

BASIC CORRECTIONS LOCAL ACADEMY

2012 Curriculum Overview

State of Oregon

Department of Public Safety Standards and Training

Eriks Gabliks, Director

4190 Aumsville Highway
Salem, Oregon 97317
503-378-2100

www.oregon.gov/DPSST

ACKNOWLEDGEMENTS

The new 6-Week Basic Corrections Local curriculum was developed for local corrections professionals, by local corrections professionals. Numerous individuals provided valuable contributions to this successful curriculum revision, and the agencies they represent reflect the demographic diversity of Oregon's county jails and municipal detention facilities. This revision was made possible by the partnerships between the Oregon State Sheriff's Association (OSSA), the Oregon Sheriff's Jail Command Council (OSJCC), and the Oregon Department of Public Safety Standards and Training (DPSST).

DPSST is extremely grateful to all those who volunteered their time and efforts to the revision process. Their expertise and dedication, as well as the generous support of their agencies, has enabled DPSST to create an innovative and effective training program for entry-level, local corrections professionals.

Corrections Curriculum Committee

Rob Gordon, Sheriff
Washington County Sheriff's Office

Todd Vian, Captain
Linn County Sheriff's Office

Tad Larson, Lieutenant
Marion County Sheriff's Office

Steve Winegar, Ph.D.
DPSST

Tom Bergin, Sheriff
Clatsop County Sheriff's Office

Jamie Russell, Lieutenant
Lincoln County Sheriff's Office

Ben Silverman, Lieutenant
Lebanon Police Department

Ryan Keck, Lieutenant
DPSST

Project Leads

Chris Cantiello, Deputy
Jackson County Sheriff's Office

Jerry Hogue, Sergeant
Marion County Sheriff's Office

Sheila Lorange, Commander
Marion County Sheriff's Office

Rex Medlen, Corporal
Washington County Sheriff's Office

Gregg Ramseyer, Deputy
Marion County Sheriff's Office

Melinda Turner, Sergeant
Linn County Sheriff's Office

Elmer Dickens, Senior Asst. County Counsel
Washington County Counsel's Office

LaVerne Lewis, Deputy
Multnomah County Sheriff's Office

Cindy Mackley, Lieutenant
Washington County Sheriff's Office

Pete Moseler, Sergeant
Washington County Sheriff's Office

Lisa M. Stewart, Ph.D., QMHP
Marion County Health Department

Nancy Wolf, DNP, PMHNP/FNP-C
Deschutes County Sheriff's Office

DPSST Staff

Rich Daniel, Defensive Tactics Coordinator

Kim Fulton, Lieutenant

Tara Mathews, Health/Fitness Coordinator

Gary Ninman, Scenario Coordinator

Daryl Tate, Lieutenant

J.D. Edwards, Training/Development Specialist

Theresa King, Certification/Compliance Coordinator

Jan Myers, Lieutenant

Bob Sigleer, Certification/Compliance Coordinator

Scott Willadsen, Corporal

TABLE OF CONTENTS

Executive Summary	1
Adult Learning	2
Principles of Adult Learning	2
Proficiency-Based Learning	3
Reality-Based Training	4
Problem-Based Learning	5
Summary of Assessments	6
Curriculum Map	9
Course Overviews	10
Breakdown of Courses (by week)	11
A1: Introduction to the Criminal Justice System	13
A2: Operational Statutes and Standards	17
A3: Civil Liability, Civil Rights and PREA	20
A4: Inmate Rights	24
A5: Use of Force for Corrections	28
B1: Basic Security Principles	31
B2: Contraband and Searches	36
B3: Intake and Release Procedures	41
B4: Investigations	46
B5: Transportation and Restraints	49
B6: Off-site and Courtroom Security	53
B7: Emergency Preparation and Response	57
B8: Security Procedures Scenarios	60
C1: Ethics and Professionalism	63
C2: Cultural Awareness and Diversity	67
C3: Communication Concepts for Corrections	71
C4: Inmate Supervision	76
C5: Conflict Resolution	79
C6: Leadership in Corrections	83
C7: Disciplinary Processes and Strategies	87
C8: Recognizing Manipulation	89
C9: Gang Identification and Management	93
C10: Inmate Supervision Scenarios	95
D1: Communicable Diseases and Bloodborne Pathogens	98
D2: Medical Awareness	101
D3: Mental Health and Disabilities	105
D4: Suicide Awareness and Intervention	109
E1: Report Writing	112
E2: Problem Solving	117
E3: Decision Making	120
F1: Health and Fitness	123
F2: Corrections Physical Abilities Test (CORPAT)	126
F3: Physical Fitness Training	128
F4: Stress Management	130
F5: Emotional Survival	133
G1: Use of Force Application	136
G2: Defensive Tactics	141
G3: Confrontational Simulations	145
H1: Firearms Familiarization	149
H2: Firearms Training	152
Appendices	156



EXECUTIVE SUMMARY

In Oregon, the Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency. The 6-Week Basic Corrections Local curriculum is the product of the communication between DPSST and its local corrections constituents, who are faced with the ever-changing dynamics of operating Oregon's county jails and municipal detention facilities.

In 2010, in partnership with the Oregon State Sheriff's Association, DPSST began surveying the needs and interests related to training for entry-level professionals working in local correctional facilities. The combined results of these surveys suggested that new corrections professionals required additional and/or enhanced training in high-risk correctional job tasks such as inmate transportation, off-site security and emergency response. Feedback also expressed a consistent lack of experience in new employees, as well as low levels of confidence, in areas such as interpersonal communication, conflict resolution and problem solving.

In conjunction with these surveys, DPSST staff also conducted a thorough assessment of its existing training program for local corrections professionals. This analysis concentrated on comparing the program's methodologies with modern learning theories and educational models as a means of identifying improvements that could be made to enhance the effectiveness of the training provided. This evaluation identified the under-utilization of "hands on" learning activities and DPSST's "Scenario Village" facilities, as well as academic weaknesses in relation to the use of tangible performance objectives.

The 6-Week Basic Corrections Local curriculum is designed to address these shortcomings and provide the quality training local corrections professionals require. The new program is based on validated adult learning principles as well as proficiency-based educational models, and aimed at ensuring student comprehension, enhancing job performance, and developing career confidence.

Some of the significant improvements include:

- 51 hours of reality-based scenario training
- 3 new courses (Off-site and Courtroom Security, Conflict Resolution, Stress Management)
- 80% of all courses include participatory learning activities
- 4 problem-based learning exercises designed to enhance critical thinking

Honoring its commitment to provide relevant and effective training to our constituency, DPSST is proud to present the enclosed curriculum as a collaborative effort to exceed existing standards for training local corrections professionals. In addition to teaching the technical proficiencies required by the profession, the new 6-Week Basic Corrections Local program is designed to develop critical thinkers, decision makers and frontline leaders who are ready for the challenges of today, and better prepared for tomorrow.



ADULT LEARNING

The 6-Week Basic Corrections Local program is a contemporary curriculum focused on job task proficiency, critical thinking and personal development. The new program incorporates several modern learning theories and educational models.

Principles of Adult Learning

The principles of adult learning have been well documented. Summarized, these principles affirm:

- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
- Adults need to be involved in the planning and evaluation of their instruction.

Over the past twenty years, the application of adult learning principles has been used extensively in the design of organizational training programs, especially for “soft skill” domains such as management development. Strategies such as case studies, role-playing, simulations and self-evaluation are most useful. Instructors then adopt a role of facilitator or resource rather than lecturer or grader.

The 6-Week Basic Corrections Local curriculum incorporates these same principles. Based on constituent feedback, instructional material has been developed with relevant information necessary in today’s local corrections profession. The revised program also includes a multitude of activities and scenarios designed to enhance experiential and problem-centered learning. Finally, the new program encourages students to develop specific skill proficiencies, thereby increasing confidence paramount to job performance. Studies have shown that adult learners perform their best when self-esteem is highest, and that self-esteem is highest when tasks and/or goals can be achieved.



Proficiency-Based Learning

Education has been moving towards proficiency-based learning for some time. Early models stressed levels of learning, and a student's mastery of specific skills and/or concepts before moving to the next level. Current models have taken this theory and adapted it to cumulative learning programs, where each course builds on knowledge and skills learned in previous courses and include incremental student progress assessments.

Using these models, the 6-Week Basic Corrections Local curriculum has been developed with three progressive phases of instruction. At times, these phases overlap as more information is introduced and students are expected to continually incorporate new knowledge, as well as demonstrate proficiency in subjects already learned.

- **Phase 1:** Introduction

During the first three weeks, students are presented with the fundamental knowledge, skills and attributes necessary to become a successful local corrections professional.

- **Phase 2:** Application

Beginning in the second week, activities require students to apply the information they are learning, solidifying comprehension and proficiency. Activities increase in complexity as this phase continues through the last week of training, and are designed to promote higher levels of thinking and performance relevant to correctional job duties.

- **Phase 3:** Competence

In the sixth week, students are provided with opportunities to demonstrate competence in applying learned information and skills. Activities evaluate students' abilities to address diverse and dynamic situations likely to arise in local correctional facilities. This phase then continues after the training academy with agency field training programs based on DPSST's Field Training Manual.

Each phase includes regular evaluations of student progress through written, applied and/or observed assessments. Proficiencies are demonstrated with specific measurable outcomes evaluated by DPSST staff. As a result of this methodology, students will become proficient in the critical and essential tasks identified in DPSST's 2006/2008 Corrections Job Task Analyses.



Reality-Based Training

Grounded in the principles of adult learning, the use of reality-based training has become an effective method for the mastery of complex job tasks, as well as the retention of specific job knowledge. The defining characteristic of this approach is the use of simulated situations to create an immediate and relevant learning opportunity, where the learner becomes involved with prescribed concepts and skills. Placing the learner in direct confrontation with practical, social and/or personal dilemmas enhances their investment in the learning process, which in turn stimulates effective self-evaluation and internalization of constructive feedback.

The most effective application of reality-based training is the use of live-action scenarios, conducted in real time, which re-create actual events learners are likely to encounter on the job. The 6-Week Basic Corrections Local curriculum includes 51 hours of reality-based training, during which students will actively participate in numerous contemporary, “real life” scenarios focused on:

- Interpersonal communication
- Officer safety and use of force
- Mentally ill offenders
- Inmate transportation
- Conflict resolution
- Person and area searches
- Emergency response
- Inmate supervision
- Facility and off-site security procedures
- Courtroom testimony

To maximize the effectiveness of each scenario training module, an after-action review will be facilitated by veteran local corrections professionals after each scenario. During these reviews students will be encouraged to analyze their own performance and identify areas for improvement. Many of the scenario training modules will also serve as opportunities for DPSST staff to evaluate student proficiency.



Problem-Based Learning

The theory of problem-based learning was developed to enhance learners' abilities to analyze difficult and/or complex situations. In contrast to traditional teaching methods which are content driven, problem-based learning utilizes "real world" problems as the vehicle in which individuals develop critical thinking and decision making skills, while simultaneously acquiring job specific knowledge. Simulating how problems arise in real life, in this approach problems are deliberately presented to learners with limited information or guidance, thereby encouraging self-directed learning techniques.

Recognizing that integrated knowledge and problem solving, as well as teamwork and communication, are all crucial skills for local corrections professionals, the 6-Week Basic Corrections Local curriculum includes four Problem-Based Learning Exercises (PBLE) which are completed at designated times throughout the training academy. Working in small groups, students will be tasked with solving increasingly difficult, ill-structured problems related to corrections. Each problem will encompass multiple subjects and require students to brainstorm solutions, consult resources and conduct research to fill any "gaps" in knowledge, and analyze the effectiveness and/or feasibility of their ideas. Finally, a resolution, and its rationale, is submitted for evaluation.

In addition to these specified exercises, problem-based learning activities have been implemented into numerous other courses in the 6-Week Basic Corrections Local curriculum. These activities provide realistic context for learning, facilitate cooperation and the use of resources, as well as stimulate personal interest and development.



SUMMARY OF ASSESSMENTS

Assessments are an integral part of evaluating student comprehension and skill. Each of the courses in the 6-Week Basic Corrections Local curriculum includes measurable Learning Outcomes which specify what the student will be able to do upon completion of each individual course. Each Learning Outcome is designed to support competence in the critical and essential job tasks identified in DPSST's 2006/2008 Corrections Job Task Analyses.

Modern education models recognize that the use of multiple forms of assessment is necessary in order to accurately assess a learner's acquisition and application of knowledge. The 6-Week Basic Corrections Local curriculum utilizes three different forms of assessment to evaluate student progress. In addition, the majority of the program's Learning Outcomes are evaluated multiple times, using different methods, in order to improve student proficiency.

The 6-Week Basic Corrections Local curriculum utilizes the following forms of assessment:

- **Quizzes and Exams**

Written tests consisting of multiple choice and true/false questions designed to determine students' comprehension and/or application of concepts presented during course instruction. Each quiz addresses new Learning Outcomes, as well as previously learned information of which retention is critical to career success. The Final Exam is a cumulative assessment of the knowledge students are expected to be competent in as they prepare for field training.

Performance Standards:

There are five quizzes (Use of Force Quiz and Quiz # 1 – 4) in which students are required to achieve a cumulative average score of 75% or better by Quiz # 3, and maintain that average throughout remaining quizzes. Students unable to meet this standard will be dismissed from further training.

There is one stand-alone final examination which requires a score of 75% or better. Students unable to meet this standard will be dismissed from further training.

- **Course Activities**

In-class learning activities or discussions requiring students to apply presented information to specified job tasks or relevant, problem-centered situations. Course activities add relevance to instructional material and promote self-directed learning.

Performance Standards:

Students must attend and participate in 90% of the program's training hours. Instructors assess student progress with prescribed Learning Outcomes. Students identified as unable to demonstrate proficiency will be provided guidance and/or remediation by instructional staff.

(continued on next page)



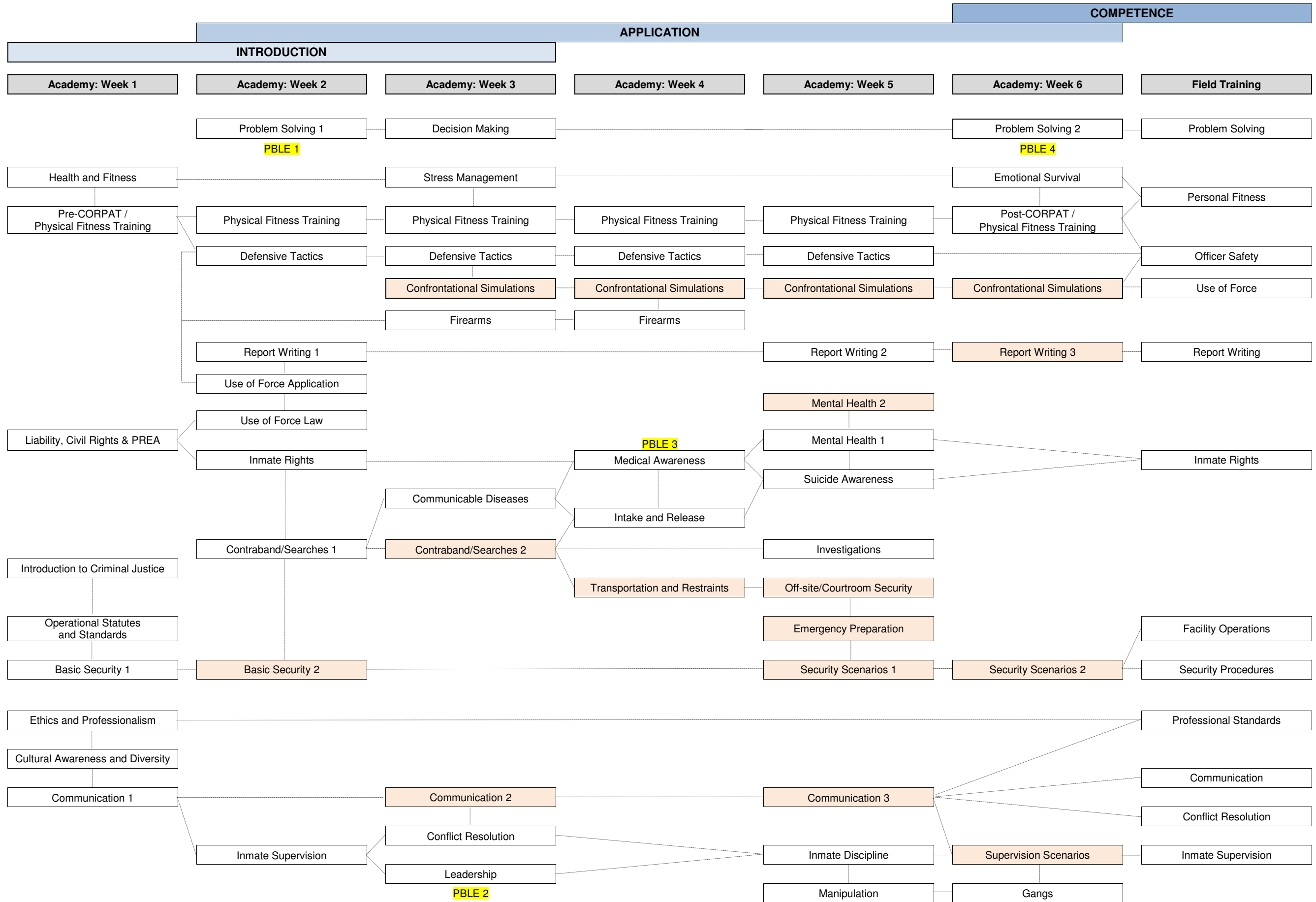
- **Skills Evaluations**

Assessments of observable skills demonstrated during training and used to measure students' abilities to analyze relevant job duties and/or situations and apply learned techniques. Skills evaluations are designed to assist students in identifying and accomplishing specific job proficiencies, as well as provide constructive feedback for further development.

Performance Standards:

Each Skills Evaluation is specific to the Learning Outcome it is intended to measure. Some evaluations are Pass/Fail (ex: Firearms) while other require a minimum score based on a rubric of demonstrated skills (ex: scenario training). Students identified as unable to demonstrate proficiency will be provided additional guidance by instructional staff, followed by a reasonable number of attempts at remediation.

All forms of assessment will be documented and regularly analyzed to ensure validity and reliability in preparing students for a career in local corrections.





COURSE OVERVIEWS



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

BREAKDOWN OF COURSES (By Week)

COURSE SUBJECT		HOURS
WEEK 1		
A1	Introduction to the Criminal Justice System	3
A2	Operational Statutes and Standards	4
A3	Civil Liability, Civil Rights and PREA	4
B1	Basic Security Principles (Session # 1)	3
C1	Ethics and Professionalism	4
C2	Cultural Awareness and Diversity	4
C3	Communication Concepts for Corrections (Session # 1)	4
E1	Report Writing (Session # 1)	4
F1	Health and Fitness	4
F2	Corrections Physical Abilities Test (Pre-test)	4
F3	Physical Fitness Training (Sessions # 1 – 3)	1.5
-	Academy Orientation	4
-	Quiz # 1	0.5
WEEK 2		
A4	Inmate Rights	6
A5	Use of Force Law for Corrections	3
B1	Basic Security Principles (Session # 2)	2
B2	Contraband and Searches (Session # 1)	4
C4	Inmate Supervision	2
E2	Problem Solving (Session # 1)	2.5
F3	Physical Fitness Training (Sessions # 4 – 6)	1.5
G1	Use of Force Application	5
G2	Defensive Tactics (Sessions # 1 – 2)	8
-	Quiz # 2	0.5
-	Use of Force Quiz	0.5
-	Use of Force Review	0.5
WEEK 3		
B2	Contraband and Searches (Session # 2)	4
C3	Communication Concepts for Corrections (Session # 2)	2
C5	Conflict Resolution	4
C6	Leadership in Corrections	4
D1	Communicable Diseases and Bloodborne Pathogens	2
E3	Decision Making	3
F3	Physical Fitness Training (Sessions # 7 – 9)	1.5
F4	Stress Management	3
G2	Defensive Tactics (Session # 3)	4
G3	Confrontational Simulations (Session # 1)	4
H1	Firearms Familiarization	2
H2	Firearms Training (Sessions # 1 – 4)	16
-	Quiz # 3	0.5



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

BREAKDOWN OF COURSES (By Week)

COURSE SUBJECT		HOURS
WEEK 4		
B3	Intake and Release Procedures	4
B5	Transportation and Restraints	4
D2	Medical Awareness	4
F3	Physical Fitness Training (Sessions # 10 – 12)	1.5
G2	Defensive Tactic (Session # 4)	4
G3	Confrontational Simulations (Session # 2)	4
H2	Firearms Training (Sessions # 5 – 6)	8
-	Quiz # 4	0.5
WEEK 5		
B4	Investigations	2
B6	Off-site and Courtroom Security	4
B7	Emergency Preparation and Response	4
B8	Security Procedures Scenarios (Session # 1)	2
C3	Communication Concepts for Corrections (Session # 3)	4
C7	Disciplinary Processes and Strategies	2
C8	Recognizing Manipulation	4
D3	Mental Health and Disabilities (Sessions # 1 – 2)	6
D4	Suicide Awareness and Intervention	4
E1	Report Writing (Session # 2)	1
F3	Physical Fitness Training (Sessions # 13 – 15)	1.5
G2	Defensive Tactics (Session # 5)	4
G3	Confrontational Simulations (Session # 3)	4
WEEK 6		
B8	Security Procedures Scenarios (Session # 2)	4
C9	Gang Identification and Management	3
C10	Inmate Supervision Scenarios	6
E1	Report Writing (Session # 3)	3
E2	Problem Solving (Session # 2)	3
F2	Corrections Physical Abilities Test (Post-test)	4
F3	Physical Fitness Training (Sessions # 16 – 17)	1
F5	Emotional Survival	4
G3	Confrontational Simulations (Session # 4)	4
-	Final Exam	2
-	Exam Review	0.5
-	Certification Workshop	0.5
-	Revocation Presentation	0.5
-	Academy Checkout	0.5
-	Graduation Activities	2



A1 – Introduction to the Criminal Justice System

PROGRAM: Basic Correction Local
SECTION: Legal Considerations
TIME: 3 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to introduce a new corrections professional to the criminal justice system in Oregon, including; general criminal code definitions, standard judicial procedures, and the role of corrections as a component of the justice system.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
A1-001	Locate specific information in the Criminal Code of Oregon.	Activity
A1-002	Define common criminal justice terminology. <ul style="list-style-type: none"> • Violation • Misdemeanor • Felony • Arrest • Arraignment • Grand Jury 	Activity Quiz Final Exam
A1-003	Summarize the stages of the criminal justice process for various types of offenses. <ul style="list-style-type: none"> • Violation • Misdemeanor • Felony 	Activity Quiz Final Exam
A1-004	Describe the primary roles of a corrections professional in the criminal justice system. <ul style="list-style-type: none"> • Crime prevention • Court operations • Recidivism reduction • Community service 	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Christensen, Gary E. (2008). *Our System of Corrections: Do Jails Play a Role in Improving Offender Outcomes?* Crime and Justice Institute.

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on Oregon's criminal justice system, the relationships among its components and the specific roles of corrections professionals. Activities will include code book familiarization and a fill-in study guide.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Code Book familiarization

- II. Components of the criminal justice system
 - A. Police
 - 1) Law enforcement
 - 2) Community caretaking

 - B. Prosecution

 - C. Courts
 - 1) Jurisdictions
 - 2) Procedures

 - D. Corrections (including Parole and Probation)
 - 1) Detention
 - a. Pretrial
 - b. Sentence (SB1145)

 - 2) Rehabilitation (SB267)

- III. The roles of a corrections professional
 - A. Crime prevention
 - B. Court operations
 - C. Recidivism reduction
 - D. Community service



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

ACTIVITIES:

1) Code book familiarization

- Students will practice locating terminology and information in the Criminal Code of Oregon.

2) Criminal Justice Workbook

- Students will complete a written assignment related to common criminal justice procedures and terms.



A2 – Operational Standards and Statutes

PROGRAM: Basic Correction Local
SECTION: Legal Considerations
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A1: Introduction to the Criminal Justice System

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with the Oregon Revised Statutes and professional standards most directly related to the general operation of a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
A2-001	Define various types of correctional facilities. <ul style="list-style-type: none">• Local correctional facility• Lockup facility• Temporary hold facility	Quiz Final Exam
A2-002	Identify the general legal requirements for jails under the Oregon Revised Statutes.	Quiz Final Exam
A2-003	Locate specific information in the Oregon Jail Standards.	Activity
A2-004	Identify Oregon Jail Standards related to statutory facility operations.	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
2	Walk Continuously
4	Walk up/down stairs
11	Carry and place objects

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training manuals
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*, Chapter 169.

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the role of law in the operation of correctional facilities in Oregon, related statutory definitions and requirements, and the development and application of the Oregon Jail Standards (OJS). Activities will include OJS familiarization.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Local corrections law and practice
 - A. Oregon Revised Statutes (ORS)
 - B. Case law
 - C. Jail standards - generally
 - D. Translating constitutional and statutory provisions into practice

- II. Definitions
 - A. Department of Corrections
 - B. Lockup Facility
 - C. Temporary Hold Facility
 - D. Local Correctional Facility
 - E. Comparing prisons and jails

- III. Controlling statutes (ORS 169.076)
 - A. Requirements related to facility operations

- IV. Oregon Jail Standards (OJS)
 - A. Overview
 - B. Content and organization
 - C. Jail inspection process

ACTIVITIES:

- 1) Oregon Jail Standards familiarization
 - Students will practice locating information in the Oregon Jail Standards.

- 2) Translating statutes into standards
 - Students will identify jail standards that satisfy controlling statutory requirements.



A3 – Civil Liability, Civil Rights and PREA

PROGRAM: Basic Correction Local

CREATED: August 2011

SECTION: Legal Considerations

REVISED: N/A

TIME: 4 hours

REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s awareness of corrections related activities that may expose individuals and organizations to civil liability and/or constitute civil rights violations.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
A3-001	Describe actions that expose corrections professionals to civil liability. <ul style="list-style-type: none">• Deliberate indifference (ADA, suicide, medical care)• Sexual misconduct• Excessive force• Untruthfulness• Deprivation of rights	Quiz Final Exam
A3-002	Identify activities that can minimize a corrections professional’s liability risks. <ul style="list-style-type: none">• Following policies and procedures• Documentation• Professionalism• Proactive thinking and tactics	Quiz Final Exam
A3-003	Articulate the responsibilities of a corrections professional established by PREA. <ul style="list-style-type: none">• Reporting• Recognition	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
502	Strip search inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

National Institute of Corrections. Selected information on PREA can be found at <http://nicic.org>.

United States House of Representatives (2006). *United States Code*. Office of the Law Revision Counsel.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the legal basis for civil rights claims, activities that expose corrections professionals to civil liability, and methods for minimizing liability risk. Instruction will include responsibilities outlined in the Prison Rape Elimination Act (PREA).

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Legal authority for civil liability and civil rights violation claims
 - A. Constitutional rights - generally
 - B. Federal statutes
 1. Title 18, United States Code, Section 242
 2. Title 42, United States Code, Section 1983
 - C. State tort claims
 - D. State constitutional rights claims
 - E. Writs of Habeas Corpus
- II. Basics of a civil lawsuit
 - A. Definitions and procedures
- III. High liability areas for corrections
 - A. Americans with Disabilities Act (ADA)
 - B. Sexual misconduct
 - C. Suicides
 - D. Other actions which create or increase risk of liability
- IV. Indemnity and defense for public officers
- V. Qualified immunity



VI. The Prison Rape Elimination Act (PREA)

- A. Definitions
- B. Purpose
- C. Eighth Amendment rights
- D. The “costs” of sexual assault in custody
- E. Corrections officers’ responsibilities
 - 1) Reporting
 - 2) Recognition

VII. Methods for reducing and/or preventing civil liability in corrections

- A. Know agency rules, policies and procedures
- B. Training
- C. Documentation
- D. Preserve evidence
- E. Act professionally
- F. Proactive thinking and tactics



A4 – Inmate Rights

PROGRAM: Basic Correction Local
SECTION: Legal Considerations
TIME: 6 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A3: Civil Liability, Civil Rights and PREA

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's basic understanding of the sources and application of law regarding the rights of inmates, with an emphasis on the Bill of Rights of the United States Constitution.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
A4-001	Identify the legal parameters used to analyze the restriction of an inmate's rights. <ul style="list-style-type: none">• Balance of rights (reasonableness)• <i>Turner v. Safely</i>	Quiz Final Exam
A4-002	Describe constitutional rights retained by inmates while incarcerated. <ul style="list-style-type: none">• First Amendment rights• Fourth Amendment rights• Fifth Amendment rights• Eighth Amendment rights	Quiz Final Exam
A4-003	Recognize the relationship between inmate rights and inmate management.	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
202	Search areas inmates have access to, for contraband
502	Strip search inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

United States Court of Appeals, Ninth Circuit. Selected opinions can be found at <http://www.ca9.uscourts.gov>.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the constitutional rights of inmates, the basis and application of those rights, and the additional privileges commonly provided in Oregon's jails.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

I. Legal basics

- A. Sources of law
- B. Controlling law
- C. Binding law
- D. Reading legal citations

II. Corrections law

- A. Title 42, United States Code, Section 1983
- B. The Bill of Rights
- C. Balance of rights
- D. Consent decrees
- E. Turner v. Safely, 482 US 78 (1987)

III. First Amendment rights

- A. Freedom of religion
 - 1. Restrictions of religious services
 - 2. Access to clergy
 - 3. Access to religious writings
 - 4. Restricting religious medallions and accessories
 - 5. Providing special religious diets
 - 6. Restricting personal appearance
 - 7. Rehabilitative aspects of religious practices
- B. Freedom of speech
- C. Freedom of press



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

- D. Right of association
 - 1. Visiting restrictions
 - 2. Personal communications

 - E. Right to access courts and counsel

 - F. Right to assemble

 - G. Right to petition
- IV. Fourth Amendment rights
- A. Strip searches
 - B. Body cavity searches
 - C. Booking and cell searches
 - D. Opposite sex searches and supervision
- V. Fifth Amendment rights
- A. Inmate discipline
 - 1. Due process
 - 2. Double jeopardy
 - 3. Self-incrimination
- VI. Eighth Amendment rights
- A. Cruel and unusual punishment
 - 1. Outdoor exercise
 - 2. Out of cell exercise for segregated inmates
- VII. Americans with Disabilities Act



A5 – Use of Force Law for Corrections

PROGRAM: Basic Correction Local

CREATED: August 2011

SECTION: Legal Considerations

REVISED: N/A

TIME: 3 hours

REVIEWED: September 2011

PREREQUISITE COURSES:

BCL-A3: Civil Liability, Civil Rights and PREA

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's basic understanding of relevant state statutes, as well as state and federal case law, concerning the use of force in a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
A5-001	Articulate justification under Oregon Revised Statutes to use physical force upon an incarcerated person.	Quiz Final Exam
A5-002	Describe constitutional considerations relevant to the use of force in a correctional facility. <ul style="list-style-type: none">• Civil rights• Inmate status	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate from/into cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
19	Use chemical weapon (OC) to subdue inmate
21	Physically intervene to break up inmate fights/physical confrontations
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
26	Being struck by and/or striking inmates

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
105	Discharge firearm at person
703	Use restraints to control inmates
704	Physically restrain violent inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*. Chapter 161.

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition, Section E5.

United States Court of Appeals, Ninth Circuit. Selected opinions can be found at <http://www.ca9.uscourts.gov>.

United States House of Representatives (2006). *United States Code*. Office of the Law Revision Counsel.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on a corrections professional's justification under Oregon statutes to use physical force upon an incarcerated person, as modified by relevant case law.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Statutory definitions
 - A. Deadly physical force
 - B. Physical force
 - C. Physical injury
 - D. Serious physical injury
 - E. Justification
 - F. Correctional facility

- II. Statutes relevant to corrections use of force
 - A. Use of force generally
 - B. Use of physical force in defense of a person
 - C. Limitations on use of deadly physical force in defense of a person
 - D. Use of physical force to prevent escape

- III. Constitutional considerations related to civil liability
 - A. Federal civil rights violations statutes
 - B. Inmate status

- IV. Relationship between criminal statutes and civil liability in analyzing use of force

- V. Relevant federal constitutional case law
 - A. *Whitley v. Albers*
 - B. *Tennessee v. Garner*
 - C. *Graham v. Connor*
 - D. *Gibson v. County of Washoe*

- VI. Oregon Jail Standards addressing use of force



B1 – Basic Security Principles

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 5 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A2: Operational Statutes and Standards
 BCL – C3: Communication Concepts for Corrections (Session # 1)

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Familiarize a new corrections professional with basic security purposes and procedures within a correctional facility.
- 2) Provide a new corrections professional with instruction and practice applying safe and efficient tactics for inmate monitoring, inmate counts and facility perimeter checks.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B1-001	Identify the primary purposes for security in a correctional facility. <ul style="list-style-type: none"> • Protect the public from offenders • Safeguard the welfare of staff and inmates • Maintain control of inmate populations 	Quiz Final Exam
B1-002	Outline standardized requirements for various facility security functions. <ul style="list-style-type: none"> • Inmate counts and monitoring • Perimeter security checks • Facility access • Tool and material control • Key control 	Quiz Final Exam
B1-003	Complete a count of inmates using safe and efficient tactics.	Skills Evaluation
B1-004	Complete a perimeter security check of a correctional facility.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
2	Walk continuously
3	Stand continuously
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
11	Carry and place objects
21	Physically intervene to break up inmate fights/physical confrontations
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
36	Cope with chronic physical effects of shift work
45	Accurately resolve visual images in various conditions – to 100 feet
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
49	Detect and resolve odd odors
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition, Section E.

National Institute of Corrections (2004). *Interpersonal Communications in a Correctional Setting*.
<http://nicic.gov>.



CLASS SESSION # 1

OVERVIEW:

Students will participate in an interactive presentation focused on basic security procedures such as inmate counts and perimeter checks, as well as approaches for conducting duties in a safe, security minded manner. Activities will include equipment familiarization and a role play exercise to practice tactics.

DURATION: 3 hours

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Primary purposes of security in a correctional facility
 - A. To protect the public from offenders
 - B. To safeguard the welfare of staff and inmates
 - C. To maintain control of inmate populations

- II. Preparing for duty
 - A. Uniform
 - B. Equipment
 - C. Mental preparation

- III. Safe and efficient tactics for corrections professionals
 - A. Posture
 - B. Positioning
 - C. Movement
 - D. Communication
 - E. Situational awareness
 - F. Stress management

- IV. Facility security functions
 - A. Inmate counts and monitoring
 - B. Perimeter security checks
 - C. Facility access
 - D. Tool and material control
 - E. Key control



ACTIVITIES:

1. Equipment familiarization
 - Students will display their duty belts and discuss items carried on duty, purposes, and placement.

2. Strategies for movement
 - Students will view a housing unit photograph and discuss safe and efficient strategies for moving about.

3. Tactical concepts role play exercise
 - Students will practice tactical concepts while roleplaying as a housing unit officer.

4. Security functions game
 - Students will identify specific Oregon Jail Standards related to facility security functions.

5. Video analysis
 - Students will identify and discuss security concerns observed in video of a correctional facility incident.



CLASS SESSION # 2

OVERVIEW:

Students will participate in multiple activity stations focused on applying the skills and concepts learned in Session # 1. The activity stations include inmate count and surveillance scenarios, and a perimeter security check of a correctional facility.

DURATION: 2 hours

SETTING: Marion County Jail

INSTRUCTORS: 2

ACTIVITIES:

1. Inmate counts
 - Students will practice using safe and efficient tactics while completing a count of inmates.

2. Inmate monitoring
 - Students will practice using safe and efficient tactics while completing inmate surveillance rounds.

3. Perimeter security check
 - Students will plan and complete a perimeter check of a correctional facility.



B2 – Contraband and Searches

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 8 hours

CREATED: June 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A4: Inmate Rights
 BCL – B1: Basic Security Principles

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Develop a new corrections professional’s ability to recognize, address and minimize the threats posed by contraband within a correctional facility.
- 2) Provide a new corrections professional with instruction and practice conducting appropriate, safe and systematic searches of inmates and correctional facilities.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B2-001	Identify and classify items considered contraband in a correctional facility. <ul style="list-style-type: none"> • Criminal • Dangerous • Nuisance 	Activity Quiz Final Exam
B2-002	Summarize effective methods for controlling contraband in a correctional facility. <ul style="list-style-type: none"> • Confiscation and documentation • Routine searches of persons, items and areas • Random searches of persons, items and areas 	Quiz Final Exam
B2-003	Articulate the lawful scope, justification and manner for various types of searches. <ul style="list-style-type: none"> • Clothed person searches • Unclothed person searches • Area searches • Property searches 	Quiz Final Exam
B2-004	Complete an appropriate, safe and systematic clothed search of an inmate.	Skills Evaluation
B2-005	Assist in an appropriate, safe and systematic search of an inmate living area.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
9	Lift objects off ground
11	Carry and place objects
12	Lift objects down from elevated surface, place on ground or floor
13	Grip and hold inmate to maintain control
15	Hold/restrain struggling inmate
18	Handcuff – mechanically restrain inmate
31	Maintain state of hyper vigilance
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
202	Search areas inmates have access to, for contraband
502	Strip search inmates
505	Process evidence seized during search of inmates and/or cells, rooms, etc.
506	Document chain of evidence
507	Seize contraband material
513	Conduct periodic searches of inmate cells to discover and seize contraband, weapons, etc.
611	Use gloves, masks, gowns, etc. to prevent contact with infectious disease
703	Use restraints to control inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Bouchard, Joe (2011). The 25 Laws of Contraband. <http://www.correctionsone.com>.

Bouchard, Joe (2011). What is Contraband? <http://www.correctionsone.com>.

Burke, Tod W. and Stephen S. Owen (2010). Cell Phones as Prison Contraband. *FBI Law Enforcement Bulletin*.

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*, Chapter 162.

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition, Section E3.

National Institute of Corrections (1991). *Intervening with Substance-Abusing Offenders*. <http://nicic.gov>.



CLASS SESSION # 1

OVERVIEW:

Students will participate in an interactive presentation focused on the recognition of contraband, effective methods for controlling contraband, legal considerations regarding searches, and tactical concepts for conducting searches. Activities will include person searches and a cell search.

DURATION: 4 hours

SETTING: Classroom / Scenario Village

INSTRUCTORS: 3

TOPICS:

- I. Identifying contraband
 - A. Criminal
 - B. Dangerous
 - C. Nuisance

- II. Threats posed by contraband
 - A. Safety
 - B. Security
 - C. Staff compromise
 - D. Order

- III. Controlling contraband
 - A. Criminal prosecution (ORS 162.185)
 - B. Oregon Jail Standards
 - C. Confiscation and documentation
 - D. Routine searches
 - E. Random searches

- IV. Legal considerations regarding searches
 - A. Clothed person searches
 - B. Unclothed person searches
 - C. Area searches
 - D. Property searches
 - E. Cross-gender searches
 - F. Documentation of searches



- V. Tactical concepts for conducting searches
 - A. Clothed comprehensive searches
 - B. Unclothed visual searches
 - C. Inmate cell searches

ACTIVITIES:

- 1) Identifying contraband
 - Students will view photographs and discuss whether items are considered contraband.
- 2) Identifying and classifying contraband
 - Students will view photographs and discuss what type of contraband items are considered.
- 3) Oregon Jail Standards (OJS) related to routine searches
 - Students will research OJS and complete a worksheet related to routine searches.
- 4) Practice clothed searches
- 5) Practice simulated unclothed searches
- 6) Practice cell searches



CLASS SESSION # 2

OVERVIEW:

Students will participate in multiple activity stations focused on applying the skills and concepts learned in Session # 1. The activity stations include clothed person searches and an area search of an inmate housing unit.

DURATION: 4 hours

SETTING: Marion County Jail

INSTRUCTORS: 3

ACTIVITIES:

1. Area searches of training venue
 - Students will search all training areas prior to, and at the conclusion of, training.
2. Door monitors
 - Students will conduct clothed searches and equipment inspections on persons entering and exiting training areas.
3. Observation
 - Students will observe others plan and complete an area search of an inmate housing unit and participate in an instructional debrief.
4. Area search
 - Students will plan and complete an area search of an inmate housing unit.
5. Contraband confiscation and documentation
 - Students will collect, secure, and document mock contraband.
6. Person searches
 - Students will practice clothed comprehensive searches and simulated visual searches.



B3 – Intake and Release Procedures

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B2: Contraband and Searches

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with proper intake and release procedures.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B3-001	Determine the legal authority to admit persons into the custody of a correctional facility.	Activity Quiz Final Exam
B3-002	Describe standard procedures for processing persons into custody. <ul style="list-style-type: none"> • Intake searches • Property inventory and storage • Identification • Notifications • Screenings 	Activity Quiz Final Exam
B3-003	Determine the legal authority to release persons from the custody of a correctional facility.	Activity Quiz Final Exam
B3-004	Summarize proper procedures for releasing persons from custody. <ul style="list-style-type: none"> • Documentation • Confirmation of no holds • Identification • Property and money return 	Activity Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
9	Lift objects off ground
11	Carry and place objects
12	Lift objects down from elevated surface, place on ground or floor
13	Grip and hold inmate to maintain control
15	Hold/restrain struggling inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
31	Maintain state of hyper vigilance
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
202	Search areas inmates have access to, for contraband
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
604	Determine need for emergency care
703	Use restraints to control inmates
704	Physically restrain violent inmates
705	Take emergency steps when inmate suicide is threatened
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*.

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition, Section B.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on proper intake and release procedures as outlined by the Oregon Jail Standards (OJS). Activities will include accuracy reviews of admission documents, intake searches and property inventory.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

I. Facility security at intake

- A. Weapons
- B. Restraints

II. Admission

- A. Pre-admission or initial evaluation
 - 1) Consciousness
 - 2) Medical clearance
 - 3) Psychological and/or suicidal considerations
- B. Admission authority
 - 1) Formal charges
 - 2) Sentencing orders
 - 3) Civil detox (ORS 430.399)
 - 4) Juveniles

III. Intake searches

- A. Visual inspection
- B. Auditory assessment
- C. Initial questioning
- D. Physical search considerations
- E. Documentation



IV. Property

- A. Inadmissible items
- B. Inventory and receipt
- C. Storage

V. Processing

- A. Verifying identity
- B. Reviewing LEDS records
- C. Notifications
- D. Screenings (medical, mental health, suicide)
- E. Photographs and fingerprints
- F. Telephone access
- G. Lodging assessments

VI. Inmate release

- A. Legal authorization
 - 1) Security release
 - 2) Conditional release
 - 3) Citation
 - 4) No file/drops
 - 5) Sentence served
 - 6) Facility transfer
- B. Proper release procedures
 - 1) Confirmation of no outstanding holds
 - 2) Verification of identity
 - 3) Property and money return
- C. Release liability considerations



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

ACTIVITIES:

- 1) Best practices: Oregon Jail Standards
 - Students will research OJS and determine best practices for intake security, booking searches, property inventory and storage, and release procedures.
- 2) Pre-admission assessment
 - Students will view photographs and discuss whether individuals should be admitted into custody.
- 3) Admission document review
 - Students will review admission documents for accuracy and liability concerns.
- 4) Practice intake searches
- 5) Property inventory
 - Students will assess and document multiple clothing and/or personal items.



B4 – Investigations

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 2 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B2: Contraband and Searches

INSTRUCTIONAL GOAL:

This course is designed to introduce a new corrections professional to basic investigative procedures related to incidents within a correctional facility.

LEARNING OUTCOME:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B4-001	<p>Describe basic procedures for conducting investigations in a correctional setting.</p> <ul style="list-style-type: none">• Preliminary observations• Scene preservation• Evidence collection• Interviews and fact-gathering• Documentation	<p>Activity Quiz Final Exam</p>



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
9	Lift objects off ground
11	Carry and place objects
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
504	Investigate inmate criminal activity
505	Process evidence seized during search of inmates and/or cells, rooms, etc.
506	Document chain of evidence
507	Seize contraband material
516	Investigate and initiate remedial action on security breaches
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on observational skills, scene preservation, evidence collection and basic interviewing. Activities will include tabletop scenarios and an interviewing exercise.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Initial considerations
 - A. Investigative goal
 - B. Type of investigation
 - C. Appropriate investigative entities

- II. Crimes in custody
 - A. Assaulting a public safety officer
 - B. Aggravated harassment
 - C. Criminal mischief
 - D. Escape

- III. Basic investigative procedures
 - A. Preliminary observations
 - B. Scene preservation
 - C. Evidence collection
 - D. Interviews and fact-gathering
 - E. Documentation

ACTIVITIES:

- 1) Tabletop scenarios
 - Students will assess evidence of crimes/jail violations and determine appropriate investigative actions.

- 2) Basic interviewing
 - Students will practice basic interviewing skills while roleplaying as an investigator.



B5 – Transportation and Restraints

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B2: Contraband and Searches

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Develop a new corrections professional’s ability to recognize, address and minimize the safety and/or security risks related to the transportation of inmates by vehicle.
- 2) Provide a new corrections professional with instruction and practice restraining individuals in an appropriate, safe and systematic manner.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B5-001	Identify the primary procedures in preparing to transport an inmate. <ul style="list-style-type: none"> • Notifications • Documents • Prisoner information • Destination and route planning 	Quiz Final Exam
B5-002	Summarize effective methods for maintaining security during a transportation crisis. <ul style="list-style-type: none"> • Accident • Ambush • Escape • Medical emergency • Prisoner conflict • Vehicle breakdown 	Activity Quiz Final Exam
B5-003	Apply transportation restraints in an appropriate, safe and systematic manner.	Skills Evaluation
B5-004	Complete a preliminary operation and security inspection of a vehicle.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
11	Carry and place objects
13	Grip and hold inmate to maintain control
15	Hold/restrain struggling inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
28	Loading, unloading, driving transport vehicle – maintain control of inmates
31	Maintain state of hyper vigilance
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
102	Carry handgun while guarding inmates outside the facility
202	Search areas inmates have access to, for contraband
214	Escort inmates in vehicle
217	Guard inmates outside the facility
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
703	Use restraints to control inmates
704	Physically restrain violent inmates
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Transportation Association (2011). <http://www.tillamooksheriff.org/OTA>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on safe and secure practices related to transporting inmates by vehicle, including; preparatory planning, proper application of restraints, and maintaining security during transport. Activities will include vehicle searches and the application of restraint devices.

SETTING: Classroom / Mat Room / Scenario Village

INSTRUCTORS: 3

TOPICS:

- I. Preparing for transport
 - A. Notifications
 - B. Documents
 - C. Prisoner information (conduct, classification, medical needs, etc.)
 - D. Destination and route planning

- II. Equipment needs and function checks
 - A. Restraints
 - B. Communication equipment
 - C. Vehicle

- III. Security during transport
 - A. Searches
 - B. Restraints
 - C. Inmate supervision
 - D. Stops

- IV. Managing crisis during transport
 - A. Accident
 - B. Ambush
 - C. Escape
 - D. Medical emergency
 - E. Prisoner conflict
 - F. Vehicle breakdown

- V. FAA guidelines for “flying armed”



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

ACTIVITIES:

- 1) Restraint device familiarization
 - Students will view photographs and discuss various types of restraint devices.

- 2) Practice applying restraint devices

- 3) Vehicle checks
 - Students will conduct a preliminary operation and security inspection of a vehicle.

- 4) Managing crisis during transport
 - Students will practice security procedures while roleplaying in inmate transportation scenarios.



B6 – Off-site and Courtroom Security

PROGRAM: Basic Correction Local

CREATED: August 2011

SECTION: Security Procedures

REVISED: N/A

TIME: 4 hours

REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B5: Transportation and Restraints

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's ability to recognize, address and minimize the safety and/or security risks related to the supervision of inmates outside of a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B6-001	Summarize effective methods for maintaining safety and security while supervising inmates outside of a correctional facility. <ul style="list-style-type: none">• Physical security• Threat assessment• Inmate supervision• Communication• Planning	Activity Quiz Final Exam
B6-002	Identify security considerations in a scenario involving the off-site supervision of an inmate.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST’s 2006 Corrections Physical Job Task Analysis*)

Task #	Task
3	Stand continuously
4	Walk up/down stairs
8	Climb steps, railings, external features/obstacles
13	Grip and hold inmate to maintain control
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
31	Maintain state of hyper vigilance
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
102	Carry handgun while guarding inmates outside the facility
202	Search areas inmates have access to, for contraband
217	Guard inmates outside the facility
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
703	Use restraints to control inmates
704	Physically restrain violent inmates
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Barrett, Jimmie H. Jr. (2009). *Protecting Court*. Mill City Press.

Joint Committee on Court Security and Emergency Preparedness (2010). *Court Security Handbook*. Conference of Chief Justices/Conference of State Court Administrators.

Oregon Judicial Department (2011). *Uniform Trial Court Rules*, Chapters 3 and 6.

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on safe and secure practices related to supervising inmates outside of a correctional facility, including; physical security, inmate movement, and preparatory planning. Activities will include reality based scenarios.

SETTING: Classroom / Courtroom / Scenario Village

INSTRUCTORS: 2

TOPICS:

- I. Off-site security goals
 - A. Ensure a safe and secure environment
 - B. Maintain order
 - C. Prevent the introduction of contraband
 - D. Prevent escape

- II. Physical security
 - A. Exterior
 - B. Interior
 - 1) Access
 - 2) Screenings
 - 3) Searches

- III. Threat assessment

- IV. Inmate supervision
 - A. Preparation
 - B. Escort procedures
 - C. Courtroom procedures
 - D. Disruptions and emergencies

- V. Managing public factors
 - A. Media
 - B. Non-security staff
 - C. Family members
 - D. Juries



VI. Communication and planning

- A. Importance of communication
- B. Types of communication
- C. Written plans
- D. Court decisions and orders
- E. Emergency plans
- F. Debriefing

ACTIVITIES:

1) Tabletop exercise

- Students will analyze a courthouse incident and identify security considerations.

2) Video analysis

- Students will identify and discuss security concerns observed in video of an off-site incident(s).

3) Off-site and courtroom scenarios

- Students will practice security procedures while role playing in off-site and/or courtroom scenarios.



B7 – Emergency Preparation and Response

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B1: Basic Security Principles
BCL – D2: Medical Awareness

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional’s ability to recognize and safely respond to emergency situations in a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B7-001	Recognize common types of emergencies in a correctional facility.	Activity
B7-002	Outline resources for responding to emergencies in a correctional facility. <ul style="list-style-type: none">• Internal assets• External assets	Activity Final Exam
B7-003	Identify safety considerations in a scenario involving a correctional facility emergency.	Activity Final Exam
B7-004	Assist in a safe and effective response to a scenario involving a correctional facility emergency.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
9	Lift objects off ground
10	Assisted carry of unresisting inmate
11	Carry and place objects
23	Exposure to hazardous materials
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
45	Accurately resolve visual images in various conditions – to 100 feet
49	Detect and resolve odd odors
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
604	Determine need for emergency care
608	Administer CPR
609	Administer mouth-to-mouth resuscitation
610	Administer first aid
703	Use restraints to control inmates
705	Take emergency steps when inmate suicide is threatened
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in instructional exercises focused on recognizing correctional facility emergencies as well as safe and effective methods for responding to such emergencies. Activities will include inmate evacuations and role play scenarios.

SETTING: Scenario Village

INSTRUCTORS: 3

TOPICS:

- I. Recognizing correctional facility emergencies
 - A. Categories
 - B. Common emergencies

- II. Resources for handling emergencies
 - A. Internal assets
 - B. External assets

- III. Safe and effective response tactics
 - A. Calls for assistance
 - B. Lockdown/containment
 - C. Entry of EMS/Fire personnel
 - D. Area evacuations

ACTIVITIES:

- 1) Practice operating a fire extinguisher

- 2) Facility evacuation procedures
 - Students will practice the safe and effective evacuation of inmates from a smoke-filled area.

- 3) Tabletop exercises
 - Students will analyze correctional facility emergencies and identify safety considerations.

- 4) Emergency response scenarios
 - Students will practice safe response tactics while role playing in scenarios involving facility emergencies.



B8 – Security Procedures Scenarios

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 6 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – B1: Basic Security Principles
BCL – B5: Transportation and Restraints
BCL – B6: Off-site and Courtroom Security
BCL – B7: Emergency Preparation and Response

INSTRUCTIONAL GOAL:

This course is designed to utilize reality based scenarios to enhance a new corrections professional's understanding and application of security procedures in a correctional facility.

LEARNING OUTCOME:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
B8-001	Demonstrate safe and efficient security tactics in a scenario involving an inmate(s) in a correctional setting.	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
1	Run on flat surface
2	Walk continuously
3	Stand continuously
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
9	Lift objects off ground
10	Assisted carry of unresisting inmate
11	Carry and place objects
12	Lift objects down from elevated surface, place on ground or floor
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate in/from cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
21	Physically intervene to break up inmate fights/physical confrontations
22	Dodge/evade blows, thrown objects
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
38	Cope with emotional and physical impact of verbal threats of violence by inmates
39	Cope with emotional impact of working with seriously mentally ill inmates
40	Cope with emotional reactions to verbal abuse by inmates
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
105	Discharge firearm at person
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
202	Search areas inmates have access to, for contraband
214	Escort inmates in vehicle
217	Guard inmates outside the facility
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
405	Take action when fellow officer is angry with inmate
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
420	Recognize behavioral characteristics of violent offenders
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
516	Investigate and initiate remedial action on security breaches
604	Determine need for emergency care
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
705	Take emergency steps when inmate suicide is threatened
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Dwyer, Kevin (2010). "The Benefits of Scenario-Based Training". <http://superperformance.com>.

Montessori, Maria (1984). *The Absorbent Mind*. Laurel.

Murray, Kenneth R. (2004). *Training at the Speed of Life*, Volume One. Armiger Publications.

Vygotsky, Lev (1978). *Mind and Society: The Development of Higher Psychological Processes*. Harvard University Press.



C1 – Ethics and Professionalism

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s awareness of professional standards, ethical behavior and ethical decision-making.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C1-001	Describe ethics, ethical decision-making and ethical behavior.	Quiz Final Exam
C1-002	Identify factors that can influence behavior and lead to unethical behavior. <ul style="list-style-type: none"> • Deference to authority/expertise • Consistency • Reciprocity • Diffusion of responsibility • Incremental exposure 	Activity Quiz Final Exam
C1-003	Summarize personal strategies for recognizing and resisting influences that can lead to unethical behavior.	Activity

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
405	Take action when fellow officer is angry with inmate
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Anand, Vikas, Blake E. Ashforth, and Mahendra Joshi (2004). Business as Usual: The Acceptance and Perpetuation of Corrupt Organizations. *Academy of Management Executive*. 18:2 (p39-53).

Burton, Robert (2008). *On Being Certain: Believing You are Right Even When You're Not*. New York: St. Martin's Griffin.

Cialdini, Robert B. (2008). *Influence: Science and Practice*, 5th Edition. Boston: Pearson/Allyn & Bacon.

Eagleman, David (2011). *Incognito: The Secret Lives of the Brain*. New York: Pantheon.

Fyfe, James J. and Robert J. Kane (2006). Bad Cops: A Study of Career-Ending Misconduct among New York City Police Officers. Final Report. Washington, D.C.: National Institute of Justice.

Gibson, Pamela A. (2008). Teaching Ethical Decision Making: Designing a Personal Value Portrait to Ignite Creativity and Promote Personal Engagement in Case Method Analysis. *Ethics and Behavior*, 18:4 (p340-352).

Gilmartin, Kevin J. Selected articles on ethics can be found at <http://www.emotionalsurvival.com/articles.htm>.

Grant, J. Kevin (2002). Ethics and Law Enforcement, NCJ Number 198313. NCJRS Photocopy Services, Rockville, MD 20849-6000.

Klockars, Carl, Sanja Kutnjak and Maria R. Habverfield. *Enhancing Police Integrity*. NCJ download at <http://www.ncjrs.gov/pdffiles1/nij/209269.pdf>.

Managing Law Enforcement Integrity (2006). Retrieved from the Center for Society, Law and Justice at the University of New Orleans, <http://www.cslj.uno.edu/Integrity/Integrity%20SOTA%208-11-06%20abb.pdf>.

Milgram, Stanley (1974). *Obedience to Authority*. New York: Harper Collins.

Quinn, Michael W. (2005). *Walking with the Devil*. Quinn and Associates.

Report of the Rampart Independent Review Panel (2000). Downloaded 092109 from: <http://www.ethicsinstitute.com/pdf/Rampart%20Review%20Report.pdf>.

Salvador, Rommel and Robert G. Folger (2009). Business Ethics and the Brain. *Business Ethics Quarterly*. 19:1 (p1-31).

Schafer, John R. (2004). Making Ethical Decisions: A Practical Model, NCJ Number 195364. NCJRS Photocopy Services, Rockville, MD 20849-6000.

Zimbardo, Philip. *The Lucifer Effect* website: <http://www.lucifereffect.com> .



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on personal and professional values, ethical thinking and behavior, and strategies for recognizing and resisting influences that can lead to unethical behavior. Activities will include the development of a personalized Ethical Action Plan as well as tabletop scenario exercises.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

I. Ethics

- A. Defined
- B. Ethical standards of the profession
- C. Effect of personal beliefs

II. Ethical thinking and behavior

- A. Conscious/rational/cognitive decision-making
- B. Non-conscious/reactive/recognition-primed brain processes

III. Effects of societal and organizational expectations

- A. Deference to authority/expertise
- B. Consistency
- C. Reciprocity
- D. Diffusion of responsibility
- E. Incremental exposure

IV. Recognizing and resisting influences that can lead to unethical behavior

- A. Recognizing conflicts between rational and reactive brain processes
- B. Resisting "seduction by a situation(s)"
- C. Avoiding "ethical quicksand"



ACTIVITIES:

- 1) Identifying personal values
 - Students will complete a written assignment related to personal values, obligations and loyalties.

- 2) Ethical Action Plan
 - Students will complete a written assignment related to recognizing and resisting unethical behavior.

- 3) ABC Video: “Basic Instincts 5: Milgram Experiments Revisited”

- 4) Tabletop scenarios
 - Students will discuss corrections-related ethical dilemmas.



C2 – Cultural Awareness and Diversity

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s awareness of cultural/interpersonal issues that impact values, attitudes, beliefs and outlooks among multi-cultural environments.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C2-001	Identify primary and secondary dimensions of diversity.	Quiz Final Exam
C2-002	Identify strategies for improving cultural awareness.	Activity Quiz Final Exam

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



COURSE RESOURCES:

Hall, Edward T. (1969). *The Hidden Dimension*. Doubleday.

Loden, Marilyn (1996). *Implementing Diversity*. McGraw-Hill.

Mehrabian, Albert (1972). *Silent Messages*. Wadsworth.

Shusta, Robert, Deena Levine, Herbert Wong and Phillip Harris (2005). *Multicultural Law Enforcement: Strategies For Peacekeeping In A Diverse Society*, Third Edition. Prentice Hall.

United States Census Bureau. (2007). Selected information can be found at <http://www.census.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on an awareness of cultural differences in our society and the impacts diversity may have on professional relationships with co-workers, inmates and the general public. Activities will consist of multiple group analyses.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Reactions to diversity
 - A. Celebration
 - B. Appreciation
 - C. Tolerance
 - D. Intolerance

- II. Diversity and the communication process
 - A. Modes of communication
 - B. Proxemics

- III. Primary dimensions of diversity
 - A. Age
 - B. Ethnicity
 - C. Gender
 - D. Mental/physical abilities and/or characteristics
 - E. Race
 - F. Sexual orientation

- IV. Secondary dimensions of diversity
 - A. Religion
 - B. Geography
 - C. Communication style
 - D. Education
 - E. Income
 - F. Family status
 - G. Military experience
 - H. Organizational role and/or level
 - I. Work experience and/or style

- V. Strategies for improving cultural awareness



ACTIVITIES:

- 1) Identifying diversity
 - Students will work in groups to identify and discuss personal characteristics of diversity.

- 2) Identifying discrimination
 - Students will work in groups to identify and discuss personal experiences with discrimination.

- 3) Strategies for improving cultural awareness
 - Students will work in groups to identify strategies for improving awareness of preconceived biases and/or prejudices that may exist between corrections professionals and other cultural groups.



CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
38	Cope with emotional and physical impact of verbal threats of violence by inmates
40	Cope with emotional reactions to verbal abuse by inmates
45	Accurately resolve visual images in various conditions – to 100 feet
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
404	Verbally resolve conflicts between inmates and staff
405	Take action when fellow officer is angry with inmate
420	Recognize behavioral characteristics of violent offenders
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
616	Observe mentally disturbed or suicidal inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Cambridge Review Committee (2010). *Missed Opportunities, Shared Responsibilities*. Report commissioned by the Cambridge, MA City Council.

Colwell, Jack L. and Charles Huth (2010). *Unleashing the Power of Unconditional Respect*. CRC Press.

Glennon, Jim (2010). *Arresting Communication*. Calibre Press.

Miller, William R. and Stephen Rollnick (2002). *Motivational Interviewing*, Second Edition. Guilford Press.

National Institute of Corrections (2004). *Interpersonal Communications in a Correctional Setting*. <http://nicic.gov>.

Stone, Douglas, Bruce Patton and Sheila Heen (2010). *Difficult Conversations*, Second Edition. Penguin Books.

Thompson, George J. and Jerry B. Jenkins (2004). *Verbal Judo*, Revised Edition. Quill.



CLASS SESSION # 1

OVERVIEW:

Students will participate in an interactive presentation focused on communicating professionalism, assessing verbal cues and body language, and developing positive approaches to interpersonal interactions in a correctional setting. Activities will include a tabletop scenario and role play exercises.

DURATION: 4 hours

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Communication - generally
 - A. Defined
 - B. Methods

- II. Principles of effective communication
 - A. Professionalism

 - B. Assessment
 - i. Observation
 - ii. Active and reflective listening

 - C. Positive interactions
 - i. Giving direction
 - ii. Gaining cooperation
 - iii. Defusing emotional, difficult or hostile situations

 - D. Adaptive tactics

 - E. Goal-oriented thinking



ACTIVITIES:

1. Tabletop scenario
 - Students will discuss appropriate interpersonal factors involved in a corrections-related scenario.

2. Video analysis
 - Students will identify and discuss verbal and non-verbal behavior cues presented in multiple video clips.

3. Role play exercises
 - Students will practice effective communication skills while role-playing in corrections-related scenarios.



CLASS SESSION # 2

OVERVIEW:

Students will participate in reality based scenarios focused on assessing interpersonal interactions and determining appropriate responses. The scenarios will involve inmates and other persons in a correctional setting.

Each student will receive an evaluation and feedback regarding their assessment of verbal and non-verbal behavior cues, their application of goal-oriented thinking and decisive action, and any actions that have escalated the situation.

DURATION: 2 hours

SETTING: Scenario Village

INSTRUCTORS: 2

CLASS SESSION # 3

OVERVIEW:

Students will participate in reality based scenarios focused on applying the skills and concepts learned in Sessions # 1 and # 2. The scenarios will involve interpersonal interactions and verbal altercations in a correctional setting.

Each student will receive an evaluation and feedback regarding their displayed professionalism, use of de-escalation tactics, and adaptability to the situation.

DURATION: 4 hours

SETTING: Marion County Jail

INSTRUCTORS: 5



C4 – Inmate Supervision

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 2 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C3: Communication Concepts for Corrections (Session # 1)

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with facility design characteristics, basic procedures and operational strategies related to inmate supervision.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C4-001	Describe the benefits and risks associated with different methods of inmate supervision. <ul style="list-style-type: none">• Intermittent supervision• Remote observation• Direct supervision	Quiz Final Exam
C4-002	Recognize inmate housing needs based on control, risk and care considerations.	Activity Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
2	Walk continuously
3	Stand continuously
31	Maintain state of hyper vigilance
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
45	Accurately resolve visual images in various conditions – to 100 feet
47	Resolve and understand faint auditory signals
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
103	Use physical force to maintain order and/or protect life
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

American Jail Association. Selected information on inmate supervision can be located at <http://www.aja.org>.

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition.

National Institute of Corrections. Selected information on inmate supervision can be located at <http://nicic.org>



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on different facility designs and operational approaches related to inmate supervision, and the benefits of jail classification systems. Activities will include housing needs assessments and a video presentation.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Principles of effective inmate management
 - A. Effective control
 - B. Effective supervision
 - C. Safety of staff and inmates
 - D. Competent staff
 - E. Effective communication
 - F. Classification and orientation
 - G. Just and fair decisions
 - H. Ownership of operations

- II. Operational approaches to inmate monitoring
 - A. Intermittent supervision
 - B. Remote observation
 - C. Direct supervision

- III. Jail classification systems and housing assessments
 - A. Standard procedures and documentation
 - B. Objective vs. subjective assessments
 - 1) Charge
 - 2) Control
 - 3) Risk
 - 4) Care
 - C. Resources and examples

ACTIVITIES:

- 1) NIC Video – *Jails in America*

- 2) Housing needs assessments
 - Students will classify sample inmates based on information presented in case studies.



C5 – Conflict Resolution

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 4 hours

CREATED: July 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C3: Communication Concepts for Corrections (Session # 1)
BCL – B4: Inmate Supervision

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional’s ability to recognize interpersonal conflict and apply adaptive approaches toward resolution.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C5-001	Define interpersonal conflict.	Quiz Final Exam
C5-002	Recognize different approaches to conflict resolution. <ul style="list-style-type: none">• Challenge• Align• Negotiate• Deflect• Conform	Activity Quiz Final Exam
C5-003	Analyze a situation involving conflict and identify an appropriate resolution approach.	Activity Quiz Final Exam



CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
404	Verbally resolve conflicts between inmates and staff
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Christian, Thomas F. (1999). *Conflict Management and Conflict Resolution in Corrections*. American Correctional Association.

Rahim, M. Afzalur (1983). A Measure of Styles of Handling Interpersonal Conflict. *Academy of Management Journal*.

Stone, Douglas, Bruce Patton and Sheila Heen (2010). *Difficult Conversations*, Second Edition. Penguin Books.

Thomas, Kenneth W. and Ralph H. Kilmann (2007). *Thomas-Kilmann Conflict Mode Instrument*. CPP, Inc.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the recognition of interpersonal conflict and the development of adaptive approaches toward resolution in a correctional setting. Activities will include a self-awareness questionnaire and role playing exercises.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Interpersonal conflict
 - A. Defined
 - B. Positive and negative effects
 - C. Reason for conflict resolution in corrections

- II. Situational considerations in resolving conflict
 - A. Safety and security
 - B. Law and liability
 - C. Morals and professional standards

- III. Different approaches to resolution
 - A. Challenge
 - B. Align
 - C. Negotiate
 - D. Deflect
 - E. Conform

- IV. Identifying appropriate and inappropriate approaches to resolution in a correctional setting

- V. Adaptive use of multiple conflict resolution strategies



ACTIVITIES:

- 1) Role play exercises
 - Students will practice conflict resolution strategies while role playing in corrections-related scenarios.

- 2) Self-awareness questionnaire
 - Students will complete a personality-based questionnaire designed to measure styles of handling conflict.

- 3) Current event analysis
 - Students will evaluate a corrections-related article or report and identify appropriate resolution strategies.



C6 – Leadership in Corrections

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C4: Inmate Supervision

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's ability to utilize effective leadership skills to influence pro-social behavior and compliance within a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C6-001	Outline effective leadership traits.	Activity
C6-002	Describe a corrections professional's primary leadership responsibilities. <ul style="list-style-type: none">• Role modeling• Decision making• Resolving conflict• Ensuring accountability• Accomplishing goals	Quiz Final Exam
C6-003	Analyze a corrections-specific case study and identify examples of effective leadership.	Activity Quiz Final Exam
C6-004	Summarize personal strategies for influencing pro-social behavior and compliance.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
405	Take action when fellow officer is angry with inmate
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Christensen, Gary E. (2008). *Our System of Corrections: Do Jails Play a Role in Improving Offender Outcomes?* Crime and Justice Institute.

Hesselbein, Frances, Marshall Goldsmith and Richard Beckhard (1996). *The Leader of the Future*. Jossey-Bass.

Hesselbein, Frances and Marshall Goldsmith (2006). *The Leader of the Future 2*. Jossey-Bass.

Latessa, Edward J. and Christopher Lowenkamp (2006). What Works in Reducing Recidivism? *University of St. Thomas Law Journal*. 521-535.

Phi Theta Kappa (2006). *Leadership Development Studies: A Humanities Approach*, Fourth Edition. Phi Theta Kappa, Inc.

National Institute of Corrections. Selected information on inmate supervision can be located at <http://nicic.org>



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the positive influences of corrections professionals related to inmate supervision and facility operations. Activities will include case study analyses.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Leadership
 - A. Defined
 - B. Effective leadership traits
 - C. Effects of personal and professional values

- II. Power, authority and influence
 - A. Definitions and comparisons
 - B. Impacts in relation to corrections
 - C. Effects of personal and professional values

- III. Supporting Evidence-Based Practices in corrections
 - A. Risk
 - B. Need
 - C. Responsivity

- IV. A corrections professional's leadership responsibilities
 - A. Role modeling
 - B. Decision making
 - C. Resolving conflict
 - D. Ensuring accountability
 - E. Accomplishing goals

- V. Effective traits of a corrections professional
 - A. Correlation to leadership traits
 - B. Influencing pro-social behavior and compliance



ACTIVITIES:

1. Effective leadership traits
 - Students will complete a written assignment related to the characteristics of leaders.

2. Case study analysis
 - Students will evaluate corrections-specific case studies and identify positive and negative effects of leadership.

3. Personal leadership strategies
 - Students will complete a written assignment related to recognizing and pursuing leadership opportunities in regular duties as a corrections professional.



C7 – Disciplinary Processes and Strategies

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 2 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C6: Leadership in Corrections

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with formalized inmate discipline processes, as well as strategies for appropriately addressing inmate misconduct.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C7-001	Outline standardized disciplinary procedures for addressing inmate misconduct. <ul style="list-style-type: none"> • Minor violations • Major violations 	Quiz Final Exam
C7-002	Analyze a corrections-specific case study and identify effective strategies for addressing inmate misconduct.	Activity Quiz Final Exam

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
404	Verbally resolve conflicts between inmates and staff
516	Investigate and initiate remedial action on security breaches
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on standard procedures related to inmate discipline and effective methods for addressing inmate misconduct. Activities will include researching relevant Oregon Jail Standards (OJS) and tabletop scenarios.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Non-disciplinary restrictions
 - A. Administrative segregation
 - B. Privileges and services
 - C. Documentation and reviews

- II. Disciplinary process
 - A. Rules and sanctions
 - 1) Minor violations
 - 2) Major violations

 - B. Documentation
 - C. Due process
 - 1) *Wolff v. McDonnell*
 - 2) *Sandin v. Conner*

- III. Strategies for effective discipline
 - A. Appropriate use of discretion
 - B. Constructive verbal reprimands
 - C. Documentation
 - D. Progressive use of sanctions

ACTIVITIES:

- 1) Oregon Jail Standards (OJS) related to inmate discipline
 - Students will research OJS and complete a worksheet related to inmate discipline.

- 2) Table top scenarios
 - Students will determine appropriate disciplinary actions based on information presented in case studies.



C8 – Recognizing Manipulation

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C6: Leadership in Corrections

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's ability to recognize, address and minimize the safety and/or security risks related to the manipulation of staff by inmates.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C8-001	Recognize risks related to the manipulation of staff by inmates.	Quiz Final Exam
C8-002	Describe appropriate methods for addressing the manipulative behaviors of inmates.	Quiz Final Exam
C8-003	Analyze a corrections-specific case study and identify examples of manipulative behavior.	Activity Quiz Final Exam
C8-004	Analyze a corrections-specific case study and identify effective strategies for addressing manipulative behavior.	Activity Quiz Final Exam



CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST’s 2006 Corrections Physical Job Task Analysis*)

Task #	Task
31	Maintain state of hyper vigilance

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
405	Take action when fellow officer is angry with inmate
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Allen, Bud and Diana Bosta (1981). *Games Criminals Play*. Rae John Publishing.

Cornelius, Gary (2009). *The Art of the Con*, Second Edition. American Corrections Association.

De Becker, Gavin (1997). *The Gift of Fear*. Little, Brown and Company.

Evert, Barry (2008). How Doing Your Job Well Can Be a Threat to Inmates.

<http://www.correctionsone.com>.

Fann, CC (2009). *Common Sense*. JABS Publications.

Fraternization defined. *Advanced Topics in Correctional Ethics*. <http://policelink.com>.

Gilmartin, Kevin and Russell M. Davis. The Correctional Officer Stockholm Syndrome.

<http://emotionalsurvival.com>.

Oregon Department of Public Safety Standards and Training. DPSST Ethics Bulletins.

<http://www.oregon.gov/DPSST>.

National Institute of Corrections. Selected information on manipulation can be located at

<http://nicic.org>

Spinaris, Caterina (2004). *Seduction’s Slippery Slope*. Desert Waters Correctional Outreach.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing the manipulation of staff by inmates and developing appropriate responses/defenses to manipulative behavior. Activities will include a role play exercise and case study analyses.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

I. Manipulation

- A. Defined
- B. Overview of the manipulation process
- C. Risks in relation to corrections

II. Common tactics or “games” used by inmates

- A. Ego-stroking
- B. Forced teaming
- C. Grooming
- D. Informants
- E. Officer shopping
- F. Rumors
- G. Tank bosses
- H. Testing boundaries
- I. Typecasting
- J. Undue familiarity

III. Appropriate defenses to manipulation by inmates

- A. Awareness and recognition
- B. Reporting and documentation
- C. Professionalism
- D. Confidence and command presence
- E. Agency policy and procedures
- F. Off-duty conduct
- G. Personal reflection
- H. Peer support and accountability



ACTIVITIES:

1. Role play exercise
 - Students will role play in a scenario involving manipulation of staff by inmates.

2. Case study analysis
 - Students will evaluate corrections-specific case studies and identify manipulative tactics of inmates and characteristics of “victim” staff members.

3. Personal defense strategies
 - Students will work in groups to develop strategies for addressing manipulative behaviors of inmates observed or experienced by participating class members.



C9 – Gang Identification and Management

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 3 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional’s ability to recognize, address and minimize the threats posed by criminal gangs and/or threat groups within a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C9-001	Recognize common identifiers and activities of criminal gangs and/or threat groups.	Activity
C9-002	Identify resources for addressing criminal gangs and/or threat groups in a correctional facility.	Activity

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST’s 2006 Corrections Physical Job Task Analysis*)

Task #	Task
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Northwest Gang Investigators Association. Selected information can be found at <http://www.nwgia.org>.

Southern Poverty Law Center. Selected information can be found at <http://www.splcenter.org>.

Valdez, Al (2009). *Gangs: A Guide to Understanding Street Gangs*, 5th Edition. LawTech Publishing.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing security threat behavior, determining group affiliations, and appropriately addressing criminal networks within a correctional facility. Activities will include identifier recognition and intelligence networking.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Identifying security threats
 - A. Appearance
 - B. Activities
 - C. History and facts

- II. Addressing security threats in a correctional facility
 - A. Zero tolerance policies
 - B. Staff responsibilities
 - C. Searches
 - D. Resources

- III. Safeguarding personnel and agency interests
 - A. Oregon Jail Standards
 - B. Confiscation and documentation
 - C. Criminal justice networking
 - D. Legal standards and laws
 - E. Criminal profiling vs. racial profiling

ACTIVITIES:

1. Common identifiers
 - Students will view photographs and items depicting common gang/group identifiers.

2. Identifying security concerns
 - Students will analyze photographs and items and determine facility security and/or safety concerns.

3. Intelligence networking
 - Students will discuss current observations, perceptions, trends and resources related to criminal gangs and/or threat groups.



C10 – Inmate Supervision Scenarios

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 6 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C3: Communication Concepts for Corrections
BCL – C5: Conflict Resolution
BCL – C6: Leadership in Corrections
BCL – C8: Recognizing Manipulation

INSTRUCTIONAL GOAL:

This course is designed to utilize reality based scenarios to enhance a new corrections professional's understanding and application of inmate supervision strategies within a correctional facility.

LEARNING OUTCOME:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
C10-001	Demonstrate effective inmate supervision strategies in a scenario involving an inmate(s) in a correctional setting.	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
1	Run on flat surface
2	Walk continuously
3	Stand continuously
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
9	Lift objects off ground
10	Assisted carry of unresisting inmate
11	Carry and place objects
12	Lift objects down from elevated surface, place on ground or floor
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate in/from cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
21	Physically intervene to break up inmate fights/physical confrontations
22	Dodge/evade blows, thrown objects
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
38	Cope with emotional and physical impact of verbal threats of violence by inmates
39	Cope with emotional impact of working with seriously mentally ill inmates
40	Cope with emotional reactions to verbal abuse by inmates
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
105	Discharge firearm at person
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
202	Search areas inmates have access to, for contraband
214	Escort inmates in vehicle
217	Guard inmates outside the facility
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
405	Take action when fellow officer is angry with inmate
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
420	Recognize behavioral characteristics of violent offenders
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
604	Determine need for emergency care
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
705	Take emergency steps when inmate suicide is threatened
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Dwyer, Kevin (2010). "The Benefits of Scenario-Based Training". <http://superperformance.com>.

Montessori, Maria (1984). *The Absorbent Mind*. Laurel.

Murray, Kenneth R. (2004). *Training at the Speed of Life*, Volume One. Armiger Publications.

Vygotsky, Lev (1978). *Mind and Society: The Development of Higher Psychological Processes*. Harvard University Press.



D1 – Communicable Diseases and Bloodborne Pathogens

PROGRAM: Basic Correction Local
SECTION: Inmate Health Care
TIME: 2 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's ability to recognize, address and minimize the safety hazards posed by communicable diseases and bloodborne pathogens prevalent within correctional facilities.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
D1-001	Identify communicable diseases and bloodborne pathogens prevalent in correctional facilities. <ul style="list-style-type: none">• Hepatitis B and C• Human Immunodeficiency Virus (HIV)• Meningitis• Tuberculosis• Food infections	Quiz Final Exam
D1-002	Identify protective measures for controlling exposure to communicable diseases and bloodborne pathogens in a correctional facility.	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
11	Carry and place objects
23	Exposure to hazardous materials
31	Maintain state of hyper vigilance
37	Cope with emotional and physical results of bodily fluid contact/exposure

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
611	Use gloves, mask, gowns, etc. to prevent contact with infectious disease
612	Use clean-up kit to clean bloodborne pathogens
613	Oversee clean-up of blood and other bodily fluids
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Centers for Disease Control and Prevention. Select information can be found at <http://cdc.gov>.

Oregon Occupational Safety and Health Division. Select information can be found at <http://www.orosha.org>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on common infectious diseases in correctional settings and exposure control procedures.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

I. Occupational exposure

- A. Oregon OSHA
- B. Exposure Control Program
- C. Definitions

II. Bloodborne infectious diseases

- A. Hepatitis B (HBV)
- B. Hepatitis C (HCV)
- C. Human Immunodeficiency Virus (HIV)
- D. Other bloodborne infectious diseases

III. Controlling exposure

- A. Body substance isolation
 - 1) Personal protective equipment
 - 2) Housekeeping
 - 3) Disinfectants
 - 4) Regulated waste
- B. The Exposure Control Plan
- C. Determining exposure

IV. Communicable diseases

- A. Meningitis
- B. Tuberculosis (TB)

V. Food infections

- A. E-coli
- B. Salmonella
- C. Hepatitis A



D2 – Medical Awareness

PROGRAM: Basic Correction Local
SECTION: Inmate Health Care
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A4: Inmate Rights

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Enhance a new corrections professional’s awareness of the constitutional rights related to medical and mental health care for inmates in a correctional facility.
- 2) Familiarize a new corrections professional with their role in the routine and emergency provision of medical care.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
D2-001	Describe a corrections professional’s responsibilities related to inmate health care. <ul style="list-style-type: none">• Recognition• Response• Access• Confidentiality	Activity Quiz Final Exam
D2-002	Recognize potentially life-threatening situations and determine appropriate aid.	Activity Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
11	Carry and place objects
13	Grip and hold inmate to maintain control
15	Hold/restrain struggling inmate
17	Take down and subdue resisting inmate
21	Physically intervene to break up inmate fights/physical confrontations
31	Maintain state of hyper vigilance
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
604	Determine need for emergency care
608	Administer CPR
609	Administer mouth-to-mouth resuscitation
610	Administer first aid
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Brooks, C., K.F. Pompei and C.E. Nink (2007). Correctional Health Care: Barriers, Solutions, and Public Policy. *Corrections Today*, 69(5), 50-52.

Institute for the Prevention of In-custody Death. Selected information on Excited Delirium can be found at <http://www.ipicd.org>.

Oregon State Sheriff’s Association (2009). *Oregon Jail Standards*, Third Edition, Section G.

Substance Abuse and Mental Health Services Administration. Selected information on detoxification and substance abuse can be found at <http://www.samhsa.gov>.

United States Court of Appeals, Ninth Circuit. Selected opinions can be found at <http://www.ca9.uscourts.gov>.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.



OVERVIEW:

Students will participate in an interactive presentation focused on the provision of adequate medical care in correctional settings, recognition of serious health risks and appropriate emergency response. Activities will include a case study and video analyses.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

I. Adequate medical and mental health care

A. Constitutional standards

- 1) Deliberate indifference
- 2) *Conn v. City of Reno*

B. Responsibilities

- 1) Recognize when care is needed
- 2) Render appropriate aid

II. Access to care

- A. An inmate's access to care must be unimpeded
- B. A system shall be in place to provide care at all times
- C. Care must be provided by staff with proper credentials
- D. Care provided must be ordered by a qualified medical practitioner

III. Americans with Disabilities Act (ADA)

IV. Health Insurance Portability Accountability Act (HIPAA)

V. Administering medications

- A. "The Five Rights"
- B. Documentation
- C. Standard security procedures

VI. Inmate hygiene

- A. Statutory requirements
- B. Oregon Jail Standards



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

VII. Reporting and responding to a medical emergency

- A. Information to relay
- B. On scene responsibilities
- C. Oregon Jail Standards

VIII. Determining emergency situations

- A. Malingering
- B. Life-threatening situations
- C. Common sense
- D. Open communication with medical staff

IX. Signs, symptoms and responses to serious medical situations

- A. Seizures
- B. Heart attack
- C. Substance abuse
- D. Excited Delirium

X. Death, injury and serious illness in custody

- A. Statutory requirements
- B. Oregon Jail Standards

ACTIVITIES:

1) Deliberate indifference case study

- Students will evaluate a corrections-specific case study and identify appropriate and inappropriate provisions of medical care.

2) Video analysis

- Students will identify and discuss signs and symptoms of Excited Delirium presented in multiple video clips.

3) Problem Based Learning Exercise (PBLE # 3)

- Students will provide oral presentations based on prepared research into relevant medical situations.

(NOTE: This assignment is in conjunction with course E2: Problem Solving)



D3 – Mental Health and Disabilities

PROGRAM: Basic Correction Local
SECTION: Inmate Health Care
TIME: 6 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – C5: Conflict Resolution
 BCL – D2: Medical Awareness

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Develop a new corrections professional’s ability to recognize and effectively address the needs of mentally ill offenders incarcerated in a correctional facility.
- 2) Provide a new corrections professional with instruction and practice applying appropriate intervention strategies for dealing with inmates with major mental illnesses.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
D3-001	Recognize common signs and/or symptoms of mental illness. <ul style="list-style-type: none"> • Delusions • Hallucinations • Disorganized thoughts • Mania • Inappropriate emotion 	Activity Quiz Final Exam
D3-002	Identify legal standards for adequate mental health care in correctional settings. <ul style="list-style-type: none"> • Screening and evaluation • Individualized treatment • Sufficient resources • Appropriate use of medications • Record-keeping 	Quiz Final Exam
D3-003	Demonstrate appropriate intervention strategies in a scenario involving a mentally ill offender in a correctional setting.	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
39	Cope with emotional impact of working with seriously mentally ill inmates
52	Accurately visually detect and resolve transitory and subtle changes in "body language"

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
616	Observe mentally disturbed or suicidal inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition.



CLASS SESSION # 1

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing persons suffering from major mental illnesses, methods for managing mentally ill offenders in a correctional setting, and minimum standards for adequate care. Activities will include multiple video analyses.

DURATION: 4 hours

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Mental health - generally
 - A. Basic diagnostic parameters
 - B. Current statistics
 - C. Primary causes

- II. Recognizing mental illness
 - A. Dimensions of mental health disorders
 - B. Signs of mental distress
 - C. Mental vs. physical illness

- III. Symptoms and supervision strategies for common mental illnesses
 - A. Depression
 - B. Bipolar disorder
 - C. Schizophrenia and psychotic disorders
 - D. Anxiety disorders

- IV. Additional concerns
 - A. Dangerous behavior
 - B. Substance abuse

- V. Mental retardation
 - A. Signs
 - B. Supervision strategies



VI. Personality disorders

- A. Types
- B. Supervision strategies

VII. Standards of care

- A. Screening and evaluation
- B. Individualized treatment
- C. Sufficient resources
- D. Appropriate use of medications
- E. Record-keeping

ACTIVITIES:

1. Video analysis

- Students will identify and discuss symptoms of mental illnesses observed in recorded interviews with mental health patients.

CLASS SESSION # 2

OVERVIEW:

Students will participate in reality based scenarios focused on applying the skills and concepts learned in Session # 1. The scenarios will involve mentally ill offenders in a correctional setting.

Each student will receive an evaluation and feedback regarding their recognition of signs/symptoms, use of appropriate intervention techniques, and their adequate provision of care.

DURATION: 2 hours

SETTING: Scenario Village

INSTRUCTORS: 4



D4 – Suicide Awareness and Intervention

PROGRAM: Basic Correction Local
SECTION: Inmate Health Care
TIME: 4 hours

CREATED: September 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – D2: Medical Awareness

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s awareness of the potential risks of suicide within a correctional facility, as well as appropriate intervention strategies.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
D4-001	Identify risk factors for suicidal behavior. <ul style="list-style-type: none">• Predisposing factors• Situational factors	Quiz Final Exam
D4-002	Describe appropriate intervention strategies related suicide in correctional settings. <ul style="list-style-type: none">• Awareness• Interaction• Reporting• Observation	Activity Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
31	Maintain state of hyper vigilance
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
39	Cope with emotional impact of working with seriously mentally ill inmates
52	Accurately visually detect and resolve transitory and subtle changes in "body language"

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
604	Determine need for emergency care
616	Observe mentally disturbed or suicidal inmates
705	Take emergency steps when inmate suicide is threatened
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

American Association of Suicidology. Select information on suicidal behavior can be found at <http://www.suicidology.org>.

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition.

National Institute of Corrections. Select information on suicide prevention can be found at <http://nicic.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing factors related to suicidal behavior, as well as appropriate intervention strategies and preventative guidelines. Activities will include case study analyses.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Environmental attributes of jail to suicidal behavior
 - A. Loss of control
 - B. Unfamiliar regiment
 - C. Isolation
 - D. Dehumanizing aspects
 - E. Shame/guilt
 - F. Fear

- II. Risk factors for suicidal behavior
 - A. Predisposing factors
 - B. Situational factors
 - C. High risk time periods

- III. Possible signs and symptoms

- IV. Jail suicide litigation
 - A. Court standards
 - B. Case studies

- V. Intervention strategies and preventative housing guidelines
 - A. Awareness
 - B. Interaction
 - C. Reporting
 - D. Observation

ACTIVITIES:

- 1) Case study analyses
 - Students will evaluate US Court of Appeals opinions related jail suicide and discuss appropriate and inappropriate intervention strategies.



E1 – Report Writing

PROGRAM: Basic Correction Local
SECTION: Professional Skills
TIME: 8 hours

CREATED: July 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's ability to apply the basic writing skills necessary to effectively document facility incidents, use of force, and inmate misconduct.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
E1-001	Describe the importance of well-written reports within the scope of the criminal justice system. <ul style="list-style-type: none">• Control of inmate behavior• Documentation of liable actions• Record for future testimony• Communication of information	Quiz Final Exam
E1-002	Recognize the fundamentals of good report writing. <ul style="list-style-type: none">• Content• Organization• Mechanics	Activity Quiz Final Exam
E1-003	Identify the standard format for reports.	Activity Quiz Final Exam
E1-004	Complete a thorough, accurate, and error-free incident report.	Skills Evaluation
E1-005	Testify about an incident report in a trial setting.	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
5	Sit continuously
42	Repetitive hand movements (typing, mouse, bar code scanning, etc.)
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Rutledge, Devallis (2000). *The New Police Report Manual*, Second Edition. Thomson Wadsworth.



CLASS SESSION # 1

OVERVIEW:

Students will participate in an interactive presentation focused on the fundamentals of report writing including grammar, word-choice, spelling, punctuation, and format. Activities will include error recognition exercises as well as a written report based on a video-recorded scenario.

DURATION: 4 hours

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Importance of report writing

- II. Types of reports

- III. Guidelines for a good report
 - A. First person
 - B. Chronological
 - C. Tenses (past, present, future)
 - D. Passive vs. Active voice
 - E. Brevity
 - F. Common language
 - G. Factual and objective
 - H. Clear, logical and complete

- IV. Mechanics
 - A. Grammar
 - B. Spelling
 - C. Punctuation

- V. Format



ACTIVITIES:

- 1) Apostrophes
 - Students will read sentences and identify the misuse of apostrophes.

- 2) Past and present tenses
 - Students will read sentences and identify errors related to past and/or present tense.

- 3) Review a report
 - Students will read a poorly-written report and identify errors.

- 4) Write a report based on a video-recorded incident.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CLASS SESSION # 2

OVERVIEW:

Students will participate in a review of common errors related to report writing and receive individual feedback on reports submitted for Session # 1. In addition, this session will introduce the basic principles for providing courtroom testimony.

DURATION: 1 hour

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

- I. Review
 - A. Clarity of reports
 - B. Passive writing
 - C. Mechanics

- II. Courtroom testimony
 - A. Truthful
 - B. Succinct
 - C. Professional

- III. Expectations for Session # 3

CLASS SESSION # 3

OVERVIEW:

Students will participate in a mock-trial scenario designed to emphasize the importance of well-written reports. During the scenarios students will offer testimony, in response to cross-examination, based on a previously written report.

Each student will receive an evaluation and feedback regarding the content of their testimony, the impact of report writing on their experience, and their presentation of information.

DURATION: 3 hours

SETTING: Courtroom

INSTRUCTORS: 2



E2 – Problem Solving

PROGRAM: Basic Correction Local
SECTION: Inmate Supervision
TIME: 5.5 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s problem-solving skills related to facility operations, inmate management and personal safety.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
E2-001	Describe the steps of the problem-solving process.	Quiz Final Exam
E2-002	Analyze a problem and determine the steps necessary to develop a solution.	Activity Quiz Final Exam
E2-003	Complete the steps of the problem-solving process to address a corrections-specific problem.	Activity
E2-004	Present solutions to a complex, corrections-specific problem.	Activity Skills Evaluation

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Non-physical Tasks (*identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff experts
604	Determine need for emergency care
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Goldstein, Herman (1990). *Problem-Oriented Policing*. McGraw-Hill.

Hoover Group of Reno (2006). *The Reno Model: PTO Program Basic Manual*.
<http://www.hoovergroupofreno.com>.

Police Society on Problem Based Learning. Select information on problem solving can be found at
<http://www.pspbl.com>.

Scott, Michael S. (2000). *Problem-Oriented Policing: Reflections on the First 20 Years*. US Department of Justice.

OVERVIEW:

Problem solving is an integral skill for corrections professionals, whether they are involved in routine activities or critical incidents. This course focuses on introducing an effective problem solving process and providing students multiple opportunities to practice the application of this process.

Working in small groups, students will be tasked with solving increasingly difficult, ill-structured problems related to corrections. Each problem will encompass multiple subjects in order to enhance the students' ability to apply previously learned concepts, as well as develop their problem solving skills. Students will analyze and research reasonable solutions with limited instructor input, and then submit their solutions, as well as their rationale, via written documentation and/or oral presentations. These exercises are known as Problem Based Learning Exercises (PBLE).

Students will be assigned four PBLE's to be completed at designated times throughout training at DPSST.

- PBLE # 1: Completed with instructor assistance during a two-hour introductory session.
- PBLE # 2: Completed as homework and submitted as a written proposal to instructors.
- PBLE # 3: Completed as homework and presented orally to students and instructors.
- PBLE # 4: Completed as homework and presented orally before a panel of DPSST constituents.



SAMPLE: PROBLEM BASED LEARNING EXERCISE (PBLE)

Problem:

Discuss the following problem with your group.

You are working night shift in the prisoner intake area. A local police officer brings in a male subject for disorderly conduct and resisting arrest, completes the necessary paperwork, and departs. The subject is initially cooperative. However, as the booking process begins he becomes verbally abusive toward jail staff and begins yelling racial remarks that can be heard throughout the intake area. You notice the subject has an abrasion on his left eye. The subject tells you he received the abrasion when he was uncooperative with the arresting officer. He tells you the officer slapped him in the head while he was handcuffed.

Ideas:

Record your initial responses to the problem. Identify and explain two possible solutions.

- What are the issues?

Facts:

List all of the known facts about the problem (Ex: the subject has an injury).

- What do you know?

Learning Issues:

Describe any information you still require, the resources you could use, or other people you would consult for each possible solution.

- What else do you need to know to solve this problem?
- Where can you find it?
- What resources are available?

Action Plan:

Develop and present a thorough solution for solving this problem.

- Do you make contact with the arresting officer?
- How do you house the subject?



E3 – Decision Making

PROGRAM: Basic Correction Local
SECTION: Security Procedures
TIME: 3 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – E2: Problem Solving (Session # 1)

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional's decision-making skills related to facility operations, inmate management and personal safety.

LEARNING OUTCOMES:

Following this completion of this course, students will be able to:

LO #	Outcome	Measure
E3-001	Identify basic elements of decision making. <ul style="list-style-type: none">• Discretion• Prioritization• Evaluation• Resources	Quiz Final Exam
E3-002	Analyze a discretionary situation and identify the benefits and risks of potential decisions.	Activity Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
21	Physically intervene to break up inmate fights/physical confrontations
45	Accurately resolve visual images in various conditions – to 100 feet
48	Resolve and understand speech in noisy environment

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
403	Recognize when crisis should be referred to management/facility staff expert
604	Determine need for emergency care
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Boyd, Colonel John R. (1987). *A Discourse on Winning and Losing*. United States Air Force.

Covey, Stephen R. (1989). *The Seven Habits of Highly Effective People*. Fireside: Simon and Schuster.

Hoover Group of Reno (2006). *The Reno Model: PTO Program Basic Manual*.

<http://www.hoovergroupofreno.com>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on the discretionary responsibilities of corrections professionals, and methods for making effective decisions. Activities will include table top scenarios.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

I. Discretion

- A. Defined
- B. Responsibilities and relation to corrections duties

II. Prioritization

- A. Basis for prioritizing decisions
- B. Time Management Matrix
 - 1) Urgency
 - 2) Importance

III. Evaluation Situations

- A. Importance of individual evaluation vs. "group think"
- B. Accurate assessments
- C. Boyd's Loop (OODA)
 - 1) Observe
 - 2) Orient
 - 3) Decide
 - 4) Act

IV. Aids and resources for decision making

V. Correlations to the problem solving process

ACTIVITIES:

1) Tabletop scenarios

- Students will discuss corrections related dilemmas involving discretion and a need for decisive action.



F1 – Health and Fitness

PROGRAM: Basic Correction Local
SECTION: Personal Fitness
TIME: 4 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with the relationships between physical fitness, productivity, health and safety.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
F1-001	Identify the controllable risk factors related to personal health. <ul style="list-style-type: none">• Tobacco use• Physical inactivity• High fat diets• Obesity• Stress• Heavy alcohol consumption	Quiz Final Exam
F1-002	Summarize strategies for improving personal health, fitness and productivity. <ul style="list-style-type: none">• Aerobic exercise• Core strengthening• Proper nutrition• Stress management	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
1	Run on flat surface
2	Walk continuously
4	Walk up/down stairs
6	Run up/down stairs
32	Cope with physical effects of acute emotional stress (self)
34	Cope with physical effects of chronic emotional stress (self)
36	Cope with chronic physical effects of shift work
44	Cardio-vascular endurance (over three minutes – high intensity)

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

American Heart Association. Selected information on personal health can be found at <http://www.heart.org>.

Cooper Institute. Selected information on personal health can be found at <http://www.cooperinstitute.org>.

United States Department of Agriculture. Selected information on personal health can be found at <http://www.health.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing the health risks associated with a career in public safety, contributing risk factors, and suggestions for improving personal health, fitness and professional productivity.

DURATION: 4 hours

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

I. Introduction

- A. Instructors
- B. Course relevance
- C. Instructional goals and learning outcomes

II. Health risks associated with public safety professions

- A. Cardiovascular disease
- B. Cancers
- C. Hypertension
- D. High cholesterol
- E. Type II diabetes
- F. Back problems
- G. Sleep deprivation
- H. Stress

III. Controllable risk factors

- A. Tobacco use
- B. Physical inactivity
- C. High fat diets
- D. Obesity
- E. Stress
- F. Heavy alcohol consumption

IV. Suggestions for improving personal health, fitness and professional productivity

- A. Aerobic exercise
- B. Core strengthening
- C. Proper nutrition
- D. Stress management



F2 – Corrections Physical Abilities Test (CORPAT)

PROGRAM:	Basic Correction Local	CREATED:	August 2011
SECTION:	Personal Fitness	REVISED:	N/A
TIME:	8 hours	REVIEWED:	September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to evaluate a new corrections professional’s ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOME:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
F2-001	Complete the Corrections Physical Abilities Test (CORPAT).	Skills Evaluation

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks *(identified in DPSST’s 2006 Corrections Physical Job Task Analysis)*

Task #	Task
1	Run on flat surface
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
10	Assisted carry of unresisting inmate
15	Hold/restrain struggling inmate
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
44	Cardio-vascular endurance (over three minutes – high intensity)



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Oregon Department of Public Safety Standards and Training (2005). *Oregon Physical Abilities Test Description and Research Summary*.

OVERVIEW:

The Corrections Physical Abilities Test (CORPAT) is a hybrid assessment process designed to evaluate a person's ability to perform the physical demands specific to working in a correctional facility. The CORPAT is a three-part evaluation that includes:

1. An obstacle course in which the following components are completed six times:
 - a. A 207' run.
 - b. Crossing a balance beam.
 - c. Climbing up and down stairs.
 - d. Jumping over two obstacles 18" high.
 - e. Vaulting over a 3' high object.
 - f. Falling to your back or stomach and standing back upright.
2. A Push-Pull machine in which a participant must:
 - a. Push 80 lbs. in a complete 180-degree arc six times.
 - b. Pull 80 lbs. in a complete 180-degree arc six times.
3. A 25' dummy drag (165 lbs.) completed after 60 seconds of rest.

Students will be provided two opportunities to complete the CORPAT.



F3 – Physical Fitness Training

PROGRAM: Basic Correction Local
SECTION: Personal Fitness
TIME: 8.5 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to enhance a new corrections professional’s ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOME:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
F3-001	Participate in a minimum of 15 physical fitness training sessions.	Activity

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
1	Run on flat surface
2	Walk continuously
4	Walk up/down stairs
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
9	Lift objects off ground
11	Carry and place objects
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
44	Cardio-vascular endurance (over three minutes – high intensity)

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Oregon Department of Public Safety Standards and Training (2005). *Oregon Physical Abilities Test Description and Research Summary*.

OVERVIEW:

The physical fitness program is designed with an emphasis on the physical demands specific to working in a correctional facility. Under the direction of qualified health/fitness staff, students participate in three 30-minute exercise sessions per week while in attendance at the academy. Each session concentrates on specific physical abilities with a nexus to routine job tasks, defensive tactics, and the Corrections Physical Abilities Test (CORPAT).

Students will participate in 17 sessions focused on:

- Cardiovascular endurance
- Core strength
- Speed and agility conditioning
- Team building
- Aerobic and anaerobic capacity
- Muscle failure thresholds
- Proprioceptive muscular facilitation



F4 – Stress Management

PROGRAM: Basic Correction Local
SECTION: Personal Fitness
TIME: 3 hours

CREATED: September 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – F1: Health and Fitness

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional’s ability to recognize and cope with the effects of acute and/or chronic stress.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
F4-001	Recognize the physical and psychological effects of stress.	Quiz Final Exam
F4-002	Identify appropriate techniques for coping with stress.	Quiz Final Exam

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
34	Cope with physical effects of chronic emotional stress (self)
35	Cope with physical effects of chronic stress (others)
36	Cope with chronic physical effects of shift work

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Desert Waters Correctional Outreach. Selected information can be found at <http://www.desertwaters.com>.

First Responder Support Network. Selected information can be found at <http://www.frsn.org>.

International Critical Incident Stress Foundation. Selected information can be found at <http://www.icisf.org>.

Kates, Allen R. (1999). *Cop Shock*. Holbrook Street Press.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on an awareness of job-related stress, including critical incidents, as well as coping techniques and support resources.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

I. Definitions

- A. Eustress
- B. Distress
- C. Cumulative stress
- D. Emergency Responder Exhaustion Syndrome
- E. Post-traumatic Stress Disorder
- F. Critical incident stress

II. Distressors common to corrections professionals

III. Stress reactions and perceptual experiences

- A. Biological
- B. Physical
- C. Emotional
- D. Behavioral
- E. Spiritual

IV. Coping techniques

- A. Nutrition
- B. Exercise
- C. Sleep
- D. Support groups and trauma teams
- E. Professional assistance
- F. Personal balance

V. Peer support

- A. Suggested approaches
- B. Resources



F5 – Emotional Survival

PROGRAM: Basic Correction Local
SECTION: Personal Fitness
TIME: 4 hours

CREATED: September 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – F4: Stress Management

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional’s ability to recognize and cope with the emotional and/or physical impacts of a career in public safety.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
F5-001	Recognize the physical and psychological effects of a career in public safety.	Activity
F5-002	Identify resources for assistance coping with personal and professional difficulties.	Activity

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
34	Cope with physical effects of chronic emotional stress (self)
35	Cope with physical effects of chronic stress (others)
36	Cope with chronic physical effects of shift work

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Concerns of Police Survivors. Selected information can be found at <http://www.oregonpolicesurvivors.org>.

Correctional Peace Officers Foundation. Selected information can be found at <http://www.cporf.org>.

Desert Waters Correctional Outreach. Selected information can be found at <http://www.desertwaters.com>.

First Responder Support Network. Selected information can be found at <http://www.frsn.org>.

Gilmartin, Kevin (2002). *Emotional Survival for Law Enforcement*. E-S Press.

Kirschman, Ellen (1997). *I Love a Cop*. Guilford Press.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on recognizing the long term effects of a career in public safety, coping with personal and professional difficulties, and maintaining mental and emotional fitness. Activities will include case study analyses and resource networking.

SETTING: Classroom

INSTRUCTORS: 2

TOPICS:

- I. Biological effects of a career in public safety
 - A. On- and off-duty behaviors
 - B. Physical changes
 - C. Cognitive perceptual changes

- II. Vigilance and hyper vigilance
 - A. Benefits
 - B. Risks

- III. Effects of over identification with a career role
 - A. Sense of self
 - B. Approaches to change
 - C. Control
 - D. Victimization

- IV. Strategies for coping
 - A. Self-awareness
 - B. Personal time management
 - C. Health and fitness
 - D. Balance of life roles

- V. Resources for assistance

ACTIVITIES:

1. Case study analysis
 - Students will evaluate public safety case studies and discuss physical and psychological changes.

2. Resource networking
 - Students will discuss available support networks and resources for professional guidance.



G1 – Use of Force Application

PROGRAM: Basic Correction Local

CREATED: September 2011

SECTION: Defensive Tactics

REVISED: N/A

TIME: 5 hours

REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A5: Use of Force Law for Corrections

INSTRUCTIONAL GOAL:

This course is designed to develop a new corrections professional's decision-making skills related to the use of reasonable force to effectively overcome and control resistive and/or hostile behavior.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
G1-001	Outline reasonable force options.	Quiz Final Exam
G1-002	Describe the elements of threat assessment and their relationship to use of force decision-making. <ul style="list-style-type: none">• Intent• Means• Opportunity	Activity Quiz Final Exam
G1-003	Recognize relevant factors present in a "Totality of the Situation" analysis. <ul style="list-style-type: none">• Graham factors• Officer vs. threat factors• Influential circumstances	Activity Quiz Final Exam
G1-004	Identify factual information required in a written use of force report.	Quiz Final Exam



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate from/into cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
19	Use chemical weapon (OC) to subdue inmate
20	Continue to function effectively after exposure to OC
21	Physically intervene to break up inmate fights/physical confrontations
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
30	Continue to function in physical confrontation after being struck
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
38	Cope with emotional and physical impact of verbal threats of violence by inmates
45	Accurately resolve visual images in various conditions – to 100 feet
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
105	Discharge firearm at person
420	Recognize behavioral characteristics of violent offenders
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

COURSE RESOURCES:

Lewinski, Bill (2011). What can we do to stay safe? *Force Science News* #181.
<http://www.forcescience.org>.

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*. Chapter 161.

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition, Section E5.

Pinizzotto, Anthony, Edward Davis and Charles Miller (2006). *Violent Encounters: An Analysis of Selected Felonious Assaults on Our Nation's Law Enforcement Officers*. United States Department of Justice.

United States Court of Appeals, Ninth Circuit. Selected opinions can be found at
<http://www.ca9.uscourts.gov>.

United States House of Representatives (2006). *United States Code*. Office of the Law Revision Counsel.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in an interactive presentation focused on determining reasonable force options, applying force based upon an evaluation of observed factors, and related legal considerations. Activities will include multiple video analyses.

SETTING: Classroom

INSTRUCTORS: 1

TOPICS:

I. Foundational concepts

- A. A reasonable assessment of the threat dictates the appropriate level of force used
- B. The intent of any use of force is to gain cooperation or compliance
- C. The use of force minimizes or stops when the threat is controlled
- D. Force is never used as a form of punishment

II. *Graham v. Connor*

- A. Reasonableness
- B. Principles of force justification

III. Use of force options

- A. Presence
- B. Verbal commands
- C. Physical contact
- D. Physical control
- E. Serious physical control
- F. Deadly physical force

IV. Elements of threat assessment

- A. Intent
- B. Means
- C. Opportunity
- D. Levels of resistance

V. Totality of the situation

- A. Graham factors
- B. Officer vs. threat factors
- C. Influential circumstances



VI. Specifics for Use of Force reports

- A. Availability of back-up
- B. Lighting conditions
- C. Pre-assault cues
- D. Totality of the situation
- E. Description of how and why a technique/tool was used

VII. Mindset

- A. Mental preparation
- B. Stress management
- C. Situational awareness

ACTIVITIES:

1) Video analysis

- Students will identify and discuss use of force considerations observed in video of violent public safety encounters.



G2 – Defensive Tactics

PROGRAM: Basic Correction Local
SECTION: Defensive Tactics
TIME: 20 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A5: Use of Force Law for Corrections
BCL – G1: Use of Force Application

INSTRUCTIONAL GOAL:

This course is designed to provide a new corrections professional with instruction and practice using reasonable force tactics to effectively overcome and control resistive and/or hostile behavior.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
G2-001	Effectively defend, from a standing position, against a physical attack and/or immediate physical threat.	Skills Evaluation
G2-002	Effectively defend, from a position on the ground, against a physical attack and/or immediate physical threat.	Skills Evaluation
G2-003	Effectively control a resisting threat.	Skills Evaluation
G2-004	Apply mechanical restraints (handcuffs) in a safe and controlled manner.	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
 2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST’s 2006 Corrections Physical Job Task Analysis)

Task #	Task
3	Stand continuously
9	Lift objects off ground
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate in/from cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
21	Physically intervene to break up inmate fights/physical confrontations
22	Dodge/evade blows, thrown objects
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
29	Participate in Defensive Tactics training
30	Continue to function in physical confrontation after being struck
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
44	Accurately resolve visual images in various conditions – to 100 feet
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

Non-physical Tasks (identified in DPSST’s 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
103	Use physical force to maintain order and/or protect life
703	Use restraints to control inmates
704	Physically restrain violent inmates
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Course techniques are derived from the following:

- Filipino martial arts
- Western boxing
- Greco-Roman wrestling
- Muay Thai
- Wing Chun
- Brazilian Jujitsu

**OVERVIEW:**

The purpose of this Survival Skills program is to provide students with defensive tactics that are both practical and easily understood. This approach allows students to rapidly develop the skills, and confidence, necessary to overcome resistance and/or violence. The intensity and rate at which techniques are completed increases throughout each training session, and repetitive drilling is implemented to improve students' retention of skills. During latter sessions, instructors will evaluate student proficiency demonstrating skills.

There are five class sessions; each session is four hours in length.

CLASS SESSION # 1

Session begins with an introduction to the dynamic warm ups that are required in most training sessions. **Dynamic warm ups**, sometimes referred to as ballistic stretches, differ from traditional stretching in that they prepare the body for mobility by increasing the heart rate and blood flow. Following the warm ups, three of four core skills are instructed. These skills are centerline control, shielding and striking. **Centerline control** is a concept to maintain a tactical advantage through stance, posture, positioning, and contact. **Shielding** is a non-diagnostic maneuver to defend against punches to the face. This concept is a natural defense because it feeds on the instinctive reflex that we all have to protect our face. **Striking** and shielding are then combined to create boxing-like patterns that help to enhance reaction time, technique, and speed. In this session two such patterns are taught (several other patterns will be introduced in following sessions).

CLASS SESSION # 2

Session begins with dynamic warm ups and core skills, followed by instruction of the fourth core skill, **ground defense**. The ultimate goal of this skill is to teach students how to properly move or scramble on the ground so that they never allow an opportunity to be controlled by a threat. Several skills are repeated to reinforce the notion that students should never willingly stay on the ground while attempting to control or fight subjects. The session concludes with instruction on a basic **escort hold**, and joint manipulations such as the **bent wrist lock**, the **San Kyo**, and three variations of the **arm bar takedown**.

CLASS SESSION # 3

Session begins with dynamic warm ups and core skills. The remaining time is dedicated to defending against all levels of **hand-to-hand combat** attacks. The goal is not just to remember a plethora of striking patterns, but to instill in students that once they are attacked/hit, they need to respond immediately with their defense. The longer they wait to respond, the harder it will be to get control of the threat. The session concludes with **pressure point control** and additional takedown concepts.



CLASS SESSION # 4

This session is completely dedicated to **handcuffing**. Following a brief warm up students are introduced to variations of cooperative handcuffing as well as cuffing in conjunction with takedown and control techniques.

CLASS SESSION # 5

Once the dynamic warm ups and core skills are completed, learned striking patterns are used in a force-on-force drill. This involves students performing specific hitting combinations while defending against a barrage of punches. This routine is repeated for several 2-3 minute rounds. Following, **weapon retention** and **striking on the ground** are discussed and drilled. Next, the **eight count attack and defend drill**, is an exercise which combines all the core skills by having students create or find proper body positioning to strike, move on the ground, and get back up. The session concludes with the **push pressure exercise** which is a partnered, free-rolling drill that involves students preventing their partner from obtaining a dominant ground position.



G3 – Confrontational Simulations

PROGRAM: Basic Correction Local
SECTION: Defensive Tactics
TIME: 16 hours

CREATED: September 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – A5: Use of Force Law for Corrections
BCL – G1: Use of Force Application
BCL – G2: Defensive Tactics (Sessions # 1 – 2)

INSTRUCTIONAL GOAL:

This course is designed to utilize reality-based scenarios to enhance a new corrections professional's understanding and application of reasonable force decision-making and tactics within a correctional facility.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Objective	Measure
G3-001	Demonstrate the effective use of defensive tactics in a high stress, confrontational simulation.	Skills Evaluation
G3-002	Analyze a confrontational simulation and make an appropriate use of force decision under stress.	Skills Evaluation
G3-003	Articulate legal justification for use of force decisions made during a confrontational simulation.	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning objectives of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
1	Run on flat surface
2	Walk continuously
3	Stand continuously
9	Lift objects off ground
10	Assisted carry of unresisting inmate
11	Carry and place objects
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate in/from cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
21	Physically intervene to break up inmate fights/physical confrontations
22	Dodge/evade blows, thrown objects
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
29	Participate in Defensive Tactics training
30	Continue to function in physical confrontation after being struck
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
35	Cope with physical effects of chronic stress (others)
38	Cope with emotional and physical impact of verbal threats of violence by inmates
39	Cope with emotional impact of working with seriously mentally ill inmates
40	Cope with emotional reactions to verbal abuse by inmates
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
44	Accurately resolve visual images in various conditions – to 100 feet
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
105	Discharge firearm at person
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
217	Guard inmates outside the facility
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
420	Recognize behavioral characteristics of violent offenders
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
604	Determine need for emergency care
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
705	Take emergency steps when inmate suicide is threatened
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

Force Science Institute. Select information can be found at <http://www.forcescience.org>.

International Association of Law Enforcement Firearms Instructors. Select information can be found at <http://www.ialefi.com>.

International Law Enforcement Education and Training Association. Select information can be found at <http://www.ileeta.org>.

Killology Research Group. Select information can be found at <http://www.killology.com>.

Murray, Kenneth R. (2004). *Training at the Speed of Life*, Volume One. Armiger Publications.

National Tactical Officers Association. Select information can be found at <http://ntoa.org>.

Total Protection Interactive Forum. Select information can be found at <http://www.totalprotectioninteractive.com>.

Washington State Criminal Justice Training Commission. Select information can be found at <https://fortress.wa.gov/cjtc>.



OVERVIEW:

The purpose of this Survival Skills program is to place students into violent, rapidly changing environments requiring quick decisions and reactions using trained physical responses. Upon completion of a scenario, students are required to justify their actions through articulation in the presence of their peers and evaluating instructors.

The scenarios are short in duration and easily understood. The stress load of the scenarios is increased over four separate training sessions. The scenarios increase in complexity throughout each session and are designed in a way to allow students to use techniques acquired during corresponding defensive tactics training (see course G2: Defensive Tactics).

Scenarios with reduced context are used to help focus student responses to managing and controlling threats. After-action reviews of student performance are administered through Socratic questioning and focused on why the student reacted the way they did and if, in retrospect, they would do anything different. The evaluating instructor may use “tactical pauses” during the scenario to address proper procedure as needed. Using this formula, instructors are able to quickly remediate failures and attend to shortcomings during scenario training, rather than as a part of a debriefing conducted after the scenario has already ended.

Each session is four hours in length and incorporates the use of FX Marking Cartridges™ converted weapons.

CLASS SESSION # 1

An introduction to simulation training and interaction with role players. Scenarios require students to respond to altercations with physical skills.

CLASS SESSION # 2

Scenarios are more stressful and violent with student/role player engagement closely monitored. Tactical pauses are used heavily to make quick adjustments to student performance.

CLASS SESSION # 3

Additional emphasis placed on student performance and decision making under stress. Scenarios are increasingly more violent and attacks with weapons are added. Less tactical pauses are used and evaluations of student proficiency are completed.

CLASS SESSION # 4

“Zero context” scenarios are added. These scenarios place the student in compromised starting positions and force the student to quickly react and solve the problem. By this phase of the training “failure to engage” problems have been addressed and students experience huge improvements in personal confidence.



H1 – Firearms Familiarization

PROGRAM: Basic Correction Local

CREATED: August 2011

SECTION: Firearms

REVISED: N/A

TIME: 2 hours

REVIEWED: September 2011

PREREQUISITE COURSES:

None

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new corrections professional with basic gun-handling skills.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
H1-001	Prepare personal equipment for firearms training.	Activity
H1-002	Follow standard range procedures on command.	Activity
H1-003	Practice basic gun-handling skills. <ul style="list-style-type: none">• Stance• Grip• Draw• Presentation• After-action response• Holster	Activity



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (*identified in DPSST's 2006 Corrections Physical Job Task Analysis*)

Task #	Task
3	Stand continuously
11	Carry and place objects

Non-physical Tasks (*identified in DPSST's 2008 Corrections Non-physical Job Task Analysis*)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
104	Qualify and/or engage in required practices of operations for firearms and other weapons
105	Discharge firearm at person
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

International Association of Law Enforcement Firearms Instructors. Select information can be found at <http://www.ialefi.com>.

Oregon Department of Public Safety Standards and Training, Training Division, Survival Skills Section (Firearms).



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

OVERVIEW:

Students will participate in multiple exercises focused on basic gun-handling skills and preparation for firearms training. **Exercises will be completed with blue handle training guns.**

SETTING: Firearms range

INSTRUCTORS: 2

TOPICS:

- I. Conduct expectations
- II. Equipment familiarization and placement
- III. Safety
 - A. Cardinal Firearms Safety Rules
 - B. Standard range procedures and commands
- IV. Weapon manipulation
 - A. Grip
 - B. Stance
 - C. Weapon presentation
 - 1) Draw
 - 2) Sights to target
 - 3) Extended ready position
 - 4) Close ready position
 - 5) Re-holster
 - D. After-action response
- V. Expectations for H2: Firearms Training

ACTIVITIES:

- 1) Practice standard range procedures.
- 2) Practice proper grip and stance.
- 3) Practice draw and re-holstering techniques.
- 4) Practice weapon presentation and after-action response.



H2 – Firearms Training

PROGRAM: Basic Correction Local
SECTION: Firearms
TIME: 24 hours

CREATED: August 2011
REVISED: N/A
REVIEWED: September 2011

PREREQUISITE COURSES:

BCL – H1: Firearms Familiarization

INSTRUCTIONAL GOALS:

This course is designed to:

- 1) Develop a new corrections professional’s basic understanding of the use, limitations and techniques of a service handgun.
- 2) Develop a new corrections professional’s proficiency in firearms safety, proper gun-handling, marksmanship, and firearms tactics.

LEARNING OUTCOMES:

Following completion of this course, students will be able to:

LO #	Outcome	Measure
H2-001	Articulate the primary purpose of law enforcement firearms training.	Quiz Final Exam
H2-002	Identify the cardinal rules of firearms safety.	Quiz Final Exam
H2-003	Describe the fundamentals of marksmanship. <ul style="list-style-type: none"> • Grip • Trigger control • Sighting • Stance • Breathing 	Quiz Final Exam
H2-004	Demonstrate proper gun-handling skills during firearms training.	Skills Evaluation
H2-005	Qualify with a firearm on the Practical Qualification Course I (PQC I). <ul style="list-style-type: none"> • 100% hits in the specified zones 	Skills Evaluation



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

CRITICAL AND ESSENTIAL TASKS:

The learning outcomes of this course support competence in the following:

Physical Tasks (identified in DPSST's 2006 Corrections Physical Job Task Analysis)

Task #	Task
3	Stand continuously
9	Lift objects off ground
11	Carry and place objects
32	Cope with physical effects of acute emotional stress (self)
41	Kneel, squat and recover to feet
43	Bending over from waist, at or below waist level
44	Cardio-vascular endurance (over three minutes – high intensity)
45	Accurately resolve visual images in various conditions – to 100 feet
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations

Non-physical Tasks (identified in DPSST's 2008 Corrections Non-physical Job Task Analysis)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
104	Qualify and/or engage in required practices of operations for firearms and other weapons
105	Discharge firearm at person
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
804	Treat everyone equally and fairly (with respect)
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

COURSE RESOURCES:

International Association of Law Enforcement Firearms Instructors. Select information can be found at <http://www.ialefi.com>.

Oregon Department of Public Safety Standards and Training, Training Division, Survival Skills Section (Firearms).



CLASS SESSION # 1

OVERVIEW:

Students will participate in an introductory presentation focused on firearms safety and marksmanship fundamentals, as well as handgun nomenclature, operations and maintenance.

DURATION: 4 hours

SETTING: Classroom

INSTRUCTORS: 3

TOPICS:

- I. Safety protocols and conduct expectation

- II. Qualification requirements

- III. Purpose of law enforcement firearms training
 - A. Primary purpose is to protect life
 - B. Other professional responsibilities
 - C. Major elements common to most law enforcement shootings

- IV. Ammunition
 - A. Definitions and nomenclature
 - B. Defective ammunition
 - C. Duty and practice ammunition
 - D. External ballistics

- V. Pistol nomenclature and inspection
 - A. Definitions and basic components
 - B. Inspection
 - C. Disassembly

- VI. Care and cleaning



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2012 BASIC CORRECTIONS LOCAL CURRICULUM OVERVIEW

VII. Marksmanship fundamentals

- A. Grip
- B. Trigger control
- C. Sighting
- D. Stance
- E. Breathing

VIII. Firearms Safety

- A. Cardinal Rules of Firearms Safety
- B. Additional range safety and procedures
- C. Off-duty firearms safety

CLASS SESSIONS # 2 – 6

OVERVIEW:

Students will participate in multiple exercises focused on basic gun-handling skills, marksmanship and the completion of the Practical Qualification Course I (PQC I).

Each session is conducted on the firearms range and is four hours in length.

- Session # 2: Basic gun-handling skills
- Session # 3: Malfunctions / marksmanship
- Session # 4: Qualification course practice
- Session # 5: Distance shooting / effects of physical stress
- Session # 6: Formal qualifications



APPENDICES

APPENDIX A

2012 BASIC CORRECTIONS LOCAL CURRICULUM BREAKDOWN

Course Subject		Hours	Instructional Goals	C&E Tasks: Physical	C&E Tasks: Non-physical
Section A: Legal Considerations		20			
A1	Introduction to the Criminal Justice System	3	A1		801, 802, 804, 805, 806, 807, 810
A2	Operational Statutes and Standards	4	A2	2, 4, 11	201, 421, 801, 802, 804, 805, 806, 807, 810
A3	Civil Liability, Civil Rights and PREA	4	A3		407, 502, 801, 802, 804, 805, 806, 807, 810
A4	Inmate Rights	6	A4		202, 502, 801, 802, 804, 805, 806, 807, 810
A5	Use of Force Law for Corrections	3	A5	13, 14, 15, 16, 17, 18, 19, 21, 24, 26	101, 102, 103, 105, 703, 704, 801, 802, 804, 805, 806, 807, 810
Section B: Security Procedures		37			
B1	Basic Security Principles	5	B1.1, B1.2	2, 3, 4, 6, 7, 8, 11, 21, 25, 31, 32, 36, 45, 47, 48, 49, 51, 52	201, 421, 801, 802, 803, 804, 805, 806, 807, 810
B2	Contraband and Searches	8	B2.1, B2.2	9, 11, 12, 13, 15, 18, 31, 41, 43, 45, 46, 51, 52	201, 202, 502, 505, 506, 507, 513, 611, 703, 801, 802, 804, 805, 806, 807, 810
B3	Intake and Release Procedures	4	B3	9, 11, 12, 13, 15, 17, 18, 31, 33, 35, 41, 43, 45, 46, 52	202, 407, 604, 703, 704, 705, 801, 802, 804, 805, 806, 807, 810
B4	Investigations	2	B4	9, 11, 43, 45, 46	504, 505, 506, 507, 516, 801, 802, 804, 805, 806, 807, 810
B5	Transportation and Restraints	4	B5.1, B5.2	11, 13, 15, 17, 18, 24, 25, 28, 31, 41, 43, 45, 46, 47, 50, 51, 52	102, 202, 214, 217, 421, 703, 704, 707, 801, 802, 804, 805, 806, 807, 810
B6	Off-site and Courtroom Security	4	B6	3, 4, 8, 13, 17, 18, 24, 31, 45, 46, 47, 50, 51, 52	102, 202, 217, 421, 703, 704, 707, 801, 802, 804, 805, 806, 807, 810

Course Subject		Hours	Instructional Goals	C&E Tasks: Physical	C&E Tasks: Non-physical
B7	Emergency Preparation and Response	4	B7	4, 6, 7, 8, 9, 10, 11, 23, 25, 31, 32, 45, 49, 51	403, 604, 608, 609, 610, 703, 705, 801, 802, 804, 805, 806, 807, 810
B8	Security Procedures Scenarios	6	B8	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27, 31, 32, 33, 35, 38, 39, 40, 41, 43, 45, 46, 47, 48, 50, 51, 52	101, 102, 103, 105, 201, 202, 214, 217, 403, 404, 407, 420, 421, 516, 604, 616, 703, 704, 705, 707, 801, 802, 803, 804, 805, 806, 807, 810
Section C: Inmate Supervision		43			
C1	Ethics and Professionalism	4	C1		405, 801, 802, 803, 804, 805, 806, 807, 810
C2	Cultural Awareness and Diversity	4	C2		801, 802, 804, 805, 806, 807, 810
C3	Communication Concepts for Corrections	10	C3.1, C3.2	31, 32, 33, 35, 38, 40, 45, 47, 48, 51, 52	404, 405, 420, 421, 616, 801, 802, 804, 805, 806, 807, 810
C4	Inmate Supervision	2	C4	2, 3, 31, 33, 35, 45, 47, 51, 52	103, 201, 421, 801, 802, 804, 805, 806, 807, 810
C5	Conflict Resolution	4	C5	32, 33, 35	404, 801, 802, 804, 805, 806, 807, 810
C6	Leadership in Corrections	4	C6		403, 404, 405, 801, 802, 804, 805, 806, 807, 810
C7	Disciplinary Processes and Strategies	2	C7		404, 516, 801, 802, 804, 805, 806, 807, 810
C8	Recognizing Manipulation	4	C8	31	403, 405, 801, 802, 804, 805, 806, 807, 810
C9	Gang Identification and Management	3	C9	45, 46, 52	801, 802, 804, 805, 806, 807, 810
C10	Inmate Supervision Scenarios	6	C10	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27, 31, 32, 33, 35, 38, 39, 40, 41, 43, 45, 46, 47, 48, 50, 51, 52	101, 102, 103, 105, 201, 202, 214, 217, 403, 404, 405, 407, 420, 421, 604, 616, 703, 704, 705, 707, 801, 802, 803, 804, 805, 806, 807, 810

Course Subject		Hours	Instructional Goals	C&E Tasks: Physical	C&E Tasks: Non-physical
Section D: Inmate Health Care		16			
D1	Communicable Diseases and Bloodborne Pathogens	2	D1	11, 23, 31, 37	611, 612, 613, 801, 802, 804, 805, 806, 807, 810
D2	Medical Awareness	4	D2.1, D2.2	11, 13, 15, 17, 21, 31, 33, 35	403, 407, 604, 608, 609, 610, 616, 703, 704, 801, 802, 804, 805, 806, 807, 810
D3	Mental Health and Disabilities	6	D3.1, D3.2	33, 35, 39, 52	403, 404, 407, 421, 616, 801, 802, 804, 805, 806, 807, 810
D4	Suicide Awareness and Intervention	4	D4	31, 33, 35, 39, 52	403, 407, 604, 616, 705, 801, 802, 804, 805, 806, 807, 810
Section E: Professional Skills		16.5			
E1	Report Writing	8	E1	5, 42, 45, 46, 47, 48	801, 802, 804, 805, 806, 807, 810
E2	Problem Solving	5.5	E2		403, 604, 801, 802, 804, 805, 806, 807, 810
E3	Decision Making	3	E3	21, 45, 48	403, 604, 801, 802, 804, 805, 806, 807, 810
Section F: Personal Fitness		27.5			
F1	Health and Fitness	4	F1	1, 2, 4, 6, 32, 34, 36, 44	801, 802, 803, 804, 805, 806, 807, 810
F2	Corrections Physical Abilities Test (CORPAT)	8	F2	1, 4, 6, 7, 8, 10, 15, 24, 27, 41, 43, 44	801, 802, 803, 804, 805, 806, 807, 810
F3	Physical Fitness Training	8.5	F3	1, 2, 4, 6, 7, 8, 9, 11, 27, 41, 43, 44	801, 802, 803, 804, 805, 806, 807, 810
F4	Stress Management	3	F4	32, 33, 34, 35, 36	801, 802, 803, 804, 805, 806, 807, 810
F5	Emotional Survival	4	F5	32, 33, 34, 35, 36	801, 802, 803, 804, 805, 806, 807, 810

Course Subject		Hours	Instructional Goals	C&E Tasks: Physical	C&E Tasks: Non-physical
Section G: Defensive Tactics		41			
G1	Use of Force Application	5	G1	7, 8, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 35, 38, 45, 47, 48, 50, 51, 52	101, 102, 103, 105, 420, 616, 703, 704, 801, 802, 803, 804, 805, 806, 807, 810
G2	Defensive Tactics	20	G2	3, 9, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 41, 43, 44, 51, 52	103, 703, 704, 801, 802, 803, 804, 806, 807, 810
G3	Confrontational Simulations	16	G3	1, 2, 3, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 50, 51, 52	101, 102, 103, 105, 201, 217, 403, 404, 420, 421, 604, 616, 703, 704, 705, 707, 801, 802, 803, 804, 805, 806, 807, 810
Section H: Firearms		26			
H1	Firearms Skills - Blue Gun	2	H1	3, 11	101, 102, 103, 104, 105, 801, 802, 804, 806, 807, 810
H2	Firearms	24	H2.1, H2.2	3, 9, 11, 32, 41, 43, 44, 45, 51	101, 102, 103, 104, 105, 801, 802, 804, 805, 806, 807, 810
Course Administration		13			
Certification Workshop		0.5			
Examinations/Reviews		5.5			
Graduation Activities		2.5			
Orientation		4			
Revocation Presentation		0.5			
GRAND TOTAL		240			

APPENDIX B

2012 BASIC CORRECTIONS LOCAL INSTRUCTIONAL GOALS

SECTION A: Legal Considerations – 20 hours

A1 – Introduction to the Criminal Justice System

Introduce a new corrections professional to the criminal justice system in Oregon, including general criminal code definitions, standard judicial procedures, and the role of corrections as a component of the justice system.

A2 – Operational Statutes and Standards

Familiarize a new corrections professional with the Oregon Revised Statutes and professional standards most directly related to the general operation of a correctional facility.

A3 – Civil Liability, Civil Rights and PREA

Enhance a new corrections professional's awareness of corrections-related activities that may expose individuals and organizations to civil liability and/or constitute civil rights violations.

A4 – Inmate Rights

Develop a new corrections professional's basic understanding of the sources and application of law regarding the rights of inmates, with an emphasis on the Bill of Rights of the United States Constitution.

A5 – Use of Force Law for Corrections

Develop a new corrections professional's basic understanding of relevant state statutes, as well as state and federal case law, concerning the use of force in a correctional facility.

SECTION B: Security Procedures – 37 hours

B1.1 – Basic Security Principles (Session # 1)

Familiarize a new corrections professional with basic security purposes and procedures within a correctional facility.

B1.2 – Basic Security Principles (Session # 2)

Provide a new corrections professional with instruction and practice applying safe and efficient tactics for inmate monitoring, inmate counts and facility perimeter checks.

B2.1 – Contraband and Searches (Session # 1)

Develop a new corrections professional's ability to recognize, address and minimize the threats posed by contraband within a correctional facility.

B2.2 – Contraband and Searches (Session # 2)

Provide a new corrections professional with instruction and practice conducting appropriate, safe and systematic searches of inmates and correctional facilities.

B3 – Intake and Release Procedures

Familiarize a new corrections professional with proper intake and release procedures.

B4 – Investigations

Introduce a new corrections professional to basic investigative procedures related to incidents within a correctional facility.

B5.1 – Transportation and Restraints

Develop a new corrections professional's ability to recognize, address and minimize the safety and/or security risks related to the transportation of inmates by vehicle.

B5.2 – Transportation and Restraints

Provide a new corrections professional with instruction and practice restraining individuals in an appropriate, safe and systematic manner.

B6 – Off-site and Courtroom Security

Develop a new corrections professional's ability to recognize, address and minimize the safety and/or security risks related to the supervision of inmates outside of a correctional facility.

B7 – Emergency Preparation and Response

Develop a new corrections professional's ability to recognize and safely respond to emergency situations in a correctional facility.

B8 – Security Procedures Scenarios

Utilize reality-based scenarios to enhance a new corrections professional's understanding and application of security procedures in a correctional facility.

SECTION C: Inmate Supervision – 43 hours**C1 – Ethics and Professionalism**

Enhance a new corrections professional's awareness of professional standards, ethical behavior and ethical decision-making.

C2 – Cultural Awareness and Diversity

Enhance a new corrections professional's awareness of cultural/interpersonal issues that impact values, attitudes, beliefs, and outlooks among multi-cultural environments.

C3.1 – Communication Concepts for Corrections (Session # 1)

Develop a new corrections professional's ability to communicate effectively with inmates and other persons, including tactics for defusing situations which involve emotional, difficult and/or hostile individuals.

C3.2 – Communication Concepts for Corrections (Sessions # 2 – 3)

Provide a new corrections professional with instruction and practice using interpersonal skills to effectively communicate with inmates and other persons in a correctional setting.

C4 – Inmate Supervision

Familiarize a new corrections professional with facility design characteristics, basic procedures and operational strategies related to inmate supervision.

C5 – Conflict Resolution

Develop a new corrections professional's ability to recognize interpersonal conflict and apply adaptive approaches toward resolution.

C6 – Leadership in Corrections

Develop a new corrections professional's ability to utilize effective leadership skills to influence pro-social behavior and compliance within a correctional facility.

C7 – Disciplinary Processes and Strategies

Familiarize a new corrections professional with formalized inmate discipline processes, as well as strategies for appropriately addressing inmate misconduct.

C8 – Recognizing Manipulation

Develop a new corrections professional's ability to recognize, address and minimize the safety and/or security risks related to the manipulation of staff by inmates.

C9 – Gang Identification and Management

Develop a new corrections professional's ability to recognize, address and minimize the threats posed by criminal gangs and/or threat groups within a correctional facility.

C10 – Inmate Supervision Scenarios

Utilize reality-based scenarios to enhance a new corrections professional's understanding and application of inmate supervision strategies within a correctional facility.

SECTION D: Inmate Health Care – 16 hours**D1 – Communicable Diseases and Bloodborne Pathogens**

Develop a new corrections professional's ability to recognize, address and minimize the safety hazards posed by communicable diseases and bloodborne pathogens prevalent within correctional facilities.

D2.1 – Medical Awareness

Enhance a new corrections professional's awareness of the constitutional rights related to medical and mental health care for inmates in a correctional facility.

D2.2 – Medical Awareness

Familiarize a new corrections professional with their role in the routine and emergency provision of medical care.

D3.1 – Mental Health and Disabilities (Session # 1)

Develop a new corrections professional's ability to recognize and effectively address the needs of mentally ill offenders incarcerated in a correctional facility.

D3.2 – Mental Health and Disabilities (Session # 2)

Provide a new corrections professional with instruction and practice applying appropriate intervention strategies for dealing with inmates with major mental illnesses.

D4 – Suicide Awareness and Intervention

Enhance a new corrections professional's awareness of the potential risks of suicide within a correctional facility, as well as appropriate intervention strategies.

SECTION E: Professional Skills – 16.5 hours

E1 – Report Writing

Develop a new corrections professional's ability to apply the basic writing skills necessary to effectively document facility incidents, use of force and inmate misconduct.

E2 – Problem Solving

Enhance a new corrections professional's problem-solving skills related to facility operations, inmate management and personal safety.

E3 – Decision Making

Enhance a new corrections professional's decision-making skills related to facility operations, inmate management and personal safety.

SECTION F: Personal Fitness – 27.5 hours

F1 – Health and Fitness

Familiarize a new corrections professional with the relationships between physical fitness, productivity, health and safety.

F2 – Corrections Physical Abilities Test (CORPAT)

Evaluate a new corrections professional's ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

F3 – Physical Fitness Training

Enhance a new corrections professional's ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

F4 – Stress Management

Develop a new corrections professional's ability to recognize and cope with the effects of acute and/or chronic stress.

F5 – Emotional Survival

Develop a new corrections professional's ability to recognize and cope with the emotional and/or physical impacts of a career in public safety.

SECTION G: Defensive Tactics – 41 hours

G1 – Use of Force Application

Develop a new corrections professional's decision-making skills related to the use of reasonable force to effectively overcome and control resistive and/or hostile behavior.

G2 – Defensive Tactics

Provide a new corrections professional with instruction and practice using reasonable force tactics to effectively overcome and control resistive and/or hostile behavior.

G3 – Confrontational Simulations

Utilize reality-based scenarios to enhance a new corrections professional's understanding and application of reasonable force decision-making and tactics within a correctional facility.

SECTION H: Firearms – 26 hours

H1 – Firearms Familiarization

Familiarize a new corrections professional with basic gun-handling skills.

H2.1 – Firearms Training (Session # 1)

Develop a new corrections professional's basic understanding of the use, limitations and techniques of a service handgun.

H2.2 – Firearms Training (Sessions # 2 – 6)

Develop a new corrections professional's proficiency in firearms safety, proper gun-handling, marksmanship and firearms tactics.

APPENDIX C

2006 CORRECTIONS JOB TASK ANALYSIS: CRITICAL AND ESSENTIAL TASKS (PHYSICAL)

Task #	Task
1	Run on flat surface
2	Walk continuously
3	Stand continuously
4	Walk up/down stairs
5	Sit continuously
6	Run up/down stairs
7	Walk/run – irregular, potentially hazardous surfaces
8	Climb steps, railings, external features/obstacles
9	Lift objects off ground
10	Assisted carry of unresisting inmate
11	Carry and place objects
12	Lift objects down from elevated surface, place on ground or floor
13	Grip and hold inmate to maintain control
14	Extract/place struggling inmate in/from cell
15	Hold/restrain struggling inmate
16	Physically defend against and control attacking inmate
17	Take down and subdue resisting inmate
18	Handcuff – mechanically restrain inmate
19	Use chemical weapon (OC) to subdue inmate
20	Continue to function effectively after exposure to OC
21	Physically intervene to break up inmate fights/physical confrontations
22	Dodge/evade blows, thrown objects
23	Exposure to hazardous materials
24	Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
25	Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
26	Being struck by and/or striking inmates
27	Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
28	Loading, unloading, driving transport vehicle – maintain control of inmates
29	Participate in Defensive Tactics training
30	Continue to function in physical confrontation after being struck
31	Maintain state of hyper vigilance
32	Cope with physical effects of acute emotional stress (self)
33	Cope with physical effects of acute emotional stress (others)
34	Cope with physical effects of chronic emotional stress (self)
35	Cope with physical effects of chronic stress (others)
36	Cope with chronic physical effects of shift work
37	Cope with emotion and physical results of bodily fluid contact/exposure
38	Cope with emotional and physical impact of verbal threats of violence by inmates
39	Cope with emotional impact of working with seriously mentally ill inmates
40	Cope with emotional reactions to verbal abuse by inmates
41	Kneel, squat and recover to feet
42	Repetitive hand movements (typing, mouse, bar code scanning, etc.)
43	Bending over from waist, at or below waist level
44	Cardio-vascular endurance (over three minutes – high intensity)
45	Accurately resolve visual images in various conditions – to 100 feet
46	Accurately determine full-range of colors
47	Resolve and understand faint auditory signals
48	Resolve and understand speech in noisy environment
49	Detect and resolve odd odors
50	Accurately resolve visual images in low light conditions
51	Three-dimensional vision sufficient for accurate depth perception in high risk situations
52	Accurately visually detect and resolve transitory and subtle changes in “body language”

APPENDIX D

2008 CORRECTIONS JOB TASK ANALYSIS: CRITICAL AND ESSENTIAL TASKS (NON-PHYSICAL)

Task #	Task
101	Use weapon to protect self/others
102	Carry handgun while guarding inmates outside the facility
103	Use physical force to maintain order and/or protect life
104	Qualify and/or engage in required practices of operation for firearms and other weapons
105	Discharge firearm at person
201	Patrol tiers, cell areas and other security areas inside the facility to ensure security and observe inmate behaviors
202	Search areas inmates have access to, for contraband
214	Escort inmates in vehicle
217	Guard inmates outside the facility
403	Recognize when crisis should be referred to management/facility staff experts
404	Verbally resolve conflicts between inmates and staff
405	Take action when fellow officer is angry with inmate
407	Report severe depression or unusual behavior that might indicate self-destructive behavior
420	Recognize behavioral characteristics of violent offenders
421	Observe inmate behavior and movement to prevent or stop physical conflicts between prisoners
502	Strip search inmates
504	Investigate inmate criminal activity
505	Process evidence seized during search of inmates and/or cells, rooms, etc.
506	Document chain of evidence
507	Seize contraband material
513	Conduct periodic searches of inmate cells to discover and seize contraband, weapons, etc.
516	Investigate and initiate remedial action on security breaches
604	Determine need for emergency care
608	Administer CPR
609	Administer mouth-to-mouth resuscitation
610	Administer first aid
611	Use gloves, masks, gowns, etc. to prevent contact with infectious disease
612	Use cleanup kit to clean blood borne pathogens
613	Oversee cleanup of blood and other bodily fluids
616	Observe mentally disturbed or suicidal inmates
703	Use restraints to control inmates
704	Physically restrain violent inmates
705	Take emergency steps when inmate suicide is threatened
707	Guard inmates away from facility
801	Adhere to Code of Ethics
802	Meet and maintain minimum standards for corrections officers
803	Maintain physical and mental fitness
804	Treat everyone equally and fairly (with respect)
805	Read and comprehend training materials
806	Participate in training to maintain knowledge and/or skills
807	Demonstrate competent performance
810	Read and follow orders and directions

APPENDIX E

PROGRAM AND COURSE RESOURCES

Allen, Bud and Diana Bosta (1981). *Games Criminals Play*. Rae John Publishing.

American Association of Suicidology. Select information on suicidal behavior can be found at <http://www.suicidology.org>.

American Heart Association. Selected information on personal health can be found at <http://www.heart.org>.

American Jail Association. Selected information on inmate supervision can be located at <http://www.aja.org>.

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition.

Anand, Vikas, Blake E. Ashforth, and Mahendra Joshi (2004). Business as Usual: The Acceptance and Perpetuation of Corrupt Organizations. *Academy of Management Executive*. 18:2 (p39-53).

Barrett, Jimmie H. Jr. (2009). *Protecting Court*. Mill City Press.

Bouchard, Joe (2011). The 25 Laws of Contraband. <http://www.correctionsone.com>.

Bouchard, Joe (2011). What is Contraband? <http://www.correctionsone.com>.

Boyd, Colonel John R. (1987). *A Discourse on Winning and Losing*. United States Air Force.

Brooks, C., K.F. Pompei and C.E. Nink (2007). Correctional Health Care: Barriers, Solutions, and Public Policy. *Corrections Today*, 69(5), 50-52.

Burke, Tod W. and Stephen S. Owen (2010). Cell Phones as Prison Contraband. *FBI Law Enforcement Bulletin*.

Burton, Robert (2008). *On Being Certain: Believing You are Right Even When You're Not*. New York: St. Martin's Griffin.

Cambridge Review Committee (2010). Missed Opportunities, Shared Responsibilities. Report commissioned by the Cambridge, MA City Council.

Centers for Disease Control and Prevention. Select information can be found at <http://cdc.gov>.

Christian, Thomas F. (1999). *Conflict Management and Conflict Resolution in Corrections*. American Correctional Association.

Christensen, Gary E. (2008). Our System of Corrections: Do Jails Play a Role in Improving Offender Outcomes? Crime and Justice Institute.

Cialdini, Robert B. (2008). *Influence: Science and Practice*, 5th Edition. Boston: Pearson/Allyn & Bacon.

Colwell, Jack L. and Charles Huth (2010). *Unleashing the Power of Unconditional Respect*. CRC Press.

Concerns of Police Survivors. Selected information can be found at <http://www.oregonpolicesurvivors.org>.

Cooper Institute. Selected information on personal health can be found at <http://www.cooperinstitute.org>.

Cornelius, Gary (2009). *The Art of the Con*, Second Edition. American Corrections Association.

Correctional Peace Officers Foundation. Selected information can be found at <http://www.cporf.org>.

Covey, Stephen R. (1989). *The Seven Habits of Highly Effective People*. Fireside: Simon and Schuster.

De Becker, Gavin (1997). *The Gift of Fear*. Little, Brown and Company.

Desert Waters Correctional Outreach. Selected information can be found at <http://www.desertwaters.com>.

Dwyer, Kevin (2010). "The Benefits of Scenario-Based Training". <http://superperformance.com>.

Eagleman, David (2011). *Incognito: The Secret Lives of the Brain*. New York: Pantheon.

Evert, Barry (2008). How Doing Your Job Well Can Be a Threat to Inmates. <http://www.correctionsone.com>.

Fann, CC (2009). *Common Sense*. JABS Publications.

First Responder Support Network. Selected information can be found at <http://www.frsn.org>.

Force Science Institute. Select information can be found at <http://www.forcescience.org>.

Fraternization defined. *Advanced Topics in Correctional Ethics*. <http://policelink.com>.

Fyfe, James J. and Robert J. Kane (2006). *Bad Cops: A Study of Career-Ending Misconduct among New York City Police Officers*. Final Report. Washington, D.C.: National Institute of Justice.

Gibson, Pamela A. (2008). Teaching Ethical Decision Making: Designing a Personal Value Portrait to Ignite Creativity and Promote Personal Engagement in Case Method Analysis. *Ethics and Behavior*, 18:4 (p340-352).

Gilmartin, Kevin (2002). *Emotional Survival for Law Enforcement*. E-S Press.

Gilmartin, Kevin J. Selected articles on ethics can be found at <http://www.emotionalsurvival.com/articles.htm>.

Gilmartin, Kevin and Russell M. Davis. The Correctional Officer Stockholm Syndrome. <http://emotionalsurvival.com>.

Glennon, Jim (2010). *Arresting Communication*. Calibre Press.

Goldstein, Herman (1990). *Problem-Oriented Policing*. McGraw-Hill.

Grant, J. Kevin (2002). Ethics and Law Enforcement, NCJ Number 198313. NCJRS Photocopy Services, Rockville, MD 20849-6000.

Hall, Edward T. (1969). *The Hidden Dimension*. Doubleday.

Hesselbein, Frances, Marshall Goldsmith and Richard Beckhard (1996). *The Leader of the Future*. Jossey-Bass.

Hesselbein, Frances and Marshall Goldsmith (2006). *The Leader of the Future 2*. Jossey-Bass.

Hoover Group of Reno (2006). The Reno Model: PTO Program Basic Manual.
<http://www.hoovergroupofreno.com>.

Institute for the Prevention of In-custody Death. Selected information on Excited Delirium can be found at <http://www.ipicd.org>.

International Association of Law Enforcement Firearms Instructors. Select information can be found at <http://www.ialefi.com>.

International Critical Incident Stress Foundation. Selected information can be found at <http://www.icisf.org>.

International Law Enforcement Education and Training Association. Select information can be found at <http://www.ileeta.org>.

Joint Committee on Court Security and Emergency Preparedness (2010). *Court Security Handbook*. Conference of Chief Justices/Conference of State Court Administrators.

Kates, Allen R. (1999). *Cop Shock*. Holbrook Street Press.

Killology Research Group. Select information can be found at <http://www.killology.com>.

Kirschman, Ellen (1997). *I Love a Cop*. Guilford Press.

Klockars, Carl, Sanja Kutnjak and Maria R. Habverfield. *Enhancing Police Integrity*. NCJ download at <http://www.ncjrs.gov/pdffiles1/nij/209269.pdf>.

Latessa, Edward J. and Christopher Lowenkamp (2006). What Works in Reducing Recidivism? *University of St. Thomas Law Journal*. 521-535.

Lewinski, Bill (2011). What can we do to stay safe? *Force Science News #181*.
<http://www.forcescience.org>.

Loden, Marilyn (1996). *Implementing Diversity*. McGraw-Hill.

Managing Law Enforcement Integrity (2006). Retrieved from the Center for Society, Law and Justice at the University of New Orleans, <http://www.cslj.uno.edu/Integrity/Integrity%20SOTA%208-11-06%20abb.pdf> .

Mehrabian, Albert (1972). *Silent Messages*. Wadsworth.

Milgram, Stanley (1974). *Obedience to Authority*. New York: Harper Collins.

Miller, William R. and Stephen Rollnick (2002). *Motivational Interviewing*, Second Edition. Guilford Press.

Montessori, Maria (1984). *The Absorbent Mind*. Laurel.

Murray, Kenneth R. (2004). *Training at the Speed of Life*, Volume One. Armiger Publications.

National Institute of Corrections (2004). *Interpersonal Communications in a Correctional Setting*. <http://nicic.gov> .

National Institute of Corrections. Selected information on inmate supervision can be located at <http://nicic.org>

National Institute of Corrections. Selected information on manipulation can be located at <http://nicic.org>

National Institute of Corrections. Selected information on PREA can be found at <http://nicic.org>.

National Tactical Officers Association. Select information can be found at <http://ntoa.org>.

Northwest Gang Investigators Association. Selected information can be found at <http://www.nwgia.org>.

Oregon Department of Public Safety Standards and Training (2005). *Oregon Physical Abilities Test Description and Research Summary*.

Oregon Department of Public Safety Standards and Training. DPSST Ethics Bulletins. <http://www.oregon.gov/DPSST>.

Oregon Judicial Department (2011). *Uniform Trial Court Rules*, Chapters 3 and 6.

Oregon Legislative Counsel Committee (2010). *Criminal Code of Oregon*.

Oregon Occupational Safety and Health Division. Select information can be found at <http://www.orosha.org>.

Oregon State Sheriff's Association (2009). *Oregon Jail Standards*, Third Edition.

Oregon Transportation Association (2011). <http://www.tillamooksheriff.org/OTA>.

Phi Theta Kappa (2006). *Leadership Development Studies: A Humanities Approach*, Fourth Edition. Phi Theta Kappa, Inc.

Pinizzotto, Anthony, Edward Davis and Charles Miller (2006). *Violent Encounters: An Analysis of Selected Felonious Assaults on Our Nation's Law Enforcement Officers*. United States Department of Justice.

Police Society on Problem Based Learning. Select information on problem solving can be found at <http://www.pspbl.com>.

Quinn, Michael W. (2005). *Walking with the Devil*. Quinn and Associates.

Rahim, M. Afzalur (1983). A Measure of Styles of Handling Interpersonal Conflict. *Academy of Management Journal*.

Report of the Rampart Independent Review Panel (2000). Downloaded 092109 from: <http://www.ethicsinstitute.com/pdf/Rampart%20Review%20Report.pdf>.

Rutledge, Devallis (2000). *The New Police Report Manual*, Second Edition. Thomson Wadsworth.

Salvador, Rommel and Robert G. Folger (2009). Business Ethics and the Brain. *Business Ethics Quarterly*. 19:1 (p1-31).

Schafer, John R. (2004). Making Ethical Decisions: A Practical Model, NCJ Number 195364. NCJRS Photocopy Services, Rockville, MD 20849-6000.

Scott, Michael S. (2000). Problem-Oriented Policing: Reflections on the First 20 Years. US Department of Justice.

Shusta, Robert, Deena Levine, Herbert Wong and Phillip Harris (2005). *Multicultural Law Enforcement: Strategies For Peacekeeping In A Diverse Society*, Third Edition. Prentice Hall.

Spinaris, Caterina (2004). Seduction's Slippery Slope. Desert Waters Correctional Outreach.

Southern Poverty Law Center. Selected information can be found at <http://www.splcenter.org>.

Stone, Douglas, Bruce Patton and Sheila Heen (2010). *Difficult Conversations*, Second Edition. Penguin Books.

Substance Abuse and Mental Health Services Administration. Selected information on detoxification and substance abuse can be found at <http://www.samhsa.gov>.

Thomas, Kenneth W. and Ralph H. Kilmann (2007). *Thomas-Kilmann Conflict Mode Instrument*. CPP, Inc.

Thompson, George J. and Jerry B. Jenkins (2004). *Verbal Judo*, Revised Edition. Quill.

Total Protection Interactive Forum. Select information can be found at <http://www.totalprotectioninteractive.com>.

United States Census Bureau. (2007). Selected information can be found at <http://www.census.gov>.

United States Court of Appeals, Ninth Circuit. Selected opinions can be found at <http://www.ca9.uscourts.gov>.

United States Department of Agriculture. Selected information on personal health can be found at <http://www.health.gov>.

United States House of Representatives (2006). *United States Code*. Office of the Law Revision Counsel.

United States Supreme Court. Selected opinions can be found at <http://www.supremecourt.gov>.

Valdez, Al (2009). *Gangs: A Guide to Understanding Street Gangs*, 5th Edition. LawTech Publishing.

Vygotsky, Lev (1978). *Mind and Society: The Development of Higher Psychological Processes*. Harvard University Press.

Washington State Criminal Justice Training Commission. Select information can be found at <https://fortress.wa.gov/cjtc>.

Zimbardo, Philip. *The Lucifer Effect* website: <http://www.lucifereffect.com>.