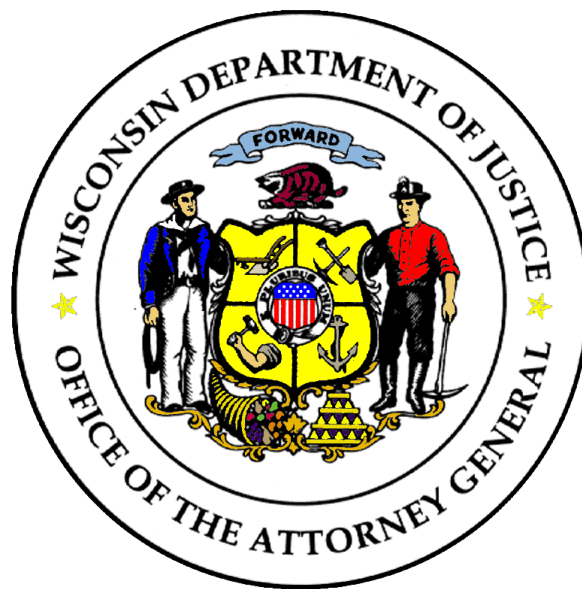


Competencies and Learning Objectives

with Performance Standards for the
200-hour Jail Academy Curriculum



Wisconsin Department of Justice
Law Enforcement Standards Board

December 2021

Exhibit 27

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I-A Academy Orientation (1 hours)

In this course, Academy Directors will be able to obtain the paperwork needed from each student to begin the class. They will also explain the rules of the academy and how to be successful.

I-A-1. Demonstrate recognition of academy rules and regulation.

Learning objectives

What you will learn as you master the competency:

- I-A-1.1 Determine what responsible personal behavior is.
- I-A-1.2 Examine academy rules and regulations.
- I-A-1.3 Explain the testing and re-testing policies of your recruit academy.

Performance Standards

You will demonstrate your competence:

- o by signing a letter to the Academy Director about your acceptance of the academy rules and regulations.

Your performance will be successful when:

- o your letter contains your signature.
- o your letter has a signed copy of the Academy Rules and Regulations attached.
- o your letter has a signed copy of the American Jail Association Code of Ethics attached.
- o your letter summarizes your understanding of the recruit academy testing policies.
- o your letter indicates you have read and understand the attached documents.
- o your answers in the letter are legible.

I-B Admit and Release Inmates (8 hours)

In this course, students will learn principles, concepts, legal requirements and skills involved in the processes of admitting and releasing inmates from jail custody. Key issues include the steps involved in receiving prisoners for intake, completing admissions records, orienting new inmates to the jail environment, determining classification for housing assignments and other purposes, and releasing inmates from custody. Students will practice key skills, including fingerprinting and completion of health screening forms.

I-B-1 Accept prisoners for intake.

Learning objectives

What you will learn as you master the competency:

- I-B-1.1. Describe the key situations in which medical clearance of a new prisoner should be obtained.
- I-B-1.2. Identify the key requirements of s.302.388 regarding the health transfer summary form.
- I-B-1.3. Distinguish between a frisk search and a strip search.
- I-B-1.4. Explain the key requirements of Wisconsin's strip search law, under s.968.255.

Performance Standards

You will demonstrate your competence:

by determining the need for medical clearance of a newly admitted prisoner in a role-play or simulated situation.

Your performance will be successful when:

- you determine the need for medical clearance of a newly-admitted prisoner.
- you document all relevant aspects of the medical clearance situation on a MEDICAL CLEARANCE FORM.
- your documents are accurate, legible, and complete.

I-B-2 Conduct basic admissions procedures.

Learning objectives

What you will learn as you master the competency:

- I-B-2.1. Describe basic guidelines for completion of a booking form.
- I-B-2.2. Describe basic guidelines for conducting an inmate property inventory.
- I-B-2.3. Complete fingerprint cards.
- I-B-2.4. Identify the key requirements for jail personnel in regard to fingerprints of prisoners, according to state law in s165.84(1) and (2).

Performance Standards

You will demonstrate your competence:

- by conducting an inventory of an inmate's property and money in a role-play or simulated situation.
- by fingerprinting a student or other role player in a simulated situation.

Your performance will be successful when:

- your INMATE PROPERTY INVENTORY FORM accurately describes the inmate's money and property.
- your fingerprint card contains a complete set of fingerprints, and the required information listed on the FINGERPRINT SKILLS CHECKLIST.
- your documents are accurate, legible, and complete.

I-B-3 Collect and submit biological specimens from obligated offenders for DNA analysis, in accordance with requirements of Wisconsin law under s.165.76.

Learning objectives

What you will learn as you master the competency:

I-B-3.1. Describe equipment used for collection of specimens.

I-B-3.2. Describe processes for identification of subjects, collection of biological samples, marking and packaging of samples, and submission of samples.

Performance Standards

You will demonstrate your competence:

- by conducting a biological specimen collection in a simulated setting, and properly marking and packaging the collected sample.

Your performance will be successful when:

- you assemble all of the equipment and supplies necessary for collection of a biological specimen from a subject;
- you properly identify the subject
- you conduct a records check to determine if specimen collection of the subject is necessary.
- you collect two specimens via oral swab, according to proper procedures for specimen collection.
- you mark the collected specimens according to proper procedures for doing so.
- you package the specimens according to proper procedures for doing so.

Conduct intake health screening.*

I-B-4

Learning objectives

What you will learn as you master the competency:

I-B-4.1. Identify the main purposes for conducting intake health screenings of inmates.

I-B-4.2. Describe key guidelines for conducting intake health screenings.

Performance Standards

You will demonstrate your competence:

- ***by conducting an intake health screening in a role-play or simulated situation.
- ***by determining the need for further medical attention.
- by identifying the signs of Dementia.

Your performance will be successful when:

- you explain to the inmate the purpose for the health screening procedure.
- you identify obvious injuries or illnesses through a visual assessment.
- you obtain health information by asking the inmate the questions listed on the Health Screening Form.
- you ask the inmate appropriate follow-up questions to clarify answers, or get additional information.
- you document fully the answers to screening questions on the Health Screening Form.
- you recommend further medical attention if warranted by the answers to the health screening.
- your documents are accurate, legible, and complete.

I-B-5 Conduct orientation of new inmates.

Learning objectives

What you will learn as you master the competency:

- I-B-5.1. Identify the requirement, under DOC 350.24, for informing new inmates about the jail rules.
- I-B-5.2. Indicate the reasons why it is never a good idea to give inmates advice about specific attorneys for them to contact.
- I-B-5.3. Describe inmate orientation procedures.

Performance Standards

You will demonstrate your competence:

- by conducting an orientation of a new prisoner in a role-play or simulated situation.
- by determining whether or not to allow the prisoner to make a telephone call.

Your performance will be successful when:

- you distribute the jail rules to the prisoner.
- you briefly explain the jail rules and basic jail procedures to the prisoner.
- you explain release procedures to the prisoner.
- you allow the prisoner to make a telephone call if it is necessary and appropriate according to prison guidelines.
- you ask the prisoner if he or she has any questions, and you provide appropriate answers.

I-B-6 Classify inmates for housing.

Learning objectives

What you will learn as you master the competency:

- I-B-6.1. Distinguish between basic and secondary classifications.
- I-B-6.2. Describe the goals for separation of inmates into secondary classification categories.
- I-B-6.3. Describe the basic guideline for response to an inmate's request for a change in housing assignment.

Performance Standards

You will demonstrate your competence:

- By participating in group discussions regarding the importance of proper classification.

Your performance will be successful when:

- You read all of the information provided.
- You make initial decisions for basic classification.
- You make decisions for secondary classification.
- You can articulate why you placed each inmate in which cell.

I-B-7 Release inmates from custody.

Learning objectives

What you will learn as you master the competency:

- I-B-7.1. Identify the four basic tasks of an officer in the overall inmate release process.
- I-B-7.2. Describe basic guidelines for release of an inmate from custody.
- I-B-7.3. Describe the possible role of a jail officer for completion of a HEALTH TRANSFER SUMMARY form, if a member of the jail health care staff is not on duty at the time of the inmate's release.

I-B-7.4. Identify the requirements for release of a pre-sentenced inmate who was arrested for a domestic abuse incident.

Performance Standards

You will demonstrate your competence:

by conducting a simple inmate release procedure, in a role-played or simulated situation.

Your performance will be successful when:

you make a positive identification of the inmate to be released;

you check for additional or multiple holds or charges against the inmate;

you check the inmate's room or cell for damage or vandalism;

you return the inmate's money and property to him or her, and document such return;

you inform the inmate of impending court date(s), if applicable;

you conduct a patdown search of the inmate before releasing him or her.

you ensure a safe release.

you follow policy on alcohol releases.

I-C Correctional Law (8 hours)

In this course, students will learn key concepts and principles underlying legal requirements for jail operations and guidelines for protecting the legal rights of inmates. Key issues covered include rules and standards governing jail operations, structure of the court system, overview of civil liability, and key constitutional rights of inmates. Students will also learn how applicable Wisconsin statutes and Administrative Code requirements reflect or expand upon the broader constitutional protections for inmates.

I-C-1. Explain the basic elements of the civil justice system.

Learning Objectives

I-C-1.1 Identify the document that is the source of the basic civil rights of American citizens.

I-C-1.2 Indicate the "burden of proof" standards in both criminal and civil lawsuits.

I-C-1.3 Describe the four categories of civil lawsuits in a correctional setting.

I-C-1.4 Describe the purpose of the "Turner Test."

I-C-1.5 Identify the four steps in the "Turner Test."

You will demonstrate your competence:

#1 - CLASSIFY CATEGORIES OF LAWSUITS: you indicate, on a form provided, whether situations presented appear to be either "tort actions" lawsuits or "civil rights" lawsuits, on the basis of information presented

#2 - ANALYSIS OF SITUATIONS: you read and discuss several hypothetical situations involving apparent restrictions of constitutional rights of inmates in jail

Your performance will be successful when:

- you analyze each situation on the basis of the four questions in the "Turner Test"
- you indicate whether or not the restrictions seemed to be appropriate, based on the "Turner Test" requirements

I-C-2. Explain the basic elements of the constitutional rights of inmates under the First Amendment.

Learning Objectives

I-C-2.1 List the rights that are the focus of the First Amendment.

I-C-2.2 Identify the basic religious activities that courts have indicated inmates are entitled to practice.

I-C-2.3 Describe the basic guidelines for jail officers in regard to restriction of verbal speech or expressions by inmates.

I-C-2.4 Define the term "privileged correspondence."

I-C-2.5 Describe the legal requirements for handling of "privileged" mail.

I-C-2.6 Describe the key legal guidelines regarding monitoring / surveillance of visits by inmates with their attorneys.

You will demonstrate your competence:

- by analyzing case studies involving First Amendment issues in a jail either individually or in a group, as directed by your instructor
- by participating in a group discussion about First Amendment issues in a jail

Your performance will be successful when:

- you read the provided written case studies regarding First Amendment issues in a jail setting

- you analyze each case study situation on the basis of information and concepts learned during training
- you answer the questions on the case study forms
- you verbally explain your answers, as appropriate

I-C-3. Explain the basic elements of the constitutional rights of inmates to be free from unreasonable searches, under the Fourth Amendment.

Learning Objectives

- I-C-3.1 Identify the basic protection of the Fourth Amendment, as applicable to jails.
- I-C-3.2 Describe the legal guideline that governs conducting searches of inmate living areas.
- I-C-3.3 List the key provisions of Wisconsin's strip search law, under s.968.255.

You will demonstrate your competence:

- by analyzing case studies involving Fourth Amendment issues in a jail either individually or in a group, as directed by your instructor
- by participating in a group discussion about Fourth Amendment issues in a jail

Your performance will be successful when:

- you read the provided written case studies regarding Fourth Amendment issues in a jail setting
- you analyze each case study situation on the basis of information and concepts learned during training
- you answer the questions on the case study forms
- you verbally explain your answers, as appropriate

I-C-4. Explain the basic elements of the constitutional rights of inmates to "due process," under the Fourteenth Amendment.

Learning Objectives

- I-C-4.1 Describe the meaning of the term "procedural due process."
- I-C-4.2 Identify the requirements for provision of due process to inmates in regard to punishment for minor rules violations, as specified in DOC 350.24(2).
- I-C-4.3 Identify the requirements for provision of due process to inmates in regard to punishment for major rules violations, as specified in DOC 350.24(3).
- I-C-4.4 List the key requirements of DOC 350.25 for placement of inmates in administrative confinement.

You will demonstrate your competence:

- by analyzing case studies involving Fourteenth Amendment issues in a jail either individually or in a group, as directed by your instructor
- by participating in a group discussion about Fourteenth Amendment issues in a jail

Your performance will be successful when:

- you read the provided written case studies regarding Fourteenth Amendment issues in a jail setting
- you analyze each case study situation on the basis of information and concepts learned during training
- you answer the questions on the case study forms;
- you verbally explain your answers, as appropriate

I-C-5. Explain the basic elements of the constitutional rights of inmates to be free from "cruel and unusual punishment," under the Eighth Amendment and related amendments.

Learning Objectives

- I-C-5.1 Describe the legal standard underlying provision of medical care to inmates, as established by the U.S. Supreme Court in *Estelle v. Gamble*.
- I-C-5.2 List actions by a jail officer that could constitute "deliberate indifference" to serious medical care needs of inmates.
- I-C-5.3 Identify the basic legal standard regarding use of physical force by jail officers, as established by the U.S. Supreme Court in *Graham v. Connor*.
- I-C-5.4 List the justified reasons for use of physical force against an inmate by a jail officer.
- I-C-5.5 Identify the document that is suggested for use as the framework for an officer to use in writing a use of force report.
- I-C-5.6 Describe the key provisions of a jail officer's legal "duty to protect" inmates from physical or sexual assaults by other inmates.

You will demonstrate your competence:

- by analyzing case studies involving medical care, use of force, or protection of inmates in a jail setting either individually or in a group, as directed by your instructor
- by participating in a group discussion about medical care, use of force, or protection of inmates in a jail setting

Your performance will be successful when:

- you read the provided written case studies regarding medical care, use of force or protection of inmates in a jail setting
- you analyze each case study situation on the basis of information and concepts learned during training
- you answer the questions on the case study forms
- you verbally explain your answers, as appropriate

I-C-6. Explain the basic State of Wisconsin legal requirements regarding secure detention of juveniles.

Learning Objectives

- I-C-6.1 Identify the statutory requirements under s.938.208 regarding placement of juveniles in secure detention.
- I-C-6.2 Identify the statutory requirements under s.938.209 regarding when a county jail may be used as a secure detention facility.
- I-C-6.3 Identify the chapter of Wisconsin Administrative Code that contains requirements for secure detention of juveniles.

You will demonstrate your competence:

- by completing a checklist which indicates relevant Wisconsin statutory and Administrative Code requirements on secure detention of juveniles

Your performance will be successful when:

- you correctly match the statutes and/or Administrative Code chapter titles in the left-hand column to the proper corresponding legal issues in the right-hand column.
- you explain your responses when called upon to do so.

I-D Jail Health Care (8 hours)

In this course, students will learn basic concepts, guidelines and skills enabling them to fulfill the role and duties of an officer in assisting with provision of adequate health care to jail inmates. The legal duty to ensure provision of adequate health care to inmates is featured. Key issues include intake screening for inmate health care needs, responding to inmate health care needs or requests, control and delivery of medications, and identification and proper response to a variety of common health care problems or situations. Additionally, students will learn key requirements and guidelines regarding maintenance of health care records and documents

I-D-1. Apply legal requirements regarding provision of health care to jail inmates.

Learning Objectives

- I-D-1.1 Identify the basic constitutional standard for provision of care to inmates for apparently serious medical problems.
- I-D-1.2 List actions which could amount to "deliberate indifference" to the serious health care needs of inmates.
- I-D-1.3 Identify the key requirements of s.302.384 of Wisconsin statutes, in regard to refusal of an inmate to accept prescribed medication or other treatment.

You will demonstrate your competence:

- o by analyzing a list of inmate health care situations either individually or in a small group.
- o by determining whether inmates require medical intervention.
- o by participating in a class discussion.

Your performance will be successful when:

- o you evaluate a provided list of possible inmate health care conditions;
- o you indicate which conditions on the list are serious enough to meet the constitutional standard of a situation that requires medical intervention;
- o you explain reasons for your answers, as directed by the instructor.

I-D-2. Respond to inmate health care needs or requests.

Learning Objectives

- I-D-2.1 Describe actions for a jail officer upon becoming aware of apparent non-emergency inmate health care problems.
- I-D-2.2 List the information an officer should document regarding actions taken in regard to care of inmates for non-emergency care.

You will demonstrate your competence:

- o by assessing an inmate's health care need or request in a simulated jail setting.
- o by describing an inmate's health care requirement to a health care professional.

Your performance will be successful when:

- you assess that an inmate health care situation is a non-emergency situation that should be professionally evaluated;
- you contact an appropriate health care professional either by telephone or radio;
- you describe the inmate's situation or apparent problem thoroughly and with sufficient detail;
- you document all relevant facts regarding the referral, including what the health care professional replied based on your referral.

I-D-3. Deliver medications to inmates.

Learning Objectives

I-D-3.1 List general guidelines for verification of prescribed medications.

I-D-3.2 List the general rules for medication delivery.

I-D-3.3 Identify reasons that documentation of medication delivery is important.

You will demonstrate your competence:

- by delivering medication to an inmate in a simulated jail setting.

Your performance will be successful when:

- you correctly identify the inmate who is to receive the medication;
- you direct the inmate to get a glass of water and approach;
- you hand the medication to the inmate;
- you watch the inmate swallow the medication;
- you check the empty glass;
- you check the inmate's hands for the medication;
- you direct the inmate to speak to you;
- you check the inmate's mouth to make sure that he or she swallowed the medication;
- you document the medication delivery.

I-D-4. Assist in provision of care to inmates with known or suspected communicable and chronic diseases.

Learning Objectives

I-D-4.1 List the general indicators of possible communicable diseases.

I-D-4.2 List key standard precautions to prevent the spread of communicable diseases.

- I-D-4.3 Identify general guidelines for management and care of inmates with communicable diseases.
- I-D-4.4 Indicate the key provisions of s,252.15 regarding testing for HIV exposure.
- I-D-4.5 List general guidelines for hepatitis infection control and care of inmates with possible hepatitis.
- I-D-4.6 Identify the ways in which tuberculosis may be spread.
- I-D-4.7 Identify the two types of possible diabetic emergencies.
- I-D-4.8 List the questions that an officer should ask a diabetic inmate who appears to be ill.
- I-D-4.9 Indicate proper response by a jail officer to an apparent inmate diabetic emergency.
- I-D-4.10 List key guidelines for responding to an inmate experiencing an apparent tonic-clonic seizure.
- I-D-4.11 Indicate the response to an inmate having an apparently serious asthma attack.

You will demonstrate your competence:

- by responding to an inmate's diabetic emergency in a simulated or role-played situation.

Your performance will be successful when:

- you identify the symptoms of a diabetic inmate who is experiencing a possible diabetic emergency;
- you ask the inmate appropriate questions to get information to convey to medical staff;
- you give the inmate, if conscious, a quick-acting sugar product;
- you contact medical care providers to provide assistance for the inmate;
- you document the emergency appropriately.

I-D-5. Assist in provision of care to inmates with known or suspected alcohol or drug-related problems.

Learning Objectives

- I-D-5.1 Identify key items of information for an officer to ask questions about and document during intake health screening regarding an inmate's use of alcohol and/or drugs.
- I-D-5.2 List key guidelines for proper non-emergency response to an inmate who was apparently intoxicated on alcohol or drugs upon admission to jail.
- I-D-5.3 Identify the key reason that alcohol withdrawal is a potential medical emergency situation.
- I-D-5.4 List key guidelines for proper response to medical emergencies related to an inmate's use of alcohol and/or drugs.
- I-D-5.5 Identify common short-term effects of methamphetamine use.
- I-D-5.6 List the items of information and the withdrawal expectations that an officer should tell an inmate who has used methamphetamine.

You will demonstrate your competence:

- by conducting the alcohol/drug use portion of a jail health care screening in a simulated jail setting.
- by identifying possible alcohol and/or drug use or abuse by an inmate.

Your performance will be successful when:

- you inform the inmate the reason for asking the health screening questions;
- you identify visual indicators of possible alcohol or drug use or abuse;
- you ask the inmate appropriate questions on the screening form;
- you ask follow-up questions as necessary and appropriate, to obtain complete information;
- you document information appropriately on the screening form.

I-D-6. Maintain health care records.

Learning Objectives

- I-D-6.1 Identify key requirements of DOC 350.14 regarding separation and confidentiality of medical records of inmates.
- I-D-6.2 List general guidelines for completion of health care records and forms by an officer.

You will demonstrate your competence:

- by analyzing several types of jail health records

- by determining jail health care records that are commonly categorized as "confidential"
- by participating in a classroom discussion

Your performance will be successful when:

- you analyze the jail records or items on a list;
- you indicate, in accordance with the directions provided, which health care items are commonly categorized as "confidential" health care records;
- you explain reasons for your answers, as directed by the instructor.

I-E Introduction to Corrections (3 hours)

In this course, students will learn key concepts and requirements underlying county jail operations and an introduction to the role of the jail officer as a corrections professional. Issues covered include the purpose and goals for county jails, key Wisconsin statutes and Administrative Code requirements on jails, and the role of state and national standards for jail operations. Students will learn about the professional responsibilities of a jail officer. This course will also feature an overview of the curriculum and premises of the basic jail officer training course.

I-E-1. Apply knowledge of the basic goals and purposes of county jails.

Learning objectives

What you will learn as you master the competency:

- I-E-1.1 Identify the basic goals and purposes of county jails.
- I-E-1.2 List the allowed uses for county jails in accordance with s.302.31 of Wisconsin statutes.

Performance Standards

You will demonstrate your competence:

- by assessing the goal or purpose for incarceration of individuals
- by analyzing written scenarios either individually or in a group, as directed by your instructor.

Your performance will be successful when:

- you analyze each scenario to determine whether the reason for the subject's incarceration is primarily incapacitation, deterrence or punishment, or a combination of both;
- you explain your responses and reasons in the space provided on the scenario form;
- you verbally explain the reasons for your answers, as appropriate.

I-E-2. Apply knowledge of the ways in which the State of Wisconsin establishes rules and standards for county jails and secure detention facilities.

Learning objectives

What you will learn as you master the competency:

I-E-2.1 Identify the four ways in which the State of Wisconsin establishes rules or standards for county jail operations.

I-E-2.2 Examine PREA Standards and how they relate to county jail operations.

I-E-2.3 Identify key subjects and topics covered in DOC 350.

I-E-2.5 Identify the key role of the federal courts in regard to the legal rights of prisoners in jails and prisons.

Performance Standards

You will demonstrate your competence:

- By completing an exercise in which you read a description of an action or situation and you determine which DOC 350 code(s) apply.
- by identifying through group discussion how PREA affects you.

Your performance will be successful when:

- you identify which DOC 350 codes apply to given written situations.
- you identify specific subsections of DOC 350 containing information on specified subjects or topics.
- you identify that PREA stands for Prison Rape Elimination Act.
- you identify that you are subject to criminal prosecution if you have sexual contact with an inmate.

I-F Jail Officer Wellness (4 hours)

In this course, students will learn the importance of a healthy lifestyle when working as a jail officer. The topics to be focused on include stress relaxation techniques and how to implement healthy habits.

I-F-1. Live a healthy lifestyle.

Learning objectives

What you will learn as you master the competency:

- I-F-1.1 Describe factors that lead to a healthy lifestyle.
- I-F-1.2 Define wellness.
- I-F-1.3 Assess steps to regain and maintain good health.

Performance Standards

You will demonstrate your competence:

- o by participating in a class discussion on what is a healthy lifestyle.
- o by learning options to improve poor nutrition and fitness choices.

Your performance will be successful when:

- o you learn the purpose of, and how to use, the fitness and nutrition journals.
- o by identifying what you are doing to contribute to a healthy/unhealthy lifestyle and finding options to reduce the unhealthy lifestyle.

- I-F-2. Manage stress and implement relaxation techniques.

Learning objectives

What you will learn as you master the competency:

- I-F-2.1 Define stress and the long term effects it can have on an officer's health.
- I-F-2.2 Identify causes of stress.
- I-F-2.3 Identify ways to manage stress.
- I-F-2.4 Determine what things are relaxing and enjoyable for you personally.

Performance Standards

You will demonstrate your competence:

- o by identifying ways to manage your stress and relax

Your performance will be successful when:

- o you discuss how uncontrolled stress can affect your life and Jail officer career.
- o you explain critical incident stress, acute stress and chronic stress and the effects that each can have on you in the short and long term.
- o you identify general causes of stress and stressors specific to Jail officers.
- o you discuss how major transitions and life events can cause stress.
- o you assess various ways to manage stress in your own life.

- o you explain why finding ways to enjoy life and relax are important to you and you identify how you will continue to do these things throughout your career.

I-F-3. Implement healthy habits.

Learning objectives

What you will learn as you master the competency:

- I-F-3.1 Control your weight.
- I-F-3.2 Get adequate sleep.
- I-F-3.3 Do not use tobacco products.
- I-F-3.4 Eliminate or minimize the use of alcohol.
- I-F-3.5 Maintain healthy relationships.
- I-F-3.6 Enhance your values, spirituality, and beliefs.
- I-F-3.7 Maintain financial stability throughout your career.

Performance Standards

You will demonstrate your competence:

- o by setting goals and developing a plan for living a healthy lifestyle long term. Write these goals and the plan to reach those goals in your fitness and nutrition journal.
- o by completing a worksheet outlining ways to live a healthy lifestyle.

Your performance will be successful when:

- o your plan includes long term weight loss or maintenance goals and a list of things you will do to ensure you reach or maintain that goal.
- o you understand healthy weight standards (BMI, standard weight charts, body fat composition, etc.).
- o you explain the benefits of sleep and the detriment of too little sleep.
- o you set a long term goal for the number of hours you will sleep each night and list the things you will do to ensure you reach that goal.
- o you research ways to stop smoking such as meeting with your health care provider to discuss options, asking friends and family to support you, going where smoking isn't allowed and avoiding people who smoke.

- o You write a plan for quitting smoking in your food and nutrition journal.
- o you identify ways to eliminate or reduce alcohol consumption and explain how excessive use of alcohol can be detrimental to your life and jail career.
- o you compare appropriate behavior as a jail officer on the job with healthy behaviors with friends and family.
- o you identify hobbies you like to do outside of work and list ways to keep involved in those hobbies throughout your career.
- o your plan includes ways to enhance your spiritual life (not necessarily meaning religious life) throughout your lifetime and career as a jail officer.

I-G Maintain Jail Security: Jail Security techniques (8 hours)

In this course, students will learn basic concepts, guidelines and skills for fulfilling an officer's role in a jail security program. Key focuses of training include searching inmates; control and use of jail keys and locking systems; conducting security checks; counting inmates; searching inmate living areas; control of weapons, tools, utensils and housekeeping equipment; and use of surveillance and communications equipment. Students will have the opportunity to practice skills and techniques in simulated situations.

I-G-1 Use jail locking systems.

Learning objectives

What you will learn as you master the competency:

- I-G-1.1 List the primary guidelines for effective key control in a jail.
- I-G-1.2 Identify the basic guideline regarding keys to the outside entrance of a jail.
- I-G-1.3 List the guidelines for use of the jail locking system.

Performance Standards

You will demonstrate your competence:

- o by analyzing news articles and/or scenarios involving jail key control and locking systems either individually or in small groups.
- o by determining whether the procedures followed in the news articles and/or scenarios reflect general guidelines

Your performance will be successful when:

- o you read the case studies or view the scenarios;
- o you determine whether or not general guidelines for key control and use of locking systems were followed;
- o you participate in the group discussions.

I-G-2 Conduct security checks

Learning objectives

What you will learn as you master the competency:

- I-G-2.1 Identify the key goals for conducting security checks in a jail.
- I-G-2.2 Identify the requirement under DOC 350.18(1) regarding the time intervals for personally observing each inmate in the jail.
- I-G-2.3 List the types of unusual inmate behavior that an officer should observe during routine checks of inmate living areas.

Performance Standards

You will demonstrate your competence:

- o by conducting a security check in a real or simulated jail inmate living area.

Your performance will be successful when:

- o you visually observe inside each inmate living area before entering;
- o you are alert to any irregular activities, noises, smells or body language of inmates;
- o you look for obvious security or safety hazards in the living area;
- o you check to be sure that doors or gates that are supposed to be locked are locked;
- o you conduct a count (formal or informal) to account for inmates;
- o you document the fact of and results of the security check.

I-G-3 Count Inmates

Learning objectives

What you will learn as you master the competency:

- I-G-3.1 Identify the general guidelines for conducting counts of inmates in traditional cellblocks or pods.
- I-G--3.2 Identify the actions needed to be taken if an inmate is discovered to be missing as the result of a count.

Performance Standards

You will demonstrate your competence:

- o by conducting an inmate count in a real or simulated inmate living unit.

Your performance will be successful when:

- o you direct inmates to prepare for a count;
- o you allow no interruptions during the count;
- o you see each inmate that you are counting;
- o you initiate lock-down procedures when an inmate is missing;
- o you document the results of the count.

I-G-4 Search inmate living areas. *

Learning objectives

What you will learn as you master the competency:

- I-G-4.1 Identify the basic recommended guidelines about when to conduct searches of inmate living areas.
- I-G-4.2 List the general guidelines that jail officers should keep in mind about conducting searches of inmate living areas.
- I-G-4.3 Describe the types of contraband that you may find during a search.

Performance Standards

You will demonstrate your competence:

- o by determining whether or not an inmate living area should be searched.
- o ***by conducting a search of a cell or room in a real or simulated jail inmate living area.
- o by viewing examples of contraband found in jail cells.

Your performance will be successful when:

- o you identify indicators of reasons for conducting a search;
- o you assemble tools needed for the search;
- o you remove inmate from the cell or room (if applicable);
- o you put on protective gloves before doing the search;
- o you strip the bed of bedding and examine the bedding and the mattress;
- o you thoroughly examine any furniture in the room or cell;
- o you thoroughly examine the washbowl and toilet
- o you inspect walls, floors and ceiling for indications of damage, tampering, or hidden contraband;
- o you examine exterior windows, heat and air ducts, and floor drains, if present;
- o you examine any shelves and drawers and the articles on or in them;
- o you check behind any surfaces covered with pictures or posters;
- o you check bars and crossbars (if present) for evidence of tampering;
- o you leaf through any books or magazines present;
- o you examine clothing, shoes and other personal possessions of inmates;
- o you check locks to be sure that they are working properly;
- o you check sliding doors (if present) and door tracks for items that may have been placed there;
- o you put items in cell or room back in reasonable order following the search;
- o you document the fact of and results of the search, including information on any contraband discovered.

I-G-5 **Control weapons, tools, utensils and housekeeping equipment.**

Learning objectives

What you will learn as you master the competency:

- I-G-5.1 Identify the provisions of state law under s.946.44(1m) regarding an officer's bringing a weapon into a jail.
- I-G-5.2 List the general guidelines for effective control of Weapons in a jail.
- I-G-5.3 List the general guidelines for effective control of tools in a jail.

Performance Standards

You will demonstrate your competence:

- o by preventing the introduction of weapons into a simulated jail setting.
- o by controlling entry of weapons into the secure area of a jail by an arresting or transporting officer.
- o by discussing the consequences of a seemingly "safe" utensil being left in the cell.
- o by recognizing the safety concerns of misplacing your equipment.

Your performance will be successful when:

- o you practice telling the arresting or transporting officer that all weapons must be securely deposited before entering the secure area of the jail;
- o you ascertain that the officer has, in fact, securely deposited all weapons;
- o you take steps to enforce the policy regarding no entry of weapons if the arresting or transporting officer does not comply;
- o you document any problems or concerns regarding weapons control.
- o you discuss how tools, utensils, and housekeeping equipment could be transformed into weapons
- o you identify what equipment you can carry and where it is stored off-duty.

I-G-6

Use surveillance and communications equipment.

Learning objectives

What you will learn as you master the competency:

- I-G-6.1 List the objectives for use of surveillance via closed-circuit television and audio surveillance equipment.
- I-G-6.2 Identify the benefits and limitations for use of closed-circuit television to monitor inmates in comparison to personally checking on inmates.
- I-G-6.3 Identify the basic guidelines regarding use of audio surveillance equipment (intercom) to communicate with jail inmates who seem to be mentally disturbed.

Performance Standards

You will demonstrate your competence:

- o by using jail audio communication system (intercom) to communicate with inmates in a simulated jail setting.
- o by using closed-circuit television and audio surveillance equipment to monitor inmates in a simulated jail setting.

Your performance will be successful when:

- o you recognize the need to communicate with inmates;
- o you demonstrate use of proper Professional Communication Skills when communicating with inmates via the intercom, when either giving orders or responding to inmate requests;
- o you speak clearly and slowly when communicating via the intercom.

I-H Professional Communication Skills (24 hours)

In this course students will learn the role of law enforcement communication and how to apply specific communication skills and strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the academy; students will be expected to apply professional communication skills appropriately in all simulations, regardless of curriculum area.

I-H-1 Apply professional communication skills.

Learning objectives

What you will learn as you master the competency:

- I-H-1.1 Describe the basic communication process.
- I-H-1.2 Incorporate active listening skills.
- I-H-1.3 Explain the relationship between officer roles and communications.
- I-H-1.4 Explain the "contact officer override" concept.
- I-H-1.5 Explain barriers to effective communication.
- I-H-1.6 Explain the steps in the Initial/Basic Contact Model as specified in the acronym OIR.

Performance Standards

You will demonstrate your competence:

- o by evaluating your communication skills to become more aware of your communication habits.
- o by demonstrating "good listener" skills during a simulated conversation/contact with another person.

Your performance will be successful when:

- o you evaluate your communication skills using the self-evaluation form in the student text.
- o you explain the role of the sender in the basic communication model.
- o you explain the importance of sending a clear and concise message.
- o you create an effective atmosphere in which communication takes place.
- o you explain the role of the receiver in the basic communication model.
- o you apply active listening skills during contacts and interviews.
- o you apply guidelines for asking and responding to questions.
- o you apply guidelines for making requests and giving orders.
- o you display a professional tone and demeanor during the contact or interview.
- o you gather enough information to make informed decisions.
- o you resolve the contact based on the information you gathered.

I-H-2. Integrate verbal and physical intervention skills. *

Learning objectives

What you will learn as you master the competency:

- I-H-2.1 Evaluate how the Disturbance Resolution process or First Responder Philosophy applies to professional communication.
- I-H-2.2 Distinguish among the various types of contacts.
- I-H-2.3 Implement the steps in the mediation process.
- I-H-2.4 Implement the steps in the arbitration process as set forth in the acronym REACT.
- I-H-2.5 Examine communication strategies used during crisis intervention.
- I-H-2.6 Interpret the conditions in the acronym DONE prior to physical intervention.
- I-H-2.7 Examine debriefings that occur following an incident.
- I-H-2.8 Articulate action taken, both in verbal and written communication.

Performance Standards

You will demonstrate your competence:

- o *** by applying communication strategies (information gathering, arbitration, mediation) in simulated situations.
- o *** by determining when physical intervention is necessary during simulated situations.

Your performance will be successful when:

Basic/Initial Contact:

- o you introduce yourself and explain the reason for your contact in a way that sets the tone for a positive interaction.
- o you ask questions that will help you gather information that will allow you to resolve the call/contact.
- o you decide what action to take and how you will end the interaction.

Mediation:

- o you do not compromise officer safety during the mediation process.
- o you determine if subjects are willing to talk.
- o you determine if subjects are willing to compromise.
- o you set the ground rules for the mediation and make sure all parties understand and adhere to them.
- o you allow one party to talk to you about the issue, then allow the other party to talk to you, then have them talk to each other.
- o you work toward a mutually acceptable resolution.

Arbitration (REACT and DONE):

- o you make a request for the subject to do something, explaining why action is needed.
- o if subject refuses, you then offer limited choices and give the subject a moment to decide.
- o you take appropriate action based on what choice the subject made.
- o you identify the four conditions in which you are done talking and must take action (Danger, Overriding concern, No progress, Escape).
- o you make clear commands before, during and after any physical intervention.
- o you provide a debriefing to subjects after a physical intervention.
- o you articulate and justify actions taken, both verbally and in writing.

I-H-3 Incorporate communication skills in specific situations.

Learning objectives

What you will learn as you master the competency:

- I-H-3.1 Discuss the benefits of good workplace communication.
- I-H-3.2 Compare communication styles for on and off duty environments.
- I-H-3.3 Identify steps to take in conducting a death notification.

Performance Standards

You will demonstrate your competence:

- o by evaluating typical responses given by officers and re-writing the response to be more helpful and professional.
- o by making a death notification in a simulated environment.

Your performance will be successful when:

- o you identify the benefits and barriers to communication in the workplace.
- o you indicate a better manner of responding to a question or statement from another individual.
- o you identify positive ways to communicate with your friends and family while off duty.
- o you make a death notification following the suggested guidelines (go with certainty, go without delay, go in person, go in pairs, make the approach, deliver the notification, demonstrate compassion, provide closure and follow-up, and exercises self-care after the notification). (Law enforcement only - not in jail curriculum).

I-I Principles of Subject Control (POSC) (16)

In this course, students will learn the basic conceptual framework and physical skills for application of Principles of Subject Control (POSC), which is the system for proper use of force in correctional setting. Students will learn the legal basis for and limitations on use of force; key concepts, including the Control Theory, the First Responder Philosophy, and Disturbance Resolution; and the key components of Disturbance Resolution: approach considerations, intervention options, and follow-through considerations. Additionally, students will learn to articulate use of force actions, both verbally and in writing. Students will practice the psychomotor skill tactics and techniques that are set forth as trained use of force options. The first section will focus on knowledge and concepts. The second section will use that knowledge while applying the physical actions.

I-I-1 Apply principles and concepts regarding legal standards governing use of force in a correctional setting.

Learning objectives

What you will learn as you master the competency:

- I-I-1.1 List the purposes for use of physical force in a correctional setting.
- I-I-1.2 Identify examples of inappropriate use of physical force in a correctional setting.
- I-I-1.3 Indicate the standard for determining the appropriateness of use of force by law enforcement and corrections officers established by the U.S. Supreme Court in *Graham v. Connor*.
- I-I-1.4 Identify the factors that, in general, affect whether or not force in a correctional setting is "objectively reasonable."
- I-I-1.5 Describe the key elements of the U.S. Supreme Court's ruling in *Hudson v. McMillian*, in regard to use of force against inmates.
- I-I-1.6 Identify the key provisions of DOC 350.22 in regard to use of force in a jail setting.
- I-I-1.7 Identify the key provisions of s.940.29, Wisconsin statutes, in regard to the responsibilities of jail officers.
- I-I-1.8 Identify the key reasons that it is important for a jail officer to know and follow agency policy on use of force.
- I-I-1.9 List the three ways in which use of force by a jail officer may be legally justifiable.
- I-I-1.10 Explain the concept of "De-escalation" and how it relates in a detention setting.

Performance Standards

You will demonstrate your competence:

- by analyzing role-played or videotaped simulated situations involving use of force in a jail setting.
- by determining whether or not legal standards regarding use of force are met.
- by explaining, either verbally or in writing as directed by the instructor, whether use of force met state guidelines and standards

Your performance will be successful when:

- you determine if a potential use of force situation is or is not related to a legitimate correctional objective;
- you determine whether or not the force used in the situation seemed to meet the standard of being "objectively reasonable";
- you articulate whether or not use of force by an officer is in violation of the provisions of state law under s.940.29

I-I-2 Apply concepts underlying use of force restrictions in an institutional setting.

Learning objectives

What you will learn as you master the competency:

- I-I-2.1 List the common restrictions on use of force in a correctional setting.
- I-I-2.2 Identify the key reasons why an officer must know the use of force restrictions in an institutional setting.

Performance Standards

You will demonstrate your competence:

by analyzing written case study scenarios involving use of force in a jail, either individually or in a group.

by determining whether factors limiting the application of physical force seemed to exist.

Your performance will be successful when:

you determine whether restrictions or limitations on use of physical force seem to be present in each case study;

you indicate applicable restrictions on use of force;

you explain the reasons for your responses, as appropriate.

I-I-3 Apply the conceptual bases of the POSC system.

Learning objectives

What you will learn as you master the competency:

- I-I-3.1 List the key premises underlying the POSC system.
- I-I-3.2 Explain the "Control Theory."
- I-I-3.3 Indicate the two key principles underlying the "Control Theory."
- I-I-3.4 Explain the concept of "control versus criminal actions."
- I-I-3.5 Define the four basic categories of correctional emergencies.
- I-I-3.6 List the steps in the "First Responder Philosophy."
- I-I-3.7 Indicate the assessment steps involved in the "Initial Medical Assessment" element of the First Responder Philosophy.
- I-I-3.8 Identify the key purpose of the "debriefing" step of the First Responder Philosophy.
- I-I-3.9 List the three major components of the "Disturbance Resolution Model."

Performance Standards

You will demonstrate your competence:

- by stabilizing/controlling/subduing an inmate in a role-play or simulated situation.
- by applying the steps of the "First Responder Philosophy" in a jail setting.

Your performance will be successful when:

- you assess the type of correctional emergency;
- you notify the control center via radio and request back-up, if appropriate;
- you determine the appropriate action in accordance with the "Disturbance Resolution Model";
- you enter the emergency site when it is appropriate to do so;
- you stabilize the subject(s) and the scene;
- you conduct initial medical assessment and provide treatment to your level of training;
- you determine if the subject has "special needs" that require additional care or supervision;
- you communicate with staff members and others;
- you participate in a debrief with people involved in a correctional emergency situation.

I-I-4 Use approach considerations to make decisions on use of force.

Learning objectives

What you will learn as you master the competency:

- I-I-4.1 List the three things that an officer must do in his or her initial approach to a correctional disturbance emergency situation.
- I-I-4.2 Identify the two key questions that must be made as part of the "decision-making" phase of APPROACH CONSIDERATIONS.
- I-I-4.3 List the factors that an officer should consider in determining the desirability of making contact in response to a disturbance emergency.
- I-I-4.4 Indicate the issues that apply in regard to "Tactical Deployment."
- I-I-4.5 List the three things that an officer must do as part of "Tactical Evaluation."
- I-I-4.6 List the four considerations in regard to "Tactical Evaluation."
- I-I-4.7 Define "Threat Assessment Opportunities."
- I-I-4.8 Identify the key factors that an officer should consider as part of "Threat Assessment Opportunities."
- I-I-4.9 Define the three categories of "emotionally-disturbed persons" (EDP's).

- I-I-4.10 Identify the two basic issues to be considered by an officer as part of "officer(s) / subject(s) factors."
- I-I-4.11 Identify issues included under the category "special circumstances," which is part of Tactical Evaluation.
- I-I-4.12 Define the term "stabilization" as it applies to use of force in a jail setting.

Performance Standards

You will demonstrate your competence:

- by participating in or evaluating a role-play or simulated situation that may or may not require the use of force.
- by using decision-making concepts and skills in a jail setting.
- by determining whether or not to make a contact with an inmate.

Your performance will be successful when:

- you determine if the reason to make a contact with an inmate or inmates is related to a legitimate correctional objective;
- you determine if it is safe to make contact with an inmate or inmates;
- you consider whether or not facility security would somehow be compromised as a result of making contact with an inmate or inmates;
- you determine whether or not the situation seems to be a ruse or set-up;
- you determine the likelihood that larger problems might occur as a result of making contact.

I-J Prepare Reports (4 plus 2 at mid-term hours)

In this course, students will learn basic requirements, guidelines and skills for proper and professional documentation of jail activities and incidents. Key focuses of training include general guidelines for documentation of activities, values and benefits of jail incident reports, and guidelines for writing reports. Additionally, there is a focus is on writing use of force reports as well as reports on incidents involving possible violations of statutes or ordinances. Students will practice writing narrative reports.

I-J-1. Apply general guidelines for documentation of jail activities.

Learning objectives

What you will learn as you master the competency:

- I-J-1.1 Identify the basic guidelines for documentation of activities in a jail setting.
- I-J-1.2 Identify audiences for jail reports.

Performance Standards

You will demonstrate your competence:

- by analyzing sample jail log or incident documents either individually or in a small group;
- by determining whether or not incident documents meet general guidelines for proper documentation of activities or incidents.
- By taking notes of activities for reports.

Your performance will be successful when:

- you read provided samples of jail logs or incident documents;
- you determine whether or not the documents seem to reflect basic guidelines for proper documentation of activities or incidents;
- you explain your determination(s) on the provided documents as directed;
- you indicate which basic guidelines for proper documentation were either met or not met in the documents in accordance with the directions;
- you verbally explain your answers, as appropriate.

I-J-2. Write narrative reports. *

Learning objectives

What you will learn as you master the competency:

- I-J-2.1 List the primary values and benefits of narrative jail reports.
- I-J-2.2 Identify common problems in jail incident reports.
- I-J-2.3 List four basic premises for writing good jail reports.
- I-J-2.4 Identify seven basic elements of a good jail incident report.
- I-J-2.5 Practice writing a basic jail incident report.
- I-J-2.6 Identify the key sections of a proper use of force report.

Performance Standards

You will demonstrate your competence:

***by writing at least one narrative incident report on a simulated or real jail incident.

Your performance will be successful when:

- your report is a narrative incident report, according to a format used at your agency or as indicated by your instructor.
- your report includes appropriate background information relevant to the incident including date and time, location, and names of people involved;
- your report is in chronological order and includes full information about what happened in the incident;

- your report includes any quotations from inmates or others;
- your report identifies specific sources of information;
- your report includes information on action taken in response to the incident;
- you include, as applicable, exhibits relevant to the report (photos, sketches, etc.);
- your report is easily understood and free of spelling and grammatical errors;
- ⊖ you sign your report.

II-K CPR (Cardio-Pulmonary Resuscitation)-w/AED (4 hours)

The CPR program utilized must be approved by the State. The Wisconsin Department of Health Services provides a list of approved providers and courses at this site:

<https://www.dhs.wisconsin.gov/ems/licensing/cpr.htm>

II-L Ethics and Ethical Decision Making (4 hours)

In this course, students will learn basic concepts and guidelines regarding ethics and ethical decision-making in a correctional environment, such as a county jail. Students will explore belief systems, social pressures, moral problems, decision-making and the consequences of decisions. The course includes a specific focus on common ethical problems and dilemmas that may occur in a jail setting.

II-L-1 Describe how professionalism, ethics, and moral standards relate to a corrections career.

Learning Objectives

- II-L-1.1 Identify the elements that are the basis for a moral perspective on ethics in a correctional environment.
- II-L-1.2. Describe the “styles” of being a corrections officer that affects the choices and behaviors of an officer.
- II-L-1.3 Identify how professionalism influences ethics.

You will demonstrate your competence:

- You participate in a class discussion that covers what shapes an individual’s ethics.

Your performance will be successful when:

- You share your thoughts on the importance of positive ethics in a correctional environment.

II-L-2 Practice a code of behavior that embodies the principles and obligations of the American Jail Association Code of Ethics.

Learning Objectives

- II-L-2.1 Identify key components of the American Jail Association Code of Ethics;
- II-L-2.2. Describe the importance of recognizing unethical behavior (slippery slope, complacency, retired on duty, minimizing);
- II-L-2.3. Explain the consequences of unethical behavior (stakeholders, career survival, public, etc.)

You will demonstrate your competence:

- by participating in a structured discussion of ethical situations.

Your performance will be successful when:

- you are prepared;
- you state your position clearly;
- you present complete, relevant evidence needed to support your position ;
- you present accurate information in the discussion;
- you show respect for people with different viewpoints.

I-E-3. Utilize a decision-making model

Learning Objectives

- II-L-3.1 Identify the steps involved in the decision-making process;
- II-L-3.2 Describe how to gather and analyze data, when doing so is necessary;
- II-L-3.3 Describe decision making processes and tools to use in ethical dilemmas.

You will demonstrate your competence:

- by making a decision, using a decision-making model, based on written case studies or on a scenario.

Your performance will be successful when:

- You define the issues and state the ethical dilemmas.
- You identify the interested parties.
- You identify the consequences.
- You identify the obligation or duty based on the AJA code of conduct.

II-M Fire Safety (8 hours)

In this course, students will learn basic concepts, guidelines and skills enabling them to fulfill the role of an officer in assisting with an overall fire safety program in a jail. Basic information on causes of jail fires and factors associated with fires and fire safety are a focus. Students will learn basic fire prevention and control guidelines. Key psychomotor skills taught include extinguishing small fires, responding to alarms, donning and using self-contained breathing apparatus, and search-and-rescue operations. Students will practice key skills.

II-M-1. Control ignition and fuel sources in a jail.

Learning objectives

What you will learn as you master the competency:

- II-M-1.1 Identify basic guidelines for ignition control in a jail.
- II-M-1.2 Discuss the most common fuel sources for fires in a jail setting.
- II-M-1.3 Identify basic guidelines for fuel control in a jail.

Performance Standards

You will demonstrate your competence:

- o by checking for possible ignition and fuel control sources in a simulated jail setting.

Your performance will be successful when:

- o you identify and locate possible sources of ignition and/or fuel (as determined by instructor);
- o you document any ignition and/or fuel control sources.
- o you remove or contain the sources of ignition and/or fuel.

II-M-2. Respond to jail fire alarms.

Learning objectives

What you will learn as you master the competency:

- II-M-2.1 Outline the responsibilities of an officer in regard to fire detection equipment in a jail.
- II-M-2.2 Identify the response procedures to a fire alarm in a jail.

Performance Standards

You will demonstrate your competence:

- o by responding to a jail fire alarm in a real or simulated jail setting.

Your performance will be successful when:

- o you follow the facility's established procedures for what to do if a jail fire alarm sounds, particularly in regard to contacting the local fire department.
- o you contact the local fire department, if necessary.
- o you maintain jail security while protecting the safety of inmates, jail staff, and firefighting personnel.

II-M-3. Extinguish small fires. *

Learning objectives

What you will learn as you master the competency:

- II-M-3.1 Differentiate between the five common categories of fires.
- II-M-3.2 Illustrate the tasks of a jail officer in regard to fire extinguishers in a jail.
- II-M-3.3 List the steps in the P-A-S-S sequence for activating a fire extinguisher.
- II-M-3.4 Identify the things that an officer should check for when inspecting a jail fire extinguisher.

Performance Standards

You will demonstrate your competence:

- o by determining if a fire extinguisher is in proper working condition.
- o ***by using a portable fire extinguisher in accordance with the P-A-S-S sequence.
- o ***by extinguishing a small fire in a liquid pan.

Your performance will be successful when:

- o you identify the inspection requirements for fire extinguishers
- o you carry a portable extinguisher to a designated location, in proper upright position;
- o you properly activate the extinguisher;
- o you maintain proper safe distance from the fire;
- o you extinguish the fire.

II-M-4. Don self-contained breathing apparatus (SCBA). *

Learning objectives

What you will learn as you master the competency:

- II-M-4.1 Identify the basic parts of an open circuit SCBA unit.
- II-M-4.2 Describe the steps of a daily inspection of an SCBA unit.
- II-M-4.3 List the steps in conducting a pre-don check of an SCBA unit.

Performance Standards

You will demonstrate your competence:

- o ***by conducting a pre-don check of a SCBA unit in a classroom or lab setting.
- o ***by donning an SCBA unit in a classroom or lab setting.

Your performance will be successful when:

#1: PRE-DON CHECK OF SCBA:

- o you follow designated steps to physically and visually check the facepiece, tank and tank pressure, and harness assembly.
- o you test the regulator and alarm system by checking that the mainline and by-pass valves are closed, covering the exhalation port, opening the mainline valve, turning off the air valve, and checking that the alarm rings at approximately 500 p.s.i.

#2: DONNING SCBA:

- o you check the air tank pressure gauge to ensure there is at least 1,750 p.s.i.;
- o you hang the facepiece around your neck by the attached strap and then put on the harness assembly and fasten all straps;
- o you check that the mainline valves and bypass valves are closed and then open the air tank valve all the way;
- o you place the facepiece on securely, and then check the mask seal and exhalation valve;
- o you place the hose coupling in the exhalation port and turn on the mainline valve, and then check the regulator air pressure gauge.

II-M-5. Conduct search-and-rescue operations.

Learning objectives

What you will learn as you master the competency:

- II-M-5.1 Summarize the basic tasks that an officer should perform in a search-and-rescue operation.
- II-M-5.2 Articulate the process for a simulated search and rescue operation to locate inmates in a living area.
- II-M-5.3 Identify the elements regarding evacuation of inmates that a jail officer must know in advance of an emergency.
- II-M-5.4 Demonstrate carrying methods for removing victims from a smoke-filled environment.

Performance Standards

You will demonstrate your competence:

- o ***by conducting a search-and-rescue operation in a simulated smoke-filled jail setting.

Your performance will be successful when:

- o you don and wear a SCBA unit and enter a smoke-filled, or simulated smoke-filled environment, and remain in the location for at least 5 minutes;
- o you and your partner locate at least one dummy or mannequin which has been placed in the smoke-filled jail setting.

II-N Inmate Supervision and Behavior Control (12 hours)

In this course, students will learn principles, guidelines and skills for supervising jail inmates and controlling inmate behavior. Key issues include the significance of jail security and inmate safety in effective supervision, skills for observing inmates, guidelines for effective staff-inmate relations, fraternization, and guideline to identify and avoid inmate manipulation attempts. In regard to inmate behavior control, both positive behavior control strategies and strategies to control negative behavior (punishment for rules violations) are featured. The state legal requirements for discipline of inmates are a key focus. Students will practice supervision and behavior control skills in simulated situations.

II-N-1. Apply basic principles of supervision and behavior control.

Learning objectives

What you will learn as you master the competency:

II-N-1.1 List the basic goals for supervision of inmates.

II-N-1.2 Identify key principles for supervision of inmates and control of inmate behavior.

Performance Standards

You will demonstrate your competence:

- o by participating in a small group discussion regarding basic goals for and principles of inmate supervision.
- o by presenting the group's observations to the rest of the class.

Your performance will be successful when:

- o you enter into discussions regarding the goals and principles of inmate supervision;
- o you identify the goals and principles you regard as the most important and why;

- you present complete, relevant evidence needed to support your position;
- you offer questions or comments during the discussion;
- you participate in the group presentation.

II-N-2. Protect inmates in custody.

Learning objectives

What you will learn as you master the competency:

- II-N-2.1 Indicate the three key components of a jail officer's legal duty to protect inmates.
- II-N-2.2 Identify key guidelines for an officer to follow to try to keep inmates safe from other inmates.

Performance Standards

You will demonstrate your competence:

- by determining and implementing appropriate measures to keep an inmate safe from other inmates in a role-play or simulated situation.

Your performance will be successful when:

- you become aware of a possible risk or threat to the safety of one or more inmates;
- you obtain information to help you assess the degree of risk or threat in the situation;
- you determine appropriate action to take to try to keep the inmate(s) safe from others;
- you implement appropriate action;
- you document all aspects of the situation, including action(s) taken to ensure safety.

II-N-3. Observe inmates in custody.

Learning objectives

What you will learn as you master the competency:

- II-N-3.1 Indicate key things that an officer can learn by carefully observing inmates.
- II-N-3.2 List the basic skills involved in "sizing up" situations while observing inmates.
- II-N-3.3 Identify guidelines for effective observation of inmates.
- II-N-3.4 Indicate the three major parts of good positioning.
- II-N-3.5 Describe the different skills needed to observe inmates in an indirect versus direct supervision area.

Performance Standards

You will demonstrate your competence:

- by "sizing up" a situation by observing inmates in a role-play or simulated situation.

Your performance will be successful when:

- you maintain good position so that you can see and hear what is going on with inmates;
- you maintain proper body posture while observing inmates;
- you pay attention to the emotional climate among inmates;
- you watch for indications of tension among inmates;
- you determine if a situation seems to mean trouble or not;
- you document problems or concerns, based on your observation.

II-N-4. Apply guidelines for effective staff-inmate relations.

Learning objectives

What you will learn as you master the competency:

II-N-4.1 List basic principles and techniques for staff-inmate supervision.

II-N-4.2 Identify reasons that being available to listen to inmates is important.

II-N-4.3 Indicate the key provisions of s.940.29 in regard to an officer's abuse, neglect, or ill-treatment of inmates.

Performance Standards

You will demonstrate your competence:

- By working in groups to discuss techniques for supervision of inmates, how to notice when an inmate is attempting to manipulate one of your co-workers, and how to protect inmates from themselves, other inmates and staff.

Your performance will be successful when:

- your discussion indicates your ideas as to the most important elements of effective supervision;
- your discussion covers why each of the listed ideas or concepts are important as an element of supervision.
- You discuss how to identify when an inmate is manipulating others through examples or actual situations.

II-N-5. Apply guidelines to avoid fraternization and sexual misconduct with inmates.

Learning objectives

What you will learn as you master the competency:

- II-N-5.1 Indicate the common problems that can result from an officer's failure to recognize and respect boundaries between officers and inmates.
- II-N-5.2 List specific things that an officer should avoid doing in order to maintain a professional distance from inmates.
- II-N-5.3 List key guidelines for officers to follow in order to avoid fraternization.
- II-N-5.4 Identify key provisions of s.940.225 in regard to an officer having sexual contact or sexual intercourse with inmates.
- II-N-5.5 List behaviors by an officer, other than those indicated in s.940.225 that could constitute sexual misconduct.
- II-N-5.6 Describe correct action by an officer if he or she violates fraternization boundaries.

Performance Standards

You will demonstrate your competence:

- by acting correctly to avoid fraternization with an inmate or inmates in a role-play or simulated situation.
- By participating in a discussion of the consequences for violating PREA.

Your performance will be successful when:

- you recognize that you are involved in a situation involving inappropriate fraternization with an inmate or inmates;
- you follow guidelines for avoiding fraternization;
- you document the situation appropriately;
- you inform a supervisor of the situation.
- You read and/or are told of that if an officer violates PREA, it is a felony.

II-N-6. Identify and avoid inmate manipulation attempts.

Learning objectives

What you will learn as you master the competency:

- II-N-6.1 Identify common reasons that jail inmates attempt to manipulate staff members.
- II-N-6.2 List assumptions that an officer should make in regard to inmate manipulation attempts.
- II-N-6.3 Identify common categories, or types, of inmate manipulation attempts, and the characteristics of each.
- II-N-6.4 Indicate suggested actions officers should take to avoid being manipulated in specific types of inmate manipulation attempts.

II-N-6.5 Describe correct action by an officer if he or she gets caught in an inmate manipulation attempt ("con game").

Performance Standards

You will demonstrate your competence:

- By reviewing articles of correction officers being manipulated by inmates and identifying what the officer could have done at various points in the manipulation continuum.

Your performance will be successful when:

- you recognize that an inmate attempted or conducted a specific manipulation attempt;
- you identify the various specific manipulation(s) attempted;
- you identify the proper steps or measures that could have been taken to possibly avoid being manipulated;
- you document the situation and actions taken;
- you inform a supervisor of the situation and actions taken, as appropriate.

II-N-7. Use positive behavior management principles and techniques.

Learning objectives

What you will learn as you master the competency:

II-N-7.1 List actions that are part of "positive behavior management."

II-N-7.2 Identify the advantages of offering a variety of programs and a range of privileges to jail inmates.

Performance Standards

You will demonstrate your competence:

- by analyzing written or videotaped case studies involving inmate behavior management measures to identify examples of positive behavior management.
- by preparing a written response to the case studies.

Your performance will be successful when:

- you indicate which positive behavior management method (if any) was utilized in each case study;
- you indicate which other behavior managements (if any) were utilized in each case study;
- your response demonstrates a thorough understanding of relevant aspects of the case;
- your response is supported by relevant evidence;
- your response is organized;
- your response evidences correct grammar, punctuation, and spelling.

II-N-8. Discipline inmates for violations of jail rules. *

Learning objectives

What you will learn as you master the competency:

- II-N-8.1 Identify the characteristics of a good disciplinary (behavior control) system in a jail.
- II-N-8.2 List prohibited forms of punishment for rules violations.
- II-N-8.3 Describe the requirements of DOC 350.24 regarding informing inmates of jail rules.
- II-N-8.4 Indicate the two things that distinguish "minor" rule violations from "major" rules violations, according to DOC 350.24.
- II-N-8.5 List the three possible penalties that may be imposed on inmates for minor rules violations, according to DOC 350.24(2).
- II-N-8.6 Identify the required procedures for handling an apparent minor rules violation incident, according to DOC 350.24(2).
- II-N-8.7 Describe general guidelines for disciplining inmates for minor rules violations.
- II-N-8.8 List the possible penalties that may be imposed on inmates for major rules violations, according to DOC 350.24(3).
- II-N-8.9 Describe the role of a jail officer in the provision of "due process" for an apparent major rules violation by an inmate.
- II-N-8.10 Identify the purpose of an officer's written incident report on an apparent major rules violation by an inmate.
- II-N-8.11 Identify the allowed reasons that an inmate may be placed in administrative confinement, according to DOC 350.25.
- II-N-8.12 Describe the required procedures under DOC 350.25 for placing an inmate in administrative confinement.

Performance Standards

You will demonstrate your competence:

- By reading case studies and determining the appropriate discipline process for the inmates involved.

Your performance will be successful when:

#1 - DISCIPLINE case studies:

- You read the case study and determine if discipline is needed.
- You determine if it is a major or minor violation of jail rules.
- you ask the inmate if he or she is aware of the rule that was apparently violated;

- you give the inmate an opportunity to verbally explain his or her behavior in regard to the rules violation;
- you explain to the inmate the anticipated penalty you are considering, and the procedures for implementing the penalty;
- you impose the penalty on the inmate;
- you inform a supervisor of the incident and the penalty imposed;
- you document the incident and the penalty imposed on the inmate.

#2: INCIDENT REPORT:

- your report includes a formal statement of the charges, including the specific rule or rules violated;
- your report includes the date and time of the incident;
- your report includes a detailed description of the facts concerning the incident;
- your report includes, if applicable, information on any unusual inmate behavior;
- your report includes names of any staff or inmate witnesses, if applicable;
- your report includes information on the disposition of any physical evidence, if applicable;
- your report includes information on any immediate action taken, including the use of force;
- your report includes your signature and the time and date of your report.

II-O Investigations (2 hours)

In this topic, Jail officers will learn the basic investigation skills needed to respond to crime scenes. The focus will be on protecting the scene and evidence.

II-O-1 Conduct basic investigations.

Learning objectives

What you will learn as you master the competency:

- II-O-1.1 Identify and secure the scene.
- II-O-1.2 Identify proper procedure to protect evidence and contraband.
- II-O-1.3 Gather information from people involved in the alleged violation.
- II-O-1.4 Document your findings

Performance Standards

You will demonstrate your competence:

- by participating in a class discussion of a crime scene in a jail setting.
- By discussing what would be important to be in a report using the crime scene presented.

Your performance will be successful when:

- You identify the boundaries of the crime scene.

- o You identify any items of evidence.
- o You identify any contraband items that may or may not pertain to the incident.
- o You properly protect evidence and contraband.
- o You interview any people involved in the incident.

II-P Jail Hostage Response (4 hours)

In this course, students will learn key concepts and guidelines regarding what to do in the event of being taken hostage in a jail. Students will learn indicators of possible pending hostage situations, and key hostage survival techniques in the event of a jail hostage situation. In addition, students will learn guidelines for proper action during a tactical operation to end a hostage situation. Finally, students will learn guidelines for proper action in the aftermath of a hostage situation, including guidelines for effective emotional survival, both short-term and long-term.

II-P-1. Remain alert for indications of possible hostage situations.

Learning objectives

What you will learn as you master the competency:

- II-P-1.1 Identify common reasons that hostage situations develop and occur in jails.
- II-P-1.2 Identify early warning signs of possible impending hostage situations.

Performance Standards

You will demonstrate your competence:

- o By analyzing written case studies and/or videos of situations involving possible hostage situations.

Your performance will be successful when:

- o You read the provided case studies and/or view assigned videos (either individually or in small groups, as assigned by instructor);
- o You analyze each case study or video on the basis of information and concepts learned during training;
- o You answer the questions on the case study or video questionnaire forms;
- o You verbally explain your answers, as appropriate.

Apply POSC concepts and guidelines to possible hostage situations in a jail.

Learning objectives

II-P-2.

What you will learn as you master the competency:

- II-P-2.1 Explain the principles underlying the Control Theory
- II-P-2.2 Describe basic guidelines for achieving control of inmates
- II-P-2.3 Identify basic guidelines for proper action to try to prevent a hostage situation from occurring, to the extent possible

Performance Standards

You will demonstrate your competence:

- o By working in groups and responding to several written scenarios.

Your performance will be successful when:

- o Your answers indicate your understanding of the Control Theory in the POSC system;
- o Your response clearly sets forth your ideas on the importance of knowing and following key POSC concepts and guidelines to avoid being taken hostage in a jail.

II-P-3. Apply hostage survival techniques and guidelines in the event of a jail hostage situation.

Learning objectives

What you will learn as you master the competency:

- II-P-3.1 List common inmate behavior patterns during hostage situations.
- II-P-3.2 List the common psychological stages experienced by hostages and hostage takers.
- II-P-3.3 Identify key recommended hostage survival techniques and guidelines.
- II-P-3.4 List key events or occurrences that an officer who has been taken hostage should try to observe during a hostage situation.

Performance Standards

You will demonstrate your competence:

- o By following recommended hostage survival guidelines and techniques in a role-played or simulated situation.

Your performance will be successful when:

- o You recognize that a developing situation appears to be a potential hostage situation;
- o If taken hostage, you follow trained guidelines for hostage survival, particularly in regard to security and safety measures;

- o You make mental notes about occurrences and inmate behavior, so that you subsequently are able to debrief and document what happened.

II-P-4. Apply guidelines for proper action during a tactical operation to end a hostage situation.

Learning objectives

What you will learn as you master the competency:

- II-P-4.1 Identify things that an officer should try to do during a tactical operation to end a hostage situation.
- II-P-4.2 Identify things that an officer should not do during a tactical operation to end a hostage situation.

Performance Standards

You will demonstrate your competence:

- o By identifying the activities you would need to do in hostage situation involving a jail officer.
- o You identify what activities need to be done including who to contact.
- o You are part of a group and assist in prioritizing activities associated with a hostage situation involving a co-worker.
- o You share with the class your results.

II-P-5 Apply guidelines for proper action in the aftermath of a hostage situation.

Learning objectives

What you will learn as you master the competency:

- II-P-5.1 List some of the longer-term emotional reactions that an officer who has been taken hostage may experience following the hostage situation.
- II-P-5.2 Identify key characteristic symptoms of the Stockholm Syndrome.

Performance Standards

You will demonstrate your competence:

- o By writing a short essay that sets forth your ideas as to what a jail officer should do to best survive emotionally following a stressful event such as a hostage situation.

Your performance will be successful when:

- o Your essay sets forth your ideas and suggestions regarding what an officer should do to best survive emotionally following a stressful event such as being taken hostage.

- o Your essay discusses why it is important for correctional officers to try to effectively control stress following an event like a hostage situation.

II-Q Principles of Subject Control (POSC) (24)

Section II will focus on the hands on portion of POSC as well as writing use of force reports.

II-Q-5 Apply intervention options to control an inmate. *

Learning objectives

What you will learn as you master the competency:

- II-Q-5.1 Indicate the reasons that an officer should try to accomplish the objective of control through presence or dialog.
- II-Q-5.2 Identify the purposes of each of the modes on INTERVENTION OPTIONS.
- II-Q--5.3 Define deadly force.
- II-Q-5.4 Indicate the justification for use of deadly force.
- II-Q-5.5 List the criteria for a subject's threat to be considered "imminent" in regard to justification for application of deadly force.
- II-Q-5.6 Demonstrate the use of dialogue to control a subject in a simulated jail setting.
- II-Q-5.7 Demonstrate empty hand control in a simulated jail setting.
- II-Q-5.8 Understand how intermediate weapons can be used in the detention center.
- II-Q-5.9 Demonstrate the ability to use deadly force decision-making in a simulated jail setting.
- II-Q-5.10 Demonstrate the ability to work through an exposure to OC
- II-Q-5.11 Understand the effects of an ECD and how to safely assist in a situation where an ECD is used.

Performance Standards

You will demonstrate your competence:

- o ***by applying the techniques present in the POSC system in a static environment.
- o by controlling an inmate by use of force in a simulated jail setting.
- o ***by having an exposure to OC while controlling an inmate roleplayer.
- o by participating in a role play situation where an ECD is used.

Your performance will be successful when:

- your techniques conform to the classroom model as specified on the POSC SKILLS CHECKLIST;
- you apply the techniques in a manner that allows you to achieve and maintain control.

II-Q-6 Apply follow-through considerations following use of force.

Learning objectives

What you will learn as you master the competency:

- II-Q-6.1 List the steps that are part of "Follow-through Considerations."
- II-Q-6.2 Identify the critical tasks that an officer performs in association with handcuffing.
- II-Q-6.3 Indicate the steps in "Initial Medical Assessment."
- II-Q-6.4 Identify a key suggested technique for an officer to follow to help rebuild a subject's self-esteem.
- II-Q-6.5 List the common categories of searches.
- II-Q-6.6 Define a "custodial search."
- II-Q-6.7 Identify the recommended position for an officer when escorting a subject.
- II-Q-6.8 Indicate basic guidelines for an officer to follow in regard to transporting subjects to another location following a disturbance emergency.

Performance Standards

You will demonstrate your competence:

- by applying follow-through considerations in a simulated jail setting.

Your performance will be successful when:

- you stabilize the subject(s) through your presence and/or use of verbal directions;
- you stabilize the subject(s) by applying handcuffs;
- you calm yourself, your partner, and the subject;
- you verbally reassure the subject;
- you search the subject, using a type of search that is appropriate to the circumstances;
- you escort the subject to another location, if necessary.

II-Q-7 Articulate use of force decision making.

Learning objectives

What you will learn as you master the competency:

- II-Q-7.1 Indicate reasons why an officer's ability to articulate use of force decisions and actions are important.
- II-Q-7.2 List basic guidelines for an officer to keep in mind when testifying in court on a use of force incident.

Performance Standards

You will demonstrate your competence:

- by verbally explaining key aspects of use of force in a jail setting.
- by analyzing a role-play or simulated situation involving the use of force.

Your performance will be successful when:

- you explain the justification for the use of force;
- you describe approach considerations prior to the application of force;
- you indicate the intervention options used during the incident;
- you explain the reasons for use of all intervention options, including reasons for any escalations to higher force options;
- you describe all follow-through considerations applied following the use of force incident.

II-Q-8 Write use of force reports. *

Learning objectives

What you will learn as you master the competency:

- II-Q-8.1 Identify the title of the suggested document that an officer should use as a guide for writing a use of force report.
- II-Q-8.2 Identify the key elements to be included in a use of force incident report.
- II-Q-8.3 Identify the specific elements of information to be included in regard to approach considerations, in a use of force incident report.
- II-Q-8.4 Indicate the follow-through procedures that should be listed and described in a use of force incident report.

Performance Standards

You will demonstrate your competence:

- ***by writing a use of force incident report based on a role-play or simulated situation in a jail setting.

Your performance will be successful when:

- your report includes relevant background information on the subject and situation;

- your report includes information on approach considerations, including decision-making, tactical deployment and tactical evaluation;
- your report includes information on all intervention options used during the incident;
- your report includes information on the subject's and officer's actions, the officer's reasons for intervention, and for each intervention option that was applied;
- your report includes information on any investigative findings regarding the incident.

Apply basic ground defense concepts and escapes.

II-Q-9

II-Q-9.1 Defend against a tackle or takedown.

II-Q-9.2 Fall safely with and without a subject in contact with an officer.

II-Q-9.3 Defend self within a ground defense position

II-Q-9.4 Transition from a ground position to a standing position.

II-Q-9.5 Move properly and escape from various ground positions.

II-Q-9.6 Use focused strikes from various ground positions.

II-Q-9.7 Articulate the use of deadly force from ground defense **positions**.

Performance standards

You will demonstrate your competence:

- *** by demonstrating the proper application of ground defense and escapes

Your performance will be successful when:

- you explain the purpose of ground defense and escapes as they relate to working in the jail.
- you demonstrate five ground defense escape positions (outside the guard, inside the guard, side mount, mount, and rear naked choke).
- you explain four concepts within ground defense (defense, escape, self-defense, and deadly force).
- you explain the table top concept and its relevance to ground defense and escapes

II-R Suicide Prevention (4 hours)

In this course, students will learn how to recognize the clues and signs of a co-worker, or themselves, in crisis which could lead to suicide. The students will also learn to ask the question: “Are you thinking of committing suicide?”

II-R-1 Suicide Prevention*

Learning objectives

What you will learn as you master the competency:

- II-R-1.1 List the reasons officers commit suicide
- II-R-1.2 Discuss the stigma associated with mental health, substance abuse and suicide prevention services.
- II-R-1.3 Recognize at-risk behavior, treatment, and services needed to address suicidal ideations.
- II-R-1.4 Recognize the triggers, signs, and events that can cause Post Traumatic Stress Disorder (PTSD)
- II-R-1.5 Identify effective suicide prevention strategies.
- II-R-1.6 Identify effective suicide prevention resources.

Performance Standards

You will demonstrate your competence:

- o by participating in class discussions and activities around suicide prevention strategies.
- o by participating in class discussions regarding PTSD and services to assist those with PTSD
- o ***by participating in role plays where you ask someone if they are planning on committing suicide.

Your performance will be successful when:

- o you describe clues and warning signs to suicide
- o you explain steps you can take to intervene if you suspect someone is contemplating suicide
- o you identify suicide prevention resources
- o you identify reasons law enforcement, including correction, officers commit suicide
- o you describe the triggers and signs that lead to PTSD
- o you identify early intervention strategies
- o you identify the myths of suicide

II-S Supervision of Special Needs Inmate/Crisis Intervention (16 hours)

In this course, students will learn concepts, guidelines and skills for proper supervision of "special needs" inmates in a jail setting, primarily including those who are emotionally distressed, mentally disordered, suicide risks, and/or developmentally disabled. Key issues to be covered include intake screening, recognition of problem situations or possible disorders, guidelines for management and supervision of inmates, and documentation. Students will also learn basic crisis intervention skills for responding to inmates undergoing various categories of crises. Students will practice key skills in simulated situations.

II-S-1. Supervise inmates undergoing normal emotional distress. *

Learning objectives

What you will learn as you master the competency:

- II-S-1.1 Identify sources of normal emotional distress among inmates.
- II-S-1.2 Identify guidelines for supervision of inmates experiencing normal emotional distress.

Performance Standards

You will demonstrate your competence:

- ***by responding properly to an inmate experiencing an emotional crisis in a role-played or simulated situation.

Your performance will be successful when:

- you remove the inmate from the scene of the crisis;
- you try to get the inmate to talk with you about the crisis;
- you are directive and supportive, explaining each step you are going to take;
- you attempt to resolve the situation as best you can, and/or refer the inmate to professional assistance;
- you document the situation and action taken in a log book.

II-S-2 Supervise inmates with known or suspected mental illness. *

Learning objectives

What you will learn as you master the competency:

- II-S-2.1 List the three characteristics that a person may display that may indicate a potentially-serious mental health problem.
- II-S-2.2 List the four categories of possibly-serious mental disorders that are common among inmates in jails.
- II-S-2.3 List common indicators of serious depression.

- II-S-2.4 Define hallucinations.
- II-S-2.5 Define delusions.
- II-S-2.6 List basic guidelines for documentation of observations of inmate behavior that may be indicative of emotional distress or mental disorder.
- II-S-2.7 List basic guidelines for effective supervision of inmates undergoing serious depression.
- II-S-2.8 Identify the key reason that serious depression of jail inmates is a significant concern.
- II-S-2.9 List basic guidelines for supervision of inmates with serious thought disorders.
- II-S-2.10 Identify at least four medical conditions that can cause behavior that is similar to behavior associated with mental disorders.

Performance Standards

You will demonstrate your competence:

- ***by conducting a health screening of an inmate who may have a mental illness.
- ***by determining whether an inmate has a possible mental disorder or needs psychiatric care.
- by using appropriate communication skills for asking questions.

Your performance will be successful when:

- you explain to the inmate the purpose of conducting the health screening;
- you observe the inmate for visual indicators of possible significant emotional distress or mental illness;
- you ask the inmate the questions on the screening form;
- you ask the inmate follow-up questions to obtain complete information;
- you properly document the answers to visual observations and questions asked on the screening form.
- You identify the signs and symptoms of Dementia and Autism.

II-S-3. Supervise inmates who are or may be suicide risks.*

Learning objectives

What you will learn as you master the competency:

- II-S-3.1 List the recommended questions to ask during an intake health screening to determine an inmate's possible suicide risk.
- II-S-3.2 Identify common behavioral indicators of possible suicide risk in an inmate.

- II-S-3.3 List the questions that are appropriate to ask an inmate who has made verbal references to death or suicide.
- II-S-3.4 Identify the assessment factors that may help determine if an inmate is a possible high suicide risk.
- II-S-3.5 Identify the best option for monitoring an inmate who is considered a very high suicide risk.
- II-S-3.6 Indicate the usefulness of a non-suicide pact or agreement as a tool to try and prevent an inmate suicide attempt.
- II-S-3.7 Identify the procedure to cut down a hanging inmate, whether or not the victim appears to be dead.
- II-S-3.8 Identify the after effects of an in-custody death for staff and resources available to them.

Performance Standards

You will demonstrate your competence:

- by conducting an oral interview / contact with a suicidal inmate in a role-play or simulated situation.
- ***by participating as a member of a two-officer team intervening in an inmate hanging attempt.
- By participating in a debrief after the PAT.

Your performance will be successful when:

#1 - INTERVIEW / CONTACT:

- you interview the inmate in a location where you can talk more privately;
- you directly ask the inmate if he or she wants to be dead.
- you ask the inmate direct questions about his or her suicidal plans or intent;
- you attempt to arrive at some sort of short-term resolution, or disposition, to try to ensure the safety of the inmate.

#2 - INTERVENTION IN HANGING ATTEMPT:

- you assess the situation upon arriving at the scene;
- you call for backup immediately;
- you evaluate the situation to try to determine if it is a set-up;
- you lock-down other inmates in the area (if applicable);
- you enter the emergency site when safe to do so;
- you follow guidelines to cut down the hanging person safely;
- you follow guidelines to lower the victim to the ground;
- you conduct an initial medical assessment of the victim;
- you provide necessary and appropriate first aid and/or CPR;

- you communicate the inmate's medical status with other staff members and/or medical care providers;
- you conduct a debrief and document the incident immediately following the emergency situation.

II-S-4. Supervise inmates with apparent developmental or intellectual disabilities.

Learning objectives

What you will learn as you master the competency:

- II-S-4.1 List common personality characteristics of inmates with an intellectual disability.
- II-S-4.2 Explain the legal "duty to protect" inmates who are or may have an intellectual disability or have some other form of developmental disability.
- II-S-4.3 Indicate guidelines for proper supervision of inmates with apparent developmental disabilities.
- II-S-4.4 Identify Autism Spectrum Disorder (ASD) and what symptoms you may see in the jail.

Performance Standards

You will demonstrate your competence:

- by analyzing written case studies regarding supervision of inmates with possible developmental disabilities, either individually or in a group.
- by determining whether or not proper guidelines for supervision were followed.
- by completing a case study form.
- by participating in a group discussion about supervising inmates with developmental disabilities.
- By watching a video of a person with autism.

Your performance will be successful when:

- you determine whether the officer responses indicated in the case studies were or were not in conformance with suggested guidelines for proper supervision of inmates with developmental disabilities;
- you document your answers in the appropriate spaces on the case study form;
- you verbally explain the reasons for your answers, as appropriate.

II-S-5. Use Crisis Intervention Tactics.

Learning objectives

What you will learn as you master the competency:

- II-S-5.1 Identify the three categories of emotionally-disturbed persons (EDP's).
- II-S-5.2 List the three steps in pre-intervention preparation.
- II-S-5.3 List the five steps in the Crisis Intervention Format.
- II-S-5.4 Identify key guidelines for an officer to follow in attempting to resolve a crisis intervention situation.

Performance Standards

You will demonstrate your competence:

- by responding to an inmate who is undergoing a crisis in a simulated jail setting.
- by applying crisis intervention techniques to resolve the situation.

Your performance will be successful when:

- you try to get the inmate's attention;
- you check on the person's perception of reality by asking basic questions;
- you attempt to establish rapport with the person by letting him or her know that you are there to help, and by acknowledging their fears and their experiences;
- you explain your perception of reality to the person, without denying their perception of reality;
- you attempt to resolve the situation.

II-T-Respecting Cultural Diversity (4hrs) Required May 2022

In this 200-hour jail academy course, students will examine the different cultures found in the jail and the community. They will learn how their own culture influences their behavior including biases they weren't aware that they had (implicit biases). Further, they will examine the terms and cultures surrounding those in the SOGIE (sexual orientation, gender identity, and gender expression) community. Each of these areas will be discussed in relation to how they pertain to creating safety and security in the jail.

II-T-1	<p>Examine how culture influences your behavior.</p> <p>II-T-1.1 Describe how cultural identity is shaped.</p> <p>II-T-1.2 Explain the impacts of culture.</p> <p>II-T-1.3 Apply strategies for fostering cultural equity in a professional setting</p> <p>Performance Standards</p> <p><i>You will demonstrate your competence:</i></p> <ul style="list-style-type: none"> ● by researching a culture that you are not a part of and report out to the class ● by identifying the common cultures with the people in the room ● by examining ways to interact with people from other cultures
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	<ul style="list-style-type: none"> • by providing examples of being equal versus equitable. <p><i>Your performance will be successful when:</i></p> <ul style="list-style-type: none"> • you participate in a discussion regarding the class presentations of cultures. • you recognize that you have common cultures with several classmates • you share how you would respond to someone who you said something that goes against their culture. (Apologize and ask for clarification if needed.)
II-T-2	<p>Examine the concept of implicit bias and how it can impact your perception and behaviors.</p> <p>II-T-2.1. Recognize that biases are normal and that all people, even well-intentioned people, have biases.</p> <p>II-T-2.2. Analyze how unconscious or implicit bias works in the human mind.</p> <p>II-T-2.3. Describe the impact of bias on a detention officer’s perceptions and behavior.</p> <p><i>Performance Standards</i></p> <p><i>You will demonstrate your competence:</i></p> <ul style="list-style-type: none"> • by identifying common biases including your own • by determining how acting on a bias can create challenges for you • by analyzing how to avoid acting on a bias <p><i>Your performance will be successful when:</i></p> <ul style="list-style-type: none"> • by participating in an exercise identifying bias • by watching the video, “Do You Have a Racial Bias?” https://www.buzzfeed.com/jessicamassa1/do-you-have-a-racial-bias?utm_term=.xvWMMBB8Yq#.kbQee77brQ 5:09 OR by watching the video: “A Class Divided” (until 19:40 and participating in a class discussion. https://www.youtube.com/watch?v=1mcCLm_LwpE
II-T-3.0	<p>Examine Gender and Sexuality and strategies to support LGBTQ in the detention facility.</p> <p>II-T-3.1 Explain the differences between sexual orientation, gender identity, and gender expression (SOGIE).</p> <p>II-T-3.2 Examine the impact of bias on the lesbian, gay, bisexual, and transgender (LGBT) community.</p> <p>II-T-3.3 Outline strategies for keeping LGBTQ inmates safe.</p> <p><i>Performance Standards</i></p> <p><i>You will demonstrate your competence:</i></p> <ul style="list-style-type: none"> • by describing each component of SOGIE • by defining the terms used to describe SOGIE • by learning strategies to treat members of SOGIE appropriately

	<p><i>Your performance will be successful when:</i></p> <ul style="list-style-type: none">• you watch the video, "Shameless, gender identity scene." https://www.youtube.com/watch?v=ssTZtRQmhxY• you brainstorm ideas that can be done in your facility to keep LGBTQ inmates safe.
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