BASED PRACTICES AND PROGRAMS .....	43
<b>TOPIC #16.0: ASSAULT AND ABUSE.....</b>	<b>44</b>
CLASS #16.1: SEXUAL ASSAULT AND ABUSE* .....	44
CLASS #16.2: DOMESTIC VIOLENCE .....	45
<b>TOPIC #17.0: DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES .....</b>	<b>46</b>
CLASS #17.1: USE OF FORCE .....	46
CLASS #17.2: CONTROL HOLDS.....	47
CLASS #17.3: FALLING .....	47
CLASS #17.4: FOOTWORK AND BALANCE.....	48
CLASS #17.5: TAKE-DOWNS.....	48
CLASS #17.6: GROUND CONTROL.....	49
CLASS #17.7: PERSONAL BODY WEAPONS .....	50
CLASS #17.8: PERSON SEARCHES.....	50
CLASS #17.9: USE OF RESTRAINTS .....	51

<b>TOPIC #18.0: BEHAVIORAL HEALTH.....</b>	<b>53</b>
CLASS #18.1: SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE .....	53
CLASS #18.2: TRAUMA.....	53
CLASS #18.3: INTERVENTIONS AND RESOURCES.....	53
CLASS #18.4: STIGMA AND BIAS .....	54
CLASS #18.5: ROLES AND RESPONSIBILITIES.....	55
CLASS #18.6: LIABILITY.....	55
CLASS #18.7: BEHAVIORAL HEALTH CASE PLANNING.....	56
CLASS #18.8: SUICIDE PREVENTION.....	56
CLASS #18.9: FOUNDATION AND DEFINITIONS: SIGNS AND SYMPTOMS .....	57
CLASS #18.10: SAFETY .....	58
CLASS #18.11: EMOTIONAL SURVIVAL .....	58
<b>ATTACHMENTS .....</b>	<b>59</b>
ATTACHMENT 1: LESSON PLAN POLICY (REVISED JULY 1, 2019) .....	59
ATTACHMENT 2: TEST ADMINISTRATION POLICY (EFFECTIVE JULY 1, 2013) .....	61





# INTRODUCTION

This manual presents the training requirements that all entry-level Probation Officers must complete within the first year of employment to meet the state standard for training set by the Board of State and Community Corrections (BSCC), Standards and Training for Corrections (STC) program.

## Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual** is to present the core training standards for entry-level Probation Officers (PO) hired by local Probation Departments. 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 PO core training manual is divided into several sections.

- A summary description of the PO 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 19.0) 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.

## **PROBATION OFFICER JOB DESCRIPTION**

The PO 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 probation officers throughout the state, regardless of the location, size, budget, etc. of the employing agency. Generally speaking, the PO, under the direction of the chief probation officer, provides for the protection of the community and its citizens by providing probation investigations, recommendations and reports for the courts, enforcing orders of the courts, and securing supervision and treatment for probationers who are under the jurisdiction of the courts and/or county probation departments. The PO is a peace officer and exercises peace officer duties.

This job description comes from two sources. First, the overall mission of the PO 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 probation 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 PO 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 probation officer job incumbents and supervisors. The questionnaire identified the tasks that are performed by probation 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 PO 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 PO 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 probation 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 probation officers who have no prior training or experience in corrections.**

This assumption identifies entry-level POs as the target audience for the core training course. The training needs of experienced POs are not covered by this course. Because core training can be provided up to one year after hire, some POs 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 probation 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 PO 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 probation, the core training course should be completed before trainees begin performing the complex requirements of the job.

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

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

## SUMMARY OF CHANGES TO THE PO CORE COURSE

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

**Decreased Core Academy Hours:** Core training was reduced by 7 hours. This is a net decrease that reflects the comprehensive review of content that resulted in the removal of some content and the addition of other content. The new PO core course is 189 hours.

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

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

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

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

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

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

**Removal of Physical Conditioning**– Physical conditioning has been eliminated as a requirement of the PO core course. Agencies that wish to include physical conditioning in their core course can find materials in the STC publication *Probation Officer Physical Conditioning Manual*.

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



## GENERAL INFORMATION ON CORE COURSE CONTENT AND FORMAT

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

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

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

### Defensive Tactics

A **minimum of 48 hours** is required between segments of defensive tactics training are physically challenging 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 (17.2,17.3,17.5,17.6,17.7, 17.10), the following course instruction day can include physical activity, if that physical activity is not strenuous or challenging. Defensive tactics classes should be presented in blocks of instruction no greater than four hours.

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 shall be the first topic taught as part of the core curriculum.
- Motivational Interviewing class shall be instructed before Report Writing/Record Keeping and Case Planning topics.
- Booking and Intake class shall be taught before the Releasing class.
- Gang Overview class shall come before the Supervision topic.
- The Report Writing/Record Keeping topic shall be taught before Testifying in Court topic.
- Within the Report Writing/Record Keeping topic; Information Gathering and Interviewing and Proofreading classes shall 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 19.0 (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 19.0 material is in addition to the minimum 189 hours prescribed in the PO 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 19.0 material.

**NOTE: THIS CORE MAY NOT FULFILL ALL THE TRAINING REQUIREMENTS FOR AN ENTRY LEVEL PROBATION 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 test items that are required per class. For a course to be certified, the core certification must indicate that all the required testing is provided.

<b>Class #</b>	<b>Class Title</b>	<b>Required MCT</b>	<b>Required WST</b>	<b>Required BST</b>
1.1	<b>Criminal Justice System Process</b>	11	2	
1.2	<b>Roles and Responsibilities</b>	11		
1.3	<b>Legal Foundations and Liability</b>	5		
1.4	<b>Confidentiality and Records</b>	5		
2.1	<b>Professionalism and Ethics</b>	8		
2.2	<b>Priority Setting and Time Management</b>	2	2	
2.3	<b>Social Media</b>	5		
3.1	<b>Interpersonal Communication</b>	2		1
3.2	<b>Crisis Communication and De-escalation</b>	7		1
3.3	<b>Effective Communication</b>	6		1
3.4	<b>Motivational Interviewing</b>	2		
4.1	<b>Field Contacts</b>	4		
4.2	<b>Contraband and Evidence</b>	5		
5.1	<b>Field Searches</b>	8		2
6.1	<b>Booking and Intake</b>	8	5	
6.2	<b>Releasing</b>	3		
7.1	<b>Gang Overview</b>	3		
7.2	<b>Gang Supervision</b>	3		
8.1	<b>Medical Issues and Universal Precautions</b>	6		
8.2	<b>ADA</b>	2		
9.1	<b>Types of Supervision</b>	11		
9.2	<b>Initial Meeting</b>	15	1	
9.3	<b>Community Supervision</b>	14	1	1
9.4	<b>Violation of Probation</b>	14	2	
10.1	<b>Cultural Diversity and Ethnic Disparity</b>	7		
10.2	<b>Gender Identity</b>	3		
11.1	<b>Information Gathering and Interviewing</b>	1	2	1
11.2	<b>Proofreading</b>		2	
11.3	<b>Court Reports Common to Adult and Juvenile</b>	4	2	
11.4	<b>Interviewing for Adult and Juvenile Court Reports</b>	4		2
11.5	<b>Restitution, Fines and Other Payments</b>	3	1	
11.6	<b>Adult Reports</b>	16	5	
11.7	<b>Juvenile Reports</b>	13	3	
12.1	<b>Preparation for Transport</b>	7		
12.2	<b>Transport Procedures</b>	10		
13.1	<b>Testifying in Court</b>	2		
14.1	<b>Case Planning</b>	22	4	
15.1	<b>Evidence Based Practices and Programs</b>	3		
16.1	<b>Sexual Assault and Abuse</b>	6		
16.2	<b>Domestic Violence</b>	11	2	

<b>Class #</b>	<b>Class Title</b>	<b>Required MCT Items</b>	<b>Required WST</b>	<b>Required BST</b>
17.1	Use of Force	11		
17.2	Control Holds			1
17.3	Falling			2
17.4	Footwork and Balance			2
17.5	Take-downs			2
17.6	Ground Control			5
17.7	Personal Body Weapons			3
17.8	Person Searches	6		7
17.9	Use of Restraints	10		8
18.1	Signs and Symptoms of Substance Abuse	4		
18.2	Trauma	7		
18.3	Interventions and Resources	6		
18.4	Stigma and Bias	6		
18.5	Roles and Responsibilities	4	1	
18.6	Liability	3		
18.7	Behavioral Health Case Planning	1	1	
18.8	Suicide Prevention	8		
18.9	Foundation and Definitions: Signs and Symptoms	10		
18.10	Safety	6		
18.11	Emotional Survival	5		
<b>TOTAL</b>		<b>359</b>	<b>36</b>	<b>39</b>

## CORE TRAINING COURSE OUTLINE AND TOPIC SCHEDULE

Topic/Class Title	Hours
<b>1.0 California Criminal Justice System</b>	<b>12</b>
1.1 Criminal Justice System and Process	4
1.2 Roles and Responsibilities	3
1.3 Legal Foundations and Liability	3
1.4 Confidentiality and Records	2
<b>2.0 Professionalism and Ethics</b>	<b>8</b>
2.1 Professionalism and Ethics	4
2.2 Priority Setting and Time Management	2
2.3 Social Media	2
<b>3.0 Communication</b>	<b>12</b>
3.1 Interpersonal Communication	4
3.2 Crisis Communication and De-escalation	4
3.3 Effective Communication	3
3.4 Motivational Interviewing	1
<b>4.0 Officer Health and Safety</b>	<b>3</b>
4.1 Field Contacts	1
4.2 Contraband and Evidence	2
<b>5.0 Maintaining Security</b>	<b>4</b>
5.1 Field Searches	4
<b>6.0 Booking, Receiving and Releasing</b>	<b>8</b>
6.1 Booking and Intake	7
6.2 Releasing	1
<b>7.0 Gangs</b>	<b>8</b>
7.1 Gang Overview	4
7.2 Gang Supervision	4
<b>8.0 Medical</b>	<b>3</b>
8.1 Medical Issues and Universal Precautions	2
8.2 ADA	1
<b>9.0 Supervision</b>	<b>13</b>
9.1 Types of Supervision	2
9.2 Initial Meeting	4

9.3	Community Supervision	4
9.4	Violation of Probation	3

<b>10.0</b>	<b>Cultural Awareness</b>	<b>4</b>
-------------	---------------------------	----------

10.1	Cultural Diversity and Ethnic Disparity	2
10.2	Gender Identity	2

<b>11.0</b>	<b>Report Writing and Record Keeping</b>	<b>32</b>
-------------	--	-----------

11.1	Information Gathering and Interviewing	4
11.2	Proofreading	2
11.3	Court Reports Common to Adult and Juvenile	4
11.4	Interviewing for Adult and Juvenile Court Reports	4
11.5	Restitution, Fines and Other Payments	2
11.6	Adult Reports	8
11.7	Juvenile Reports	8

<b>12.0</b>	<b>Transportation</b>	<b>3</b>
-------------	-----------------------	----------

12.1	Preparation for Transport	1.5
12.2	Transport Procedures	1.5

<b>13.0</b>	<b>Testifying in Court</b>	<b>2</b>
-------------	----------------------------	----------

13.1	Testifying in Court	2
------	---------------------	---

<b>14.0</b>	<b>Case Planning</b>	<b>11</b>
-------------	----------------------	-----------

14.1	Case Planning	11
------	---------------	----

<b>15.0</b>	<b>Programs</b>	<b>2</b>
-------------	-----------------	----------

15.1	Evidence Based Practices and Programs	2
------	---------------------------------------	---

<b>16.0</b>	<b>Assault and Abuse</b>	<b>6</b>
-------------	--------------------------	----------

16.1	Sexual Assault and Abuse	3
16.2	Domestic Violence	3

<b>17.0</b>	<b>Defensive Tactics and Restraint Techniques</b>	<b>29</b>
-------------	---	-----------

17.1	Use of Force	2
17.2	Control Holds	4
17.3	Falling	1
17.4	Footwork and Balance	1
17.5	Take-Downs	4
17.6	Ground Control	4.5
17.7	Personal Body Weapons	2
17.8	Person Searches	6
17.9	Use of Restraints	4.5



<b>18.0</b>	<b>Behavioral Health</b>	<b>25</b>
18.1	Signs and Symptoms of Substance Abuse	2
18.2	Trauma	4
18.3	Interventions and Resources	4
18.4	Stigma and Bias	1
18.5	Roles and Responsibilities	4
18.6	Liability	1
18.7	Behavioral Health Case Planning	1
18.8	Suicide Prevention	2
18.9	Foundation and Definitions: Signs & Symptoms	2.5
18.10	Safety	1.5
18.11	Emotional Survival	2
	<b>Instructional Hours</b>	<b>185</b>
	<b>Testing Hours</b>	<b>4</b>
	<b>Total Core Hours</b>	<b>189</b>



## **TOPIC #1.0: CALIFORNIA CRIMINAL JUSTICE SYSTEM**

### **Topic Instructional Time: 12 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: 4 hours

#### **OBJECTIVES:**

- 1.1.1 Identify the rights of offenders in the criminal justice system. (MCT)
- 1.1.2 Identify major steps in the criminal justice process from arrest to disposition. (MCT)
- 1.1.3 Identify the difference between a felony, a misdemeanor, an infraction, and a wobbler. (MCT)
- 1.1.4 Identify the process by which a plea is negotiated and entered. (MCT)
- 1.1.5 Identify major types of dispositions in adult cases. (MCT)
- 1.1.6 Identify major historical milestones in the development of the juvenile justice system in the United States and in the State of California. (MCT)
- 1.1.7 Match legal terms used in the adult criminal justice system to their definitions. (WST)
- 1.1.8 Match legal terms used in the juvenile justice system to their definitions. (WST)
- 1.1.9 Identify the major categories of minors in the juvenile justice system. (MCT)
- 1.1.10 Identify the major types of dispositions in juvenile cases. (MCT)
- 1.1.11 Using the Penal Code and the Welfare and Institutions Code for reference, identify circumstances under which juveniles could be processed in the adult criminal justice system. (MCT)
- 1.1.12 Identify major steps in the juvenile justice system from arrest to disposition. (MCT)
- 1.1.13 Identify major trends in the juvenile justice system in the United States and in the State of California. (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.
- 1.1.B Identify the major historical milestones in the development of the criminal justice system in the United States and in the State of California.
- 1.1.C Identify the different types of supervision (e.g., AB109, 1170h, flash, etc.).

**CLASS #1.2: ROLES AND RESPONSIBILITIES**

Instructional Time: 3 hours

**OBJECTIVES:**

- 1.2.1 Identify the Penal Code Sections relevant to your position as an officer. (MCT)
- 1.2.2 Identify the roles and responsibilities of the probation officer. (MCT)
- 1.2.3 Identify the major roles and responsibilities of the officer in relation to key stakeholders (e.g., community/victims, state of California, county probationers/offenders and their families, law enforcement service providers, etc.). (MCT)
- 1.2.4 Identify the roles of the district attorney, probation officer, defense counsel, and court in the plea negotiation process. (MCT)
- 1.2.5 Identify the officer's roles and responsibilities as a mandated reporter. (MCT)
- 1.2.6 Identify the probation department's responsibilities to offenders. (MCT)
- 1.2.7 Identify various probation officer roles, from rehabilitation to the enforcement of court orders including mental health, vocational counseling, substance abuse, educational counseling and case management. (MCT)
- 1.2.8 Identify the responsibilities of the probation officer in aiding in criminal investigations. (MCT)
- 1.2.9 Identify the role of probation in crime intervention programs. (MCT)
- 1.2.10 Identify probation's role in working with community stakeholders to reduce crime and recidivism. (MCT)
- 1.2.11 Identify probation's role regarding the Student Attendance Review Board. (MCT)

**CLASS #1.3: LEGAL FOUNDATIONS AND LIABILITY**

Instructional Time: 3 hours

**OBJECTIVES:**

- 1.3.1 Identify the legal references and sources that impact the work of an officer (e.g. Title 15, CA Penal Code, WIC, case/statute regulations, etc.). (MCT)
- 1.3.2 Given a specific code violation, identify the elements, classification, and associated penalties. (MCT)
- 1.3.3 Identify the aspects of civil liability law that influence the officer and department. (MCT)
- 1.3.4 Given scenarios, identify situations where a duty to inform exists. (MCT)
- 1.3.5 Identify the legal categories of minors in the juvenile justice system, according to relevant code sections. (MCT)

**TRAINING NOTES:**

- 1.3.A Identify the major types of institutional holds and the documents associated with each.
- 1.3.B Identify who is legally capable of committing a crime, according to the Penal Code.
- 1.3.C Identify the types of agency liability and the sanctions that may be imposed by the court or jury.
- 1.3.D Identify the types of personal liability and the sanctions that may be imposed by the court or a jury.

**CLASS #1.4: CONFIDENTIALITY AND RECORDS**

Instructional Time: 2 hours

**OBJECTIVES:**

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

**TRAINING NOTES:**

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

## **TOPIC #2.0: PROFESSIONALISM AND ETHICS**

**Topic Instructional Time: 8 hours**

### **CLASS #2.1: PROFESSIONALISM AND ETHICS**

Instructional Time: 4 hours

#### **OBJECTIVES:**

- 2.1.1 Identify why officers should exemplify the highest ethical and moral standards both on-duty and off-duty. (MCT)
- 2.1.2 Identify ethical violations you might see in a law enforcement setting. (MCT)
- 2.1.3 Given a list of officer behaviors, identify whether each behavior is acceptable or unacceptable. (MCT)
- 2.1.4 Identify potential consequences of an officer failing to uphold high ethical standards. (MCT)
- 2.1.5 Identify potential negative effects when a law enforcement officer violates the law and/or departmental policies and procedures. (MCT)
- 2.1.6 Identify the appropriate action to take when made aware of unethical and/or criminal conduct of another officer(s). (MCT)
- 2.1.7 Identify the problems associated with the acceptance of gratuities. (MCT)
- 2.1.8 Identify the ethical parameters for a professional relationship between the officer and offenders. (MCT)

#### **TRAINING NOTES:**

- 2.1.A Identify the law enforcement code of ethics.

### **CLASS #2.2: PRIORITY SETTING AND TIME MANAGEMENT**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 2.2.1 Identify why it is important for probation departments and law enforcement agencies to cooperate. (MCT)
- 2.2.2 Given a sample pre-sentence investigation report and using all relevant resources provided by your agency, generate a schedule for completing the investigation that meets your agency's guidelines. (WST)
- 2.2.3 Identify key elements to consider when prioritizing tasks for case and time management. (MCT)
- 2.2.4 Given a sample set of supervision tasks, designate the priority in which those tasks should be handled and support your decision. (WST)

**CLASS #2.3: SOCIAL MEDIA**

Instructional Time: 2 hours

**OBJECTIVES:**

- 2.3.1 Identify potential problems created by inappropriate officer use of social media. (MCT)
- 2.3.2 Identify the safety implications of social media for officers and their families. (MCT)
- 2.3.3 Identify how the use of social media by the offender can negatively impact staff. (MCT)
- 2.3.4 Identify the role social media plays in the supervision of offenders. (MCT)
- 2.3.5 List officer limitations related to using social media to gather intelligence. (MCT)

## **TOPIC #3.0: COMMUNICATION**

### **Topic Instructional Time: 12 hours**

**Note:** The *Motivational Interviewing* class (#3.4) shall be taught before the *Report Writing and Record Keeping* topic (#11.0) and the *Case Planning* topic (#14.0).

#### **CLASS #3.1: INTERPERSONAL COMMUNICATION**

Instructional Time: 4 hours

##### **OBJECTIVES:**

- 3.1.1 Identify the purpose of active listening skills. (MCT)
- 3.1.2 Identify the steps of active listening. (MCT)
- 3.1.3 Given a scenario where there is an impactful emotional situation, demonstrate active listening skills. (BST)

##### **TRAINING NOTES:**

- 3.1.A Identify why it is important to respond courteously and professionally to incoming calls and/or questions from the public.
- 3.1.B Identify the difference between empathy and sympathy.

#### **CLASS #3.2: CRISIS COMMUNICATION AND DE-ESCALATION**

Instructional Time: 4 hours

##### **OBJECTIVES:**

- 3.2.1 Identify stress-provoking situations that may precede crises. (MCT)
- 3.2.2 Given a list of behaviors, identify those that indicate an offender is in crisis. (MCT)
- 3.2.3 Identify ways to verbally intervene in a situation that is beginning to escalate. (MCT)
- 3.2.4 Identify intervention techniques used by officers to de-escalate tension (best practices). (MCT)
- 3.2.5 Given a description of a crisis where one or more persons is emotionally upset, identify appropriate response by the officer. (MCT)
- 3.2.6 Given a scenario involving a disturbance with an offender, identify the appropriate response. (MCT)
- 3.2.7 Given a scenario in which there is an escalation of tension, demonstrate the effective use of communication skills to de-escalate tension. (BST)
- 3.2.8 Identify how to communicate with victims of sexual abuse. (MCT)



**CLASS #3.3: EFFECTIVE COMMUNICATION**

Instructional Time: 3 hours

**OBJECTIVES:**

- 3.3.1 Identify effective ways to give commands to offenders. (MCT)
- 3.3.2 Identify methods for speaking to an offender who is not complying with commands. (MCT)
- 3.3.3 Identify potential non-verbal cues and their possible meaning. (MCT)
- 3.3.4 Identify the types of offender behaviors that can be prevented or mitigated through effective interpersonal communication. (MCT)
- 3.3.5 Identify privacy implications related to answering questions or otherwise divulging information about offenders. (MCT)
- 3.3.6 Identify potential problems related to communicating with fellow officers in the presence of offenders. (MCT)
- 3.3.7 Given an offender scenario, demonstrate effective communication when giving instructions to the offender. (BST)

**TRAINING NOTES:**

- 3.3.A Identify steps to take when there is a communication barrier (e.g., language, hearing impaired, etc.).

**CLASS #3.4: MOTIVATIONAL INTERVIEWING**

Instructional Time: 1 hour

**OBJECTIVES:**

- 3.4.1 Define motivational interviewing. (MCT)
- 3.4.2 Identify the importance of motivational interviewing as an effective technique. (MCT)

## **TOPIC #4.0: OFFICER HEALTH AND SAFETY**

### **Topic Instructional Time: 3 hours**

#### **CLASS #4.1: FIELD CONTACTS**

Instructional Time: 1 hour

#### **OBJECTIVES:**

- 4.1.1 When planning a search, identify situations that may require collaboration with law enforcement agencies. (MCT)
- 4.1.2 Identify the key information to consider before making a field contact. (MCT)
- 4.1.3 Identify safety equipment that may be needed by officers in the field. (MCT)
- 4.1.4 Identify safety risks that may be encountered during a search of a residence. (MCT)

#### **TRAINING NOTES:**

- 4.1.A Identify situations that arise during a search that may require law enforcement agencies to respond.

#### **CLASS #4.2: CONTRABAND AND EVIDENCE**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 4.2.1 Identify steps to preserve a crime scene (or other serious incident) and any evidence that may be present. (MCT)
- 4.2.2 Identify universal safety precautions when handling contraband and evidence. (MCT)
- 4.2.3 Identify potentially dangerous situations that can occur when dealing with contraband and evidence. (MCT)
- 4.2.4 Identify situations that occur related to contraband and evidence in which an officer should call for assistance. (MCT)
- 4.2.5 Given images of drug paraphernalia, identify the purpose of each. (MCT)

## **TOPIC #5.0: MAINTAINING SECURITY**

**Topic Instructional Time: 4 hours**

### **CLASS #5.1: FIELD SEARCHES**

Instructional Time: 4 hours

#### **OBJECTIVES:**

- 5.1.1 Identify the different types of searches. (MCT)
- 5.1.2 Identify key information that needs to be gathered and reviewed when planning a search. (MCT)
- 5.1.3 Identify the importance of having a search plan and communicating it to supervisors and peers prior to initiating the plan. (MCT)
- 5.1.4 Identify the steps that should be taken before a planned search is conducted. (MCT)
- 5.1.5 Identify safety risks that may be encountered during a search of an automobile. (MCT)
- 5.1.6 Demonstrate a systematic and safe procedure for conducting a search of an automobile. (BST)
- 5.1.7 Identify the correct procedure for responding to the discovery of hazardous materials. (MCT)
- 5.1.8 Identify key concepts to consider when planning the approach to a residence, building or automobile to be searched. (MCT)
- 5.1.9 Demonstrate a systematic and safe procedure for conducting a search of a room. (BST)
- 5.1.10 Identify the reasons why it is important to document a search. (MCT)

## **TOPIC #6.0: BOOKING, RECEIVING AND RELEASING**

### **Topic Instructional Time: 8 hours**

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

**CLASS #6.1: BOOKING AND INTAKE**  
Instructional Time: 7 hours

#### **OBJECTIVES:**

- 6.1.1 Define the roles of law enforcement and probation when a minor is taken into custody. (MCT)
- 6.1.2 Identify the necessary components of a valid warrant. (MCT)
- 6.1.3 Define "status offense." (MCT)
- 6.1.4 Identify when a juvenile must be advised of their constitutional rights. (MCT)
- 6.1.5 Given a list of juvenile offenses, identify for each offense the information required to make a detention decision. (WST)
- 6.1.6 Given a detention risk assessment, make appropriate detention decisions that might involve overriding an assessment score. (WST)
- 6.1.7 Given a scenario, determine whether to detain or release a juvenile. (WST)
- 6.1.8 Given a sample case description, classify the case as a violation of WIC section 300, 601, or 602. (MCT)
- 6.1.9 Given a sample police report on a juvenile taken into custody under WIC section 602, generate a list of appropriate questions or points of information to cover with the juvenile and their parent. (WST)
- 6.1.10 Given a scenario, generate a report documenting and supporting the decision for filing a petition or handling informally. (WST)
- 6.1.11 Identify the statutory responsibility to notify the victim and the parent/guardian of the juvenile's custody status and next court hearing. (MCT)
- 6.1.12 Identify the notification requirements pertaining to developmentally disabled juveniles. (MCT)
- 6.1.13 Identify the agency and personal liability associated with failing to comply with medical clearance procedures. (MCT)

#### **TRAINING NOTES:**

- 6.1.A Discuss the religious rights of an offender at intake.
- 6.1.B Identify the statewide information systems used to find or input information.
- 6.1.C Identify the procedure for handling a "status offense" case.
- 6.1.D Identify the options that are available as an alternative to custody.
- 6.1.E Discuss issues around booking a youth for prostitution charges.

**CLASS #6.2: RELEASING**

Instructional Time: 1 hour

**OBJECTIVES:**

- 6.2.1 Identify key factors that influence the decision to release a juvenile. (MCT)
- 6.2.2 Identify the persons to whom a juvenile may be released. (MCT)
- 6.2.3 Identify the possible consequences of releasing the wrong juvenile. (MCT)

**TRAINING NOTES:**

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

## **TOPIC #7.0: GANGS**

### **Topic Instructional Time: 8 hours**

**Note:** The *Gang Overview* class (#7.1) shall be taught before the *Supervision* topic (#9.0)

**CLASS #7.1: GANG OVERVIEW**  
Instructional Time: 4 hours

**OBJECTIVES:**

- 7.1.1 Identify the relationship between local street gangs, prison gangs, and national and international gangs. (MCT)
- 7.1.2 Identify officer safety issues related to gang behavior in and out of custody setting. (MCT)
- 7.1.3 Identify markings and/or symbols that identify gang affiliation. (MCT)

**TRAINING NOTES:**

- 7.1.A Identify current trends and issues related to gang culture in institutions as well as in the community.
- 7.1.B Identify the importance of cooperative and collaborative relationship between other agencies and field staff to advance knowledge with gang trends.
- 7.1.C Identify the history of criminal gangs in California.
- 7.1.D Identify the structure and dynamics of gang culture.
- 7.1.E Identify how photographs are used to determine gang affiliation.

**CLASS #7.2: GANG SUPERVISION**  
Instructional Time: 4 hours

**OBJECTIVES:**

- 7.2.1 Identify guidelines and principles for interacting with suspected gang members. (MCT)
- 7.2.2 Identify strategies that gangs or other subcultures use to control the behavior of others. (MCT)
- 7.2.3 Identify strategies that gangs or other subcultures use to recruit members. (MCT)

**TRAINING NOTES:**

- 7.2.A Identify the characteristics of local street gangs.
- 7.2.B Identify the criteria required to meet the legal definition of a gang, according to Penal Code Section 186.22.

**TOPIC #8.0: MEDICAL**  
**Topic Instructional Time: 3 hours**

**CLASS #8.1: MEDICAL ISSUES AND UNIVERSAL PRECAUTIONS**  
Instructional Time: 2 hours

**OBJECTIVES:**

- 8.1.1 Match symptoms with common medical conditions. (MCT)
- 8.1.2 Match infectious and contagious diseases with their symptomology. (MCT)
- 8.1.3 Identify the symptoms of common contagious diseases that may be shared between offenders and officers. (MCT)
- 8.1.4 Identify situations under which universal safety precautions need to be utilized. (MCT)
- 8.1.5 Identify universal safety precautions and their application. (MCT)
- 8.1.6 Match contagious diseases with their primary modes of transmission. (MCT)

**CLASS #8.2: ADA**  
Instructional Time: 1 hour

**OBJECTIVES:**

- 8.2.1 Identify the historical factors leading to the Americans with Disabilities Act (ADA). (MCT)
- 8.2.2 Identify the provisions within the ADA that directly address offender mobility issues. (MCT)

**TRAINING NOTES:**

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

**TOPIC #9.0: SUPERVISION**  
**Topic Instructional Time: 13 hours**

**CLASS #9.1: TYPES OF SUPERVISION**  
Instructional Time: 2 hours

**OBJECTIVES:**

- 9.1.1 Identify the process and legal requirements for inter-county transfer of adults and juveniles. (MCT)
- 9.1.2 Identify factors to consider in granting permission for out of county residency. (MCT)
- 9.1.3 Identify the process and legal requirements for Interstate Compact supervision for adults and juveniles. (MCT)
- 9.1.4 Identify factors to consider in granting permission for out of state residency. (MCT)
- 9.1.5 Identify factors to consider when issuing a travel permit to a probationer. (MCT)
- 9.1.6 Identify individuals legally required to register with local law enforcement agencies. (MCT)
- 9.1.7 Identify individuals legally required to submit a DNA sample. (MCT)
- 9.1.8 Identify DNA collection protocols. (MCT)
- 9.1.9 Identify legal mandates for the supervision of a sex offender who is granted formal probation. (MCT)
- 9.1.10 Identify crimes that are considered a sex offense and specify registration requirements for sex offenders. (MCT)
- 9.1.11 Identify special considerations in assessing and managing sex offender cases. (MCT)

**CLASS #9.2: INITIAL MEETING**  
Instructional Time: 4 hours

**OBJECTIVES:**

- 9.2.1 Identify the purpose and importance of the initial meeting with a new probationer. (MCT)
- 9.2.2 Identify the reasons for reviewing the probationer's case file in preparation for an initial meeting. (MCT)
- 9.2.3 Identify the legal obligations a court order places upon the probation officer. (MCT)
- 9.2.4 Identify the general conditions of probation and any special conditions that might be applicable to a case. (MCT)
- 9.2.5 Identify the situations requiring release of information forms. (MCT)
- 9.2.6 Identify the reasons for maintaining an updated photographic record of a probationer. (MCT)
- 9.2.7 Identify the various methods for contacting a probationer and the pros and cons of each. (MCT)
- 9.2.8 Identify the various locations available for the initial meeting with the probationer and the pros and cons of each. (MCT)
- 9.2.9 Identify which documents are acceptable to use for verification of employment, education, identification, etc. (MCT)
- 9.2.10 Identify what documents the probationer needs to bring to the initial meeting. (MCT)
- 9.2.11 Identify probationer contact information either in case file or by using other resources. (MCT)
- 9.2.12 Given a new probationer's file and court order, generate a list of interview questions for an initial interview. (WST)



- 9.2.13 Identify the information that should be collected from a probationer during the initial meeting in order to facilitate effective supervision. (MCT)
- 9.2.14 Identify what information from the interview requires documentation. (MCT)
- 9.2.15 Identify the legal obligation to provide a copy of the terms and conditions of probation to a probationer. (MCT)
- 9.2.16 Identify why it's important to explain the terms and conditions of probation with a probationer. (MCT)

**CLASS #9.3: COMMUNITY SUPERVISION**  
Instructional Time: 4 hours

**OBJECTIVES:**

- 9.3.1 Identify the court process to a probationer. (MCT)
- 9.3.2 Identify the ramification of probation orders on the probationer's family and significant others. (MCT)
- 9.3.3 Identify the benefits of complying with conditions of probation. (MCT)
- 9.3.4 Identify consequences for non-compliance with conditions of probation. (MCT)
- 9.3.5 In a simulated interview, demonstrate interview techniques to motivate an offender to comply with conditions of probation. (BST)
- 9.3.6 Identify the resources in the community to assist a probationer and/or family member. (MCT)
- 9.3.7 Identify case characteristics to consider when referring a probationer for services in the community. (MCT)
- 9.3.8 Identify when a professional evaluation of a probationer is required (medical, psychological, alcohol, drug, etc.). (MCT)
- 9.3.9 Identify what should be considered when making a program referral for a probationer. (MCT)
- 9.3.10 Identify how to assist probationers with job referrals and employment services. (MCT)
- 9.3.11 Given a sample case file, completed assessment, and description of services available in the local community, refer the probationer to services in the community. (WST)
- 9.3.12 Identify how to prepare a case for referral to an outside agency. (MCT)
- 9.3.13 Identify the resources in the community to assist victims. (MCT)
- 9.3.14 Identify the process of referring victims to local community services. (MCT)
- 9.3.15 Identify the indicators that a staff member is being victimized. (MCT)
- 9.3.16 Identify the actions an officer should take when they feel they have been manipulated. (MCT)

**CLASS #9.4: VIOLATION OF PROBATION**

Instructional Time: 3 hours

**OBJECTIVES:**

- 9.4.1 Identify what constitutes a probation violation. (MCT)
- 9.4.2 Identify the legal authority and responsibilities to file a violation of probation petition. (MCT)
- 9.4.3 Identify how to assess probationer's progress with terms and conditions/case plan when determining when to file a probation violation. (MCT)
- 9.4.4 Identify the difference between a technical probation violation and a new law violation. (MCT)
- 9.4.5 Define graduated sanctions. (MCT)
- 9.4.6 Identify the reasons for using graduated sanctions. (MCT)
- 9.4.7 Identify the criteria to determine who can be arrested on a technical violation. (MCT)
- 9.4.8 List the alternative methods of responding to a violation of probation and compare the advantages and disadvantages of each. (MCT)
- 9.4.9 Given a scenario, determine if the behavior of the probationer constitutes a probation violation. (MCT)
- 9.4.10 Identify the investigation methods to collect information to prepare a violation of probation petition. (MCT)
- 9.4.11 Identify the information that should be included in and would support a violation of probation petition. (MCT)
- 9.4.12 Identify the steps involved in filing a violation of probation petition with the courts. (MCT)
- 9.4.13 Given a sample case plan and description of an incident, generate a violation of probation petition and an appropriate recommendation for an adult case. (WST)
- 9.4.14 Given a sample case plan and description of an incident, generate a violation of probation petition and an appropriate recommendation for a juvenile case. (WST)
- 9.4.15 Identify possible consequences of inappropriate response to a new law violation. (MCT)
- 9.4.16 Identify the reasons for periodic reevaluation and adjustments in a case plan. (MCT)

## **TOPIC #10.0: CULTURAL AWARENESS**

**Topic Instructional Time: 4 hours**

### **CLASS #10.1: CULTURAL DIVERSITY AND ETHNIC DISPARITY**

Instructional Time: 2 hours

#### **OBJECTIVES:**

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

### **CLASS #10.2: GENDER IDENTITY**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 10.2.1 Identify special considerations related to gender identity issues (e.g., searches, testing, housing, etc.). (MCT)
- 10.2.2 Differentiate how people can identify themselves (e.g., sexual preference, natural anatomy, self-identity, etc.). (MCT)
- 10.2.3 Identify social and economic impact relating to gender identity. (MCT)

## **TOPIC #11.0: REPORT WRITING AND RECORD KEEPING**

### **Topic Instructional Time: 32 hours**

**Notes:** The *Report Writing and Record Keeping* topic (#11.0) shall be taught before the *Testifying in Court* topic (#13.0)

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**

Instructional Time: 4 hours

##### **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 Given an interview scenario, demonstrate effective note-taking techniques. (WST)
- 11.1.4 Given an incident, identify specific things officers should observe and note. (WST)

##### **TRAINING NOTES:**

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

#### **CLASS #11.2: PROOFREADING**

Instructional Time: 2 hours

##### **OBJECTIVES:**

- 11.2.1 Given a draft report with errors in writing mechanics, proofread and revise. (WST)
- 11.2.2 Given a draft report with errors in content, proofread and revise. (WST)

##### **TRAINING NOTES:**

- 11.2.A Identify techniques an officer can use when proofreading a report.

**CLASS #11.3: COURT REPORTS COMMON TO ADULT AND JUVENILE**

Instructional Time: 4 hours

**OBJECTIVES:**

- 11.3.1 Identify the statutory authority for a probation report and recommendations. (MCT)
- 11.3.2 Identify the elements of court reports, social studies, and dispositional reports, as mandated by the Penal Code, and Welfare and Institution Code. (MCT)
- 11.3.3 Identify sources of information regarding the offender. (MCT)
- 11.3.4 Identify key considerations in making a recommendation to the court for conditions of probation. (MCT)
- 11.3.5 Given a sample case file, identify the nexus between a recommended condition of probation and the offense. (WST)
- 11.3.6 Given a sample case file, generate an appropriate recommendation for conditions of probation by linking probation terms and conditions to criminogenic risk/need factors. (WST)

**TRAINING NOTES:**

- 11.3.A Identify the possible consequences of an officer's recommendation.

**CLASS #11.4: INTERVIEWING FOR ADULT AND JUVENILE COURT REPORTS**

Instructional Time: 4 hours

**OBJECTIVES:**

- 11.4.1 Identify key information that should be obtained from an investigative/dispositional interview with an adult or juvenile offender. (MCT)
- 11.4.2 Identify when it is necessary to obtain release of information waivers. (MCT)
- 11.4.3 In a simulated interview, demonstrate interviewing techniques to obtain the required information pertaining to an investigation. (BST)
- 11.4.4 Given a simulated interview, demonstrate the ability to interview and accurately capture the victim's impact statement. (BST)
- 11.4.5 Identify officer safety information that may be obtained during an interview. (MCT)
- 11.4.6 Identify how to appropriately disseminate officer safety information that may be obtained during an interview. (MCT)

**TRAINING NOTES:**

- 11.4.A Identify the type of information that could be obtained from interviewing individuals associated with the adult or juvenile offender.
- 11.4.B Identify the key information obtained from victims that can help determine loss and eligibility for services.

**CLASS #11.5: RESTITUTION, FINES AND OTHER PAYMENTS**

Instructional Time: 2 hours

**OBJECTIVES:**

- 11.5.1 Given relevant codes for reference, identify the types of victim claims that are recoverable in a restitution order. (MCT)
- 11.5.2 Identify the process for determining a victim's losses and formulating a restitution recommendation. (MCT)
- 11.5.3 Identify the circumstances under which an offender has a right to a restitution hearing. (MCT)
- 11.5.4 Given probation orders and a financial declaration, design a payment schedule that is reasonable and based on ability to pay. (WST)

**TRAINING NOTES:**

- 11.5.A Discuss offender financial responsibility for unpaid restitution, fines, fees, and assessments.
- 11.5.B Identify the key steps to determine an offender's ability to pay restitution and fines.
- 11.5.C Identify applicable time frames for restitution claims.
- 11.5.D Identify collection procedures available to victims (e.g. mediation services, collection services, civil process, etc.).
- 11.5.E Identify the possible consequences for an offender who fails to pay restitution fines and fees.

**CLASS #11.6: ADULT REPORTS**

Instructional Time: 8 hours

**OBJECTIVES:**

- 11.6.1 Identify the required elements of court, social studies, pre-sentence, and pre-plea reports, as mandated by the Penal Code. (MCT)
- 11.6.2 Define determinate sentencing. (MCT)
- 11.6.3 Identify how plea bargains, sentencing bargains, and Harvey waivers can impact sentencing recommendations. (MCT)
- 11.6.4 Identify the statutory timelines for preparing adult court reports. (MCT)
- 11.6.5 Identify factors that are critical for determining the eligibility for probation. (MCT)
- 11.6.6 Match key terms, associated with determinate sentencing, with their definitions. (WST)
- 11.6.7 Identify factors in aggravation. (MCT)
- 11.6.8 Identify factors in mitigation. (MCT)
- 11.6.9 Identify how dual use of facts applies to aggravating and mitigating factors regarding elements of the crime and enhancements. (MCT)
- 11.6.10 Identify sentencing enhancements. (MCT)
- 11.6.11 Identify the different methods for handling cases with multiple convictions. (MCT)
- 11.6.12 Given a sample criminal record for an adult offender, identify the aspects of a prior record that would limit or justify eligibility for different dispositional alternatives. (WST)
- 11.6.13 Given sample offense reports and sample case information, identify applicable mitigating and aggravating factors. (WST)
- 11.6.14 Given sample case information and a list of community providers, identify one or more appropriate programs for an adult offender. (WST)

- 11.6.15 Given a complete investigation file for an adult defendant, generate a written court report. (WST)
- 11.6.16 Identify the mandated requirements for sex offense charges. (MCT)
- 11.6.17 Identify the mandated requirements for domestic violence charges. (MCT)
- 11.6.18 Identify the criteria affecting bail recommendations. (MCT)
- 11.6.19 Identify the procedure for sealing adult records. (MCT)
- 11.6.20 Identify if the offender would earn custody credits. (MCT)
- 11.6.21 Identify the circumstances under which an offender would receive conduct credit. (MCT)

**TRAINING NOTES:**

- 11.6.A Identify the role of the officer's recommendation in the disposition of an adult case.
- 11.6.B Identify the range of alternative dispositions available locally for adult offenders.
- 11.6.C Identify the requirements for requesting a sentencing continuance.

**CLASS #11.7: JUVENILE REPORTS**  
Instructional Time: 8 hours

**OBJECTIVES:**

- 11.7.1 Identify the required elements for writing juvenile court reports. (MCT)
- 11.7.2 Identify the legal basis for the use of informal probation. (MCT)
- 11.7.3 Identify minors eligible for informal probation. (MCT)
- 11.7.4 Identify Welfare and Institutions Code requirements for making a recommendation to remove a juvenile from the home. (MCT)
- 11.7.5 Identify reasons why a juvenile would be removed from their home. (MCT)
- 11.7.6 Identify the information to be obtained during an interview with a significant family member of a juvenile. (MCT)
- 11.7.7 Identify the range of alternative dispositions available locally for juveniles. (MCT)
- 11.7.8 Given sample case information for a juvenile, identify the aspects of a prior record that would affect eligibility for different dispositional alternatives. (MCT)
- 11.7.9 Identify the circumstances under which a dispositional continuance would be requested. (MCT)
- 11.7.10 Identify the contents included in a transfer report to adult court. (MCT)
- 11.7.11 Identify different types of credits used in computing time served. (MCT)
- 11.7.12 Given sample case information, identify if the juvenile would earn custody credits. (WST)
- 11.7.13 Identify the circumstances under which a juvenile would receive conduct credit. (MCT)
- 11.7.14 Given a sample case file for a juvenile and a list of community providers, identify an appropriate program for the juvenile. (WST)
- 11.7.15 Given a complete investigation file on a juvenile, generate a written court report. (WST)
- 11.7.16 Identify the procedure for sealing juvenile records. (MCT)

**TRAINING NOTES:**

- 11.7.A Identify the role of an officer's recommendation in the disposition of a juvenile case.
- 11.7.B Identify placement options available for out-of-home placement.
- 11.7.C Identify the difference between secured and non-secured placements.
- 11.7.D Identify how to evaluate and compare placement options.

## **TOPIC #12.0: TRANSPORTATION**

**Topic Instructional Time: 3 hours**

### **CLASS #12.1: PREPARATION FOR TRANSPORT**

Instructional Time: 1.5 hours

#### **OBJECTIVES:**

- 12.1.1 Identify the steps necessary when preparing for vehicle transportation. (MCT)
- 12.1.2 Identify safety concerns related to conducting a transport and/or escort. (MCT)
- 12.1.3 Identify the primary considerations for conducting a transport and/or escort. (MCT)
- 12.1.4 Identify the equipment necessary for transport. (MCT)
- 12.1.5 Identify guidelines for transporting different offender classifications (e.g., protective custody, disabled offenders, LGBTQI, etc.). (MCT)
- 12.1.6 Identify the types of offenders that should not be mixed during transport. (MCT)
- 12.1.7 Identify the procedure for verifying the identity of an offender prior to transport (MCT)

### **CLASS #12.2: TRANSPORT PROCEDURES**

Instructional Time: 1.5 hours

#### **OBJECTIVES:**

- 12.2.1 Identify potential emergencies that may occur during transport of an individual. (MCT)
- 12.2.2 Given a list of emergencies that can occur during transport of an individual, identify the appropriate response for each emergency. (MCT)
- 12.2.3 Identify potential consequences of failure to utilize safety precautions when transporting and/or escorting an individual. (MCT)
- 12.2.4 Identify the procedure for handling a non-compliant individual during transport. (MCT)
- 12.2.5 Identify safety precautions to consider before assisting a resisting handcuffed individual entering or exiting a vehicle. (MCT)
- 12.2.6 Identify the required steps when transporting a probationer to a facility. (MCT)
- 12.2.7 Identify reasons the offender should not have any outside contact during transport. (MCT)
- 12.2.8 Identify the consequences of improper supervision of an individual during transport. (MCT)
- 12.2.9 Identify the restraints necessary for transport. (MCT)
- 12.2.10 Identify the required procedure for transporting an individual in a vehicle. (MCT)

#### **TRAINING NOTES:**

- 12.2.A Identify emergency situations on the road or highway (e.g., auto accidents, weather conditions, etc.).
- 12.2.B Identify how to block effective traffic lanes by using the California Uniform Traffic Services (e.g., cones, flares, etc.).
- 12.2.C Identify the required steps for transportation of a non-probationer.



## **TOPIC #13.0: TESTIFYING IN COURT**

**Topic Instructional Time: 2 hours**

### **CLASS #13.1: TESTIFYING IN COURT**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 13.1.1 Identify confidentiality issues related to appearing in court as a witness or when making other oral presentations. (MCT)
- 13.1.2 Identify the steps required to prepare, prior to the day of court appearance, to make an oral presentation to the court. (MCT)

#### **TRAINING NOTES:**

- 13.1.A Identify instances when an officer could be called into court to provide information.
- 13.1.B Identify the consequences of poor performance in court by an officer.
- 13.1.C Identify the roles of key courtroom personnel.
- 13.1.D Identify the rules to follow when in court.
- 13.1.E Given a role-play scenario in which an officer must testify in court, demonstrate examples of good courtroom etiquette, demeanor and testifying.

**TOPIC #14.0: CASE PLANNING**  
**Topic Instructional Time: 11 hours**

**CLASS #14.1: CASE PLANNING**

Instructional Time: 11 hours

**OBJECTIVES:**

- 14.1.1 Identify the purpose for and importance of a case plan. (MCT)
- 14.1.2 Identify the components of a case plan. (MCT)
- 14.1.3 Identify how assessment tools are used in developing a case plan. (MCT)
- 14.1.4 Identify the difference between need and risk factors and their use in assessment tools. (MCT)
- 14.1.5 Given a sample case file on a new probationer, demonstrate the use of departmentally-approved risk and needs assessment tool. (WST)
- 14.1.6 Given the results of the risk/needs assessment tool, describe how the results are incorporated into a case plan. (MCT)
- 14.1.7 Identify why it is important that an assessment tool has been validated. (MCT)
- 14.1.8 Identify the purpose of a risk/needs assessment in determining appropriate programs. (MCT)
- 14.1.9 Identify criminogenic needs for a probationer which may not be court-mandated. (MCT)
- 14.1.10 Given a sample psychological evaluation, identify how the recommendations are incorporated into a case plan. (MCT)
- 14.1.11 Identify when to update/modify case plan and assessment. (MCT)
- 14.1.12 Identify the educational needs/requirements of the probationer for a case plan. (MCT)
- 14.1.13 Identify the specific objectives associated with contacting the probationer and family in the home. (MCT)
- 14.1.14 Identify classification systems for supervision levels. (MCT)
- 14.1.15 List the criteria used in determining the frequency and type of contacts. (MCT)
- 14.1.16 Given a sample case file, generate a written case plan. (WST)
- 14.1.17 Identify the importance of continued evaluation, monitoring and adjustment of the long-term case plan. (MCT)
- 14.1.18 Identify methods of determining compliance/non-compliance with case plan. (MCT)
- 14.1.19 Identify the factors to consider when modifying a case plan. (MCT)
- 14.1.20 Identify what options are available when reviewing or modifying a case plan. (MCT)
- 14.1.21 Determine who needs to be involved or interviewed when modifying a case plan. (MCT)
- 14.1.22 List the court reports and their components that may be associated with modifications of a case plan. (MCT)
- 14.1.23 Identify the factors to consider for revocation or termination of probation. (MCT)
- 14.1.24 Identify the investigation procedure and collection of information for a supplemental, progress or review report. (MCT)
- 14.1.25 Given a sample case file, prepare a supplemental, progress and review report. (WST)
- 14.1.26 Given a sample case file, evaluate the probationer's progress with the case plan and generate a modified case plan consistent with the probation order. (WST)

**TOPIC #15.0: PROGRAMS**  
**Topic Instructional Time: 2 hours**

**CLASS #15.1: EVIDENCE BASED PRACTICES AND PROGRAMS**  
Instructional Time: 2 hours

**OBJECTIVES:**

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

**TRAINING NOTES:**

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

## **TOPIC #16.0: ASSAULT AND ABUSE**

**Topic Instructional Time: 6 hours**

### **CLASS #16.1: SEXUAL ASSAULT AND ABUSE\***

Instructional Time: 3 hours

#### **OBJECTIVES:**

- 16.1.1 Define zero tolerance as it applies to sexual assault, abuse and harassment. (MCT)
- 16.1.2 Identify potential officer liability issues related to sexual assault/abuse. (MCT)
- 16.1.3 Identify the signs that a juvenile or offender may have been sexually assaulted/abused. (MCT)
- 16.1.4 Identify how to communicate effectively and professionally with juveniles and offenders, including lesbian, gay, bisexual, transgender, intersex or gender non-conforming, etc. (MCT)
- 16.1.5 Define human trafficking and prostitution. (MCT)
- 16.1.6 Identify officer responsibilities for sexual assault/abuse and harassment prevention, detection, reporting and response. (MCT)

#### **TRAINING NOTES:**

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

**CLASS #16.2: DOMESTIC VIOLENCE**

Instructional Time: 3 hours

**OBJECTIVES:**

- 16.2.1 Define the cycle of violence. (MCT)
- 16.2.2 Define domestic violence. (MCT)
- 16.2.3 Identify domestic violence risk assessment tools. (MCT)
- 16.2.4 Identify the legal obligations to report suspected domestic violence. (MCT)
- 16.2.5 Identify regulations specific to notification of victims of domestic violence. (MCT)
- 16.2.6 Identify indicators of child abuse. (MCT)
- 16.2.7 Identify the different types of child abuse. (MCT)
- 16.2.8 Identify factors that put a child at increased risk of being abused and/or neglected. (MCT)
- 16.2.9 Identify mandated child abuse reporting laws and procedures. (MCT)
- 16.2.10 Given a scenario, complete a suspected child abuse report (SCAR). (WST)
- 16.2.11 Identify signs and symptoms of suspected elder abuse. (MCT)
- 16.2.12 Identify legal obligations to report suspected elder abuse. (MCT)
- 16.2.13 Given a scenario, complete a suspected elder abuse report. (WST)

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

Volume: 2

Date: 2012-07-01

Original Date: 2012-07-01

Title: Section 115.31 – Employee training

Context: Title 28 – Judicial Administration. CHAPTER 1- DEPARTMENT OF JUSTICE (CONTINUED) PART 115 – PRISON RAPE ELIMINATION ACT NATIONAL STANDARDS

Subpart A – Standards for Adult Prisons and Jail – Training and Education

## **TOPIC #17.0: DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES**

**Topic Instructional Time: 29 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 physical conditioning and defensive tactics training that are physically challenging 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 classes (17.2, 17.3, 17.5, 17.6, 17.7, and 17.10) 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.

\*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 #17.1: USE OF FORCE**

Instructional Time: 2 hours

### **OBJECTIVES:**

- 17.1.1 Identify the psychological and physiological factors that may affect an officer who is threatened or involved in a physical altercation with an offender. (MCT)
- 17.1.2 Identify intervention methods for de-escalating problematic situations. (MCT)
- 17.1.3 Identify indicators of assaultive behavior. (MCT)
- 17.1.4 Identify the force option categories. (MCT)
- 17.1.5 Identify the guidelines that an officer should consider prior to employing use of force. (MCT)
- 17.1.6 Identify actions that would constitute excessive force. (MCT)
- 17.1.7 Identify actions that would constitute reasonable force. (MCT)
- 17.1.8 Identify the legal framework for an officer's use of reasonable force. (MCT)
- 17.1.9 Identify key elements needed to be covered in debrief and documentation. (MCT)
- 17.1.10 Identify less lethal force options. (MCT)
- 17.1.11 Identify lethal force options. (MCT)

### **TRAINING NOTES:**

- 17.1.A Identify potential health hazards faced by an officer when confronted by or using force against an offender.
- 17.1.B List potential techniques that could cause a substantial risk of positional asphyxia.
- 17.1.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).
- 17.1.D Discuss the legal requirements to report an observed excessive use of force.
- 17.1.E Explain the prohibition on retaliation against an officer that reports a suspected violation of a law or regulation by another officer.
- 17.1.F articulate the consequences of failing to intercede when observing potential excessive force by another officer.

### **CLASS #17.2: CONTROL HOLDS**

Instructional Time: 4 hours

### **INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

### **OBJECTIVES:**

- 17.2.1 In a simulation, demonstrate at least two course instructed control holds incorporating the following: balance, maintaining a position of control and advantage, proper foot movements, and leverage/assistance. (BST)

### **TRAINING NOTES:**

- 17.2.A Review the law that prohibits the use of the carotid control hold and choke holds.

### **CLASS #17.3: FALLING**

Instructional Time: 1 hour

### **INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

### **OBJECTIVES:**

- 17.3.1 In a simulation of a rear assault, demonstrate a forward break fall technique incorporating the following: correct body position, proper movement, balance and position of advantage. (BST)
- 17.3.2 In a simulation of a frontal assault, demonstrate a rear break fall technique incorporating the following: correct body position, proper movement, balance and position of advantage. (BST)

**CLASS #17.4: FOOTWORK AND BALANCE**

Instructional Time: 1 hour

**INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

**OBJECTIVES:**

- 17.4.1 Given a scenario, demonstrate the course-instructed balance, footwork and body movements to avoid an attacking person, incorporating the following: balance, position in response to subject's movements and self-control. (BST)
- 17.4.2 Given a scenario, demonstrate the course-instructed footwork to evade an attack. (BST)

**TRAINING NOTES:**

- 17.4.A Identify effective dynamic stretching exercises for officers.

**CLASS #17.5: TAKE-DOWNS**

Instructional Time: 4 hours

**INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

**OBJECTIVES:**

- 17.5.1 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)
- 17.5.2 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 #17.6: GROUND CONTROL**

Instructional Time: 4.5 hours

**INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

**OBJECTIVES:**

- 17.6.1 In a simulation, demonstrate a course-instructed escape technique from a ground position incorporating the following: escape from and restrain the offender, gain a position of control and advantage, and maintain mental alertness and concentration. (BST)
- 17.6.2 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)
- 17.6.3 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)
- 17.6.4 Given a scenario, demonstrate course-instructed prone control technique. (BST)
- 17.6.5 In a simulation, demonstrate a course-instructed escape technique from a bear hug incorporating the following: escape from and restrain the offender, gain a position of control and advantage and proper balance. (BST)

**TRAINING NOTES:**

- 17.6.A Identify how to retain equipment (e.g., OC, handcuffs, etc.) during each escape technique.

**CLASS #17.7: PERSONAL BODY WEAPONS**

Instructional Time: 2 hours

**INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

**OBJECTIVES:**

- 17.7.1 Given a scenario, demonstrate the use of course-instructed personal body weapons. (BST)
- 17.7.2 Given a scenario, demonstrate course-instructed diversionary distraction techniques. (BST)
- 17.7.3 Demonstrate course-instructed blocking techniques. (BST)

**CLASS #17.8: PERSON SEARCHES**

Instructional Time: 6 hours

**OBJECTIVES:**

- 17.8.1 Identify the primary considerations for an officer when searching an individual. (MCT)
- 17.8.2 Identify barriers to completing pat-down and/or strip searches. (MCT)
- 17.8.3 Identify the places on males and females where weapons or contraband may be concealed. (MCT)
- 17.8.4 Identify the consequences that may result from poorly conducted pat-down and strip searches. (MCT)
- 17.8.5 Identify the key roles of each officer when multiple officers are searching persons, vehicles or rooms. (MCT)
- 17.8.6 Given a scenario in which you are to search a compliant individual in a prone position, demonstrate how to safely approach and search the individual. (BST)
- 17.8.7 Given a scenario in which you are searching an individual, demonstrate the use of appropriate verbal commands. (BST)
- 17.8.8 Given a scenario in which you are to search a compliant individual in a standing position, demonstrate how to safely approach and search the individual. (BST)
- 17.8.9 Given a scenario with an individual of the opposite gender, demonstrate an effective pat-down search. (BST)
- 17.8.10 Given a scenario in which you are to search a compliant individual in a kneeling position, demonstrate how to safely approach and search the individual. (BST)
- 17.8.11 Given a scenario with an individual of the same gender, demonstrate an effective pat-down search. (BST)
- 17.8.12 Identify the legal principles inherent in conducting pat-down and strip searches. (MCT)
- 17.8.13 Given the task of searching an individual in a high-risk situation, demonstrate the correct techniques required to maximize the effectiveness of searches and safety of the officer. (BST)

**TRAINING NOTES:**

- 17.8.A Identify potential concerns regarding same gender pat-down searches.
- 17.8.B Identify potential concerns regarding opposite gender pat-down searches.

**CLASS #17.9: USE OF RESTRAINTS**

Instructional Time: 4.5 hours

**INSTRUCTOR QUALIFICATIONS:**

Certified instructor in defensive tactics/weaponless defense.

**OBJECTIVES:**

- 17.9.1 With a second officer, demonstrate the proper application of handcuffs on a non-compliant individual in a standing, kneeling, and prone position using a course-instructed control hold. (BST)
- 17.9.2 Identify issues related to the proper fit of hand cuffs (e.g. position of locks, position of wrist, tightness of cuffs, double locking) (MCT)
- 17.9.3 With a second officer, demonstrate how to assist a handcuffed individual in the kneeling & prone position to their feet incorporating the following: appropriate verbal instructions to the individual during the assist, not pulling up offender by their arm and not compromising individual's ability. (BST)
- 17.9.4 Given a scenario, demonstrate how to safely remove handcuffs. (BST)
- 17.9.5 With a second officer demonstrate how to properly escort a handcuffed individual. (BST)
- 17.9.6 Identify the procedure for safely approaching an individual prior to the application of handcuffs. (MCT)
- 17.9.7 Given a scenario demonstrate the proper approach and application of handcuffs on a compliant individual from a standing, kneeling, and prone position. (BST)
- 17.9.8 In a simulation, demonstrate handcuffing an individual from the searching position incorporating the following: joint locks, cuff retrieval from waistband on belt. (BST)
- 17.9.9 Identify the different parts and nomenclature of handcuffs. (MCT)
- 17.9.10 Given a scenario, demonstrate the use of verbal commands during the application of handcuffs. (BST)
- 17.9.11 Identify why it is important to use verbal commands while applying restraints. (MCT)
- 17.9.12 Identify laws related to the use of restraints. (MCT)
- 17.9.13 Identify situations when the use of restraint devices may be appropriate, according to Title 15. (MCT)
- 17.9.14 Identify the types of restraint devices used by officers. (MCT)
- 17.9.15 Identify restraint methods that may not be appropriate (e.g., hog tying). (MCT)
- 17.9.16 Identify circumstances when the use of restraints may not be appropriate. (MCT)
- 17.9.17 Demonstrate how to assist a resisting handcuffed individual to a sitting position, entering and exiting a vehicle. (BST)
- 17.9.18 Identify Title 15 requirements for direct visual supervision of an offender when the offender is in physical restraints. (MCT)

## **TRAINING NOTES:**

17.9.A Discuss position and replacing handcuffs on a resisting individual.

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

\*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.

## **TOPIC #18.0: BEHAVIORAL HEALTH**

**Topic Instructional Time: 25 hours**

### **CLASS #18.1: SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE**

Instructional Time: 2 hours

#### **OBJECTIVES:**

- 18.1.1 Recognize recent trends in substance abuse. (MCT)
- 18.1.2 Distinguish between different street drugs and prescription drugs. (MCT)
- 18.1.3 Classify symptoms to specific types of substances used. (MCT)
- 18.1.4 Recognize medical symptoms that resemble the effects of substance abuse. (MCT)

#### **TRAINING NOTES:**

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

### **CLASS #18.2: TRAUMA**

Instructional Time: 4 hours

#### **OBJECTIVES:**

- 18.2.1 Recognize signs and symptoms of those affected by trauma. (MCT)
- 18.2.2 Identify how behaviors and actions of staff may inflict trauma on individuals under their supervision or in our custody. (MCT)
- 18.2.3 Identify appropriate classification/housing for someone who has suffered trauma. (MCT)
- 18.2.4 Recognize the signs and symptoms of current trauma and past trauma. (MCT)
- 18.2.5 Identify signs of human trafficking and services available for victims. (MCT)
- 18.2.6 Identify how to appropriately interact with offenders who have suffered trauma. (MCT)
- 18.2.7 Recognize barriers to reporting trauma. (MCT)

### **CLASS #18.3: INTERVENTIONS AND RESOURCES**

Instructional Time: 4 hours

#### **OBJECTIVES:**

- 18.3.1 Identify techniques for effective interviewing of offenders. (MCT)
- 18.3.2 Recognize the behavioral and verbal cues that will require mental health intervention. (MCT)
- 18.3.3 Recognize verbal de-escalation techniques through scenarios. (MCT)
- 18.3.4 Identify the rights of an MHBI offender. (MCT)
- 18.3.5 Determine appropriate responses when dealing with an emotionally upset person. (MCT)
- 18.3.6 Identify triggers of violence. (MCT)

## **TRAINING NOTES:**

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

### **CLASS #18.4: STIGMA AND BIAS**

Instructional Time: 1 hour

## **OBJECTIVES:**

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

## **TRAINING NOTES:**

- 18.4.A Discuss experiences within the classroom of different mental health illnesses and other disabilities and their prevalence among various demographics.
- 18.4.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 #18.5: ROLES AND RESPONSIBILITIES**

Instructional Time: 4 hours

**OBJECTIVES:**

- 18.5.1 Identify mental health factors that may result in a child being removed from their home. (MCT)
- 18.5.2 Identify the mental health information and criteria that is appropriate to be included in a fitness report. (MCT)
- 18.5.3 Determine how mental health documentation relates to aggravating and mitigating factors when writing reports (such as court or incident reports) and recommendations. (MCT)
- 18.5.4 After viewing a video scenario, write a report. (WST)
- 18.5.5 Identify the Title 15 mandates that refer to the psychological treatment of offenders. (MCT)

**TRAINING NOTES:**

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

**CLASS #18.6: LIABILITY**

Instructional Time: 1 hour

**OBJECTIVES:**

- 18.6.1 Identify the mandates around access to MHBI services. (MCT)
- 18.6.2 Identify the liability for refusing access to MHBI services. (MCT)
- 18.6.3 Identify potential liabilities resulting from a suicide. (MCT)

**TRAINING NOTES:**

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

**CLASS #18.7: BEHAVIORAL HEALTH CASE PLANNING**

Instructional Time: 1 hour

**OBJECTIVES:**

- 18.7.1 Identify appropriate programs for mental health needs based on a risk/needs assessment. (MCT)
- 18.7.2 Demonstrate the ability to integrate information from a risk/needs assessment tool into a case plan to include treatment, intervention and probation condition compliance. (WST)
- 18.7.3 Produce a written court report that includes pertinent mental health information. (same WST as 18.8.2)

**Note:** All WSTs in this class can be covered by the same activity.

**TRAINING NOTES:**

- 18.7.A Be aware of tele-psych options for addressing mental health issues.

**CLASS #18.8: SUICIDE PREVENTION**

Instructional Time: 2 hours

**OBJECTIVES:**

- 18.8.1 Determine the best means to identify the emotional/mental state of an offender. (MCT)
- 18.8.2 Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors. (MCT)
- 18.8.3 Identify differences between self-harm and suicidal ideations/attempts. (MCT)
- 18.8.4 Recognize high risk behaviors associated with suicide. (MCT)
- 18.8.5 Evaluate suicide risk level and execute appropriate procedures. (MCT)
- 18.8.6 Identify suicidal risk factors. (MCT)
- 18.8.7 Identify strategies to mitigate suicide attempts. (MCT)
- 18.8.8 Identify the responsibilities of the officer when dealing with suicide risk offenders. (MCT)

**TRAINING NOTES:**

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



**CLASS #18.9: FOUNDATION AND DEFINITIONS: SIGNS AND SYMPTOMS**

Instructional Time: 2.5 hours

**OBJECTIVES:**

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

**TRAINING NOTES:**

- 18.9.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.
- 18.9.B Explain that poor hygiene can be a sign or symptom of mental health decompensation.
- 18.9.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.
- 18.9.D Identify MHBI conditions that are more prevalent in the elder population.
- 18.9.E Identify four types of medication that can induce MHBI.
- 18.9.F Identify MHBI conditions that may lead to non-compliant behavior from a MHBI offender.
- 18.9.G Identify mental health indicators that can be misconceived as assaultive behavior.
- 18.9.H Explain importance of being aware of offender having an MHBI.
- 18.9.I Identify risk factors associated with mental health as opposed to drug abuse, co-occurring disorders, and self-medicating.
- 18.9.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 #18.10: SAFETY**

Instructional Time: 1.5 hours

**OBJECTIVES:**

- 18.10.1 Recognize the potential consequences of improper management of an offender in psychological distress. (MCT)
- 18.10.2 Identify risk of victimization/manipulation of mentally ill offenders. (MCT)
- 18.10.3 Identify indicators that a mentally ill offender is the manipulator. (MCT)
- 18.10.4 Identify how behavioral health issues may increase risk of being abused or neglected. (MCT)
- 18.10.5 Identify self-harm behavior that MHBI offenders may engage in. (MCT)
- 18.10.6 Recognize the potential consequences of improper monitoring of MHBI offenders. (MCT)

**TRAINING NOTES:**

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

**CLASS #18.11: EMOTIONAL SURVIVAL**

Instructional Time: 2 hours

**OBJECTIVES:**

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

**TRAINING NOTES:**

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

## ATTACHMENTS

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

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

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

#### Components of a Lesson Plan

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

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

#### **Room Set-Up:**

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

#### **Instructor Material(s)/Equipment Needed:**

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

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

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

#### **Time for Each Section or Exercise/Activity:**

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

#### **Trainer's Script:**

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

#### **Handout/Classroom Materials:**

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

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

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

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

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

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

### **I. Exam Administration Staff**

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

### **II. Exam Administration Procedures**

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

### **III. Test Security**

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

**IV. Maintaining Security in the Exam Room/Proctor Responsibilities**

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

**V. Procedures for Reporting and Handling Test Irregularities and Compromises**

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

**VI. Accommodated Test Administration**

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

**VII. Document Retention Policies**

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

**VIII. Emergency Plan**

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

**IX. Test Development**

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

**X. Remediation**

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

The policy will minimally include:

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