

**Course Outline**

**COURSE:** AJ 107A                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2019    **CURRICULUM APPROVAL DATE:** 06/11/2019

**SHORT TITLE:** ACO CORE ACADEMY

**LONG TITLE:** Adult Corrections Officer Core Academy

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
4 TO 8.5	18	Lecture:	3.5 TO 5.5	Lecture:	63 TO 99
		Lab:	6 TO 12	Lab:	108 TO 216
		Other:	0	Other:	0
		Total:	9.5 TO 17.5	Total:	171 TO 315

**COURSE DESCRIPTION:**

This 176-288 hour variable course is designed to meet the California Corrections Standard Authority (CSA) requirements for entry-level training of Correctional Officers for adult institutions. The course includes lecture and practical application skills and knowledge including roles and responsibilities of the adult corrections officer, Title 15, Title 24, professionalism and ethics, and proper techniques to maintain the safety and security of inmates. **PREREQUISITE:** 1. Successful completion of STC approved pre-entry written and physical assessment examinations provided by the Academy. 2. Students must complete a Department of Justice background investigation and meet requirements as set forth in Government Code 1029 for qualification as a Corrections Officer. 3. Medical clearance by a licensed physician.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

## **STUDENT LEARNING OUTCOMES:**

1. Identify Academy Recruit Procedures and responsibilities; demonstrate communication, chain of command principles, and uniform/grooming standards within a Corrections environment; employ police band radio communications nomenclature, and execute daily activities in accordance with provided Academy policies and procedures.

Measure of assessment: written exam, performance test, role playing

2. Identify the major roles and responsibilities of a Corrections Officer, their relationships with other components of the adult criminal justice system, recognize the freedom/rights afforded individuals under the U.S. Constitution, and its amendments, and distinguish between felony, misdemeanor, infractions of the law.

Measure of assessment: written exam, role playing

3. Identify the legal and ethical issues associated with statutes concerning privileged communications, written reports, and legal records access including their impact on the officer, the department, the inmate and the community.

Measure of assessment: written exam, writing assignment, class exercise

4. Identify and demonstrate ethical standards and acceptable behavior required for correctional officers.

Measure of assessment: written exam, role playing

5. Recognize the correlation between classifying inmates and maintaining safe housing; identify well-defined prison gangs, their physical and behavioral identifiers; and given an example of an inmate screening, classifying an inmate for safe housing.

Measure of assessment: written exam, writing assignment, role playing

6. Recognize the importance of proper security precautions and procedures for maintaining security in a correctional institution including day-to-day operations, commissary, visitation, inmate workers, dealing with contraband, searching, and internal movement of inmates within a jail.

Measure of assessment: written exam, writing assignment, performance test, role playing

7. Describe the appropriate procedure for processing inmates within the jail including, booking, receiving and releasing.

Measure of assessment: written exam

8. Discuss the priorities and responsibilities of a correction officer during an emergency situation.

Measure of assessment: written exam, performance test, writing assignment, role playing

9. Identify proper principles for appearing in court and the consequences of poor performance, including testimony documentation and preparation.

Measure of assessment: written exam, performance test, role playing

10. Demonstrate proper processes for defensive tactics, searching, and managing control on non-combatant and combatant inmates.

Measure of assessment: written exam, performance test, role playing

11. Define and discuss Title 15 relative to the medical and psychological treatment of prisoners and the potential liability for non-compliance.

Measure of assessment: written exam, writing assignment, performance test, role playing

12. Recognize the proper protocol and safety procedures for transporting an inmate outside of the institution

Measure of assessment: written exam, writing assignment

13. Recognize the proper protocol and safety procedures for handling and distribution of inmate mail.

Measure of assessment: written exam

14. Recognize and apply the principles of effective communication, both orally and in writing with inmates, the public, fellow officers, and supervisors. Out of Class assignments ? Report Writing/editing review.

Measure of assessment: written exam, performance test, role playing

15. Define and discuss the factors contributing to physical fitness, and recognize the physical requirements of Correctional Officer fitness.

Measure of assessment: written exam, performance test

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 06/11/2019

8 – 20 Hours

### **I. ACADEMY ORIENTATION**

#### **A. Recruit Procedures**

1. Using the Recruit Procedures Manual, identify the Academy dress code, daily schedule, recruit equipment, and campus responsibilities.

2. Identify the roles and relationships of the Academy chain of command: Director, Coordinator, Recruit Training Officers, and recruits.

#### **B. Radio Communications**

1. Given a scenario, identify the proper radio 10-codes employed.

2. Using a Corrections Officer's radio, employ radio 10-code nomenclature to accurately describe movements around the Academy campus.

#### **C. Inspections**

1. Identify the proper uniform attire for Officer inspection, and state three potential failures of uniform inspection

2. Successfully complete a squad inspection.

3-4 Hours

### **II. CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION**

#### **A. Roles And Responsibilities Of The Adult Corrections Officer**

1. Identify the major roles and responsibilities of the corrections officer.

2. Identify the roles and relationships of the components in the adult criminal justice system.

#### **B. Adult Criminal Justice System And Process**

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

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

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

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

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

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

8-10 Hours

### III. CODES, STATUTES, AND OTHER LEGAL DOCUMENTS

#### A. Legal Foundations Of Incarceration

1. Identify the primary legal references and sources that impact the work of a corrections officer.

#### B. Reference Use Of The Codes

1. Given a scenario of a criminal violation, use the Penal Code to find the specific code reference.
2. Given a specific code violation, identify the elements, classification, and penalties of that violation using the relevant code for reference.
3. Given a reference to a specific misdemeanor, indicate whether or not the person who committed the offense can be held in custody using PC 853.6 for reference.

#### C. Constitutional Rights, Civil Rights, And Case Law

1. Identify the reasons for the importance of the Minimum Jail Standards (Title 15) to the work of the corrections officer.
2. Given verbal or visual descriptions of situations relevant to inmate housing or care (e.g., privacy, feeding), identify instances of mistreatment using Title 15 and case law for reference.
3. Identify legal issues inherent in the handling of a crime that has been committed inside a detention facility, and list the applicable penal code sections and the legal rights of any involved inmates.

#### D. Legal Issues Regarding Confidentiality And Accessing

1. Identify the sources of mandates on confidentiality, including:
2. Identify the statewide information systems directly accessible to California law enforcement agencies, including CLETS, CJIS, NLETS and NCIC.
3. Identify the procedures for making inquiry into law enforcement information systems and cross referencing the information obtained within these systems.
4. Identify the state laws and policies that pertain to verifying and disseminating telecommunication information.

4-8 Hours

### IV. PROFESSIONALISM AND ETHICS

#### A. Professionalism And Ethics And The Corrections Officer

1. Describe what being a professional corrections officer means.
2. Define ethics.
3. Explain ethical violations you might see in a correctional setting.
4. Explain why corrections officers, on and off duty, should exemplify the highest ethical and moral standards.
5. Discuss the best methods for handling unethical situations.
6. Examine the problems associated when a corrections officer violates the law.
7. Explain why it is necessary to take positive action when becoming aware of unethical and/or criminal conduct of other corrections officers or correctional professionals.
8. Review and discuss a departmental code of ethics.

10-14 Hours

### V. CLASSIFICATION OF INMATES

#### A. Factors Affecting Classification

1. Given a sample case description indicate those factors that would affect classification.
2. Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification.

#### B. Implications Of Classification

1. Identify the reasons why appropriate classification of inmates is important.
2. Given a list of classifications, identify specific risks and, precautions associated with each.
3. Given a sample case description, classify the individual using a sample department classification policy and state your rationale.

#### C. Gangs And Subcultures In Institutions

1. Explain the history and scope of criminal gangs in California.

2. Discuss current trends and community responses to gangs in California.
3. State the legal definition of a criminal gang pursuant to California Penal Code Section 186.22.
4. Explain the dynamics and structure of gang culture.
5. Describe the major types of gangs found in a local correctional facility.
6. Identify those signs, symbols, emblems and/or graffiti that indicate gang affiliation or sympathies.
7. Describe verbal and non-verbal methods gang members use to communicate with each other in a custody setting.
8. Identify ways that gangs or other subcultures use in institutions to recruit members and control the behavior of others.
9. Describe typical in-custody activity of gangs.
10. Identify the relationship of members of local street gangs to gangs in local and state operated facilities.
11. Identify officer safety issues related to gang behavior in a custody setting.
12. Identify classification issues related to gang membership.
13. Discuss strategies to monitor gang activity in a custody setting.
14. Discuss strategies to prevent and control gang activity in a custody setting.
15. Describe ways to share information with other agencies about gang activity in your facility.

5-9 Hours

## VI. CONTRABAND/EVIDENCE

### A. Identifying Contraband

1. Generate a definition of contraband per your department policy and procedure.
2. State why each major type of contraband represents a potential hazard in a correctional facility.
3. Given a list of items from a sample departmental policy, identify how contraband can be confiscated (e.g., put items in inmate's property, dispose of contraband).
4. Identify common ways in which contraband is obtained by inmates.
5. List common hiding places for contraband.

### B. Handling Contraband

1. Describe the process for handling various types of contraband (e.g., drugs, weapons), using a sample departmental policy manual for reference.
2. Given a description of an incident in which an inmate is found to be in possession of a given type of contraband, state whether an arrest is indicated using the Penal Code for reference.
3. When an arrest is indicated, describe the procedure for, and the critical results of, handling contraband as evidence using the Penal Code as reference.
4. Define "Chain of Custody."
5. Identify the steps for maintaining the "chain of custody" including:
6. Given a scenario, identify items which should be treated as contraband/evidence and used for disciplinary or court proceedings.

### C. Evidence

1. Identify and define the common terms related to evidence.
2. Identify the reasons for offering evidence in court.
3. Identify the tests that evidence must successfully pass before it may be entered into criminal court (Evidence Code Section 210).
4. Identify the main purpose of the "Rules of Evidence".

11 - 17 Hours

## VII. INTERPERSONAL, TACTICAL AND PRACTICAL COMMUNICATIONS

### A. Interpersonal Communications

1. Discuss the reasons for effective communications in a jail setting.
2. Describe factors of a jail setting that produce tension for inmates and staff.
3. Describe principles of effective communication in a jail setting.
4. Explain barriers to effective communication in a jail setting.
5. Explain elements of basic listening skills.

6. Identify elements of basic communication skills in a jail setting.
7. Describe inmate's non-verbal behavior.
8. Identify signs of trouble in a jail setting that could be prevented or mitigated through effective interpersonal communication.
9. Describe ways to verbally intervene in a situation that is beginning to escalate.
10. Given a scenario, demonstrate effective communication skills involved in giving instructions to an inmate.
11. Given a scenario, demonstrate effective communication skills involved in responding to inmate requests.
12. Given a scenario, demonstrate effective listening skills.
13. Given the scenario used for 7.1.12, identify and discuss judgments about the inmate during the scenario.
14. Given a scenario, identify elements that indicate an escalation of tension.
15. Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.

#### B. Communications With Co-Workers

1. Demonstrate the following principles for calling and reporting to fellow officers.
2. Given transcripts of interactions, indicate which communication systems (radio, telephone, and public address) would be most appropriate given the type of situation.
3. Presented with a simulated problem situation requiring communications with a co-worker, describe the incident.
4. Identify potential benefits of communicating with fellow officers.
5. Discuss the potential problems of communicating with fellow officers in the presence of inmates.

#### C. Responding To Telephone Calls

1. Identify privacy implications for answering questions about inmates.
2. Identify basic information that can be disclosed about inmates.
3. Discuss reasons for responding courteously and professionally to incoming calls and/or questions from the public.

38-46 Hours

### VIII. DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

#### A. Principles Of Use Of Force

1. Identify the legal framework for a corrections officer's use of reasonable force.
2. Given examples of situations requiring the use of physical force, identify actions that would constitute reasonable force using relevant codes, statutes, and case law materials for reference.
3. Given examples of situations requiring the use of physical force, identify actions that would be considered excessive force.
4. Identify the following guidelines that a corrections officer should consider prior to employing the use of force.
5. Describe inmate actions that may lead to assaultive behavior.
6. In a simulated exercise, demonstrate behaviors or verbal interventions that a corrections officer can use to de-escalate problems.
7. Discuss the psychological and physiological factors that affect a person threatened with danger.

#### B. Principles Of Use Of Restraints

1. Identify the following purposes, laws and principles for using handcuffs on inmates.
2. Explain the limitations for use of handcuffs.

#### C. Defensive Tactics - Footwork And Balance

1. Participate in instructor led warm-up exercises such as walking in place.
2. Participate in instructor led Dynamic Stretching exercises.
3. Demonstrate the course-instructed balance, footwork and body movements to avoid an attacking person.
4. Demonstrate the course-instructed footwork to evade an attack.

#### D. Defensive Tactics - Falling

1. In a simulation of a frontal assault, demonstrate a rear break fall technique.

2. In a simulation of a rear assault, demonstrate a forward break fall technique.

#### E. Defensive Tactics - Control Holds

1. In a simulation, demonstrate at least two course-instructed joint lock control holds.

#### F. Defensive Tactics - Take Downs

1. In a simulation, demonstrate at least two course-instructed "take-down" techniques.

2. Demonstrate a course-instructed two officer, one subject take-down technique.

#### G. Defensive Tactics - Ground Control Techniques

1. In a simulation, demonstrate at least 3 course-instructed ground control techniques.

#### H. Handcuffing And Searching A Handcuffed Inmate

1. Identify the correct terminology to describe the handcuff.

2. Demonstrate proper manipulation of handcuffs.

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

4. Demonstrate assisting a person who is prone to his/her feet.

5. Demonstrate the principles of searching an individual in a "pat down" or "cursory" search so that the effectiveness of the search and the safety of the officer is maximized.

6. Demonstrate the principles of searching an individual in a high-risk situation so that the effectiveness of the search and the safety of the officer are maximized.

7. In a simulated search exercise, demonstrate the common places where dangerous weapons or contraband can be located on a subject's person.

8. Demonstrate handcuffing a subject from the searching position.

#### I. Mechanical Restraints And Safety Cell

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

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

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

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

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

#### J. Defensive Tactics - Escaping Techniques

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

2. In a simulation, demonstrate a course-instructed escape technique from a ground position.

3. In a simulation, demonstrate a course-instructed escape technique from a front position.

4. In a simulation, demonstrate a course-instructed escape technique from a rear position.

5. In a simulation, demonstrate a course-instructed escape technique from a "bear hug".

#### K. Cell Extractions

1. Describe circumstances when cell extraction is necessary.

2. Discuss roles and responsibilities of each team member.

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

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

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

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

5 Hours

### IX. BOOKING AND RECEIVING

#### A. Receiving Inmates

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

2. Identify the correct procedure for receiving inmates.
3. Given a sample arrest report or booking report on an incoming prisoner, generate a list of additional questions to ask the arresting officer.
4. Identify Title 15 mandates and state law regarding the medical screening of incoming inmates.
5. Explain the notification requirements pertaining to developmentally disabled inmates.

#### B. Booking Inmates

1. Identify different types of legal detainees.
2. Identify components of a valid warrant.
3. State the reasons why warrant checks should be completed prior to booking or releasing inmates.
4. List appropriate steps in the booking procedure.

#### C. Processing New Inmates Prior To Housing

1. Identify the major steps in processing inmates prior to housing.
2. Identify the number of calls new inmates are allowed to make in compliance with PC 851.5.
3. Identify the prints that are required for juveniles and adults according to state regulations, using the appropriate codes for reference.
4. Identify the reasons why it is important to obtain clear fingerprints.

#### D. Orienting New Inmates

1. Identify the benefits of providing incoming inmates with a thorough orientation.
2. Identify the major steps in orienting new inmates in compliance with Title 15 Standards.
3. Identify procedures for orienting new inmates where communication problems exist, e.g., non-English speaking, hearing or speech impaired, etc.

#### E. Issuing Supplies To New Inmates

1. State consequences of improper issue of supplies to new inmates.
2. Identify minimum type of clothing and bedding required by Title 15 Standards.
3. Discuss the importance of issuing inmates clothing that is in good condition.

3 Hours

### X. RELEASING

#### A. Verifying Identity Prior To Release

1. State the possible consequences of releasing the wrong person.
2. Identify the procedure for verifying the identity of an inmate prior to release.

#### B. Returning Property Prior To Release

1. State the reasons for ensuring that an inmate understands the implications of signing off that he or she received the correct property (e.g., potential liability).
2. Identify the procedure for returning and transferring inmates' property.

#### C. Reviewing Bail Bonds

1. Identify the purpose of different types of bail.
2. Given a sample case description, determine if the inmate is eligible for bail bond.
3. Given a sample violation and a court calendar, generate time frames for court dates.
4. Identify points to check on a bail bond.

#### D. Processing Release On Own Recognizance

1. Explain the importance of carefully processing a "release on own recognizance."

#### E. In Custody Releases

1. Identify differences between the various types of releases (e.g., removal order, commitment).
2. Identify procedures for transferring inmate's property.
3. Identify procedures for transferring medical information.

#### F. Time Served Releases

1. Identify different types of credits used in computing time served.

10 - 15 Hours

### XI. MAINTAINING SECURITY



#### A. Basic Precautions

1. State examples of errors in key handling that might pose threats to security.
2. Identify the purpose of a sallyport, and describe the procedure for entering or leaving.

#### B. Searching The Facility

1. Identify items to look for when searching the facility.
2. List the steps and safety precautions to be observed when searching the facility.
3. List potential hiding places to be checked carefully during a search of the facility.
4. Describe the procedure for limiting and controlling movement of inmate workers during search of facility.
5. Identify tools or materials that might be useful during a search of the facility and describe potential uses of each.

#### C. Security Rounds

1. Identify principles governing security rounds.
2. Identify signs to watch out for on security rounds.
3. Identify reasons for checking the physical plant and outer fence as well as assigned areas on security rounds.
4. Identify steps in conducting outside perimeter checks.
5. List potential warning signs to be observed in outside perimeter checks.

#### D. Counting And Locating Inmates

1. Identify procedures for doing different kinds of counts.
2. Identify why the following principles are important to the effective counting of inmates.
3. Describe the procedure for responding to the absence of an inmate.
4. List principles of searching for a missing or escaped inmate.

#### E. Conducting Searches Of Inmates

1. Identify the legal principles inherent in conducting clothed (pat-down) and unclothed (strip) searches.
2. Identify hiding places on males and females where weapons or contraband may be concealed.
3. Identify the legal principles of searching persons of the opposite sex.
4. Identify the "universal safety precautions" for conducting searches.
5. Demonstrate the methods to search an individual.

28 - 32 Hours

## XII. REPORT WRITING AND RECORD KEEPING

### Outside Class Assignments:

Review, edit, and finalize written reports drafted in class.

#### A. Assessment And Overview

1. Given a scenario, simulation or videotape of a jail-related incident, generate a description of the incident.
2. Identify the elements of writing that are important for communication.
3. List in order of importance an approach to reviewing common writing errors as follows:
4. Identify the four major types of reports used in local corrections:
5. Describe the structure and elements of each of the major types of corrections reports identified in 12.1.4.
6. Explain the potential uses of each of the four major types of corrections reports identified in 12.1.4.

#### B. Writing For Local Corrections - Content

1. Given a scenario, write a first draft of a report describing the scenario.
2. In small groups of 4-5, trainees review first draft reports and give feedback to one another focusing only on the content aspects of the report.
3. Identify reference material and resources to assist in preparing corrections specific reports, such as the following:
4. Demonstrate proofreading and revision techniques related to improving the content of corrections specific reports including the following aspects:

5. Based on feedback from small group exercise, revise first draft of report prepared in 12.2.1.
6. Identify the major types of record keeping required in a local corrections setting and what must be included in each type of record.

#### C. Writing For Local Corrections - Organization

1. Discuss at least two major ways to organize corrections-related reports and the advantages and disadvantages of each way, such as the following:
2. Identify reference material and resources to assist in writing reports, such as the following:
3. Describe proofreading and revision techniques related to improving the organization of corrections specific reports.
4. In small groups of 4-5, trainees review second draft of report generated pursuant to

#### D. Information Gathering And Note Taking

1. Demonstrate techniques for effective interviewing of inmates.
2. Demonstrate note-taking techniques to gather information during or after interviewing inmates.
3. Discuss techniques for effective observation of jail incidents/condition of inmates.

#### E. Writing For Local Corrections - Mechanics

1. Given a scenario of a jail-related incident, write a description of the incident.
2. Identify the major areas of writing mechanics that are involved in professional reports.
3. Demonstrate proofreading and revision techniques related to improving the mechanics of corrections specific reports.
4. In small groups of 4-5, trainees review third draft of report generated pursuant to 12.2.1

#### F. Report Writing Practice

1. Given a scenario, write a Disciplinary Report.
2. Using 3rd party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.1.
3. Given a scenario in which a crime occurs, write a crime report.
4. Using 3rd party review demonstrate appropriate proofreading and revision techniques for the report generated in 12.6.3.

#### G. Report Writing - Testing

1. Given a scenario, write an Incident Report.
2. Given a scenario, write a Use of Force Report.

12.5 - 15.5 Hours

### XIII. SUPERVISING INMATES

#### A. Movement Within The Facility

1. State why knowledge of classification system and housing layout is essential to escorting inmates within the facility.
2. Identify the procedure for facility movement of inmates.
3. Given information regarding an impending inmate movement (number of inmates, classifications, purpose of movement, number of officers available), and decide whether group or individual movement is appropriate.
4. Identify safety and security concerns for escorting inmates to and from locations within the facility.
5. State the potential consequences of improper supervision during in-house movement of inmates.
6. Identify steps in supervising roll-up.

#### B. Supervising Meals

1. Identify steps for maintaining control when inmates are released for meals.
2. Identify duties of the corrections officer in supervising meals for inmates in the dining hall.
3. Identify inmate behaviors that may signal trouble in the dining hall.
4. Identify potential problems likely to occur during the meals with inmates in a dining hall.
5. Given a written scenario or video depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and/or reestablishing order.
6. Identify responsibilities of corrections officers in supervising the feeding of inmates in their cells.

### C. Supervising Cleaning Of Cells

1. Identify principles relating to the cleanliness of cells using Title 15 for reference.
2. Identify responsibilities of corrections officers in supervising the cleaning of cells or dorms by inmates.
3. Identify potential dangers to staff and inmates from cleaning supplies.

### D. Supervising Recreation

1. Identify Title 15 directives and case law relevant to inmate exercise, recreation, fresh air, and natural light exposure.
2. Identify the problems and issues of classifications for exercise and recreation.
3. Identify potential safety and security hazards that can occur during recreation time.
4. Identify supervision practices that will help prevent problems during recreation.

### E. Supervising Use Of The Telephone

1. Identify Title 15 mandates and other state laws that apply to inmate phone privileges.
2. Identify problems that may occur during inmate use of phone and explain appropriate staff response.

### F. Disturbances And Disputes

1. Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called.
2. Identify reasons for breaking up all horseplay.
3. State principles for maintaining safety and security while investigating disturbances.
4. Identify possible consequences of failing to promptly investigate disturbances.
5. Identify the advantages and disadvantages of using informants in the institution.
6. Identify signs of potential disturbances.
7. Identify precautions that may prevent a dispute from leading to physical injury or property damage.
8. Identify order of escalating interventions in inmate disputes.
9. Given a description of an incident, identify whether the situation warrants investigation.

### G. Progressive Discipline

1. Identify the legal issues and Title 15 issues concerning the discipline of inmates.
2. Define the steps of progressive discipline.
3. Define the rules and concepts to be considered in using progressive discipline.

### H. Inmate Grievances

1. Identify the legal issues and Title 15 issues concerning inmate grievances.
2. Identify the roles and steps in the appeals process of inmate "grievance procedures."

### I. Manipulation Of Staff By Inmates

1. Identify the traits in which the inmates profile staff members for manipulation.
2. Describe the techniques and strategies of an inmate manipulator.
3. Identify the steps of a set-up by an inmate manipulator.
4. Describe the signs of being a victim.
5. Explain how to prevent being a victim.
6. Identify the appropriate response when a corrections officer realizes he or she is the victim of a set-up.
7. Given a scenario of manipulation, demonstrate appropriate responses.

1 Hours

## XIV. DISTRIBUTION OF SUPPLIES AND COMMISSARY

### A. Legal Issues

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

### B. Principles And Problems

1. Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g., suicidal inmate with razor blade).
2. Identify things to watch for during clothing or bedding exchange and distribution of supplies.

3. Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies.

#### C. Distribution Of Commissary Goods

1. Identify rules governing the distribution of commissary goods.

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

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

12 - 16 Hours

### XV. MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH

#### A. Legal Issues

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

#### B. Mental Health Issues

1. Identify the following potential signs of mental health issues in inmates.

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

#### C. Suicide Issues

1. Discuss potential liabilities resulting from a suicide.

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

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

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

5. Identify suicide risk factors related to Inmate perspective.

6. Identifying suicide risk factors related to predisposition factors.

7. Identifying suicide risk factors related to high risk suicide periods.

8. Presented with a scenario of inmate behavior, generate a written report of the inmate's behavior and appearance.

#### D. Indicators Of Substance Abuse

1. Identify the potential indicators of substance abuse among inmates.

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

#### E. Indicators Of Physical/Medical Problems

1. Identify the following as potential indicators of physical problems requiring medical attention.

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

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

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

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

6. Identify the modes of transmission of infectious diseases.

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

#### F. Assisting Medical Personnel In The Distribution Of Medication

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

2. Identify the reasons that doctors and nurses are to be given inmate security information.

3. Identify the consequences of improper control over medications and their distribution.

4. Differentiate among the following terms related to medication.

5. Identify inmates' rights to refuse medications.

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

1 - 1.5 Hours

### XVI. MANAGEMENT OF INMATE WORKERS

#### A. Selection Of Inmate Workers

1. Identify criteria for selection of inmate workers.
2. Given a description of an inmate (including classification, physical ability, etc.), classify the person as appropriate or inappropriate for the position of inmate worker.

#### B. Assignment Of Responsibilities To Inmate Workers

1. Identify reasons that inmates should be assigned to work details rather than selecting their own.
2. Identify reasons that friends/relatives should not be put together as inmate workers.
3. Given a list of tasks and responsibilities, classify them as appropriate or inappropriate for assignment to inmate workers.
4. Identify ability requirements and restrictions related to specific duty assignments.

1 - 1.5 Hours

### XVII. SCREENING AND MONITORING OF VISITORS UNIT

#### A. Legal Issues

1. Define privileged communication using the appropriate references.
2. Given a list of potential visitors, identify those who would have the right to privileged communication.
3. Identify the rights and visitation privileges of attorneys and other visitors using appropriate code sections, minimum jail standards, and case law for reference.
4. Identify potential consequences of violating statutes concerning privileged communication.

#### B. General Visitation

1. Identify appropriate steps to be taken in admitting visitors.
2. Given inmate classification and other relevant information, identify procedure for monitoring non-contact visit.
3. Discuss problems most commonly associated with visits from family or friends.

#### C. Professional Visitation

1. Identify the reasons why security takes priority over professional visitation.
2. Analyze problems most commonly associated with visits from lawyers, medical personnel, and clergy.

1 Hours

### XVIII. SCREENING AND DISTRIBUTION OF MAIL

#### A. Legal Issues

1. Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.
2. Define "legal mail" using Title 15 for reference.

#### B. Processing Non-Legal Mail

1. Identify types of information or communications that should not be transmitted to inmates and indicate why each is inappropriate.
2. Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation (jail intelligence).
3. Identify types of contraband most commonly found in mail.
4. Given sample portions of letters containing various types of information, discuss why the information can pose a threat to the safety and security of the institution.

#### C. Processing Legal Mail

1. Identify the appropriate procedure for handling legal mail.
2. Identify possible consequences of processing legal mail inappropriately.
3. Identify signs indicating that mail marked "legal" is in fact not legal mail.

#### D. Distribution Of Mail

1. Identify the persons to whom an inmate's mail can be delivered.
2. Identify possible consequences of improper mail distribution.

2 - 3 Hours

### XIX. TRANSPORT OUTSIDE OF FACILITY

#### A. Preparation For Transport

1. Identify the steps to follow in preparing to transport an inmate.
2. Given a list of possible inmate classifications, identify those that should not be mixed during transport.
3. Discuss why crime partners should not be transported together.
4. Identify the consequences of transporting the wrong inmate.
5. Identify the procedure for verifying the identity of an inmate prior to transport.
6. Identify safety equipment to be carried by corrections officers during transport.

#### B. Transport Procedure

1. Identify reasons that inmates should not have any outside contact during transport.
2. Identify principles for transporting women, protective custody, and disabled inmates.
3. Identify important elements of the transport procedure.
4. Identify consequences of improper supervision of inmates during transport.
5. Discuss problems that can occur during transport.

10 - 14 Hours

### XX. EMERGENCY PROCEDURES

#### A. Emergency Planning

1. Identify emergency situations faced in a correctional facility.
2. Discuss priorities and responsibilities of corrections officers during an emergency situation.
3. Identify principles for the evacuation of inmates for emergencies.
4. Demonstrate procedures for communicating with staff and inmates during emergencies.
5. Given a description of an emergency situation, explain what steps need to be taken to successfully resolve the incident.

#### B. Fire And Life Safety

1. Describe the elements of inspecting for and maintaining fire safety in a correctional facility.
2. Identify steps in responding to a fire in a correctional facility.
3. Match different types of fires with extinguishing equipment appropriate for each.
4. Explain how an automatic sprinkler system operates.
5. Identify possible dangers from the spread of smoke and gases in the facility.
6. Explain the concept of and procedures for isolating and confining to the area of origin fire, smoke and gases in a correctional facility.
7. Explain the major mistakes involved in the use of self-contained breathing apparatus (SCBA).
8. Using actual or sample hose lengths (2-3 feet), describe two types of fire hoses and explain how they are turned on and used in a correctional facility.
9. Using actual or sample fire hose nozzles most commonly found in a correctional facility, demonstrate how the three types of nozzles are turned on and used.
10. Demonstrate the use of fire extinguishing equipment on a simulated or demonstration fire.
11. Demonstrate the use of self-contained breathing apparatus (SCBA).

4 - 6 Hours

### XXI. TESTIFYING IN COURT

#### A. Preparation For Testifying In Court

1. Discuss common reasons why a corrections officer would be required to testify in court.
2. Identify the roles of the key figures in court.
3. Identify the consequences of poor performance in court by a corrections officer.
4. Identify the principles for appearing in court.

#### B. Court Appearances

1. Identify the steps to be taken the actual day of the court appearance.
2. Identify proper behavior for testifying in court.
3. Given a scenario of a case in which a corrections officer must testify, demonstrate examples of good courtroom etiquette, demeanor, and testifying.

21 - 29 Hours

## XXII. PHYSICAL TASKS AND CONDITIONING

### A. Orientation – Physical Conditioning Basics

1. Explain key components of a performance-based fitness program and the ways each contributes to fitness.
2. Define common terms used in physical conditioning.
3. Explain the importance of “good form” as it relates to maximizing fitness and preventing injury.
4. Explain the role of Rating of Perceived Exertion (RPE) in a physical conditioning program.
5. Examine the Borg Perceived Exertion Scale as described in the Guidelines for Exercise Testing and Prescription, American College of Sports Medicine, Seventh Edition.
6. Identify common mistakes people make when participating in a physical conditioning program.
7. Discuss equipment and clothing needed when participating in a fitness program.
8. Explain the purpose and goals of performance-based conditioning for adult corrections officers.
9. Identify common injuries during training that might disable an adult corrections officer.
10. Identify signs of overexertion and/or potential dangers during a physical conditioning program.
11. Identify the importance of warm-up and cool-down during a physical conditioning program.
12. Explain the difference between static stretching and dynamic stretching and the appropriate applications for each type of stretching.

### B. Conditioning Exercises

1. Execute exercise sessions to include strength, flexibility, endurance, and aerobic activity.

### C. Initial Assessment

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

### D. Final Assessment And Fitness Planning

1. Execute the following tests:
  - a) On a straight track, complete a 50-yard sprint within 20 seconds.
  - b) Drag a 165-pound bag or dummy for a distance of 20 feet within 30 seconds.
  - c) Demonstrate ability to walk a total distance of 75 feet (three 25-foot laps) within 30 seconds wearing a 30 pound air pack or backpack.
  - d) On a flat course starting 15 yards back from a flight of stairs or bleacher steps, walk or jog the 15 yards, climb up 10 steps, then turn, climb back down the steps, and walk briskly or jog back to the starting point within 30 seconds.
2. Draft goals for on-going, performance-based fitness plans.

## **METHODS OF INSTRUCTION:**

Lecture, discussion, role playing, demonstration and practical application practice for psychomotor and cognitive skills. Individual guidance will be provided as required.

## **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 25

Assignment Description: Out of class reading assignments in preparation for next day of training.

**METHODS OF EVALUATION:**

Methods Of Evaluation

Writing assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Written Homework Reading Reports Lab Reports Essay Exams

Problem-solving assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Homework Problems Field Work Quizzes Exams

Skill demonstrations

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 35 % Class Performance/s Field Work Performance Exams

Objective examinations

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Multiple Choice True/False Matching Items Completion

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

ACO Core Workbook (provided by the Sheriffs Office)

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201330

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: AJ

CSU Crosswalk Course Number: 107A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: Y

Occupational Course: C

Maximum Hours: 6

Minimum Hours: 4

Course Control Number: CCC000533727



Sports/Physical Education Course: N  
Taxonomy of Program: 210510