GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Fall 2020 CURRICULUM APPROVAL DATE: 10/13/2020

SHORT TITLE: ACO CORE ACADEMY

LONG TITLE: Adult Corrections Officer Core Academy

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours/Units
4.5 TO 9	18	Lecture:	2 TO 4	36 TO 72 / 2 TO 4 Units of Lecture
		Lab:	8.5 TO 14.5	153 TO 261 / 2.5 TO 5 Units of Lab
		Other:	0	0
		Total:	10.5 TO 18.5	189 TO 333

Out of Class Hrs:	72.00 TO 144.00
Total Learning Hrs:	261.00 TO 477.00

COURSE DESCRIPTION:
This 189-333 hour variable course is designed to meet the California Board of State and Community Corrections (BSCC) requirements for entry-level training of Correctional Officers for local adult correctional 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.

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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:

By the end of this course, a student should:

1. 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.

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

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

4. 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.

5. 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.

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

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

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

9. Define and discuss Title 15 relative to inmate's rights, their medical and psychological treatment, and the potential liability for non-compliance.

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

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

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

13. 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.

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

15. Identify the Behavior Health Mental Illness challenges of inmates and give examples of actions Correctional Officers can take to help those in crisis.

COURSE CONTENT:

Curriculum Approval Date: 10/13/2020

LECTURE CONTENT:

3 - 6 Hours

I. CALIFORNIA CRIMINAL JUSTICE SYSTEM

1. Identify major steps in the criminal justice process from arrest to disposition.
2. Identify the major types of dispositions in adult cases.
3. Identify the Penal Code sections relevant to your position as an officer.
4. 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).
5. Identify the officer's roles and responsibilities as a mandated reporter.
6. Identify the importance of the Minimum Standards for Local Detention Facilities as defined in Title 15.
7. Identify the legal references and sources that impact the work of an officer (e.g., Title 15, Penal Code, WIC, case/statute/regulations, etc.).
8. Identify the aspects of civil liability law that influence the officer and department.
9. Identify the major areas of officer liability and the possible consequences associated with each.
10. Identify the legal rights of an offender involved in a crime committed inside a detention facility.
11. Identify key legal requirements related to confidentiality and release of information.
12. Identify possible consequences of failing to maintain confidentiality or improperly releasing information about a case.

3 - 4 Hours

II. PROFESSIONALISM AND ETHICS

1. Identify why officers should exemplify the highest ethical and moral standards both on-duty and off-duty.
2. Identify potential consequences of an officer failing to uphold high ethical standards.
3. Identify potential negative effects when a law enforcement officer violates the law and/or departmental policies and procedures.
4. Identify the problems associated with the acceptance of gratuities.
5. Identify the ethical parameters for a professional relationship between the officer and offenders.
6. Identify potential problems created by inappropriate officer use of social media.

2 - 4 Hours

III. GANGS

1. Identify relationships between local street gangs, prison gangs, and national and international gangs.
2. Identify typical classification issues related to gang membership.
3. Identify guidelines and principles for interacting with suspected gang members.
4. Identify techniques for managing informants.
5. Identify the advantages and disadvantages of using informants.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

2 - 3 Hours

IV. COMMUNICATION

1. Identify the purpose of active listening skills.
2. Given a list of behaviors, identify those that indicate an offender is in crisis.
3. Identify how to communicate with victims of sexual abuse.
4. Identify effective ways to give commands to offenders.
5. Identify types of offender behaviors that can be prevented or mitigated through effective interpersonal communication.
6. Identify privacy implications related to answering questions or otherwise divulging information about offenders.
7. Identify potential problems related to communicating with fellow officers in the presence of offenders.
8. Identify the topics an officer should or should not discuss with an offender.

3 - 6 Hours

V. SECURITY AND KEY CONTROL

1. Identify the purpose of a sally port.
2. Identify the guidelines for security rounds, according to Title 15.
3. Identify steps in conducting an outside perimeter check.
4. Identify potential issues to look for when conducting security rounds.
5. Identify the principles, conditions and limitations under which safety rooms may be used, according to Title 15.
6. Identify mandated requirements for safety room checks, according to Title 15.
7. Identify the requirements for monitoring an offender who is placed in a safety room.
8. Identify areas covered by safety and security rounds (e.g., physical plant and outer fences, etc.).
9. Identify principles that are important to the effective counting of offenders (e.g., welfare of offenders, stop movement, never let offenders count, etc.).
10. Identify the procedure for responding to the absence of an offender.
11. Identify the primary considerations for conducting facility searches.
12. Identify potentially dangerous situations that can occur when dealing with contraband and evidence.
13. Identify situations that occur related to contraband and evidence in which an officer should call for assistance.
14. Given images of drug paraphernalia, identify the purpose of each.
15. Identify security issues with offenders using an unauthorized telephone.

1 - 2 Hours

VI. BOOKING, RECEIVING AND RELEASING

1. Identify the notification requirements pertaining to developmentally disabled offenders.
2. Identify the agency and personal liability associated with failing to comply with medical clearance procedures.
3. List the steps of the booking procedure.
4. Identify the number of calls incoming offenders are allowed to make, according to PC 851.5 and applicable WIC codes.
5. Identify the minimum type of clothing and bedding required, according to Title 15.
6. Identify the consequences of issuing prohibited supplies to offenders.
7. Identify the different types of releases.
8. Identify the possible consequences of releasing the wrong offender.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

1 - 4 Hours

VII. SUPERVISING OFFENDERS

1. Identify how an officer can avoid being a victim of manipulation.
2. Identify behaviors that may make a staff member prone to being manipulated.
3. Identify potential consequences of failing to promptly respond to and investigate disturbances.
4. Identify principles for maintaining safety and security while responding to disturbances.
5. Identify issues that may arise when supervising bathroom facilities and showers.
6. Identify the reasons for maintaining count and control over hygiene supplies.
7. Identify the value of good hygiene habits.
8. Identify the reasons proper safety and health practices should be promoted within a facility.
9. Identify Title 15 directives and case law relevant to offender exercise, recreation, fresh air and natural light exposure.
10. Identify classification issues to be aware of during exercise and recreation.
11. Identify reasons why it is important to properly supervise offender phone calls.
12. Identify the mandates and other state laws that apply to offender phone privileges.
13. Identify requirements relating to cleanliness of cells or dorms, according to Title 15.
14. Define the key principles that underlie the use of progressive discipline.
15. Identify the offender disciplinary process under Title 15.
16. Identify the legal requirements associated with offender grievances.
17. Identify the steps in the appeals process for offender grievances.
18. Identify reasons for effective group management when working in a detention facility.
19. Identify how the classification system and housing layout is essential to escorting offenders within a facility.
20. Identify potential consequences of improper supervision during in-house movement of offenders.
21. Identify ability requirements and restrictions related to specific duty assignments (e.g., physical, mental, learning, etc.).

1 - 3 Hours

VIII. MEDICAL

1. Match symptoms with common medical conditions.
2. Match infectious and contagious diseases with their symptomology.
3. Match contagious diseases with their primary modes of transmission.
4. Identify if and when an offender has a legal right to refuse medications.
5. List the steps an officer should follow in handling a medical emergency.
6. Identify circumstances where medical treatment cannot be refused.
7. Identify the historical factors leading to the Americans with Disabilities Act (ADA).
8. Identify the provisions within the ADA that directly address offender mobility issues.
9. Define the term "direct visual observation," according to Title 15.

1 - 2 Hours

IX. CLASSIFICATION OF OFFENDERS

1. Identify the purpose of classification.
2. Identify sources of information for classification decisions.
3. Identify the consequences of incorrectly classifying an offender.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

1 - 2 Hours

X. CULTURAL AWARENESS

1. Define implicit bias.

2. Identify how implicit bias affects decision points that are applicable to the job (e.g., housing, detention and release, communication and report writing, etc.).

3. Define reducing racial and ethnic disparity.

4. Identify societal benefits of reducing racial and ethnic disparity.

5. Identify reasons for maintaining an awareness and sensitivity to the variety of cultures within a facility (e.g., group control, danger to self or staff, public trust, etc.).

6. Identify special considerations related to gender identity issues (e.g., searches, urine testing, housing, etc.).

7. Identify social and economic impact relating to gender identity.

1 - 3 Hours

XI. REPORT WRITING AND RECORD KEEPING

1. List interview techniques used by officers when interviewing offenders.

2. Identify the major types of record keeping required in a detention setting.

1 - 3 Hours

XII. EMERGENCY PROCEDURES

1. Identify the types of emergency situations that may occur in a detention/correction facility.

2. Identify situations when response from additional law enforcement might be necessary.

3. Identify possible dangers posed by the spread of smoke and gases in a facility.

4. Match different types of fires with the appropriate fire extinguishing equipment needed to put out each type.

1 - 2 Hours

XIII. VISITATION

1. Identify problems that can occur during professional visits.

2. Define the term "privileged communication".

3. Identify issues related to visits and contacts that should be reported to medical and/or mental health staff.

1 - 2 Hours

XIV. SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

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

2. Define legal mail according to Title 15.

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

4. Identify the types of contraband most commonly found in mail.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

1 - 2 Hours

XV. TRANSPORTATION

1. Identify the steps necessary when preparing for vehicle transportation.
2. Identify safety concerns related to conducting a transport and/or escort.
3. Identify the primary considerations for conducting a transport and/or escort.
4. Identify the equipment necessary for transport.
5. Identify the procedure for verifying the identity of an offender prior to transport.
6. Identify the consequences of transporting the wrong offender.
7. Identify potential emergencies that may occur during transport of an offender.
8. Given a list of emergencies that can occur during transport of an offender, identify the appropriate response for each emergency.
9. Identify the consequences of improper supervision of an offender during transport.
10. Identify reasons the offender should not have any outside contact during transport.

1 - 2 Hours

XVI. TESTIFYING IN COURT

1. Identify confidentiality issues related to appearing in court as a witness or when making other oral presentations.

1 - 2 Hours

XVII. PROGRAMS

1. Define evidence-based practices and why they are important.
2. Identify why it is important to ensure evidence-based practices and program fidelity.

1 - 2 Hours

XVIII. ASSAULT AND ABUSE

1. Define zero tolerance as it applies to sexual assault, abuse and harassment.
2. Identify potential officer liability issues related to sexual assault/abuse.
3. Define human trafficking and prostitution.
4. Identify officer responsibilities for sexual assault/abuse and harassment prevention, detection, reporting and response.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

2 - 4 Hours

XIX. DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

1. Identify psychological and physiological factors that may affect an officer who is threatened or involved in a physical altercation with an offender.
2. Identify intervention methods for de-escalating problematic situations.
3. Identify indicators of assaultive behavior.
4. Identify force option categories.
5. Identify the legal framework for an officer's use of reasonable force.
6. Identify less lethal force options.
7. Identify lethal force options.
8. Identify barriers to completing pat-down and/or strip searches.
9. Identify the places on males and females where weapons or contraband may be concealed.
10. Identify the consequences that may result from poorly conducted pat-down and strip searches.
11. Identify the legal principles inherent in conducting pat-down and strip searches.
12. Identify the different parts and nomenclature of handcuffs.
13. Identify laws related to the use of restraints.
14. Identify the types of restraint devices used by officers.
15. Identify circumstances when the use of restraints may not be appropriate.
16. Identify Title 15 requirements for direct visual supervision of an offender when the offender is in physical restraints.
17. Identify the circumstances under which a cell extraction is necessary.

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

7 - 12 Hours

XX. BEHAVIORAL HEALTH

1. Recognize recent trends in substance abuse.
2. Distinguish between different street drugs and prescription drugs.
3. Identify appropriate classification/housing for someone who has suffered trauma.
4. Recognize barriers to reporting trauma.
5. Identify the rights of an MHBI offender.
6. Identify triggers of violence.
7. Recognize the stigma regarding the misconceptions around Mental Health / Behavioral Issues (MHBI).
8. Identify the factors that influence the stigma and bias we carry.
9. Recognize who is impacted by bias and/or stigma to comprehend the potential consequences of stereotyping.
10. Recognize the myths about the causes of Mental Health / Behavioral Health Issues (MHBI).
11. Identify the consequences of various forms of bias.
12. Identify the Title 15 mandates that refer to the psychological treatment of offenders.
13. Identify the mandates around access to MHBI services.
14. Identify the liability for refusing access to MHBI services.
15. Identify potential liabilities resulting from a suicide.
16. Identify suicidal risk factors.
17. Identify strategies to mitigate suicide attempts.
18. Identify common Behavioral Health terminology.
19. Identify specific characteristics of MHBI disorders commonly encountered among the offender population.
20. Identify specific characteristics related to dementia, autism spectrum disorders, and neurological disorders.
21. Identify the most common behaviors associated with mental health issues.
22. Identify abnormal physical or emotional behaviors which might be indicative of a mental health concern.
23. Recognize the potential consequences of improper management of an offender in psychological distress.
24. Identify risk of victimization/manipulation of mentally ill offenders.
25. Identify how behavioral health issues may increase risk of being abused or neglected.
26. Identify signs and symptoms of emotional distress for the officer.
27. Identify the factors an officer should consider related to secondary trauma while preserving a crime scene.
28. Identify EAP services and how stigma can affect an officer's willingness to access them.

1 - 2 Hours

XXI. PHYSICAL TASKS AND CONDITIONING

1. Identify common practices to maintaining fitness and avoiding injury.

COURSE CONTENT(CONTINUED):

LAB CONTENT:

8 - 10 Hours

I. CALIFORNIA CRIMINAL JUSTICE SYSTEM

1. Identify the difference between a felony, a misdemeanor, an infraction, and a wobbler.

2. Match legal terms used in the adult criminal justice system to their definitions.

3. Using the Penal Code and the Welfare and Institution Code for reference, identify circumstances under which juveniles could be processed in the adult criminal justice system.

4. Identify the roles of the district attorney, probation officer, defense counsel, and court in the plea negotiation process.

5. Given a description of a situation related to offender housing or care, and using Title 15 and case law as references, identify instances of mistreatment.

6. Given a specific code violation, identify the elements, classification, and associated penalties.

7. Given a scenario, identify a situation where a duty to inform exists.

8. Given a description of a crime that has been committed inside a detention facility, identify the applicable Penal Code sections related to the crime.

9. Identify the types of information that should not be transmitted to offenders and indicate why each is inappropriate.

10. Identify the types of information that can be shared with the public, media, attorneys, law enforcement agencies and other organizations.

11. Distinguish between the concepts of “need to know” and “right to know”.

3 - 4 Hours

II. PROFESSIONALISM AND ETHICS

1. Identify ethical violations you might see in a law enforcement setting.

2. Given a list of officer behaviors, identify whether each behavior is acceptable or unacceptable.

3. Identify appropriate actions to take when made aware of unethical and/or criminal conduct of another officer(s).

4. Identify the safety implications of social media for officers and their families.

5. Identify how the use of social media by the offender can negatively impact staff.

6 - 7 Hours

III. GANGS

1. Identify officer safety issues related to gang behavior in and out of custody setting.

2. Identify markings and/or symbols that identify gang affiliation.

3. Identify strategies that gangs or other subcultures use to control the behavior of others.

4. Identify strategies that gangs or other subcultures use to recruit members.

5. Identify verbal and non-verbal methods gang members use to communicate in a custody setting.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

12 - 14 Hours

IV. COMMUNICATION

1. Identify the steps of active listening.

2. Given a scenario where there is an impactful emotional situation, demonstrate active listening skills.

3. Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in a controlled environment.

4. Identify guidelines for answering questions and/or requests from family members, the public and other agencies.

5. Identify stress-provoking situations that may precede crises.

6. Identify ways to verbally intervene in a situation that is beginning to escalate.

7. Identify intervention techniques used by officers to de-escalate tension (best practices).

8. Identify effective ways to give commands to a group of offenders who are engaging in negative group dynamics.

9. Given a description of a crisis where one or more offenders is emotionally upset, identify the appropriate response by the officer.

10. Given a scenario involving a disturbance with an offender, identify the appropriate response.

11. Given a scenario in which there is an escalation of tension, demonstrate the effective use of communication skills to de-escalate tension.

12. Identify methods for speaking to an offender who is not complying with commands.

13. Identify potential non-verbal cues and their possible meaning.

14. Identify the barriers to effective communication in a detention setting.

15. Given an offender scenario, demonstrate effective communication skills when giving instructions to the offender.

8 - 10 Hours

V. SECURITY AND KEY CONTROL

1. Identify the rules for handling facility keys.

2. Identify issues related to handling keys that may pose a threat to security.

3. Identify potential issues to look for when conducting perimeter checks.

4. Identify how to recognize signs of abuse, neglect, misconduct and mental illness during security rounds.

5. Identify procedures for doing a numerical count.

6. Identify procedures for doing a body count.

7. Identify the general guidelines for searching for a missing or escaped offender.

8. Identify the procedure to follow when searching a facility.

9. Identify areas to search in a detention facility.

10. Identify items to look for when searching the facility.

11. Identify how to manage offenders during facility searches.

12. In a simulated exercise, demonstrate the proper procedure for searching an area of a detention facility.

13. Identify steps to preserve a crime scene (or other serious incident) and any evidence that may be present.

14. Identify universal safety precautions when handling contraband and evidence.

15. Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings.

16. Given a description of an incident in which an offender is found to be in possession of a given type of contraband, state whether an arrest is indicated.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

3 - 4 Hours

VI. BOOKING, RECEIVING AND RELEASING

1. Identify the necessary components of a valid warrant.
2. Identify requirements regarding the medical screening of incoming offenders, according to Title 15.
3. Identify when an offender must be advised of their constitutional rights.
4. Given a description of an offender's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action.
5. Identify the reasons why warrant checks should be completed prior to booking or releasing offenders.
6. Identify the procedure for orienting incoming offenders, according to Title 15.
7. Identify the correct procedure for orienting an incoming offender when communication barriers exist (e.g., non-English speaking, hearing or speech impaired, etc.).
8. Identify the major steps in processing offenders prior to housing.
9. Identify the steps involved in releasing an offender.

10 - 16 Hours

VII. SUPERVISING OFFENDERS

1. Identify indicators that a staff member is being victimized.
2. Identify the actions an officer should take when they feel they have been manipulated.
3. Identify signs of being a victim of manipulation.
4. Identify techniques and strategies of an offender manipulator.
5. Identify signs of potential disturbances.
6. Identify group behaviors that indicate imminent conflict.
7. Given several descriptions of offender disputes, classify each according to whether back-up should be called.
8. Identify precautions that may prevent a dispute from leading to physical injury or property damage.
9. Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in an agitated state.
10. Identify how to properly supervise recreational and social activities.
11. Identify reasons for properly supervising recreational and social activities.
12. Given a facility description, classification, and environmental factors, identify potential safety and security hazards that can occur during recreation time.
13. Identify the responsibilities of officers in supervising the cleaning of cells or dorms.
14. Identify what officers should look for during the inspection of cells or dorms.
15. Identify potential dangers to staff and offenders from cleaning supplies.
16. Identify the staff roles in the appeals process for offender grievances.
17. Given a group activity, identify typical group dynamic issues.
18. Given a description of an offender group, identify those likely to be group leaders, followers and victims within the group.
19. Identify safety and security concerns when escorting offenders to and from locations within the facility.
20. Identify the primary considerations for an officer when supervising a work detail.
21. Identify the criteria for selection of offender workers.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

4 - 7 Hours

VIII. MEDICAL

1. Identify the symptoms of common contagious diseases that may be shared between offenders and officers.

2. Identify universal safety precautions and their application to the institutional environment.

3. Identify situations under which universal safety precautions need to be utilized.

4. Identify one example of the challenges when providing care to elderly offenders.

5. Identify the steps to follow when an offender requests to see a doctor.

6. Given a description of an offender’s behavior and/or appearance, identify whether medical attention is needed.

7. Identify the appropriate response to a possible adverse reaction to medication.

8. Identify the procedure to follow for an offender who refuses medical treatment.

9. Identify the potential liability for staff noncompliance with the medical treatment of offenders.

10. Identify consequences of improper handling or control of medication.

1 - 5 Hours

Given a list of classifications, identify the specific risks and required precautions associated with each classification.

1. Identify factors that influence ongoing reclassification.

2. Given a sample case description, indicate factors that would affect classification/housing.

3. Given a sample intake profile and classification plan, classify the offender and assign appropriate housing.

3 - 8 Hours

X. CULTURAL AWARENESS

1. Identify how cultural awareness can reduce racial and ethnic disparity.

2. Identify how targeted interventions can reduce racial and ethnic disparity.

3. Identify how officers can reduce racial and ethnic disparity.

4. Differentiate how people can identify themselves (e.g., sexual preference, natural anatomy or self-identity, etc.).

14 - 38 Hours

Given a simulated interview with an offender, demonstrate effective interview techniques.

1. Given an interview scenario, demonstrate effective note-taking techniques.

2. Given an incident, identify specific things officers should observe and note.

3. Given a draft report with errors in writing mechanics, proofread and revise.

4. Given a draft report with errors in content, proofread and revise.

5. Presented with a scenario involving unusual offender behavior, generate a written report of the offender's behavior and appearance.

6. Given a scenario, write a disciplinary report.

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

8. Given a scenario involving a facility incident, write a description of the incident.

9. Given a scenario, write a use of force report.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

6 - 8 Hours

XII. EMERGENCY PROCEDURES

1. Identify priorities and responsibilities of officers during an emergency.
2. Given a description of an emergency, identify the steps needed to respond.
3. Identify the procedure for evacuating offenders (e.g., fire, hazardous materials spill, earthquake, etc.).
4. Identify the procedure for responding to a fire in a facility.
5. Identify the key elements that should be considered in maintaining fire safety in a facility.
6. Identify the procedure for isolating and confining fire, smoke and gases to the area of origin.
7. Demonstrate the correct use of fire extinguishing equipment.

1 - 2 Hours

XIII. VISITATION

1. Given a list of potential visitors, identify those who would have the right to privileged communication.
2. Identify potential consequences of violating statutes concerning privileged communication.

1 - 2 Hours

XIV. SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL

1. Identify the appropriate procedure for handling legal mail.
2. Given sample portions of letters containing various types of information, identify why the information can pose a threat to safety and security of the facility.
3. Given a list of offender classifications and standard supplies, identify potential incompatibilities.

2 - 4 Hours

XV. TRANSPORTATION

1. Given a transport scenario where use of a vehicle is required, generate a plan for conducting the transport.
2. Identify guidelines for transporting different offender classifications (e.g., protective custody, disabled offenders, LGBTQI, etc.).
3. Identify types of offenders that should not be mixed during transport.
4. Identify the required procedure for transporting an offender in a vehicle.
5. Identify potential consequences of failure to utilize safety precautions when transporting and/or escorting an offender.
6. Identify the procedure for handling a non-compliant offender during transport.
7. Identify safety precautions to consider before assisting a resisting handcuffed offender entering or exiting a vehicle.
8. Identify the escort duties/procedures for the facility movement of non-ambulatory offenders.
9. Identify the restraints necessary for transport.

1 - 3 Hours

XVI. TESTIFYING IN COURT

1. Identify the steps required to prepare, prior to the day of court appearance, to make an oral presentation to the court.

1 - 2 Hours

XVII. PROGRAMS

1. Identify why evidence-based assessment tools are used.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

2 - 3 Hours

XVIII. ASSAULT AND ABUSE

1. Identify the signs that an offender may have been sexually assaulted/abused.

2. Identify how to communicate effectively and professionally with offenders, including lesbian, gay, bisexual, transgender, intersex or gender non-conforming, etc.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

33 - 69 Hours

XIX. DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

1. Identify guidelines that an officer should consider prior to employing use of force.

2. Identify actions that would constitute excessive force.

3. Identify actions that would constitute reasonable force.

4. Identify key elements needed to be covered in debrief and documentation.

5. 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.

6. 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.

7. In a simulation of a front assault, demonstrate a rear break fall technique incorporating the following: correct body position, proper movement, balance and position of advantage.

8. Given a scenario, demonstrate the course-instructed balance, footwork and body movements to avoid an attacking offender, incorporating the following: balance, position in response to offender’s movements and self-control.

9. Given a scenario, demonstrate the course-instructed footwork to evade an attack.

10. 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.

11. Demonstrate a course-instructed two officer, one subject take-down technique incorporating the following: correct positioning of two-person configuration, controlling the offender's legs above the knees and communication between officers.

12. 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.

13. 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.

14. 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.

15. Given a scenario, demonstrate course-instructed prone control technique.

16. 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.

17. Given a scenario, demonstrate the use of course-instructed personal body weapons.

18. Given a scenario, demonstrate course-instructed diversionary distraction techniques.

19. Demonstrate course-instructed blocking techniques.

20. Identify the primary considerations for an officer when searching an offender.

21. Identify the key roles of each officer when multiple officers are searching offenders, vehicles or rooms.

22. Given a scenario in which you are to search a compliant offender in a prone position, demonstrate how to safely approach and search the offender.

23. Given a scenario in which you are searching an offender, demonstrate the use of appropriate verbal commands.

24. Given a scenario in which you are to search a compliant offender in a standing position, demonstrate how to safely approach and search the offender.

25. Given a scenario with an offender of the opposite gender, demonstrate an effective pat-down search.

26. Given a scenario in which you are to search a compliant offender in a kneeling position, demonstrate how to safely approach and search the offender.

27. Given a scenario with an offender of the same gender, demonstrate an effective pat-down search.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

28. Given the task of searching an offender in a high-risk situation, demonstrate the correct techniques required to maximize the effectiveness of the search and the safety of the officer.

29. With a second officer, demonstrate the proper application of handcuffs on a non-compliant offender in a standing, kneeling, and prone position using a course-instructed control hold.

30. Identify issues related to the proper fit of handcuffs (e.g., position of locks, position of wrist, tightness of cuffs, double locking).

31. With a second officer, demonstrate how to assist a handcuffed offender in the kneeling and prone position to their feet incorporating the following: appropriate verbal instructions to the offender during the assist, not pulling up offender by their arm and not compromising offender’s ability to breathe.

32. Given a scenario, demonstrate how to safely remove handcuffs.

33. With a second officer, demonstrate how to properly escort a handcuffed offender.

34. Identify the procedure for safely approaching an offender prior to the application of handcuffs.

35. Given a scenario, demonstrate the proper approach and application of handcuffs on a compliant offender from a standing, kneeling, and prone position.

36. In a simulation, demonstrate handcuffing an offender from the searching position incorporating the following: joint locks, cuff retrieval from waistband on belt.

37. Given a scenario, demonstrate the use of verbal commands during the application of handcuffs.

38. Identify why it is important to use verbal commands while applying restraints.

39. Identify situations when the use of restraint devices may be appropriate, according to Title 15.

40. Identify restraint methods that may not be appropriate (e.g., hog tying).

41. Demonstrate how to assist a resisting handcuffed offender to a sitting position, entering and exiting a vehicle.

42. Identify key considerations that must be addressed in planning cell extractions.

43. Given a scenario, demonstrate the roles of each member of the cell extraction team.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

14 - 20 Hours

XX. BEHAVIORAL HEALTH

1. Classify symptoms to specific types of substances used.
2. Recognize medical symptoms that resemble the effects of substance abuse.
3. Recognize signs and symptoms of those affected by trauma.
4. Identify how behaviors and actions of staff may inflict trauma on individuals under our supervision or in our custody.
5. Recognize the signs and symptoms of current trauma and past trauma.
6. Recognize signs of human trafficking and services available for victims.
7. Identify how to appropriately interact with offenders who have suffered trauma.
8. Identify techniques for effective interviewing of offenders.
9. Recognize the behavioral and verbal cues that will require mental health intervention.
10. Recognize verbal de-escalation techniques through scenarios.
11. Determine appropriate responses when dealing with an emotionally upset person.
12. Identify what actions (informal/formal) should be taken when recognizing the elements of stigma in a professional environment.
13. After viewing a video scenario, write a report.
14. Determine the best means to identify the emotional/mental state of an offender.
15. Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors.
16. Identify differences between self-harm and suicidal ideations/attempts.
17. Recognize high risk behaviors associated with suicide.
18. Evaluate suicide risk level and execute appropriate procedures.
19. Identify the responsibilities of the officer when dealing with suicide risk offenders.
20. Discern between possible indicators of mental illness, intellectual disability, medical conditions and substance abuse.
21. Identify decompensation when it occurs.
22. Identify safety risks, disabilities, and danger to self and/or others.
23. Differentiate between irrational/erratic mental health indicators and antisocial/assaultive behavior.
24. Identify offenders who are exhibiting drug/alcohol use which may be a manifestation of their mental illness or medication.
25. Identify indicators that a mentally ill offender is the manipulator.
26. Identify self-harm behavior that MHBI offenders may engage in.
27. Recognize the potential consequences of improper monitoring of MHBI offenders.
28. Define signs of secondary and vicarious trauma (as it relates to staff).
29. Identify appropriate responses to a critical incident to ensure staff emotional health is addressed.

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

20 - 25 Hours

XXI. PHYSICAL TASKS AND CONDITIONING

1. Practice fitness activities to include stretching, aerobic, strength, and flexibility exercises.

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

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

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

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

6. 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.

7. 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.

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:

Average out of class reading assignments. This number will vary between 19 and 31 hours due to the variable length of the course.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 30.00 %

Written Reports

Skill demonstrations

Percent of total grade: 45.00 %

Performance Exams/ Skill Assessments

Objective examinations

Percent of total grade: 25.00 %

Multiple Choice Testing

REPRESENTATIVE TEXTBOOKS:

ACO Core Workbook + Lab Manual. Santa Clara County Sheriff's Office,2020.

ACO Core Workbook (provided by the Sheriffs Office). Updated annually.

ARTICULATION and CERTIFICATE INFORMATION

CSU TRANSFER:

Transferable CSU

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
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: Y
Occupational Course: C
Course Control Number: CCC000621869
Sports/Physical Education Course: N
Taxonomy of Program: 210510
CIP: