

Corrections



FLORIDA

BASIC RECRUIT

TRAINING PROGRAM VOL.1 (2026.07)

Basic Recruit Training for Florida Correctional Officers: Volume 1

Copyright © 2026 by the Florida Department of Law Enforcement (FDLE)

Disclaimer

FDLE makes a sincere effort to ensure accuracy and quality of its published materials; however, no warranty, expressed or implied, is provided. FDLE disclaims any responsibility or liability for any direct or indirect damages resulting from the use of the information in this course or products described in it. Mention of any product does not constitute an endorsement by FDLE of that product. All referenced persons, places, or situations are intended to be fictional, unless otherwise stated. Any resemblance to real persons, places, or situations is coincidental. The training in this course is provided to familiarize students with issues that may involve high liability and/or high stress. FDLE urges students to ensure that their practices are correct in accordance with their agencies' policies and procedures. Employing agencies are solely responsible for guiding their employees' actions in actual situations.

Published in the United States of America

Illustrations by Rob Bates, FDLE

Table of Contents

Chapter 1 Introduction to Corrections / 1

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 1 The Roles of a Correctional Officer / 3

LESSON 2 Becoming a Certified Officer / 7

LESSON 3 The Criminal Justice System / 11

LESSON 4 The Chain of Command / 14

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 1 Criminal Justice Ethical Concepts / 17

LESSON 2 Fair and Unbiased Work Ethic / 22

UNIT 3 OFFICER WELL-BEING

LESSON 1 Adjusting to Shiftwork / 25

LESSON 2 Stress and Officer Wellness / 27

LESSON 3 Behavioral Health / 30

Chapter 2 Legal for Correctional Officers / 37

UNIT 1 INTRODUCTION TO LAW

LESSON 1 Law Systems / 39

LESSON 2 Constitutional Law / 43

LESSON 3 Classification of Offenses / 46

UNIT 2 LEGAL CONCEPTS

LESSON 1 Rights of Inmates / 50

LESSON 2 Prison Rape Elimination Act / 53

LESSON 3 Legal Issues With Contraband / 57

LESSON 4 Use of Force / 59

UNIT 3 LIABILITY

LESSON 1 Criminal and Civil Liability / 65

LESSON 2 Protecting Officers Against Liability / 68

Chapter 3 Communication for Correctional Officers / 73

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 1 Communication Basics / 75

LESSON 2 Verbal and Non-verbal Communication / 80

LESSON 3 Conflict Resolution and De-escalation / 83

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 1 Manipulation and Deception / 87

LESSON 2 Core Communication Competencies / 91

Chapter 4 Interviewing and Report Writing in Corrections / 95

UNIT 1 INTERVIEWING

LESSON 1 Questions and Interviews / 97

LESSON 2 Taking Good Notes / 101

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 1 Reports / 104

LESSON 2 Preparing and Writing an Effective Report / 109

LESSON 3 Grammar and Mechanics / 115

LESSON 4 Reviewing a Report Before Submission / 122

Chapter 5 Shift Management and Safety / 125

UNIT 1 SHIFT SAFETY

LESSON 1 Situational Awareness / 127

LESSON 2 Shift Equipment / 130

LESSON 3 Radios / 134

UNIT 2 SEARCHES

LESSON 1 Search Equipment / 137

LESSON 2 Person Searches / 138

LESSON 3 Facility Searches / 140

LESSON 4 Contraband / 142

LESSON 5 Mail / 146

UNIT 3 SECURITY

LESSON 1 Security Equipment / 150

LESSON 2 Security Standards / 153

LESSON 3 Perimeter Security / 157

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 1 Identifying and Resolving Safety Concerns / 159

LESSON 2 Sanitation Standards and Environmental Health / 161

Chapter 6 Intake and Release / 165

- LESSON 1** Intake/Reception Procedures and Documentation / 167
- LESSON 2** Initial Intake/Reception Search and Inventory of Property / 171
- LESSON 3** Biometric and Photographic Identification / 174
- LESSON 4** Classification and Housing / 179
- LESSON 5** Release / 181

Chapter 7 Supervision in a Correctional Facility / 185

UNIT 1 INMATE MONITORING

- LESSON 1** Observation Skills / 187
- LESSON 2** Inmate Counts / 190
- LESSON 3** Signs of Potential Disturbances / 194

UNIT 2 AREAS OF SUPERVISION

- LESSON 1** Housing Area / 197
- LESSON 2** Common Areas / 200
- LESSON 3** Inmate Dining / 202
- LESSON 4** Infirmary / 204
- LESSON 5** Visitation / 206
- LESSON 6** Work Squads / 211
- LESSON 7** Hospital Assignments / 214

UNIT 3 INMATE MOVEMENT

- LESSON 1** Escorting Inmates / 217
- LESSON 2** Transporting Inmates / 219

UNIT 4 REFERRAL AND DISCIPLINE PROCESSES

- LESSON 1** Inmate Referrals / 223
- LESSON 2** Inmate Discipline Process / 226

Chapter 8 Supervising Correctional Populations / 231

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

- LESSON 1** Special Populations / 233
- LESSON 2** Americans With Disabilities Act / 235
- LESSON 3** Mental Health Conditions / 237
- LESSON 4** Substance Abuse / 243
- LESSON 5** Developmental and Intellectual Disabilities / 246

- LESSON 6 Physical Disabilities / 249
- LESSON 7 Medical Needs / 252
- LESSON 8 Juveniles and Youthful Offenders / 257
- LESSON 9 Elderly Inmates / 259
- LESSON 10 Female Inmates / 262
- LESSON 11 Sexual Orientation and Gender Considerations / 264
- LESSON 12 Special Considerations for PREA / 266

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

- LESSON 1 Security Threat Groups (STGs) / 269
- LESSON 2 Confinement and Death Row / 272

Chapter 9 Incidents and Emergencies in Correctional Facilities / 277

UNIT 1 IDENTIFYING CRITICAL INCIDENTS

- LESSON 1 Responding to a Critical Incident / 279

UNIT 2 TYPES OF CRITICAL INCIDENTS

- LESSON 1 Riot Management / 284
- LESSON 2 Escape Prevention / 286
- LESSON 3 Hostage Incidents / 288
- LESSON 4 Bomb Threats / 290
- LESSON 5 Outside Facility Assaults / 292
- LESSON 6 Hazardous Materials / 294
- LESSON 7 Medical Emergencies / 302
- LESSON 8 Facility Fires / 304
- LESSON 9 Disasters / 307

UNIT 3 ON-SCENE MANAGEMENT

- LESSON 1 Protecting the Scene and Evidence / 309
- LESSON 2 Managing Victims, Witnesses, and Suspects / 312

Appendix A / 315

Appendix B / 317

Appendix C / 319

Glossary / 321

Endnotes / 331

Bibliography / 335

Statute and F.A.C. Index / 343

Court Case Index / 349

Index / 351

Foreword

This project is a collaboration between the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission-certified training schools, other state and local agencies, and volunteers. We extend our sincere appreciation to the agencies of the Florida criminal justice system that allowed their members to assist in the development of this training program. We are grateful for the many agencies and officers who have contributed to making this textbook practical, concise, and relevant to the job.

The Florida Statutes define correctional officers and provide that the Criminal Justice Standards and Training Commission, through administrative rule, specify certain criteria for training and conduct for basic recruits and certified officers. Recruits and officers are expected to practice and maintain good moral character.

Florida statute further requires that cultural diversity be included in all officer basic recruit training programs. Particularly in Florida, correctional officers can expect to encounter populations very different from themselves. Training in how to effectively communicate, interact with, and respond to a range of populations is critical to your safety and the safety of others.

Your training will outline the scope of your authority so that you will know how to fulfill your duties responsibly. Working in a correctional environment is challenging, and it can be stressful and dangerous. The instruction here aims to provide you with the basic skills needed to work effectively with inmates while exercising professionalism.

It is hoped that you will have a long and successful career as a correctional officer. This training program provides a clear picture of the job requirements and work environment. Your training academy is encouraged to coordinate a field trip so that you may observe a correctional facility, preferably early on, in your studies. You are encouraged to take full advantage of this training to learn and prepare for the day that you will be responsible for maintaining the care, control, and custody of inmates within Florida's prisons and jails.

Chapter 1

Introduction to Corrections

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 1 The Roles of a Correctional Officer / 3

LESSON 2 Becoming a Certified Officer / 7

LESSON 3 The Criminal Justice System / 11

LESSON 4 The Chain of Command / 14

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 1 Criminal Justice Ethical Concepts / 17

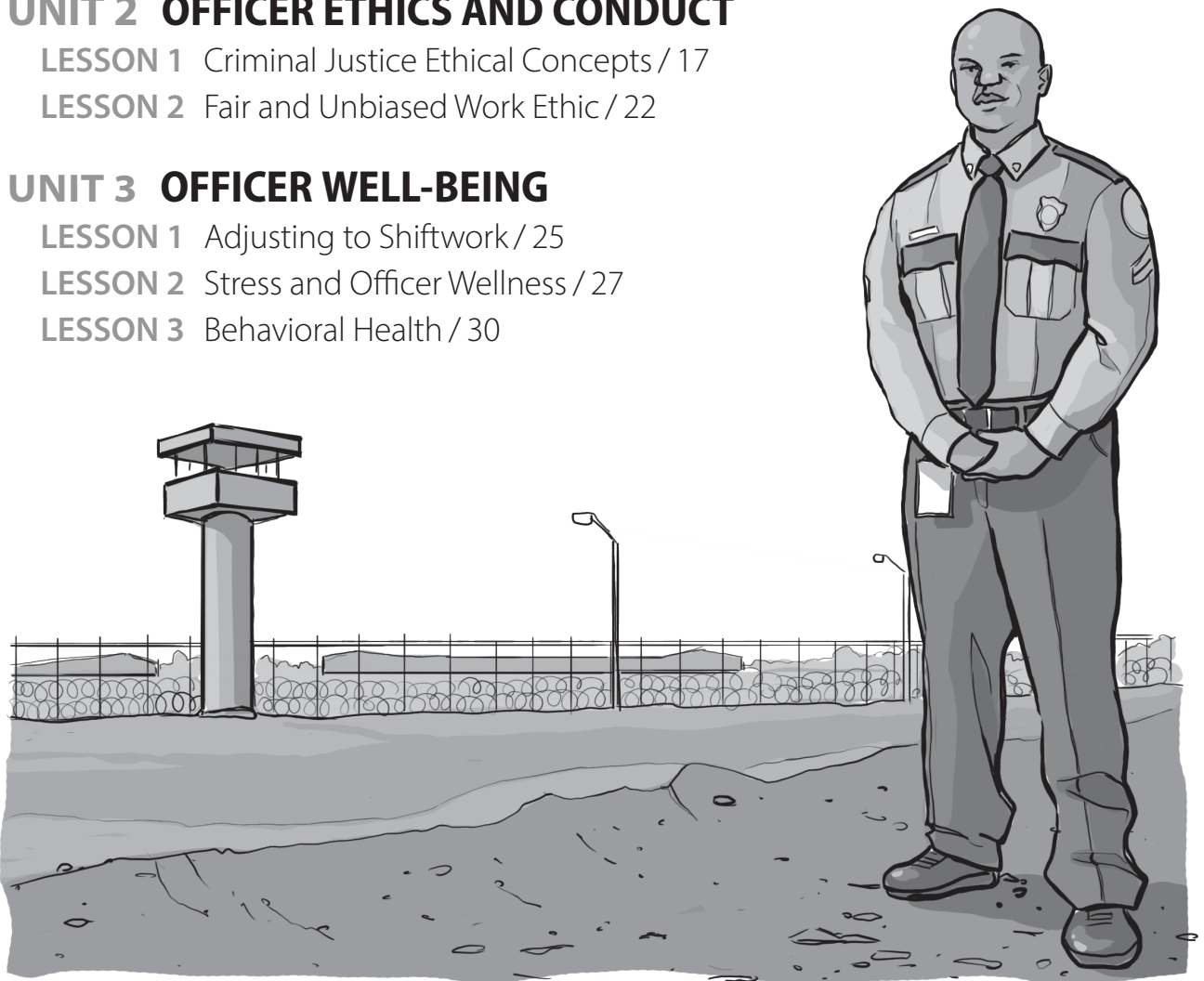
LESSON 2 Fair and Unbiased Work Ethic / 22

UNIT 3 OFFICER WELL-BEING

LESSON 1 Adjusting to Shiftwork / 25

LESSON 2 Stress and Officer Wellness / 27

LESSON 3 Behavioral Health / 30



UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 1 The Roles of a Correctional Officer

© Lesson Goal

At the end of this lesson, you will be able to explain your role as a correctional officer and understand the importance of practicing emotional intelligence.

Think About This

An officer is starting their first day of work as a correctional officer. What characteristics should they possess to be successful in this position?

The correctional officer profession is one of service. Each day, correctional officers dedicate themselves to maintaining order in prisons and jails while ensuring that people who are incarcerated serve their time in a humane manner. Their daily work ultimately serves the larger goal of helping people who have been incarcerated successfully return to their communities. As you prepare to enter this profession, you must become familiar with the responsibilities of a correctional officer as well as be ready to adapt to the various roles you will take on in any given situation.

When you become a certified officer, you will learn about basic criminal justice ethics, ways to avoid compromising interactions, and command structure. As you build resilience, you will understand the challenges of shiftwork while dealing with stress and ongoing officer wellness concerns. Understanding these concepts will better your chance of having a fruitful and fulfilling career as a correctional officer.

RESPONSIBILITIES OF A CORRECTIONAL OFFICER

The correctional officer is responsible for ensuring the safety of inmates as well as fellow officers, staff, and themselves. In the course of their duties, officers must always act within the boundaries of their authority and maintain the highest ethical standard. Above all, a correctional officer's roles and responsibilities are governed by federal and state laws, statutes, rules, and local regulations as well as agency or facility policies and procedures. The Florida Statutes define a correctional officer as:

any person who is appointed or employed full time by the state or any political subdivision thereof, or by any private entity which has contracted with the state or county, and whose primary responsibility is the supervision, protection, care, custody, and control, or investigation, of inmates within a correctional institution; however, the term "correctional officer" does not include any secretarial, clerical, or professionally trained personnel.

Although correctional officers are tasked with supervising and caring for inmates and ensuring that the facility they work in is a safe environment for everyone, how they

☒ CO111.1. Describe the responsibilities of a correctional officer

carry out these tasks will vary day-to-day depending on the situation. On a daily basis, you can expect correctional officers to interact with inmates, act as first responders in emergency medical situations, and perform basic law enforcement duties within the custodial environment.

CHARACTERISTICS OF A CORRECTIONAL OFFICER

As with any profession, correctional officers receive highly specialized training to become qualified in their role. Professionalism, or the competence and qualities related to a profession, is always expected of them as they provide care and supervision of inmates.

Some of the personal characteristics that are helpful for correctional officers who are new on the job include the ability to:

☒ CO111.2.
Identify the personal characteristics that are important for correctional officers

- work alone with little or no supervision
- perform tasks without getting distracted
- make decisions independently and stand by those decisions
- learn new techniques and procedures
- adapt to change while managing stress in a healthy manner
- be attentive to their environment
- interact with others in an appropriate manner
- be flexible in an ever-changing environment
- exercise integrity in every aspect of life
- maintain a positive attitude toward continuous learning

It is important to keep in mind that working as a correctional officer is more than a job; for many, it can be a long-term career, and there are many professional organizations that you can join as you build your career in this field. There is also a sense of commitment and responsibility to serve the greater community that comes with the profession. Correctional officers have an important opportunity to positively effect change in the lives of the people they work with and the populations they supervise.

DETERMINING YOUR ROLE

☒ CO111.3. Explain the main roles of a correctional officer

Correctional officers must be able to adapt to or switch to different roles while carrying out their various duties and responsibilities. You will take on many roles throughout the course of your correctional career; the situation will determine which one you assume. The following roles—leader, enforcer, and stabilizer—are examples of some of the main ones you will have to undertake. They do not have to occur in this order, and your roles may change as the circumstances change.

As a correctional officer, one of the main roles that you will take on, and maintain throughout your career, is that of a leader, and leadership includes being a role model. Each day you will be observed by inmates, supervisors, and fellow staff, so you must always model appropriate behavior. As a leader, you must show consistency in your interactions with

inmates. When you are acting as a leader, you embrace high ethical standards, display a positive attitude, and encourage inmates and colleagues to be their best selves. Your leadership role may include being a mediator, counselor, or, at times, a caregiver as situations evolve. For some inmates, a fair and firm correctional officer might be the only positive influence they have had.

Another important role you will assume is that of an enforcer of rules and policies. This role represents duties that are most commonly associated with being a correctional officer. You are required to ensure that inmates follow your commands and, when necessary, correct those who have violated the rules through a progressive disciplinary process. Your consistent enforcement of the rules helps keep everyone safe and is vital to maintaining control of the facility.

Likewise, you will assume the role of a stabilizer. When critical incidents occur, you will need to display confidence to calm those around you. You may find that you are the first responder in a critical incident or inmate health emergency. Maintaining your composure and displaying self-assurance in your capabilities are important to this role. Another aspect of your role as a stabilizer is to settle conflicts between the people around you which may include de-escalating confrontations between inmates, calming individuals who are upset, or making final decisions when there is a dispute.

As a correctional officer, you will continually move between roles as situations unfold. For example, you may be the first responder to a critical incident and need to calm everyone present, but if an inmate questions your authority after you have made a decision, you will need to act as an enforcer to keep control of the situation and maintain safety.

EMOTIONAL INTELLIGENCE

Improving your emotional intelligence can help you determine when to assume certain roles. **Emotional intelligence** is the ability to identify and cope with your own emotions while also doing the same for the people around you. Officers who have developed emotional intelligence are more aware of why people feel and react the way they do and can more easily recognize when they need to switch roles; they acknowledge that during chaotic situations, the ability to recognize and manage their own emotions is essential to maintaining safety. Emotional intelligence does not mean you suppress your emotions or the emotions of others. Instead, it means you know how to recognize emotions, cope with them, and view them as an asset to your professional life.

In a correctional facility, there is no room for ego or taking things personally. Understand that you cannot always control how others feel; instead, focus on managing your own emotions first before reacting negatively. For example, if an officer with high emotional intelligence is shouted at, they will understand the emotions that they are feeling and will be able to calm themselves down and respond in an appropriate manner. However, if an inmate shouts at a correctional officer who has not developed emotional intelligence, then that officer will be more likely to become angry and shout back at the inmate, which may result in escalating the situation to one of disorder and confusion.

☑ CO111.4. Explain the importance of emotional intelligence for correctional officers

Emotional intelligence is a skill that can make you a better officer. It can improve officer safety by helping you keep your emotions in check when tensions are high. The following strategies are some of the ways that you can strengthen your emotional intelligence:

- Name your emotions—this is something you will need to do even outside of your work at a correctional facility. Consider asking yourself these questions:
 - ▶ What am I feeling right now?—when a stressful situation occurs, such as an inmate disobeying an order or someone cutting you off in traffic, what emotions (e.g., anger, sadness, frustration) do you usually experience?
 - ▶ How do I normally respond when these emotions appear?—take a moment to pause, reflect on what you are feeling, and consider the best way to respond.
- Ask for feedback—ask your fellow officers and command staff for honest feedback on how they think you deal with tense situations during your shift. Do they feel that you are able to remain calm under stress, or are they constantly worried about you losing your temper? While you may receive a critical response, learning from this feedback will help you improve your overall emotional intelligence.

While this may seem like a minor concern, having emotional intelligence can sometimes be the deciding factor in a tense or life-threatening situation in a correctional facility.

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 2 Becoming a Certified Officer

© Lesson Goal

At the end of this lesson, you will understand how the Criminal Justice Standards and Training Commission regulates the requirements for obtaining and maintaining your certification as a correctional officer.

Think About This

An officer has made false statements during their employment process. What actions do you think the Criminal Justice Standards and Training Commission could take concerning this officer's certification?

Before you can take steps to become a certified criminal justice officer, you need to familiarize yourself with the various authorities and regulations that oversee correctional officers as well as the certification process for becoming an officer.

The laws and regulations that govern a correctional officer's work will depend on the type of facility (local, county, or state) an officer serves. At state correctional facilities run by the Florida Department of Corrections and its entities, correctional officers are governed by the requirements and rules that are outlined in the Florida Statutes and the **Florida Administrative Code (F.A.C.)**, which is the body of law that oversees public regulatory agencies. By contrast, correctional officers who work for county facilities are governed by the Florida Statutes and the **Florida Model Jail Standards (FMJS)**, which are the minimum standards with which all local jails must comply.

In addition to the Florida Statutes, F.A.C., and FMJS, correctional officers are also overseen by the Criminal Justice Standards and Training Commission (CJSTC), also sometimes referred to as the Commission. More specifically, the CJSTC oversees the certification, employment, training, and maintenance of officer records as well as the conduct of all criminal justice officers in Florida. It seeks to ensure that competent, ethical, qualified, and well-trained criminal justice officers serve the residents and visitors of Florida. In pursuit of these goals, the CJSTC is committed to delivering quality standards and training as well as increasing the professionalism and quality of officers throughout the state. The Florida Statutes have appointed the Criminal Justice Professionalism Division within the Florida Department of Law Enforcement (FDLE) to support and assist the work of the CJSTC.

☒ CO112.1. Explain the regulations that define a correctional officer's authority and job

☒ CO112.2. Describe the role of the Criminal Justice Standards and Training Commission

TRAINING REQUIREMENTS

Regardless of whether you decide to work at a state or local correctional facility, the training requirements and certification process for all officers is the same. People who wish to become certified officers must first complete the CJSTC-approved basic recruit training program.

☒ CO112.3. List the requirements for completing the basic recruit training program

The following are the requirements for completing the program:

- achieve a passing score of 80% on each of the end-of-course examinations
- demonstrate proficiency in the High Liability courses
- complete the Physical Fitness Program and exit evaluation

You are responsible for your own success in this training course. You must adhere to the requirements and follow all rules and regulations of this training program.

STATE OFFICER CERTIFICATION EXAMINATION

After completing the basic recruit training program, you must pass the State Officer Certification Examination (SOCE) within three attempts. If you do not pass the SOCE within three attempts, you will have to retake the entire basic recruit training.

You can find information about the SOCE in the Florida Department of Law Enforcement Candidate Handbook, which is available at criminal justice training academies or online at FDLE's website. The FDLE website also has information regarding SOCE registration and exam topics.

OFFICER CERTIFICATION REQUIREMENTS

Simply completing the basic recruit training program and passing the certification exam does not mean that you are a certified officer; you must also meet the remaining requirements for certification as outlined by the Florida Statutes and F.A.C.

☒ CO112.4. List the requirements for becoming a certified correctional officer in Florida

The steps to become certified or sworn as a correctional officer include all of the following:

- Meet all the minimum requirements and standards.
- Complete the CJSTC-approved basic recruit training.
- Pass the State Officer Certification Exam (SOCE).
- Become actively employed with a correctional facility in an auxiliary, part-time, or full-time position.

You have four years from the start date of your basic recruit training to complete the certification process, not from the date when you pass the SOCE. For example, if you begin the basic recruit training on July 1, 2026, you must meet all the minimum requirements and standards, complete the basic recruit training, pass the SOCE, and become actively employed with a correctional facility as a sworn officer by June 30, 2030. If you do not meet all of these requirements by June 30, 2030, you will have to repeat the basic recruit training, and a new four-year deadline will begin.

OFFICER COMPLIANCE AND DISCIPLINE

Before you are hired at a correctional facility, the hiring agency will conduct a thorough background investigation to determine your moral character. If you have entered the basic recruit training program prior to employment, you are subject to the same moral

character requirements as active certified officers and may be denied certification by the CJSTC if evidence indicates that you do not meet these requirements.

The CJSTC may also act against an officer's certification if an officer does any of the following (this list is not exhaustive and may be subject to change):

- pleads *nolo contendere* (when a person does not accept or deny responsibility for the charges but agrees to accept punishment) or pleads guilty to, or is found guilty of, any felony, or any misdemeanor offense involving perjury or false statement, regardless of withholding of adjudication or suspension of sentence
- fails to maintain good moral character, as defined by the Florida Statutes and described in F.A.C.
- commits any act constituting a felony offense, regardless of criminal prosecution
- commits any act constituting any of the serious misdemeanor offenses specified in F.A.C., regardless of criminal prosecution
- commits or attempts to commit, as a principal or accessory or through solicitation or conspiracy, an act that, according to the Florida Statutes, would have been a felony offense had the crime been completed or committed
- commits any act in any jurisdiction other than the state of Florida that, if committed in the state of Florida, would constitute a felony, any of the serious misdemeanors specified in F.A.C., or a violation of the Florida Statutes
- tests positive for a controlled substance by a urine or blood test, in accordance with the requirements specified in F.A.C.
- commits an act of excessive use of force as explained under F.A.C.
- engages in sexual harassment involving physical contact or misuse of official position
- commits an act that constitutes misuse of official position, as defined in the Florida Statutes
- engages in sex while on duty
- has unprofessional relationships with an inmate, detainee, probationer, parolee, or community controllee
- has written or oral communication that is intended to facilitate conduct prohibited by CJSTC rule
- engages in any physical contact not required in the performance of official duties that is normally associated with the demonstration of affection or sexual misconduct as defined in the Florida Statutes
- makes false statements during the employment process
- subverts or attempts to subvert the SOCE process, as identified in F.A.C.
- subverts or attempts to subvert the CJSTC-approved training examination process or an employing agency's promotional examination process according to, but not limited to, acts described in F.A.C.

☒ CO112.5.
Identify the
statutory conditions
and penalties
of the officer
disciplinary process

Using a set of established penalty guidelines, the CJSTC may discipline an officer who commits any of the previously mentioned violations or any other violations as outlined in the Florida Statutes and F.A.C. The possible penalties for officers may range in severity and include the following:

- a written reprimand
- probation of up to two years with or without mandatory retraining or counseling, if applicable
- suspension of up to two years with or without mandatory retraining or counseling, if applicable
- revocation of certification

Under Florida law, the CJSTC must revoke your certification if you are convicted of, plead guilty or *nolo contendere* to, or are found guilty of any felony offense, even when adjudication is withheld or the sentence is suspended. When the CJSTC revokes an officer's certification, the officer can no longer work as a certified officer in the state of Florida.

While these guidelines are specific to active certified or sworn officers, the CJSTC and your training center will expect you to adhere to the same standards of conduct during basic recruit training. Violating these guidelines may result in the denial of your officer certification. For more information regarding the moral character requirements for officers and the disciplinary process for violations, please refer to the Florida Statutes and F.A.C.

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 3 The Criminal Justice System

© Lesson Goal

At the end of this lesson, you will understand the basic structures of the U.S. criminal justice system and how it affects your job as an officer.

Correctional officers play a vital role within their specific correctional facilities; they are responsible for ensuring that all inmates receive proper care while maintaining custody and control of inmates. However, correctional officers are part of a larger correctional system, which, itself, is part of a complex, interrelated group known as the criminal justice system. Becoming familiar with how the different components of the criminal justice system work together is essential because your ability to interact effectively within the system directly affects your job performance as an officer.

STRUCTURE OF THE U.S. CRIMINAL JUSTICE SYSTEM

The criminal justice system involves the maintenance and enforcement of criminal laws and includes the structures, functions, and decision-making processes of criminal justice agencies, which directly deal with the management and control of crime and criminal offenders. Criminal justice agencies can stem from any of the three main components of the U.S. criminal justice system, which is made up of law enforcement, the courts, and corrections. Each component within this system works together to maintain law and order.

- **Law enforcement** enforces laws, maintains civil order, and protects the constitutional rights of everyone within the United States.
- The **court system** is responsible for the interpretation of laws and sets sentencing guidelines.
- **Corrections** enforces sentencing guidelines and rehabilitation services as defined by the court system.

☒ CO113.1. Describe the basic structure of the U.S. criminal justice system

LAW ENFORCEMENT AGENCIES

The U.S. has law enforcement agencies at the local or municipal, county, state, and federal level. Each level is responsible for enforcing the laws within its geographic area.

Local or municipal law enforcement agencies enforce the ordinances of the municipality as well as state laws within the authority of their geographic boundaries. Examples of local law enforcement agencies are city police departments and public safety departments. The job of county law enforcement agencies is to enforce county ordinances and state laws within the county. Traditionally, they also handle unincorporated areas, the county jail, and civil processing. A sheriff's office is an example of a county law enforcement agency.

☒ CO113.2. Identify the different levels of U.S. law enforcement agencies

State law enforcement agencies are responsible for enforcing state laws within the state. Examples of state law enforcement agencies include FDLE, the Florida Highway Patrol, and the Florida Fish and Wildlife Conservation Commission.

Federal law enforcement agencies enforce federal laws across state lines and within the states. Examples of federal law enforcement agencies include the Federal Bureau of Investigation, the U.S. Marshals Service, and the U.S. Immigration and Customs Enforcement.

THE COURT SYSTEM

☒ CO113.3. Explain the structure and duties of the U.S. court system

The U.S. court system includes local, county, state, and federal courts. One of the main duties of the courts is to interpret the meaning of laws and how they apply in a given dispute or case. Most cases are typically decided at the county or state level unless a decision is challenged or appealed to a higher court to reverse a decision. The U.S. Supreme Court is the highest court of appeals in the U.S. and sets constitutional precedent for all lower courts; this means that lower courts must respect the Supreme Court's decisions regarding constitutional matters and use them to decide similar cases.

While the Supreme Court has the authority to make the final decision on an appeal, it is important to note that the Supreme Court is a court of last resort. It does not exercise its power for every single case that occurs, and it only hears a limited number of cases.¹ Moreover, not all courts decide on the same types of matters. For example, federal courts hear only cases that relate to violations of federal laws, including constitutional violations. State courts hear cases involving violations of state law. In each instance, the types of cases a court will hear is based on **jurisdiction**, which is the power of a court to decide a case. Jurisdiction may also refer to a government or court's power to exercise authority over a specific geographic area. There are courts of general jurisdiction and limited jurisdiction. Courts of general jurisdiction hear a wide range of civil or criminal cases within their geographic area. Meanwhile, courts of limited jurisdiction decide only a limited set of case types such as traffic offenses, violations of municipal and county ordinances, and landlord-tenant disputes.

☒ CO113.4. Describe the role of the correctional officer as it relates to the court system

Because the court system directly impacts the people a correctional officer supervises, it is important to have a basic understanding of the court system and how your roles relate to it. Correctional officers may be tasked with escorting an inmate or detainees to a location within their facility for a virtual court appearance. Officers might also assist with offsite transport to a court building; they may also be called upon to provide testimony as a witness to an incident that is related to crimes that inmates or detainees commit while incarcerated. Follow your agency's policies and procedures for dealing with any aspect of the court system. Be mindful that your professionalism is a representation of your agency.

CORRECTIONS

☒ CO113.5. Describe the primary components of the U.S. correctional system

The correctional system in the U.S. has facilities at all levels. A general overview of the correctional system includes the following components: federal and state prisons; county jails; county and municipal holding facilities; treatment and evaluation centers; and probation, parole, and community control.

Prisons are correctional institutions maintained by federal and state governments; prisons confine people who are convicted of felonies and have sentence lengths that exceed one year.

County jails are used to complete intake processing, to temporarily detain defendants who await trial or a disposition on federal or state charges, and to confine offenders who are convicted and sentenced to short-term detention (a year or less). County jails may also hold people convicted of felonies who have returned from prison for court appearances. County and municipal holding facilities also provide a place for detainees to stay while booking procedures are completed or until they can be transported to a county jail.

Treatment and evaluation centers are designed to meet the special needs of certain offenders, such as people with substance abuse or misuse issues or people with mental illnesses. In addition to general processing procedures, various testing—such as for medical, mental, educational capability—is performed at these facilities.

Juvenile assessment or detention centers are where juvenile suspects are taken for processing and possible pretrial detention.

Probation, parole, and community control are parts of a community-based correctional system. Their purpose is to supervise the enforcement of specific restrictions on people who have received an alternative to incarceration.

- **Probation** is a court-ordered sentence that places a person under the supervision of a probation officer under specified court-ordered terms and conditions.
- **Parole** is the conditional release of an inmate from a correctional institution before the inmate's court-imposed sentence ends.
- **Community control**, also known as house arrest, is a form of closely monitored community supervision and is more restrictive than probation or parole.

The Florida Department of Corrections (FDC)

The Florida Department of Corrections (FDC) is responsible for administering state prisons and state probation in Florida. The department employs correctional officers and correctional probation officers to provide security for staff and supervision of inmates and offenders.

The department has two main divisions that oversee inmates and offenders: the Office of Institutions and the Office of Community Corrections. The Office of Institutions manages facilities where inmates reside while the Office of Community Corrections oversees supervision programs, including probation and community control.

☒ CO113.6. List the divisions that oversee inmates and offenders at the state level

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 4 The Chain of Command

© Lesson Goal

At the end of this lesson, you will understand the importance of following the chain of command and the delegation of authority in a correctional facility.

Think About This

An officer receives an order from his sergeant to respond to a fight between inmates. However, responding to this situation will require the officer to leave the dorm unsupervised which is against policy. What should the officer do?

ORGANIZATIONAL STRUCTURE

Most organizations have a structure that is practical and follows a hierarchy. The term “organization” refers to a group of people who work together to accomplish common objectives, such as in an agency or facility. Under an organizational structure, subordinates report to a single superior, and it is clear who has authority.

☒ CO114.1.
Define the chain
of command

The order of authority within an organization is known as the **chain of command**. Many organizations have a chart that depicts the various levels of jobs and positions and how they are related. The chain of command provides the links of authority and responsibility that join one level of an organization to another.

☒ CO114.2. Explain
the importance of
following the proper
chain of command

The chain of command is important for maintaining order, and it does so by clearly defining who is responsible for which decisions and clarifies each person’s roles in various situations. Failure to follow the chain of command creates confusion and disrupts the normal flow of operation, thereby reducing the safety of a facility. When the chain of command is followed properly, however, information flows in a smooth and structured manner to the people immediately above or below a person’s rank. Rank is what determines where you are in the structural level of the facility and your authority. In most correctional facilities, officers with ranks such as lieutenant, captain, and higher are regarded as command level.

The chain of command also helps to maintain order by controlling the flow of information so that it is easier to communicate and make decisions. A warden or sheriff cannot answer every question that all subordinates may have on a given day, so most officers go to their immediate supervisor for help. When communication flows through the proper channels under a chain of command, it enhances the efficiency of a facility and reduces confusion. Staff can appropriately move issues up to the next level, ensuring that decisions are made by those with authority and expertise to handle them effectively. These communication channels must include both vertical and lateral communication.

Vertical communication is when information is shared from leadership or command staff and flows down through the supervision levels to the lowest levels of an organization. The information that flows from the lowest levels to the highest is equally important. For example, a violent assault on a high-profile inmate would need to be elevated to the highest levels of the chain of command. Vertical communication accomplishes the following:

- ensures that information, directives, and feedback flow smoothly from command staff down to frontline staff and vice versa
- facilitates the transmission of organizational goals, policies, and procedures as well as feedback on performance and decisions
- fosters transparency, accountability, and alignment throughout the organization

Lateral communication is when information is shared between people at the same level in an organization or in the chain of command. For example, daily reports during shift change are critical lateral communication. If an inmate was extremely distraught after being informed of the death of a loved one, the outgoing staff should report that information so that the oncoming staff can keep a closer watch on that inmate to prevent any attempts at self-harm. Lateral communication accomplishes the following:

- facilitates collaboration, coordination, and problem-solving among staff at the same level in the organization
- enables sharing of information, resources, and best practices horizontally across departments or units within the organization
- enhances teamwork, innovation, and decision-making effectiveness, contributing to overall organizational performance

All officers should strive to operate within the chain of command and keep their immediate supervisor informed of their activities. Not following the chain of command can lead to the miscommunication of important information and data, and it can damage the relationship between you and your immediate supervisor, resulting in confusion and a lack of coordination within the unit. You should never bypass the chain of command unless you have good reason, such as in certain emergency situations where your direct supervisor may not be available to answer an important question or meet an immediate need. Even if this happens, you should still contact your supervisor as soon as possible. For example, in a medical emergency, contact medical or the communications center immediately, and then notify your supervisor.

Be aware that violating the chain of command could also be considered a very serious violation and an act of **insubordination**, which is the intentional refusal to follow lawful orders from supervisors in the chain of command. An example of insubordination would be an officer receiving an order from one supervisor and choosing to delay acting on that order while looking for another supervisor to give a more favorable order. However, insubordination is usually determined by the facility and may differ depending on the situation.

☒ CO114.3. Differentiate between vertical and lateral communication

☒ CO114.4. Identify the consequences of not following the proper chain of command

DELEGATION OF AUTHORITY

Whether it is the sheriff, the chief, or the warden, the consequences of everything that happens within the facility ultimately rest on one person. To effectively manage an organization, the person in command needs to assign decision-making authority to those under their command.

☒ CO114.5. Describe effective delegation of authority

When a person with authority grants decision-making authority to another person, this is referred to as the **delegation of authority**. The person who delegates authority is ultimately responsible for the outcome even if they have given the task to a subordinate. On each level of the chain of command, there is a distribution of authority and responsibility. Knowing who has the authority to make decisions and who has the responsibility to follow-through on those decisions is the foundation of any effective agency or facility.

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 1 Criminal Justice Ethical Concepts

© Lesson Goal

At the end of this lesson, you will understand the importance of ethical decision-making and the ethical standards that you must practice as a correctional officer.

Think About This

While making rounds, an officer overhears two inmates whispering about another officer that arranged to bring in a cell phone for \$500. What should the officer do after overhearing this conversation?

As a correctional officer, you will be charged with the safety and welfare of the inmates in your facility. These are serious responsibilities that require you to always maintain the highest ethical standards. Maintaining ethical behavior within and outside of your work responsibilities is paramount to success in the profession.

ETHICS

Ethics are standards of conduct based on the principles of right and wrong as defined by society. Because ethics indicate how a person should behave, many laws and rules are often derived from it. Your behavior as an officer should reflect ethical principles, and being a correctional officer requires the ability to make ethical decisions. Ethical behavior includes the unbiased application of policies and procedures as well as fairness in all encounters with inmates, staff, and visitors.

Other examples of ethical behavior and decision-making includes, but is not limited to, the following:

- being honest in your work
- obeying all laws and regulations
- protecting the rights of all inmates
- respecting confidential and privileged communication
- reporting any incidents of staff misconduct to appropriate authorities
- speaking up if you see your fellow officers acting unethically

☒ CO121.1. Give examples of ethical decision-making and an officer's duty to intervene

You have a duty to intervene if you see other officers committing an offense, abusing an inmate, or engaging in any behavior that would not be deemed ethical. The duty to intervene extends across all officer ranks. Failing to intervene when a situation demands intervention can place you and your agency or facility at risk of liability.

Keep in mind as well that officers are required to maintain good moral character as part of certification. Every action that you take as a correctional officer should be an act

of ethical behavior, including when you are off duty. If you behave poorly, your conduct reflects onto every other correctional officer. Strongly consider how you represent yourself on social media. What you post is not only regarded as your thoughts, but it also reflects onto your facility and the profession as a whole. Furthermore, the information you post is permanent, even if you delete it, and may have long-term consequences.

INFLUENCES ON ETHICAL DECISION-MAKING

☑ CO121.2.
Determine factors
that have an
influence on ethical
decision-making

Throughout your career, you may be confronted by situations that challenge your ethical decision-making. Fellow officers can influence the way you respond to a problem by their attitudes, whether they are positive and upbeat or cynical and negative. The way you view your role and the roles of your fellow officers can have a significant impact on your actions.

It is important that you look for positive role models early in your career, both in your professional and personal life. When you face challenges in your life, including financial or legal troubles, you may feel pushed to consider using your position for personal gain. However, connecting with people who model the type of ethical behavior you want to see in yourself can help ensure that you practice and uphold the high ethical standards required for an officer. Remember that a correctional officer who abandons their ethical principles is no longer fulfilling their duty.

UNETHICAL BEHAVIOR

☑ CO121.3. Give
examples of unethical
behavior for a
correctional officer

Society considers certain types of behavior unethical, and laws make some of these behaviors illegal. The Florida Statutes contain certain standards of conduct for officers and provide specific violations for unethical behavior. Some of these violations include, but are not limited to, the following:

- bribery
- perjury
- false reports to law enforcement authorities
- false official statements
- misuse of confidential information

Correctional officers must avoid engaging in any criminal offenses such as bribery, perjury, and misuse of their position or authority. **Bribery** occurs when you give or accept something for your benefit that influences your or someone else's professional conduct or decision-making. **Perjury** is the offense of lying in court after taking an oath. Criminal violations differ depending on the situation in which a person commits perjury. Perjury is a felony in proceedings such as testifying in court or giving a deposition. Other actions that officers should never do include revealing confidential information, engaging in situations that present a conflict of interest, or accepting inappropriate favors.

Misuse of Position and Authority

Never misuse the authority entrusted to you as a correctional officer. The Florida Statutes prohibit the misuse of your position as a public employee:

No public officer, employee of an agency, or local government attorney shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others.

For example, an officer wearing their uniform to a restaurant on a non-workday and receiving a discount meal has misused their position as a correctional officer for personal gain.

Disclosure of Confidential Information

Having access to confidential information will be part of your job as a correctional officer, and it is important to maintain the privacy of the inmates. This obligation applies to both on- and off-duty time.

Do not gossip or discuss an inmate's situation with anyone or post about them on social media. Examples of inappropriate sharing include talking about an inmate's court case with another inmate or posting private information of inmates on social media even if you leave out their name. All inmate health information is confidential and may only be shared under specific circumstances. You will learn more about the privacy of health information in Chapter 2. If you share confidential information for non-correctional purposes, you could face disciplinary action from the CJSTC and your facility.

In any correctional facility, finding a place for a private conversation can be challenging when you are surrounded by inmates throughout the duration of your shift, especially since they will most likely listen in on your conversations. As such, be careful about what you discuss and where you discuss it. Always be mindful of the possibility that what you say may be overheard by someone else, and take every precaution to ensure that a location is free from an unwanted audience when you discuss confidential information.

☒ CO121.4. Explain inappropriate disclosure of confidential information

Conflict of Interest

As a correctional officer, you must not influence the actions of other people with whom you have a significant personal or professional relationship as this could create a conflict of interest. A **conflict of interest** is a situation, on or off duty, in which a person is in a position to personally benefit from actions or decisions made in their official capacity. For example, a correctional officer who works part time for the delivery service that provides produce to the prison where the officer is currently employed presents a conflict of interest.

Do not engage in any off-duty employment if the position compromises or would reasonably tend to compromise your ability to impartially perform your duties as a correctional officer. Follow your agency's policies and procedures when seeking outside employment.

☒ CO121.5. Explain what conflict of interest means for a correctional officer

Accepting a gratuity may also present a conflict of interest and is not permitted under F.A.C. **Gratuity** is anything of value that is intended to benefit the giver more than the receiver. Do not accept any gift offered to you by inmates or their families. This is an ethical issue that correctional officers sometimes face. Whenever a situation involving gratuity arises, ask yourself whether this person may want something from you or if something is expected from you in return.

Sexual Misconduct While on Duty

- ☒ CO121.6. Describe sexual misconduct while on duty

Sexual misconduct is a broad term that encompasses a range of behaviors. It can include anything from repeatedly asking someone you are working with for a date to having sex with another officer or staff member while on duty. Officers are prohibited from engaging in sexual misconduct.

Harassment in the Workplace

Everyone has a right to work in an environment free of harassment and hostile conditions. There are many different types of harassment, but all involve creating a hostile work environment. A hostile work environment is a workplace that is difficult or uncomfortable to work in because of a harasser's behavior. For example, if someone displays explicit photographs and posters on the wall in a break room, other staff may be less likely to use that common area because the photos might make them uncomfortable.

- ☒ CO121.7. Identify behaviors that constitute sexual harassment an officer should avoid

In the work environment, harassment may occur in the form of **quid pro quo**, a Latin phrase that means "something for something." An example of quid pro quo harassment is when a supervisor demands sexual favors from a subordinate in return for allowing that person to continue to work. Because of the natural power imbalance in the relationship, the person may also have a strong reason to believe that any complaint will result in job loss.

Anyone who enters a correctional facility can become the recipient of **sexual harassment**, which is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It is also a form of discrimination. Sexual harassment includes verbal and non-verbal behavior. Verbal actions can include giving sexual compliments, pressuring someone for dates, or ridiculing someone with a sexual message. Non-verbal actions can include making facial gestures, displaying nude pictures, posting inappropriate messages on social media, or using suggestive body language. Other non-verbal actions may include touching and brushing against someone, hugging and patting, or playing around in a manner that is physically rough.

A workplace that allows sex-based discussions, humor, banter, or posters promotes a hostile work environment. Staff need to know that sexual behavior found offensive by an uninvolved staff member or witness still meets the criteria for sexual harassment and a hostile work environment.

CONSEQUENCES OF HARASSMENT

Training and communication are key to understanding and preventing sexual harassment. Many facilities have trained staff members who handle harassment complaints, procedures, and training; however, you must still be aware of the appropriate responses to and the inevitable consequences of sexual harassment.

Victims who experience harassment should report the behavior, formally or informally, to a supervisor or member of management in accordance with their agency's policies and procedures. If the conduct becomes criminal, the victim may make a report to the appropriate law enforcement agency. Remember, even if you are not the direct victim of harassment, if you observe someone being harassed, you should report what was observed. The victim may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and consult with an attorney. The EEOC is the federal governing agency that enforces compliance with the Civil Rights Act (Title VII).

To prevent liability, follow the law as well as your agency's policies and procedures. Avoid engaging in behavior that could be misinterpreted, and always act professionally. Address sexual harassment by reporting it as soon as possible to prevent the escalation of a situation. Remember that the act of sexual harassment can be seen as a moral character violation, and an officer who engages in sexual harassment may face severe consequences.

An officer's facility may impose internal disciplinary action such as mandatory retraining, leave without pay, loss of rank, and termination. The CJSTC could revoke an officer's certification. If a lawsuit is filed, a court could impose monetary damage. In a criminal case such as stalking, assault, battery, sexual cyber-harassment, or official misconduct, an officer could face imprisonment.

☑ CO121.8.
Identify appropriate responses to sexual harassment

☑ CO121.9. Describe the consequences of engaging in sexual harassment

Prison Rape Elimination Act (PREA)

Sexual misconduct while on duty extends to engaging in the sexual abuse of an inmate in your custody. Any form of sexual abuse or incident of rape in a correctional facility is explicitly prohibited under the Prison Rape Elimination Act (PREA). As a correctional officer, you can also be held accountable for failing to detect, prevent, reduce, and punish prison rape, even if you did not engage in the sexual misconduct, so it is your responsibility to make sure that you comply with PREA standards. You will learn more about PREA as it relates to inmates and their rights in Chapter 2.

☑ CO121.10.
Describe how PREA relates to a correctional officer's duties

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 2 Fair and Unbiased Work Ethic

© Lesson Goal

At the end of this lesson, you will understand implicit and explicit bias and the dangers of stereotyping, prejudice, and discrimination.

Think About This

As a new officer, you notice a senior officer making a rude comment to a visitor. How would you feel if you were in the visitor's position?

UNBIASED CORRECTIONS

☑ CO122.1. Describe the impact of biased behavior

As part of maintaining high ethical standards, correctional officers must be aware of and careful to avoid **bias**, which is the unfair treatment and attitude toward a group of people; it is classified as unethical behavior. When officers do not behave in a fair and impartial manner, it makes the facility less safe. Officers must practice unbiased behavior and take care to treat everyone in their facility equally. Any show of favoritism toward certain groups of people could create a feeling of resentment and hostility in the unfavored groups, thereby leading to conflict.

Understanding Bias

☑ CO122.2. Explain explicit and implicit bias and how each impacts a correctional officer

It is critical to understand bias because it can present itself in different ways. Someone with **explicit bias** is aware of their dislike of certain groups of people and might be openly hateful and injurious in their actions towards that group. An example of explicit bias would be an officer calling a person by a racial slur. Meanwhile, **implicit bias** is the unconscious beliefs that we have about groups of people. For example, a person growing up in a culture that emphasizes elderly respect may have an implicit bias that they should always obey and listen to people who are older than them. For an officer, this type of implicit bias could affect how they behave towards an inmate without thinking, such as being more willing to listen to someone who is older versus someone who is younger, or being more hesitant to order an older inmate to do something than they would for an inmate who is younger than them.

While any professional that works with people needs to strive for impartiality in their work, for correctional officers, it is even more critical to be aware of explicit and implicit bias. Correctional officers are responsible for the safety of the inmates in their facility and often must often make quick decisions. When you must make quick decisions based on limited information, implicit bias can influence your actions without your awareness. While implicit bias cannot be eliminated overnight, being aware of it is the first step in countering its consequences, so be sure to take the time to slow down and think through your actions.

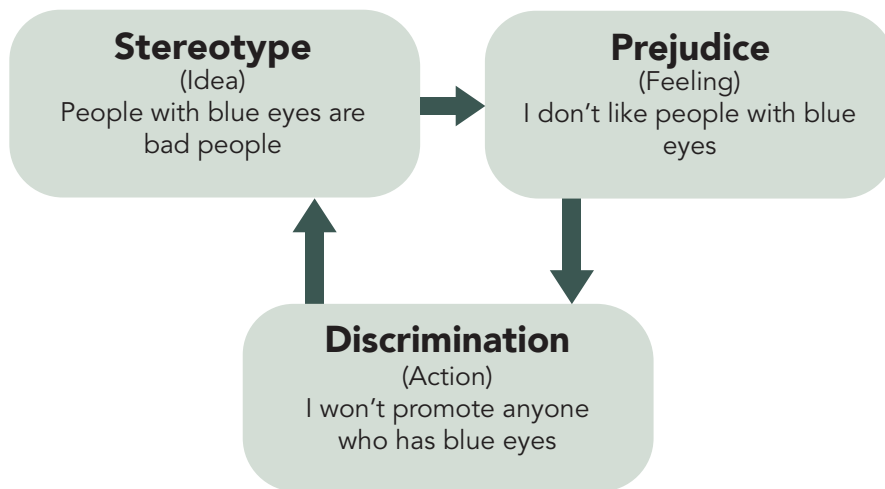


Figure 1-1
Discriminatory practices

Avoiding bias is just one step in fair and unbiased corrections. You must also avoid stereotyping, prejudices, and discrimination. **Stereotyping** is judging a group of people who are different from you based on your own or others' opinions or encounters. Both positive and negative stereotypes can be damaging because they categorize people unfairly. Additionally, judging a person based on stereotypes will cause you to miss valuable information and clues that aid in decision-making. **Prejudice** is an unjustified and baseless attitude toward a person because of their membership in a social group. It often develops from learned behavior and attitudes. Meanwhile, **discrimination** occurs when people choose to act on their prejudices. Stereotypes, prejudices, and discrimination can cause you to misunderstand information and threaten everyone's safety. These behaviors may lead you to act on emotions rather than a planned response. Always avoid these unethical behaviors in your career as a correctional officer as such behaviors are also considered discriminatory or biased-based.

Discriminatory behavior is any action that targets a person based on a variety of group characteristics, such as treating a person differently solely or primarily because of the person's race, ethnicity, religion, gender, sexual orientation, socioeconomic status, national origin, homeless status, mental or physical disability, age, or other self-defining characteristics. Engaging in this behavior is illegal and can result in criminal or civil penalties being brought against you. Every person within the U.S. has the constitutional right to equal protection under the law, and no state can limit this right; that means that every person is entitled to be treated the same under similar circumstances by the government.

Procedural Justice

Procedural justice is an approach that focuses on making decisions and following processes in a fair and equitable manner in a criminal justice setting. Regardless of whether someone is accused or convicted of committing a crime, it is important to remember that inmates

☒ CO122.3. Discuss the relationship between stereotyping, prejudice, and discrimination

☒ CO122.4. Describe the concept of procedural justice and its four pillars

are people too, and they desire to be treated with dignity and respect like everybody else. Using principles of procedural justice can make your facility safer for all involved.

The procedural justice approach is comprised of four pillars:

- fairness and consistency of rule application—the perception of fairness is not just about the outcome. Be consistent in your decision-making and treat people with respect.
- voice and representation in the process—involve groups in the decisions that affect them and listen to their concerns.
- transparency and openness of the process—make decisions without secrets and deception.
- impartiality and unbiased decision-making—make decisions based on relevance and data.

To practice procedural justice in your daily work as a correctional officer, it helps to use the LEED framework:

- listen—give everyone you interact with a chance to tell you their side of the story.
- explain—always explain your actions.
- equity—make fair decisions.
- dignity—treat people with respect.

Practicing procedural justice minimizes tension and potential violence in your facility. For example, a correctional officer who uses procedural justice when responding to an inmate's request would first listen, explain their actions, and make a decision that is appropriate and just while treating the inmate with respect during the process. While the inmate may or may not get what was requested, they will be more likely to accept the officer's decision.

UNIT 3 OFFICER WELL-BEING

LESSON 1 Adjusting to Shiftwork

© Lesson Goal

At the end of this lesson, you will understand methods used to adjust to shiftwork and what actions to avoid when adjusting to shiftwork.

Think About This

Two new officers have been reassigned to work the night shift. What can they do to ensure that they are well rested and alert during their shifts?

As a correctional officer, you will work in shifts to ensure that inmates receive constant care and supervision. Often, you will be required to work rotating shifts that may include evenings, all-night shifts, weekends, and holidays. During these shifts, regardless of the time of day, you will need to be alert and ready to respond at a moment's notice.

Adjusting to shiftwork can be a challenge because it can impact your time with family and friends, your sleep schedule, and your eating habits. At times, balancing your personal life and work may feel like a difficult task given the nature of shiftwork; however, know that there are ways to make the transition easier and less harmful to your physical and mental health. Some of these methods involve maintaining good communication, engaging in regular exercise, and developing good sleeping and eating habits.

Even with opposite sleeping schedules, it is still possible and important to maintain connections with the people who are close to you. You will need to communicate directly with them and let them know your schedule and the times when you will be asleep. If you live with others, a helpful suggestion would be to designate specific times when the household needs to be quiet and allow you to rest as well as times when you will be awake and able to interact. Post your schedule on the refrigerator or another place where others can see it.

If you are struggling to fall asleep because of your schedule, pay attention to light, sound, and temperature in your sleeping environment:

- light—when you go to sleep, make sure your room is as dark as possible. Black out curtains can help with this as well as a sleep mask for your eyes.
- sound—noise can directly impact the quantity and quality of the sleep you get. If possible, invest in a white noise machine to place inside your room or on the outside of your door. This can help drown out noise that other members of your household might make during the day.
- temperature—lower temperatures have been shown to help people fall asleep quicker. If possible, try to cool your room as much as possible. Turn on a fan or lower your air conditioner. Temperatures between 60 °F and 65 °F have been shown to be ideal for falling asleep. Sleeping on cotton or bamboo sheets can also help you stay cool while sleeping.

☒ CO131.1. Describe the challenges of shiftwork

☒ CO131.2. Explain methods of adjusting to shiftwork

☒ CO131.3. Describe helpful techniques for falling asleep

☒ CO131.4. Discuss actions to avoid when adjusting to an irregular sleep schedule due to shiftwork

When adjusting to an irregular sleep schedule due to shiftwork, avoid using sleeping pills or alcohol to help you sleep because both substances can become highly addictive and cause dependency. People who rely on sleeping pills or alcohol often need increasing amounts in order to achieve the same effect until, eventually, they are unable to fall asleep without the use of them.

Before bed, try to limit your intake of sugar, caffeine, and junk food. These types of foods can interfere with your ability to sleep and can be harmful to your health. You should also avoid eating a heavy meal close to bedtime. Consuming a heavy meal so close to sleeping can affect the quality of your sleep.² If you do decide to eat before bed make sure it is a small, nutrient dense snack.³

It is important to not deviate from your sleep schedule. Stay consistent, even on your days off. When you get home from work, create a routine, and try to go to sleep at the same time every day. Deviating from your sleep schedule can make it more difficult to readjust. If you do have to transition to a new shift, try and do so gradually and avoid drastically changing the time you go to sleep.

UNIT 3 OFFICER WELL-BEING

LESSON 2 Stress and Officer Wellness

© Lesson Goal

At the end of this lesson, you will be able to recognize how the different types of stress impact your mind, body, job performance, and quality of life.

Think About This

After a few months on the job, you notice that you are often tense, easily startled, and have difficulty sleeping and relaxing outside of work. What could be causing you to feel this way?

As a correctional officer, you will respond to high-stakes situations such as disputes between inmates, emergencies, and mental health crises. You may find yourself regularly in dangerous conditions, so it is vital for you to recognize and manage the stress that goes along with these difficult situations.

WHAT IS STRESS?

Stress is the physical or emotional response to an event, situation, or threat (real or perceived). It can also be a physical or mental response to a demanding situation or sudden change. While stress can slow down your reaction time, cloud your judgment, or make you question your decisions, not all of its effects are bad. Stress can make you aware of potentially dangerous situations and prepare you to react. One of the body's defense mechanisms is the **fight-flight-freeze response**, which is the body's physiological response to a perceived or real threat. When this is triggered, your body may react in one of three ways:

- fight—the body prepares to face the danger head-on.
- flight—the body prepares to flee from a dangerous situation.
- freeze—the body fails to react.

Although the fight-flight-freeze response can be helpful in certain situations, experiencing this response every day may prime you to be stressed more often than not, especially when considering the extensive and prolonged stressors within a correctional environment. It is important to strike a healthy balance between the right amount of stress to stay alert in case of danger while still being able to relax or unwind when the situation calls. You are encouraged to develop personal interventions to combat stress.

Categories of Stress

The level of stress you feel in each situation depends on your perspective and previous experiences as well as the type of threat.

☒ CO132.1. List the three primary responses to stress

☑ CO132.2. Describe the three categories of stress

There are three general categories of stress:

- **routine stress**—happens on a daily basis and is a normal part of life. Some examples include the ordinary stresses of being a correctional officer, balancing home and work life, and taking care of day-to-day tasks for your household.
- **acute stress**—often short-lived and occurs when you experience unexpected changes in your life, such as the end of a relationship, the death of a family member, or sudden unemployment.
- **traumatic stress**—occurs during major events like war, disasters, global pandemics, incidents of assault, or other events that cause you to feel that your personal safety, or the safety of others, is in danger. This type of stress can also result from incidents that may be less easy to identify, such as having chronic worries about your health and safety of others or hearing about how a fellow officer has been assaulted.

Your career in corrections will likely expose you to more traumatic stress than many other people ever face. An added complication for correctional officers is that they will have to return to the place where they incurred traumatic stress on a daily basis. This makes it even more important that you learn to manage your stress appropriately.

POST-TRAUMATIC STRESS DISORDER IN CORRECTIONS

Many people who experience traumatic stress can eventually recover with time. However, due to the high levels of stress that correctional officers face, some go on to develop **post-traumatic stress disorder (PTSD)**, a pattern of biological stress responses that may develop after a single stressful event or a series of stressful events. Sometimes the sufferer is not the person threatened by the situation but someone who witnessed it.

☑ CO132.3. Describe the symptoms and effects of post-traumatic stress disorder that a correctional officer may experience

One of the symptoms of PTSD is **hypervigilance**, which is a sense of always being on guard that can make it difficult to disengage from stress. When someone is hypervigilant, they may have increased difficulty relaxing in situations that are not stressful, such as sitting in a restaurant with family or enjoying a day in the park with friends. Officers experiencing hypervigilance are always expecting danger or threats. Since officers who experience hypervigilance are unable to let go of the sense of being on duty, they may struggle to maintain connections with family and friends.

Other symptoms of PTSD include:

- irritable or aggressive behavior
- reckless or self-destructive behavior
- problems with concentration
- difficulty falling or staying asleep or restless sleep

An officer with PTSD may also display symptoms such as depression, anxiety, flashbacks, and recurring nightmares. The officer may become emotionally unresponsive or have an unpredictable outburst of anger due to intrusive thoughts of re-experiencing the event. Avoidance of reminders or anything associated with the event may be a coping mechanism to relieve stress.

Along with the symptoms mentioned, traumatic stress comes with medical consequences. When you are frightened and nervous, your brain releases stress hormones that help you survive during life and death situations by allowing you to react quickly, such as in the fight-flight-freeze response. Even though stress hormones play an important role in keeping you safe during dangerous incidents, they can be harmful if experienced on a long-term basis. Repeated exposure to traumatic stress keeps the brain flooded with stress hormones even when you are not in a stressful situation. High levels of stress hormones have been linked to illness, anxiety, and increased risk of drug and alcohol use.

While traumatic stress is a normal part of your job as a correctional officer, feeling distressed by traumatic situations is not a failure on your part. It is your body's biological response to trauma. Understanding your body's biological responses will help you realize that when you are impacted by traumatic stress. When you are feeling negatively impacted by stress, it is a good idea to reach out to a peer or professional for help.

EFFECTS OF STRESS

While acute and routine stress may not initially appear to be as dangerous as traumatic stress, both can have negative effects on your life if not managed properly. Routine and acute stress responses include temporary increases in anxiety, tension, and irritability. Health-related stress responses include headaches, blood pressure changes, and loss of sleep. Job performance-related stress responses include inconsistent work habits and decreased productivity.

All categories of stress also can affect your personal relationships and damage your connections with loved ones. Long-term stress responses may include depression or suicidal thoughts. Failure to address stress may also result in chronic health problems, including disease, high blood pressure, ulcers, and coronary heart disease. Due to the nature of their duties, correctional officers are at greater risk for many of these conditions. Additionally, officers have a higher risk of suicide and substance use.

Monitor yourself as well as other officers for warning signs of stress. Some of the most common indicators are sudden behavioral changes, inconsistent work habits, accidents or injuries, frequent tiredness, sleeping and eating disorders, anxiety, alcohol and substance use, and complaints from other officers or members of the community. Reach out for help from a colleague, a licensed mental health professional, or your facility's employee assistance program (EAP) if you or a fellow officer is struggling with mental or emotional health.

☒ CO132.4. Explain how trauma impacts the brain

☒ CO132.5. Describe indicators of stress

UNIT 3 OFFICER WELL-BEING

LESSON 3 Behavioral Health

© Lesson Goal

At the end of this lesson, you will understand how to cope with the stress that comes with your job and how to build resilience for career longevity.

Think About This

You notice that an officer is often irritated, late to work, and has begun going to the local bar immediately after the end of each shift. What can you say to the officer that may help?

Due to the challenges that you will face as a correctional officer, you should prioritize your health from day one. Prioritizing your health means caring for both your physical and mental health; failing to maintain your physical and emotional well-being can negatively affect both your personal and professional life. Remember, while you will be tasked with maintaining order in your facility, it will be impossible to do so successfully without first taking care of yourself.

REDUCING STRESS

☑ CO133.1. Explain strategies for coping with stress and building resilience

It is essential that you establish a life for yourself outside of the work you do. Find ways to stay active outside of corrections by engaging with community organizations, religious groups, or sports teams to reduce stress and remain active. Your physical health is an important part of coping with stress; some ways to maintain a healthy lifestyle include:

- engaging in regular physical exercise, such as walking, running, swimming, and bicycling
- getting sufficient sleep
- eating less fat, sugar, and caffeine
- limiting alcohol and avoid smoking
- eating more vegetables and fruit, and drinking water instead of soda or other sugary drinks
- incorporating deep breathing exercises and meditation

While maintaining these habits everyday may not be possible, it is still important that you make them a priority. Outside of maintaining a healthy lifestyle, correctional officers need breaks from the mental fatigue that comes from working in a stressful environment. When possible, schedule vacations. When you take a day off, make it a true day off where you do not think about or discuss work. Use the time to unwind and participate in an activity that you enjoy so that you can focus on being in the moment. Balancing work and home life gives perspective and time to decompress from the stresses of corrections.

Another way you can reduce stress is through a physical outlet. Deep breathing exercises and progressive muscle relaxation take only a few minutes to perform, and studies show that they are effective when done properly. Progressive muscle relaxation involves targeting individual or groups of muscles and tensing then relaxing them, one by one. The following are some benefits of deep breathing exercises and progressive muscle relaxation:

- reduced heart rate and blood pressure
- reduced feelings of anxiety
- increased feeling of relaxation
- improved sleep

Building a Support System

Having a support system in place is another good way to manage stress, and it will help with your mental health in the long run. A support system is a group of people who can offer you emotional and practical support. Your support system can be professional, personal, or a combination of the two, and it can be made up of one person or many people. An understanding support system can guide you through difficult times in your career. To build your support system, you can make new connections by trying the following:

- volunteering
- joining a sports team
- joining professional organizations
- getting to know your neighbors and coworkers

For some, talking can be an important way to cope with stress. It can be beneficial to take time to talk about how you feel and any concerns that you have. Conversation can be a powerful tool when coping with stress; however, make sure that you choose someone trustworthy to share your concerns with. Sharing your feelings with a loved one, close friend, religious or spiritual advisor, counselor or doctor are a few options.

Building connections with people can also help with your mental health which, in turn, strengthens your resilience. **Resilience** is the capacity to effectively cope with stress, trauma, and other serious problems. You can strengthen resilience by making your health a priority, seeking help from licensed mental health professionals, and connecting with people in your support group. Building your resilience will not happen overnight, and you do not have to do it on your own. Having resilience does not mean that you are unaffected by difficult situations. It means that when you experience them you have healthy coping strategies and know when to reach out for help.

RESOURCES FOR ASSISTANCE

Many correctional agencies and facilities have resources available to their officers, and many of these are available through an employee assistance program (EAP). The EAP at your agency or facility can be a good first step to access several resources. EAPs are often

☒ CO133.2. List available resources for managing mental and physical health

designed to help employees address issues such as mental and physical health, family care-giving, and financial planning.

Some correctional agencies and facilities also have peer-to-peer support assistance. Individuals who provide peer-to-peer support will often be fellow officers who have been trained to give support and listen to their colleagues.

There are also outside resources available. A few options include:

- Alcoholics Anonymous
- Crisis Text Line
- Narcotics Anonymous
- 988 Suicide and Crisis Lifeline (formerly National Suicide Prevention Lifeline)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- The National Alliance on Mental Illness

Many organizations also help first responders and other public safety professionals. A few examples include:

- Badge of Life
- First Responder Support Network
- HEART (Healing Emergency and Response Team) 9/11
- Safe Call Now
- The Vicarious Trauma Toolkit—Office for Victims of Crime

Providing Peer Support

☑ CO133.3. Identify signs that a fellow officer is coping poorly with stress

As a correctional officer, you will often work alongside other officers as a team. For this reason, you may be one of the first people to notice that a fellow officer is having a difficult time coping with stress. Some signs that an officer may be having a difficult time coping with stress could include:

- irritability
- attempts to isolate
- changes in behavior and how they interact with fellow workers or inmates
- talking about hopelessness or emotional pain
- showing up late for work, missing many shifts, or changes in job performance
- increased use of substances or other risky behavior, including high-risk sexual behaviors
- changes in physical appearance and hygiene, such as suddenly having an unkempt uniform or appearance, and excessive weight gain or loss

If you notice these signs in one of your colleagues, ask them how they are doing. You do not need to be a mental health professional to provide support to your fellow officers. In fact, they may feel comfortable sharing with you because of your shared experiences in working in a correctional facility.

Some suggestions to help you talk to an officer about their stress include the following:

- listen—often, people who are going through problems simply want a person to listen to them and give their full attention. Be patient and give the person time to tell you how they are feeling.
- reassure—let the person know that their feelings are normal and that they are not weak for struggling.
- provide appropriate resources—refer the person to one of the resources previously mentioned, such as the crisis text line, alcoholics anonymous, or your facility’s EAP.
- follow up—check in with the officer in a week and ask if they have used any of the resources provided. If not, ask them how you can help them reach out for assistance.

When you help your fellow officers, you are not trying to solve their problems. You are offering support and helping your colleague make a plan to help themselves. Listening, reassuring, providing resources, and following up will let them know that you are available to talk and that they are not alone.

Some officers you talk to may experience **suicidal ideation**, which is when a person has thoughts about ending their own life. Anyone can experience suicidal ideation, regardless of whether or not they are diagnosed with a mental illness. When someone experiences suicidal ideation, that does not necessarily mean they will die by suicide. However, it is important to take suicidal ideation seriously because it does increase the risk of suicide.

Suicidal ideation looks different for everyone and may not always be recognizable. Some people who experience suicidal ideation may display warning signs that can help you determine if they are at risk. For officers, some signs could possibly include the following:

- expressing hopelessness—for example, “I can’t take this anymore.”
- communicating that they no longer want to live—for example, “I just wish I could die.”
- giving away important possessions—this can be a sign that a person is planning suicide.

If you suspect that an officer may be coping with suicidal ideation, you should ask them directly if they are having thoughts of harming themselves or taking their own lives. A good question to ask would be “have you had any thoughts about killing yourself?”

Talking openly about someone’s thoughts of suicide does not mean that you are pushing the person toward suicide. Instead, asking directly often makes people more likely

☑ CO133.4.
Discuss how to provide support to officers who are experiencing stress

☑ CO133.5. Explain how to help officers who may experience suicidal ideation

to open up about those feelings, so they can receive help. If an officer shares that they are experiencing suicidal ideation, it may be helpful to respond in the following ways:

- Thank them for being honest with you.
- Let them know you are listening and that you support them in getting help.
- Offer to help them make an appointment with a mental health professional. You can do this either by calling someone with them or helping them make an appointment online.

If it would make it easier for the person, you may offer to go with them to their first appointment or be on the phone with them while they call to talk to a professional.

If an officer says that they do intend to kill themselves, stay with them and make sure they do not have access to weapons. If an officer does not want to get help or talk to someone, let them know that there are resources and that you are willing to help connect them at any time. Be familiar with your agency's policies and procedures and follow the guidelines when this situation arises.

If an officer says that they have a plan to end their life, ask if they have taken any steps to carry out the plan. If there is a plan, and steps to carry out the act have begun, then immediate intervention is needed. Follow your agency's policies and procedures to obtain immediate help for the officer in crisis. Some agencies may require you to report this information to a designated staff member. Remember that there is nothing wrong with reporting this information. You may save an officer's life.

Helping a fellow officer who is experiencing thoughts of suicide can take a heavy toll on you. Be sure to recognize your own emotions and responses. Take care of yourself and use coping strategies. Consider using some of the resources that your agency provides to come to terms with what you are feeling.

CAREER LONGEVITY

☑ CO133.6. Describe how to develop personal resilience against trauma, fatigue, and stigma for career longevity

Sustaining a career in a correctional setting means being aware of the challenges you will face and knowing how to cope with them. Many people who work in careers that regularly place them in traumatic situations are at risk of developing secondary trauma and compassion fatigue. **Secondary trauma**, sometimes referred to as vicarious trauma, occurs when a person is exposed to the trauma of others and develops physical or mental impacts. Experiencing secondary trauma may result in absences at work, inability to focus on tasks, and a shortened career. **Compassion fatigue** is the emotional exhaustion that comes from helping others on a long-term basis. Symptoms of compassion fatigue include irritation, withdrawal from social situations, and feeling emotionally drained. Awareness of these possible complications is important because officers who neglect their mental health may not have the career longevity that they hope for. Additionally, officers who neglect their mental health could be putting their colleagues as well as inmates at risk. Your fellow officers and the inmates you manage need you to be dependable and calm even when situations are tense.

In the past, it was common to believe that people should deal with trauma and stress on their own. This was due to the stigma associated with mental health issues. **Stigma** is a set of negative and unfair beliefs that a society or group of people have about something. This can consist of officers making jokes or perpetuating stereotypes that can prevent people from getting professional help. Statements such as “just deal with it” or “you need to be tougher” will foster this stigma. Recognize that mental health is as important as physical health, and similarly, it sometimes requires the help of a professional.

Correctional officers may not seek help because they fear that this will negatively impact their careers. However, getting help from a licensed mental health professional is strictly confidential. There is only one exception and that is when the mental health professional has reason to believe that their patient is an immediate danger to themselves or others or if there is a case of child or elder abuse.

Building your personal resilience and taking care of yourself can help you cope with secondary trauma and compassion fatigue. Reaching out for help before you experience stress will help you with career longevity. It is recommended that, on top of your annual physical exam at your general medical practitioner, you also schedule an annual mental health checkup with a licensed therapist or psychiatrist. By doing so, you make it a habit to prioritize your mental health. Do not wait until you experience a crisis to seek help.

Chapter 2

Legal for Correctional Officers

UNIT 1 INTRODUCTION TO LAW

LESSON 1 Law Systems / 39

LESSON 2 Constitutional Law / 43

LESSON 3 Classification of Offenses / 46

UNIT 2 LEGAL CONCEPTS

LESSON 1 Rights of Inmates / 50

LESSON 2 Prison Rape Elimination Act / 53

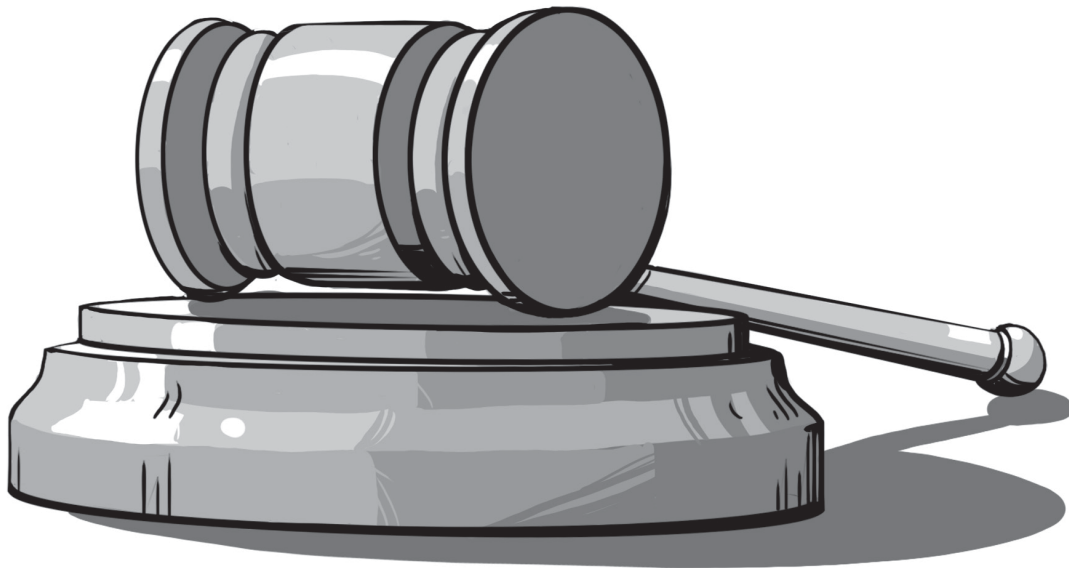
LESSON 3 Legal Issues With Contraband / 57

LESSON 4 Use of Force / 59

UNIT 3 LIABILITY

LESSON 1 Criminal and Civil Liability / 65

LESSON 2 Protecting Officers Against Liability / 68



UNIT 1 INTRODUCTION TO LAW

LESSON 1 Law Systems

© Lesson Goal

At the end of this lesson, you will understand the different types of laws as well as the importance of staying current with case law and your agency's policies and procedures.

Laws govern not only the responsibilities of a correctional officer but also the rights of inmates. You must develop a basic understanding of federal, state, and local laws in order to act properly and effectively without violating the individual rights of inmates. Having a solid legal foundation will help you perform your duties as an officer.

SOURCES OF LAW

Laws protect our rights, freedoms, and lives. They serve to maintain order, protect ownership of property, regulate certain businesses, and raise money for state and federal governments. There are several sources of law that govern the way we live in the United States, and one major source is the U.S. Constitution.

The Constitution establishes the form of government in the U.S., and it also outlines the representational government and its responsibilities within a three-branch structure. The legislative branch is responsible for creating laws; the executive branch (which you are part of as a correctional officer) is responsible for enforcing laws, and the judicial branch is responsible for interpreting the laws. Together, all three branches make up the federal government.

Constitutional law further defines the powers and limitations of each of the three branches. It also upholds standards set forth in the Constitution and the court decisions or interpretations of the Constitution handed down by the federal district courts and the U.S. Supreme Court.

Florida has its own state constitution that generally parallels the Constitution. This means that the Florida Constitution affords Florida residents the same level of rights or greater than what comes from the Constitution. The supremacy clause of the Constitution states that when laws conflict, federal law generally overrules state and local law. State law can be more restrictive than federal law, but it cannot undermine the federal standard or the Constitution.

☒ CO211.1.
Explain the role of constitutional law

Types of Law

Criminal law identifies behaviors that are deemed unacceptable by society; it also sets punishments for those behaviors.

☒ CO211.2. Discuss criminal law and its relation to statutory law and ordinances

Statutory law is written and enacted by Congress, state legislatures, or local governing authorities in response to a perceived need; it includes criminal, civil, administrative, and regulatory laws.

Ordinances are written laws enacted by a municipal (city) or county government. Local governments create ordinances that regulate actions within the municipality, such as curfews for minors, restrictions on the hours when alcohol may be sold, or parking regulations. Ordinances apply only within the jurisdiction of the governmental entity that enacted them. Some ordinance violations are criminal while others are civil infractions. Ordinances cannot conflict with state, federal, or case law.

Criminal law provides the foundation for what society deems as unacceptable behavior. To combat the unacceptable behavior, statutory law is put in place by the legislature at the federal or state level. Then, at the local level, an ordinance is set in place by a municipal or county government to regulate those actions.

☒ CO211.3. Describe the role of civil law

Civil law is concerned with the legal action that a person takes to resolve a non-criminal private dispute with another person, and the courts provide a forum for people to settle these disputes. Examples include child custody disputes, landlord-tenant disputes, and property boundary disputes.

In civil lawsuits, the person filing the lawsuit must have a court-recognized cause of action. In law, a cause of action is a set of facts sufficient to justify a right to sue to obtain money, property, or the enforcement of a right against someone.

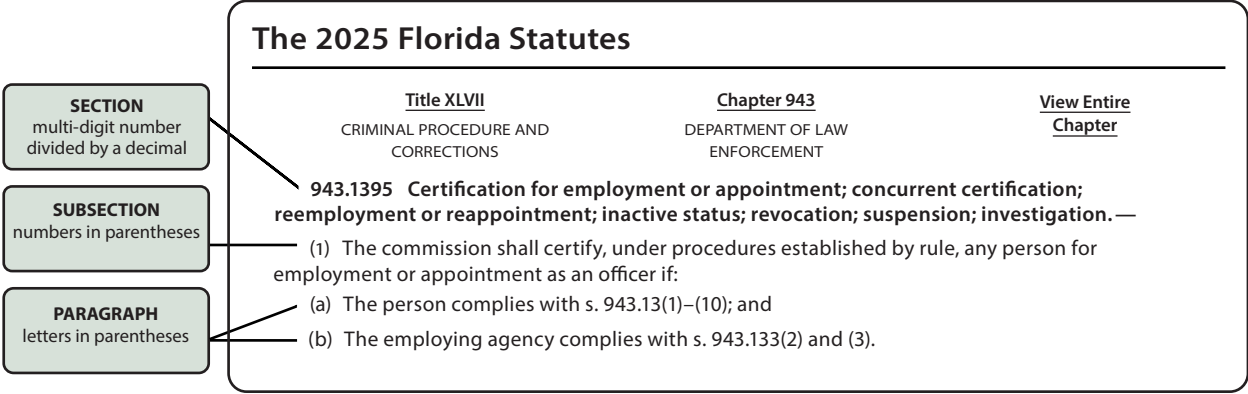
Administrative law is the body of law that establishes the operations and procedures of governmental agencies. It governs the internal operations of these agencies and ensures that they do not abuse their power. Administrative law is also concerned with the creation and adoption of rules or regulations by agencies in order to carry out laws enacted by legislature. Often, these rules or regulations are written into an official code, which is a collection of laws or rules and regulations organized by subject area. For example, division 11B of the Florida Administrative Code (F.A.C.) contains the official Florida administrative rules that govern the training and certification of law enforcement, correctional, and correctional probation officers that is required by statute.

KEEPING CURRENT IN THE LAW

Case law is the body of law formed by the decisions of the court system, which is part of the judicial branch. These court-imposed decisions are based on the court's interpretation of constitutional provisions, and they clarify the meaning of a Florida statute or a Florida administrative rule as applied to a specific set of facts in a case.

☒ CO211.4. Identify the importance of staying current with case law

Court decisions influence how you perform your duties. An appellate court is responsible for hearing and reviewing appeals from cases that have already been heard in a lower court. Once an appellate court in your jurisdiction creates a rule, known as a precedent, you are required to follow that rule unless a higher court changes the rule. The rules under



which you operate will constantly change based on revisions in statutes and the case law that interprets those statutes. You are responsible for keeping current with these changes.

There are a variety of sources that can help you stay current in statutory and case law, including agency bulletins, legislative updates, and official websites such as the Florida Department of Law Enforcement, the Florida Office of the Attorney General, and the Florida Supreme Court. Avoid obtaining legal knowledge from unofficial sources such as newspapers, television, radio, unreliable websites, and word of mouth.

Figure 2-1
Statute breakdown

NAVIGATING AND READING THE FLORIDA STATUTES

The Florida Statutes contain the permanent collection of the statutory laws of Florida, and the ability to read and understand the Florida Statutes is a critical function for correctional officers to carry out their responsibilities.

The Florida Statutes can be found in both digital and print format, and they are updated annually. Agencies may provide you with the necessary source materials to locate and stay up to date with statutes. When searching on your own, always make sure that the source that you use is reliable and current. Navigating through the Florida Statutes may be difficult without an understanding of how to read them; however, the more you familiarize yourself with them, the easier it will become to read the statutes. Digital versions of the statutes may offer a keyword search feature that you can use to narrow your search. Meanwhile, if you are searching a printed statute book, you can reference the index in the book.

The Florida Statutes are organized by titles or subject areas, and are further divided into chapters, sections, and subsections. Chapters are broad topics and are broken down into sections, which are broken down into subsections.

For example in Figure 2-1, the chapter is 943, Department of Law Enforcement, and the statute section is 943.1395, Certification for employment or appointment; concurrent certification; reemployment or reappointment; inactive status; revocation; suspension; investigation. The subsection is (1).

☒ CO211.5. Explain how to find and read the Florida Statutes

Generally, everything contained within subsection (1) outlines the main topic of the law or the crime itself. Subsections may be broken down into paragraphs, for example, (1)(a), (1)(b), which provide more detail or specify the law or elements of the crime. The following subsections give further explanation of the law or outline the penalties for the offense.

In some statutes, there are particular words that may have unclear meanings. Often, those words are defined at the beginning of the chapter, and sometimes they are defined at the beginning of a section. The last portion of a section provides a history of legislative changes relating to the statute.

AGENCY POLICIES AND PROCEDURES

While the Constitution and the Florida Statutes direct your actions, correctional agencies establish policies and procedures to guide the daily activities of officers working within facilities in order to meet the specific needs of the agency. These policies and procedures will differ between agencies and may be more restrictive than state and federal laws.

☒ CO211.6. Identify the importance of staying current with agency policies and procedures

Your agency will provide you with specific policies and procedures during your agency's training program, and it is important that you become familiar and stay up to date with them. This program does not cover agency or facility-specific policies and procedures; however, there will be areas within this text that direct you to review your agency or facility's policies and procedures for further clarification. Examples include policies on wearing body cameras, using conducted electrical weapons (CEWs), maintaining uniform standards, and following use of force procedures.

UNIT 1 INTRODUCTION TO LAW

LESSON 2 Constitutional Law

© Lesson Goal

At the end of this lesson, you will understand how specific constitutional amendments apply to you in your role as a correctional officer.

Think About This

An officer attempts to make a random search of an inmate's cell, but the inmate yells at the officer, "You can't search my cell! You have no proof I've got anything illegal in here! You can't search whenever you want!" The officer counters, "The officers here can search your cell whenever it is deemed necessary." Who is right in this situation?

The Constitution defines the boundaries within which the government must operate and establishes the laws that every person is subject to. The Constitution also defines your authority to act as a correctional officer. In any situation, you must be able to determine how to follow the law and abide by the limitations that the Constitution sets; to do so, you must first understand how the Constitution applies within the context of a correctional facility.

☒ CO212.1.
Determine how the Constitution impacts the role of a correctional officer

ARTICLES OF THE CONSTITUTION

The Articles of the Constitution form the Constitution's main body. They set out the parameters of the relationship between the American people and the legislative, executive, and judicial branches of the U.S. government. The articles also spell out the authority and responsibilities of the three branches of government.

CONSTITUTIONAL AMENDMENTS OF IMPORTANCE

While the Articles of the Constitution establish the U.S. government and its responsibilities, they do not specify individual basic civil rights and liberties; instead, these can be found in the first 10 amendments to the Constitution, which are also referred to as the Bill of Rights. Under the Constitution, all people stand equal before the law and, therefore, share certain rights. Knowing these rights as they relate to the people in your care will be important to your career as a correctional officer.

Many of the amendments in the Bill of Rights focus on the courts and the legislature, but the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments are of particular importance to corrections.

☒ CO212.2.
Discuss the role of the amendments to the Constitution and the Bill of Rights in relation to corrections

First Amendment—Freedom of Speech

The First Amendment protects freedom of speech, of the press, and of religion, and the right to peacefully assemble. An example of a limitation in the scope of the First

Amendment is that, while inmates cannot assemble and protest in a correctional facility, they can maintain the right of free speech to express their religious beliefs and communicate with the press.

Fourth Amendment—Unreasonable Search and Seizure

The Fourth Amendment prohibits unreasonable search and seizure; it protects people from governmental intrusion in areas where they have a reasonable expectation of privacy. For example, to search a home, a law enforcement officer may be required to have a search warrant that is signed by a judge. However, in a correctional facility, there is a diminished expectation of privacy, and there is no general requirement for a search warrant.

Fifth Amendment—Self-Incrimination and Due Process

While the Fifth Amendment is best known for prohibiting self-incrimination, it also requires grand jury indictment for capital crimes; prohibits double jeopardy, which prevents a person from being prosecuted for the same crime twice; and prohibits the deprivation of life, liberty, or property without due process of law. *Due process* refers to the conduct of legal proceedings according to established rules and principles for the protection and enforcement of private rights, including notice and the right to a fair hearing.¹

There are two main types of due process:

- **substantive due process**—the fair and consistent enforcement of the law. This means that people are treated fairly.
- **procedural due process**—the procedures that must be followed to protect a person's rights during the criminal justice process. This means that everyone is entitled to every step in the criminal justice process.

Sixth Amendment—Right to Speedy Trial

The Sixth Amendment guarantees a person's right to a speedy and public trial, to counsel, to an impartial jury, to be informed of the nature of the charges, and to confront witnesses. It is important to understand that the access to legal counsel in a correctional facility falls within the Sixth Amendment.

Eighth Amendment—Cruel and Unusual Punishment

The Eighth Amendment prohibits excessive bails and fines as well as cruel and unusual punishment. This amendment plays a critical role in the care, custody, and control of inmates, specifically regarding cruel and unusual punishment, which has been interpreted by the Supreme Court to include harsh prison or jail conditions. The living conditions and treatment of inmates in prisons or jails are often referred to as conditions of confinement. Conditions of confinement can vary widely depending on the facility, jurisdiction, and other factors. Some common issues related to confinement include the following:

- overcrowding
- lack of sanitation and hygiene

- lack of access to medical and mental health care
- use of solitary confinement
- violence and safety
- lack of access to education and rehabilitation programs
- discrimination and bias

If left unaddressed, some of the issues mentioned could contribute to conditions of confinement that may be seen as cruel and unusual. In any case, however, the Supreme Court has ruled that inmates have a constitutional right to humane conditions, and this includes having basic necessities like food, water, shelter, and medical care. Failing to provide the necessary medical care or choosing to withhold meals are examples of actions that are prohibited under the Eighth Amendment.

Fourteenth Amendment—Rights of Citizens

The Fourteenth Amendment expands the application of the Bill of Rights to state and local governments as well. This is done in the due process clause of the Fourteenth Amendment:

No state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny any person within its jurisdiction of the equal protection of the laws.

The Constitution requires you to get the right result the right way. Failure to abide by the Constitution may result in the suppression of evidence and confessions, and civil or criminal liability towards you or your agency.

Table 2-1 Amendments of Importance

Amendment	Explanation
First Amendment	protects the right to free speech, press, assembly, and religion
Fourth Amendment	protects from unreasonable search and seizure
Fifth Amendment	protects against self-incrimination and guarantees due process
Sixth Amendment	establishes a right to a speedy trial, impartial jury, and assistance of counsel
Eighth Amendment	protects against cruel and unusual punishment and prohibits the use of excessive bail or fines
Fourteenth Amendment	establishes due process and equal protection of the laws in all states

UNIT 1 INTRODUCTION TO LAW

LESSON 3 Classification of Offenses

© Lesson Goal

At the end of this lesson, you will be able to identify different crimes that may be committed in a correctional facility as well as the proper way to handle any evidence.

Think About This

During a routine search of an inmate, an officer discovers what appears to be a green leafy substance. What steps should the officer take?

When you work in a jail, prison, or other correctional setting, you are responsible for the care and custody of people who have been accused or convicted of committing a crime, and some of these people may go on to commit new crimes within the facility. Since you are likely to encounter these situations in your job, you must know how facilities handle these issues, what basic terms are used for criminal offenses, and how to handle evidence from a crime committed within a correctional facility.

CATEGORIES AND CLASSES OF OFFENSES

☑ CO213.1.
Identify the different categories and classes of offenses

The term **offense** refers to a breach of law and broadly describes criminal or non-criminal acts that are punishable under law. In Florida, a crime is designated as either a felony or a misdemeanor. A **felony** is any criminal offense punishable by death or imprisonment at a state correctional facility for one year or more. Felonies are classified into five degrees, based on the severity of the offense. Some examples of a felony in a correctional facility would be sexual battery or introduction of contraband.

A **misdemeanor** is any criminal offense that is punishable by a term of imprisonment in a county correctional facility of up to one year. It is possible for an inmate to spend an extended term of more than one year in a county facility if they receive two or more sentences in a row, also called a consecutive sentence, for multiple charges. Some examples of a misdemeanor in a correctional facility are simple battery or criminal mischief. There are also municipal or county ordinance violations that may carry the punishment of up to 60 days in a county jail, a \$500 fine, or both.

All laws still apply in a correctional facility; therefore, while in prison or jail, an inmate who commits a crime may be charged with another crime. A correctional officer should not only be able to determine when a crime has been committed but also be able to distinguish a crime from a rule violation, which requires a different set of procedures that will be discussed in Chapter 7.

Some common crimes committed by inmates in a correctional facility include:

- petit theft
- dealing in stolen property

☑ CO213.2. List the common crimes committed by inmates in a correctional facility

- assault or assault on a facility employee
- battery, sexual battery, or battery on a facility employee
- drug-related crimes
- criminal mischief
- arson
- possession of contraband or introduction of contraband into a correctional facility
- escape
- lewd and lascivious behavior
- bribery
- security threat group (STG)-related crimes
- gambling
- vandalism
- loan sharking
- homicide

Note that the crime of assault or battery against a facility employee who is performing their duties reclassifies the offense to a more severe degree, which means that the offense carries a greater penalty. Battery against a correctional facility employee includes the suspect intentionally touching, striking, or attempting to touch or strike the victim. The suspect could do this by throwing, tossing, or expelling blood, saliva, chewed food, seminal fluid, urine, or feces at the victim in order to harass, annoy, threaten, or alarm the victim.

Be aware that inmates are not the only ones that could potentially commit crimes in a correctional facility; staff and visitors are also capable. Some common crimes that staff or visitors commit include the introduction of contraband, sexual misconduct, and bribery.

☒ CO213.3. Discuss the common crimes committed by staff and visitors in a correctional facility

ELEMENTS OF CRIMES

Generally, to prove that a person has committed a crime, the prosecution must show that the person has committed an act that is specifically prohibited by law. Because the burden of proof is on the prosecution, they must be able to identify the elements of a crime before pursuing a case.

There are two basic elements that are necessary to convict a person of a crime:

- proof that a crime has been committed
- proof that the person being charged committed the crime

☒ CO213.4. Explain the elements of crimes

Instrumentalities of a Crime

Instrumentalities of a crime can be anything used to commit a crime. Instrumentalities may take many forms such as bodily fluids, a homemade weapon, a cell phone, a threatening letter, or a recorded phone call. These items will often be used as evidence.

Fruits of a Crime

The **fruits of a crime** are any benefits gained or obtained by committing the crime. In a correctional facility, the benefit may often be money or canteen and commissary items. However, it should be noted that the person who benefits from the crime is not always the person who committed the crime. For example, an inmate may steal to pay a debt to another inmate. The fruits of a crime can also become evidence.

EVIDENCE

☑ CO213.5. Identify the major types of evidence found in a correctional facility

Evidence is anything that tends to prove or disprove the existence of a fact. Three types of evidence are usually found in a correctional facility: physical, testimonial, and documentary.

- physical evidence—material objects, such as weapons, drugs, or money
- testimonial evidence—verbal evidence obtained from a witness, victim, or suspect
- documentary evidence—printed or written evidence, such as a call log, written property receipt, letter, or recording

Depending on the type of evidence, the evidence can be classified as either direct or circumstantial. Direct evidence directly proves a fact without presumption. An example would be an officer observing a stabbing or DNA samples connecting a suspect to a crime. Circumstantial or indirect evidence is based on conclusions drawn from reasoning, not from personal knowledge or direct observation, and is presumed to be true. An example would be an officer searching an inmate before an attorney visit and, after the visit, discovering a cell phone in the inmate's possession. While the officer would not have overheard the meeting because it was considered private under the privileged communication exception, the officer can draw the conclusion that the attorney most likely gave the inmate the cell phone.

CHAIN OF CUSTODY

☑ CO213.6. List the components of the chain of custody in a correctional facility

The **chain of custody** is documentation of everyone who handled evidence as well as when, why, and what changes, if any, were made to the evidence. Chain of custody documentation is also issued to prove that the evidence submitted in court or at a disciplinary hearing is the same evidence that was collected at the crime scene.

The responding officer must preserve the chain of custody to protect the integrity of the evidence. Items must be documented even if what is collected does not immediately appear to be relevant to the incident. Documentation can be in writing or by video, photograph, or audio. Documentation must be clear and complete as it may be used during testimony by another officer or person. The components of the chain of custody for documentation or preservation are:

- who—the people involved, such as an inmate, visitor, or staff. It should also include all people who touched the evidence from the time the situation was identified.
- what—all materials used and secured.

- where—location from which the evidence was collected, transferred to, or stored.
- when—date and time the incident occurred and any time the evidence was handled.
- why—reason the evidence or material was handled.
- how—proper methods for preservation. How evidence is collected is crucial to verifying its integrity and thus its usability in trial or hearing.

UNIT 2 LEGAL CONCEPTS

LESSON 1 Rights of Inmates

© Lesson Goal

At the end of this lesson, you will understand how to respect and protect inmates' rights through your actions.

Think About This

An inmate approaches an officer to request to speak to their attorney regarding their case. How can the officer respond to this request?

- ☑ CO221.1. Identify the rights inmates retain while inside a correctional facility

RIGHTS RETAINED BY INMATES

While certain rights of inmates are restricted because of security reasons, they still retain many individual rights under the Constitution. For example, inmates have the right to freedom from unreasonable search and seizure, the right to protected health information, and the right to privileged communication. Additionally, some of the retained rights include access to courts and legal counsel, including help from other inmates in preparation of writs and petitions as well as access to legal materials. Other examples of inmates' rights may be more specific to conditions of confinement or freedom of speech, such as the right to exercise and fresh air; the right to adequate medical treatment; the right to food that meets minimum nutritional standards; and the right to correspondence through sending and receiving mail, including correspondence with the courts.

- ☑ CO221.2. Explain what a search is and how it relates to corrections

SEARCH AND SEIZURE

The Fourth Amendment to the Constitution protects people from unreasonable governmental intrusion, including searches and seizures. A **search** occurs when an officer examines an area, person, or property for evidence in a place where a person has a reasonable expectation of privacy; however, it should be noted that an inmate does not have the same expectations of privacy as someone who is not incarcerated. Inmates have less of an expectation of privacy in a correctional facility due to the obligation to maintain order in the correctional system. In a correctional facility, a search occurs to discover contraband and anything else that may jeopardize the safety and security of the facility. **Contraband** is any unauthorized article foreign to a facility or any authorized article in excessive quantities or altered from its intended purpose.

- ☑ CO221.3. Explain what probable cause is and how it relates to corrections

An officer working in a correctional facility does not require probable cause to search an inmate. **Probable cause** is a fair probability or reasonable grounds to believe that someone committed a crime, based on the totality of the circumstances or all the factors known at the time.

- ☑ CO221.4. Explain what a seizure is and how it relates to corrections

Seizure occurs when an officer affects a person's right to have or control their property, usually by physically taking it. It involves taking possession of contraband or evidence for a violation of rule or law.

★ Note

When a correctional officer finds evidence or contraband during a search in a correctional facility, the officer has the duty to seize it. This helps to maintain safety and security of the other inmates and staff in the facility.

Safety and security needs of a correctional facility include searching people or vehicles entering the facility. Types of searches may include a pat down or pat search, canine, body scan, and metal detector. Unlike inmates, visitors have the right to refuse a search; however, refusal may result in denial or termination of current or future visits.

APPLICATION OF *MIRANDA*

A ***Miranda* warning** is the warning that a law enforcement officer provides to protect the Fifth Amendment right against self-incrimination when a suspect in custody is interrogated in a criminal investigation. Though a correctional officer is not a law enforcement officer and does not issue *Miranda* warnings, *Miranda* still applies to inmates in a correctional setting. If a crime occurs within a correctional facility, interrogation of the suspect should be completed by either a law enforcement officer or a facility inspector or investigator.

A correctional officer may encounter information regarding an ongoing criminal case that occurred outside of the facility. This may occur in a jail setting during the intake process or when inmates are awaiting trial. While you should not ask inmates about the circumstances under which they are charged, you do have a duty to report information concerning criminal acts. If an inmate provides information regarding the facts of a criminal case, you must document this information in accordance with your agency's policies and procedures.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Another right that inmates retain include the right to keep their health information private. The federal Health Insurance Portability and Accountability Act (HIPAA) sets privacy standards that make it a violation to knowingly disclose the protected health information of patients without their consent, which includes the health information of inmates and detainees. Correctional officers and staff who knowingly violate this HIPAA restriction may be fined, administratively disciplined, or imprisoned.

According to the Florida Statutes and HIPAA, correctional facilities are required to reasonably safeguard an inmate's health information to limit incidental uses or disclosures, unless there is a health, safety, or security need.

★ Note

Inmate health information is confidential and may be shared only with people who have a need and right to know.

☑ CO221.5. Identify what types of searches can be used for visitors entering and exiting a correctional facility

☑ CO221.6. Determine how and when a *Miranda* warning is issued in a correctional setting

☑ CO221.7. Describe how the requirements of the Health Insurance Portability and Accountability Act operate in a correctional setting

You are prohibited from asking for inmate health information unless it is pertinent to your job, necessary to protect yourself and others, or to assign work. For example, if an inmate has an infectious disease, such as tuberculosis, a transport officer needs to know so that the officer can get the right personal protective equipment and take extra precautions. An inmate with diabetes may need a special meal and possibly a snack during work detail.

There may be times when the officer needs to have medical information if it is necessary. The health information that is disclosed to an officer will be limited to a particular incident or health and safety issue. You will not be given complete inmate health information; however, relevant information for precautionary measures will be available. For example, a correctional officer who is injured after a fight with an inmate may receive information regarding the inmate's bloodborne pathogen or infectious disease status. The officer may also be told if the inmate has HIV, hepatitis, or other infectious diseases.

PRIVILEGED COMMUNICATION

☒ CO221.8.
Discuss inmates'
rights to privileged
communication

Although there is a reduced expectation of privacy in a correctional facility, inmates still maintain the right to certain confidential or privileged communication within some relationships, such as between an inmate and an attorney. **Privileged communication** refers to the confidential information shared between two parties, such as a client and an attorney, that is protected by law from forced disclosure. The attorney-client privilege is based on the inmate's Sixth Amendment right to counsel. While invoked, attorney-client phone conversations may not be recorded; visits do not have to conform to normal visiting hours, and visits may be within the sight of an officer but out of hearing. The attorney is also able to meet with their client alone but still within close proximity to an officer. However, keep in mind that, in a correctional setting, other types of communication that are generally considered privileged outside of a correctional facility may have a diminished expectation of privacy and may be recorded for safety and security concerns.

UNIT 2 LEGAL CONCEPTS

LESSON 2 Prison Rape Elimination Act

© Lesson Goal

At the end of this lesson, you will understand the importance of the Prison Rape Elimination Act and your role in keeping inmates safe from sexual abuse.

Think About This

An inmate received a new cellmate a few months ago. Since then, the inmate has been anxious, moody, and shows signs of depression. For the last week, they have refused to shower and have shown resistance when it was time to return to their cell. What should the officer do?

PRISON RAPE ELIMINATION ACT (PREA)

Inmates have the right to carry out their sentences free from sexual violence. The **Prison Rape Elimination Act (PREA)** is a law enacted by Congress to address the problem of sexual abuse of people in the custody of U.S. federal, state, and local correctional agencies. PREA was created to develop and implement national standards for detecting, preventing, reducing, and punishing prison rape to help keep inmates safe from all forms of sexual abuse and harassment. PREA sets certain standards that correctional facilities must maintain, and adherence to these standards ensures that every correctional facility maintains zero-tolerance for any type of sexual abuse and harassment.

A correctional facility that has a zero-tolerance standard for sexual violence is one where inmates are kept safe from sexual abuse from other inmates, visitors, and any correctional staff, which includes correctional officers, volunteers, and contractors.

PREA standards define **sexual abuse** as any sexual act where the victim does not give their consent. To consent to a sexual act, a person must be completely willing, free from threats (overt or implied), and have the free agency to say “no.”

☒ CO222.1. Describe the purpose of the Prison Rape Elimination Act

☒ CO222.2. Explain what sexual abuse is in the context of a correctional setting

★ Note

Consent cannot exist where there is an imbalance of power. Any sexual encounter between correctional officers and inmates is always nonconsensual.

Sexual activity is not permitted between correctional officers and inmates. While it is possible for inmates to consent to sexual activity with other inmates, it is never possible for an inmate to consent to sexual activity with correctional staff because an inmate does not have the same level of authority or power. That means that any sexual activity between inmates and staff is abuse; it is a violation under PREA standards for an officer to engage in sexual activity with an inmate.

According to PREA standards, the following sexual acts are considered sexual abuse of an inmate, detainee, or resident by another inmate, detainee, or resident, if the victim does not consent, is coerced into such act by overt or implied threats of violence, or is unable to consent or refuse:

- contact between the penis and the vulva or the penis and the anus, including penetration, however slight
- contact between the mouth and the penis, vulva, or anus
- any penetration of the anal or genital opening of another person by a hand, finger, object, or other instrument
- any other intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or the buttocks of another person, excluding contact incidental to a physical altercation

The following acts, in addition to the ones mentioned before, are considered sexual abuse of an inmate, detainee, or resident by a correctional staff member, contractor, or volunteer:

- contact between the mouth and any body part where there is the intent to abuse, arouse, or gratify sexual desire
- contact unrelated to official duties where there is the intent to abuse, arouse, or gratify sexual desire
- any attempt, threat, or request to engage in the sexual acts described above
- any display of a correctional staff member's, contractor's, or volunteer's uncovered genitalia, buttocks, or breast in the presence of an inmate, detainee, or resident
- voyeurism

☒ CO222.3. Explain what voyeurism is in the context of a correctional setting

PREA standards also safeguard inmates from voyeurism by correctional staff. According to PREA standards, **voyeurism** occurs when a correctional staff member invades an inmate's privacy for reasons unrelated to official duties. Some examples include looking at an inmate who is using the bathroom in their cell to perform bodily functions; requiring an inmate to expose their buttocks, genitals, or breasts; or taking photos of all or part of an inmate's naked body or of an inmate performing bodily functions. It is important to remember that correctional staff of the opposite gender are required to announce their presence when entering an inmate's housing area.

PREA mandates that correctional facilities have zero tolerance for sexual abuse and sexual harassment. According to PREA standards, sexual harassment includes the following:

- repeated and unwelcome sexual advances, requests for sexual favors, or verbal comments, gestures, or actions of a derogatory or offensive sexual nature by one inmate, detainee, or resident directed toward another
- repeated verbal comments or gestures of a sexual nature to an inmate, detainee, or resident by a staff member, contractor, or volunteer, including demeaning references to gender, sexually suggestive or derogatory comments about body or clothing, or obscene language or gestures

Sexual abuse is directly related to the safety and security of your facility because tolerating any form of sexual harassment or abuse could result in:

- increased behavioral issues
- the spread of sexually transmitted infections (STI)
- heightened tension among perpetrators and victims
- risk of recidivism

☒ CO222.4. Describe how sexual abuse and harassment impact the safety and security of a correctional facility

Additionally, most people who are incarcerated in your facility will eventually leave your facility and re-enter society. Ensuring that they are safe from sexual violence during their time in custody helps them have a more stable re-entry into their communities.

As a correctional officer, it is your responsibility to detect and report sexual abuse that occurs within your facility. While it is not always possible to spot when sexual abuse is happening, the following methods may help you with detection:

☒ CO222.5. Explain a correctional officer's role in enforcing PREA

- Familiarize yourself with your facility—know where cameras are located and where there are blind spots, which are areas not covered by cameras or not clearly visible at all times.
- Recognize members of vulnerable groups in your facility—everyone is vulnerable to sexual abuse. However, people who are members of vulnerable populations are often more likely to be the victims of abuse. You will learn more about vulnerable populations in Chapter 8.
- Be alert to possible physical signs of sexual abuse—some physical signs of sexual abuse may include STIs, bleeding, stomach or abdominal pain, or difficulty walking or sitting.
- Be alert to possible emotional signs of sexual abuse—some emotional signs of sexual abuse may include extreme anger, anxiety, depression, or irritability.
- Recognize unusual behavior from inmates—some examples are an inmate avoiding a certain staff member, isolating or withdrawing from everyone or activities, being in prohibited areas, spending extra time with staff, or requesting protective custody.

Always remember to analyze behavior objectively. Staff should not make assumptions on observed behavior without additional information. While some inmates may appear to be disobeying the rules, they may actually be coping with sexual abuse. For example, an inmate who continually waits to shower until the last three minutes of shower time may appear to be not following the rules. However, they may be waiting to shower in order to avoid their abuser.

In addition to detecting potential sexual abuse and harassment, correctional staff are obligated to report any knowledge, suspicion, or information regarding an allegation of sexual abuse, harassment, or inappropriate sexual behavior. Understand that reporting abuse is not optional. An officer who fails to report PREA qualified incidents can be subject to discipline and potential liability. Officers should take special care to follow the protocols

of PREA standards, such as maintaining the scene, separating inmates involved, notifying the proper chain of command, and documenting the incident. Everyone who files a report, including staff, volunteers, and inmates, has the right to be free from retaliation. **Retaliation** happens when an inmate or staff member acts or attempts to injure, harm, or intimidate a person who has reported sexual abuse and assault.² You are responsible for reporting any retaliation that occurs in your facility, so follow your agency's policies and procedures as well as your facility's guidelines on reporting.

UNIT 2 LEGAL CONCEPTS

LESSON 3 Legal Issues With Contraband

© Lesson Goal

At the end of this lesson, you will be able to recognize what is considered contraband and know how to react to it appropriately.

Think About This

An officer brings a cell phone to an inmate at their request. What are the consequences the officer may face for this action? What consequences could the inmate face?

The presence of contraband is an ongoing problem in many correctional facilities. As a correctional officer, you will need to be able to recognize and understand what contraband is, how it affects your facility, and the appropriate ways to handle it.

Contraband places everyone in danger, including correctional staff, the public, and all inmates. Contraband has the potential to increase violence, crimes, and create other security issues. It can also cause unequal relationships between inmates by providing wealth and power for some inmates to hold over others. For example, inmates can use cell phones to help smuggle in drugs and weapons, organize attempts to escape, and order crimes to be committed inside or outside correctional facilities. Limiting items in a correctional facility is one way to combat the issue of contraband, and it helps to maintain internal order, security, and discipline.

Items identified as contraband in correctional facilities according to the Florida Statutes include:

- currency or coins
- tobacco products
- controlled substances
- non-prescribed drugs of any kind or nature
- articles of food or clothing that have been altered or are in excessive quantity
- firearms or dangerous weapons
- cell phones or portable communication devices
- any items used to aid or make an escape

The Florida Model Jail Standards (FMJS) and the Florida Administrative Code (F.A.C.) provide authority to county and state facilities to establish policies and procedures relating to contraband. The facility's officer in charge should list articles or items that inmates are allowed to have based on the policies and procedures that are set for the

☒ CO223.1. Explain why contraband is a problem

☒ CO223.2. Identify what items are regarded as contraband

☒ CO223.3. Explain how the Florida Model Jail Standards and the Florida Administrative Code address managing contraband

☒ CO223.4. Discuss how contraband is brought into a facility

facility. All other items are considered contraband. A facility's inmate handbook generally includes information about acceptable items.

The introduction and attempted introduction of contraband items, as outlined in the Florida Statutes, are all crimes punishable by law. Be aware that anyone may introduce contraband into a facility. This may include attorneys, visitors, contractors, and even staff. Other law enforcement agencies may also introduce contraband into a facility either intentionally or inadvertently, for example, during intake or while responding to the death of an inmate.

Confiscated contraband may be destroyed, converted, or reused, according to the Florida Statutes. Depending on your facility's policies and procedures, contraband may be destroyed by flushing, incinerating, or compacting. Consumable items, such as food, drink, or any item that may be tampered with, should be destroyed. Certain items may be converted for inmate trust funds or charity as designated by the agency. An example of this would be if an inmate had an excess amount of money that was obtained illegally, it could potentially be donated to charity by the department. Reusable items are the only non-consumable items issued by the facility that may be returned to supply; examples include linens, clothing, books, pens, or mail supplies. Disposal of contraband must be documented. Contraband may also be designated as evidence and require holding for use in a disciplinary hearing or criminal case.

UNIT 2 LEGAL CONCEPTS

LESSON 4 Use of Force

© Lesson Goal

At the end of this lesson, you will be able to recognize the legal basis behind when and how to use force appropriately.

Think About This

An inmate is refusing to go into their cell at lights out. The supervising officer repeatedly asks the inmate to go into the cell. Eventually, the inmate begins to personally insult the officer. While the inmate has not made any aggressive movements, their voice is steadily rising. How should the officer handle the situation?

Chapters 776 and 944, F.S., govern all use of force by a correctional officer. Officers must refer to their agency's policies and procedures in use of force situations. To be considered justified, the use of force must be determined to be reasonable.

Reasonable force is the type and amount of force that an officer reasonably believes necessary to overcome resistance. This is based on the totality of circumstances (all the factors known at the time) as well as the officer's perception at the time of the event on what force is reasonably required.

☒ CO224.1. Explain reasonable force and how it is applied in a correctional facility

Resistance may take two forms: resistance to a verbal command and physical resistance. An example of resisting a spoken command is when an inmate refuses to leave a cell after being commanded to by the officer. Physical resistance can take many forms, including spitting or striking.

An officer's use of physical force is governed by case law, statutes, and agency policy. It is unlawful to go beyond the force that is necessary in any given situation.

Use of force can be defined as the effort an officer has to use in order to get an unwilling person to comply with their lawful commands, and it can include the following:

- basic physical restraint
- less lethal force
- deadly force

Less lethal force is defined as the use of any electronic control devices, impact weapons, and chemical agents such as oleoresin capsicum (OC) spray. Meanwhile, the Florida Statutes define **deadly force** as any force that is likely to cause death or great bodily harm. Any use of force by a correctional officer is serious and should be used as a last resort when other de-escalation methods have failed. You must be able to articulate the legal justifications for all of your actions when using any type of force.

CASE LAW FOR USE OF FORCE

Graham v. Connor (1989)

In *Graham v. Connor*, Graham asked a friend to drive him to a convenience store to purchase juice to manage the onset of a diabetic episode. Graham quickly entered, then exited the store after noticing a lengthy checkout line. Connor, a law enforcement officer watching nearby, suspected Graham of committing a robbery. Connor and other officers ignored Graham's attempts to explain his medical condition; he and his friend were detained, and a struggle followed. After the officers were informed that nothing illegal had occurred at the store, Graham was transported home and released, having declined medical assistance. Graham was injured during the struggle and sued for officer use of excessive force.

The Supreme Court held that all law enforcement use of force cases are to be judged by an objective reasonableness standard based upon the Fourth Amendment. This means that the use of force is to be judged from the perspective of what a reasonable officer would do under the same circumstances without the benefit of hindsight. The Court clearly considered that officers are often required to make split-second and sometimes deadly decisions in circumstances that are “tense, uncertain, and rapidly evolving.” The Court concluded that the objective reasonableness test is not a precise or clear rule but requires careful review of the facts and circumstances of each case, including the severity of the crime, whether the suspect posed an immediate threat to the safety of officers or others, and whether the suspect was actively resisting arrest or attempting to evade arrest by flight.

☒ CO224.2. Identify the questions to consider in any use of force situation

The objective reasonableness test requires the officer to answer two questions about the level of force used in any situation: 1) was the action reasonable and necessary, and 2) was the amount of force applied reasonable and necessary?

Kingsley v. Hendrickson (2015)

In *Kingsley v. Hendrickson*, Kingsley, who was a pretrial detainee, was ordered to take down a piece of paper covering the light above his cell bed, and he refused. After several attempts of ordering Kingsley to comply, the jail administrator decided that jail staff should remove the paper and transfer Kingsley to a new cell. Kingsley refused to act properly, so multiple officers decided to use force on Kingsley by pulling him to his feet to exit the cell. When this happened, Kingsley's feet hit the bedframe, which caused him to be unable to walk or stand. At the new cell, Kingsley resisted officers again and an altercation occurred. This led to Kingsley sustaining injuries during the transfer. Kingsley claimed that the officers violated his due process rights under the Fourteenth Amendment.³

The jury ruled in the officers' favor, and Kingsley later appealed, stating that the jury instruction was flawed since it did not apply the objective reasonableness standard for judging excessive force claims, but rather required him to prove the officers' subjective state of mind and an intent to punish. On review, the Supreme Court held that a pretrial detainee making an excessive force claim must show only that the force purposely or knowingly used against him was objectively unreasonable. Objective reasonableness relies on the facts and circumstances of each particular case, and it is judged from the perspective of a reasonable officer on the scene.

While the previous cases referred to detainees who filed cases under the Fourth and Fourteenth Amendments, the following cases relate to people who have been convicted of a crime and are incarcerated, and thus mainly seek protections under the Eighth Amendment.

***Whitley v. Albers* (1986)**

In *Whitley v. Albers*, a prison officer was taken hostage on the upper tier of a two-tier cellblock during a riot at the Oregon State Penitentiary. Prison officials developed a plan to free the hostage by advising the officers to fire a warning shot upon entering the cellblock. The officers were to shoot low at any inmates that may be climbing the stairs. After a warning shot, Officer Whitley shot Inmate Albers in the knee when he started up the stairs. Albers alleged that he was deprived of his rights under the Eighth and Fourteenth Amendments.

The Supreme Court held that there was no wanton willingness to inflict unjustified suffering on the inmate. The force was applied in a good faith effort to restore discipline and was not applied maliciously and sadistically. Therefore, there was not a violation of the inmate's Eighth Amendment right to be free from cruel and unusual punishment.

***Hudson v. McMillian* (1992)**

In *Hudson v. McMillian*, Inmate Hudson claimed that prison guards beat him when there was no need to use force and that his Eighth Amendment right was violated. While the U.S. Court of Appeals determined that the officers had used force that was objectively unreasonable because no force was required, Hudson could not win on the excessive force claim because the court claimed he also had to prove "significant injury" and his injuries were considered "minor."

The Supreme Court reversed the ruling by the U.S. Court of Appeals and established that in determining an excessive force claim under the Eighth Amendment, the Supreme Court would look to "whether force was applied in a good-faith effort to maintain or restore discipline, or maliciously and sadistically to cause harm." This means that in order to raise a legal defense, correctional officers must act in good faith, not for punishment or revenge or in a manner that is sadistic or malicious. More importantly, the Supreme Court held that the use of excessive physical force against an inmate may constitute cruel and unusual punishment even when the inmate does not suffer serious injury. Thus, the unnecessary and wanton infliction of pain on an inmate constitutes cruel and unusual punishment forbidden by the Eighth Amendment.

FLORIDA STATUTES ON USE OF FORCE

Officer's Duty to Protect Self and Others

Correctional officers owe a duty of care to inmates, staff, visitors, and the general public. Additionally, officers may be required to act in defense of others in situations where the average person has no duty to intervene. Defense of self or others could include the use of reasonably necessary physical force up to and including deadly force.

☒ CO224.3. Discuss the Florida Statutes on a correctional officer's use of force

Section 944.35, F.S., holds the following:

(1)(a) An employee of the department [Department of Corrections] is authorized to apply physical force upon an inmate only when and to the extent that it reasonably appears necessary:

- 1. To defend himself or herself or another against such other imminent use of unlawful force;*
- 2. To prevent a person from escaping from a state correctional institution when the officer reasonably believes that person is lawfully detained in such institution;*
- 3. To prevent damage to property;*
- 4. To quell a disturbance;*
- 5. To overcome physical resistance to a lawful command; or*
- 6. To administer medical treatment only by or under the supervision of a physician or his or her designee and only:*
 - a. When treatment is necessary to protect the health of other persons, as in the case of contagious or venereal diseases; or*
 - b. When treatment is offered in satisfaction of a duty to protect the inmate against self-inflicted injury or death.*

Use of Deadly Force

Section 776.06, F.S., defines deadly force as follows:

(1) As applied to a law enforcement officer or correctional officer acting in the performance of his or her official duties, the term “deadly force” means force that is likely to cause death or great bodily harm and includes, but is not limited to:

- (a) The firing of a firearm in the direction of the person to be arrested, even though no intent exists to kill or inflict great bodily harm; and*
- (b) The firing of a firearm at a vehicle in which the person to be arrested is riding.*

(2)(a) The term “deadly force” does not include the discharge of a firearm by a law enforcement officer or correctional officer during and within the scope of his or her official duties which is loaded with a less-lethal munition. As used in this subsection, the term “less-lethal munition” means a projectile that is designed to stun, temporarily incapacitate, or cause temporary discomfort to a person without penetrating the person’s body.

(b) A law enforcement officer or a correctional officer is not liable in any civil or criminal action arising out of the use of any less-lethal munition in good faith during and within the scope of his or her official duties.

Use of Force to Prevent Escape

Section 776.07, F.S., makes the following provision in reference to actual escape from custody by law enforcement or a correctional facility:

(1) A law enforcement officer or other person who has an arrested person in his or her custody is justified in the use of any force which he or she reasonably believes to be necessary to prevent the escape of the arrested person from custody.

(2) A correctional officer or other law enforcement officer is justified in the use of force, including deadly force, which he or she reasonably believes to be necessary to prevent the escape from a penal institution of a person whom the officer reasonably believes to be lawfully detained in such institution under sentence for an offense or awaiting trial or commitment for an offense.

Use of force to prevent escape is also addressed in s. 944.35, F.S., for state correctional officers, and s. 944.105, F.S., for contractor-employed correctional officers.

The use of force to prevent escape may include escape from a correctional facility, work squad, hospital, and other areas of extended supervision. An officer must have a reasonable belief that the inmate is escaping. Although you can use deadly force by statutory authority, this does not allow you to disregard your agency's policies.

Note

The amount of force used by a correctional officer must always be reasonable and justifiable.

LIABILITIES AND PENALTIES

Excessive Use of Force

Having a justification for reasonable use of force may protect you from liability; however, if the amount of force used is judged to be excessive, you may face criminal, civil, and administrative penalties. Excessive use of force can also result in a negative community reaction and loss of trust in the profession. Criminal, civil, and civil rights charges may be brought at both the state and federal levels, depending on the violation, but the nature of injuries will determine the level of charge.

The types of penalties that an officer and agency may face due to excessive use of force will depend on the type of liability and could include the following:

- criminal penalties—job loss or incarceration
- civil penalties—job loss or payment of monetary damages
- civil rights violation penalties—job loss, incarceration, or payment of monetary damages
- administrative penalties—written reprimand, probation, suspension, job loss, or revocation of certification

☒ CO224.4. Identify the liabilities and penalties for excessive use of force

Failure to Report Use of Force

You must document all use of force in a timely and clear manner while following your agency's policies and procedures as well as statutory requirements. The Florida Statutes impose penalties if an officer fails to document an incident involving use of force. If you have used, witnessed, or have reason to believe force was used, you must report the incident. Even if force is completely justifiable, failure to document and report the incident

☒ CO224.5. Identify the liabilities and penalties for failure to report use of force

may lead to officer discipline. You could be held criminally liable if an inmate dies due to failure to report to the medical center, or you could be civilly liable if you fail to perform a legal duty due to inaction. In any case where force is used, the inmate should be seen by medical staff and must be provided first aid.

Any person who coerces or threatens another person to alter testimony or a written report where force was used commits a felony. In addition, an officer may suffer administrative discipline from their agency or the CJSTC.

UNIT 3 LIABILITY

LESSON 1 Criminal and Civil Liability

© Lesson Goal

At the end of this lesson, you will understand the various acts that can lead to liability as a correctional officer.

Think About This

In the dining hall, an inmate complains to an officer that they are experiencing chest pain. The officer ignores the inmate and advises the inmate to “walk it off.” Two hours later, the inmate is found in their cell unresponsive. How may the officer be held liable?

You have a duty to provide care, custody, and control of inmates while on the job to the best of your ability. Providing such care should be based on training, education, and experience. If you improperly perform a job task or do not perform a job task that an officer reasonably should perform, you may be liable for damages or injuries. It is your responsibility to be aware of the different types of liabilities that apply to a correctional officer and the potential consequences that can occur as a result of them.

LIABILITY AND NEGLIGENCE

Criminal liability occurs if a person is found guilty of committing a crime and is sentenced to incarceration or other penalties. **Civil liability** is responsibility for a wrongful act or an omission that causes injury to a person or property. A **tort** is a civil wrong in which the action or inaction of a person or entity violates the rights of another person or entity. Torts may be intentional, such as battery of an inmate, or unintentional, such as negligence.

Negligence is the failure to behave with the level of care that a reasonably prudent person would have exercised under the same circumstances. For example, if an officer fails to conduct a security check during the scheduled time and someone commits suicide, that officer failed to act with reasonable care. As a result, the officer and their agency could be charged with negligence and held liable for damages caused by the incident.

The elements of negligence are:

- a duty to act with care,
- failure to perform that duty,
- proof that the failure caused damages, and
- actual damages resulted.

There are two main categories of damages: compensatory and punitive. Compensatory damages are designed to compensate for the actual property damage, harm, or injury that the plaintiff (person bringing the suit or person suing) suffers.

☒ CO231.1.
Differentiate between the types of liabilities in a correctional setting

☒ CO231.2. List the elements and examples of officer negligence

☒ CO231.3.
Differentiate between the two main categories of damages that may be awarded in a civil lawsuit

Compensatory damages may include general and special damages.

- General damages are those presumed to result from the defendant's actions. They include awards for pain and suffering, discomfort, humiliation, and emotional distress.
- Special damages are those actually caused by the injury. They are available to the plaintiff for lost earnings, medical expenses, destruction of personal property, and attorney's fees.

Sometimes when the jury believes that the plaintiff's rights were violated but there is insufficient proof of measurable financial harm, nominal damages—damages in name only—are awarded.

Punitive damages are intended to punish the defendant for their actions and to warn others from committing the same act. The plaintiff is awarded in addition to compensatory damages when the defendant acted with recklessness, malice, or deceit.

ACTS THAT LEAD TO CIVIL LIABILITY

☒ CO231.4. Describe officer actions that can lead to civil liability

As discussed in Chapter 1, you have a duty to intervene when a situation demands an action. An officer who fails to provide appropriate first aid to someone who needs immediate medical assistance may face civil liability. The term **omission** means neglecting to perform what the law or a duty requires. Officers may be liable not only for performing required actions improperly but also for failing to perform the actions required of them.

CIVIL RIGHTS VIOLATIONS

☒ CO231.5. Discuss civil liability under federal laws

A **civil rights violation** happens when an officer unlawfully interferes with the fundamental rights of another person, such as the rights to due process and equal protection under the law. An example of a civil rights violation would be if an officer refused to provide an inmate something to drink for a week while in solitary confinement. This action may be seen as cruel and unusual punishment, and such an act intentionally deprives the person of their Eighth Amendment right. Federal law under section 242 of title 18, United States Code (18 U.S.C. § 242), prohibits an officer acting under color of law from violating an inmate's civil rights. An officer acts under the **color of law** when they claim to act in the performance of official duties under any law, ordinance, or regulation.

An officer's use of force is often the basis for civil rights liability. For example, an inmate's death due to use of force by an officer can result in a civil rights violation and a federal criminal investigation under this law.

In addition to criminal prosecution, an officer who violates a person's civil rights may be sued in federal court under section 1983 of title 42, United States Code (42 U.S.C. § 1983). Before imposing liability, the law requires proof that the officer acted under the authority of the employing agency and intentionally violated the inmate's civil rights. Officers who violate the civil rights of others may also be subject to discipline by the CJSTC and their employing agency.

The double jeopardy clause in the Fifth Amendment to the Constitution prohibits any person from being prosecuted twice for the same crime. However, the Fifth Amendment's double jeopardy bar does not prohibit criminal prosecution for civil rights violations even after acquittal of state criminal charges because the state and federal governments are two separate and distinct sovereigns. Each government operates its own criminal court system under its own set of laws. For example, an officer charged with aggravated battery for excessive use of force on an inmate may be acquitted of all state charges. After the acquittal, the federal government may indict the officer for criminal civil rights violations for the same incident. A state crime and a federal civil rights violation are different offenses even though they may arise from the same facts.

The penalties for being found civilly or criminally liable may include monetary judgment, administrative discipline, suspension from work, loss of certification and employment, and incarceration.

AGENCY LIABILITY

In a civil suit, the officer may not be the only defendant. Most suits also name the employing agency, its chief, sheriff, warden, or other governmental officials because, in most cases, the officer acted within the scope and course of employment. A plaintiff may choose to sue the employing agency because it usually has more financial means than the individual officer. If the plaintiff proves at trial that the officer committed a tort or violated civil rights as part of the officer's duties, the employing agency may be liable for damages through direct or vicarious liability.

Direct liability for an agency can result from any action that it took, or failed to take, that causes injury. For example, not addressing an officer's alleged policy violation or illegal use of force can result in direct liability. Direct liability may also result from an employing agency's negligent hiring, assignment, training, or retention of a problem employee.

Vicarious liability is when a person or entity is held responsible for the negligent actions of another person, even though the first person or entity was not directly responsible for the injury. In corrections, an officer's agency is often vicariously liable for damages caused by an officer's actions. For example, an agency may be held vicariously liable if an officer operates an agency vehicle in a negligent or inappropriate way that results in damages to property or personal injury to a person.

☒ CO231.6. Discuss what the consequences may be if an officer is found civilly or criminally liable

☒ CO231.7. Describe how an agency may be liable for an officer's actions

UNIT 3 LIABILITY

LESSON 2 Protecting Officers Against Liability

© Lesson Goal

At the end of this lesson, you will understand how correctional officers and agencies are protected against liability.

- ☒ CO232.1. Identify how to limit officer and agency liability

LIMITING LIABILITY

While it may not always be possible to avoid liability altogether, there are ways that officers and agencies can limit liability. One way correctional agencies help limit liability for themselves and officers is by adopting policies and procedures to help guide their officers while performing their duties. These agency policies and procedures are carefully developed to ensure that officers comply with legal and ethical guidelines, and they are also developed and published for officers' benefit. By following such policies, you may limit liability for actions taken while on duty. Make sure to stay informed of current policies and procedures by attending required and optional training. You should also be aware of changes in legal guidelines and practices as doing so will also help with limiting liability.

IMMUNITIES AND LEGAL DEFENSES

In addition to following agency policies and procedures to limit liability, there are federal and state laws that may protect officers against civil and criminal liability as well as provide legal defenses. These immunities and legal defenses include sovereign immunity, qualified immunity, acting within the scope of employment, acts done in good faith, acts done in a reasonable manner, acts justified under the law, and emergency doctrine.

Sovereign Immunity

Sovereign immunity is derived from the common law idea that the king and his agents can do no wrong. The concept has been applied to state and local government agencies, including corrections, and it means that a government cannot be sued by its citizens unless permitted by law or a waiver of immunity. Florida's own sovereign immunity law under the Florida Statutes contains a limited waiver of sovereign immunity, and it outlines certain circumstances in which the state government can be held liable for a tort claim with certain requirements for filing a claim and restrictions on the amount of money that may be awarded.

Notwithstanding the limited waiver of sovereign immunity, the state's sovereign immunity law still provides one of the most important protections for correctional agencies and their employees. It includes a list of circumstances and requirements that must be met before the agency or any of its employees can be sued in a state tort action. It also protects

individual officers and government employees from personal liability and from being named as a defendant in a state lawsuit. This means that unless an officer or employee acts in bad faith, with malicious purpose, or with willful or wanton disregard of someone's rights, safety, or property, the officer or employee must be dismissed from a state civil tort action.

It is important to note that while the sovereign immunity law covers state tort actions, it does not protect officers and employees named in federal civil rights actions. However, before a plaintiff can prevail in such a case, the plaintiff must show more than mere negligence on the part of the officer or employee.

Qualified Immunity

The defense of **qualified immunity** protects “government officials...from liability for civil damages insofar as their conduct does not violate clearly established statutory or constitutional rights of which a reasonable person would have known.” Qualified immunity protects public officials from being sued for damages unless they have violated a “clearly established” law of which a reasonable officer in their position would have known. Qualified immunity also protects civil servants from the fear of litigation in performing the discretionary functions (an action that involves room for policy judgement) of law. Qualified immunity does not protect correctional officers who work for contractor-operated correctional facilities, however.

☑ CO232.2. Discuss the concept of qualified immunity

Scope of Employment

Chapter 111, F.S., protects employees, including officers, charged with civil and criminal actions, if those actions occurred within the scope and course of the employees' employment.

Acting within the scope of employment refers to the range of reasonable and foreseeable activities that an employee does while carrying out the employer's business. If an employee acts outside the scope of employment, the employee may be held individually liable.

☑ CO232.3. Explain acting within the scope of employment

To ensure that their actions are within the scope and course of their employment, officers must not willfully or wantonly infringe on other peoples' rights. The Florida Statutes contain the following two provisions if the officer is not found liable or the plaintiff requests dismissal of the suit:

- The employing agency may, but is not required to, reimburse legal costs for its employees who have been sued or charged with a crime.
- The employing agency may provide legal counsel for its employees who are sued in either state tort actions or federal non-criminal civil rights actions.

Note that an employing agency may opt not to defend an employee in a civil case, even if the action arose from within the scope of employment. However, if the employee prevails, the agency must reimburse court costs and reasonable attorney's fees. The employing agency may pay any final judgment, including damages, costs, and attorney's fees, that arise from a complaint for damages or injury that resulted from any act or omission of the employee in a civil or civil rights lawsuit.

Table 2-2 Immunities

Immunity	✓ Applies When...	✗ Does Not Apply When...
sovereign immunity	officers properly conduct themselves and act within their official capacity	officers act with willful or wanton disregard of someone's rights, safety, or property
qualified immunity	officers follow agency policies and clearly established law	officers violate agency policies and clearly established laws
scope of employment	officers conduct activities that are part of their job	officers conduct activities that are not part of their job

If the action is for an alleged civil rights violation or a similar federal statute, payments for the full amount of the judgment may be made by the employing agency unless the final judgment states that the employee intentionally caused harm.

Acts Done in Good Faith

☑ CO232.4. Describe the legal defenses that protect officers from civil and criminal liability

To act in good faith, officers must be faithful to their duty and honestly intend to avoid taking undue advantage of others. Acts done in good faith are without malice, ill will, or the intent to unjustly harm anyone.

If you perform your duties correctly, you act in good faith. An example would be accidentally giving the wrong snack bag to the wrong inmate because the bag was assigned in a confusing way. In this case, you have still performed your duties correctly by following your agency's policies and procedures because you have distributed the snack bag appropriately and to the best of your knowledge.

Acts Done in a Reasonable Manner

Officers must act in a reasonable manner when responding to any incident. Reasonableness involves acting professionally within the law and your agency's policies and procedures. It can range from performing first aid to knowing what level of force is needed in a given situation. Reasonableness is judged objectively, so when deciding if an act was reasonable, ask yourself whether or not a reasonable officer in the same situation would have acted in the same way.

Acts Justified Under the Law

Certain officer actions that would normally be classified as a criminal offense can be justified under the law. This occurs in situations in which case law or statutory law provides a defense for an officer's actions. For example, Chapter 776, F.S., states that an officer may use deadly force in self-defense or in defense of another from a threat of death or serious

Table 2-3 Legal Defenses

Legal Defense	What It Protects	Reason for Protection
acts done in good faith	officers who have good intentions and motives when performing tasks	officers acted without malice, ill will, or intent to cause unjust harm
acts done in a reasonable manner	officers who follow trainings and guidelines when performing tasks	officers acted in a reasonable manner and based on agency policies and procedures
acts justified under the law	officers' actions that may otherwise be a violation of the law	officers acted out of necessity while performing their required duties
emergency doctrine	officers' actions taken during emergencies	officers acted quickly due to lack of time to reflect or consider other options

physical injury and to prevent escape; another example is Chapter 870, F.S., which provides for the use of force in riots.

Emergency Doctrine

When an emergency requires spontaneous action, an officer is not required to use the same degree of judgment and care as when acting under non-emergency conditions. This is known as the emergency doctrine. An incident requiring an immediate life-or-death decision resulting in the violation of agency policy to protect others from harm or death falls under this doctrine; an example incident would be a facility fire.

Chapter 3

Communication for Correctional Officers

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 1 Communication Basics / 75

LESSON 2 Verbal and Non-verbal Communication / 80

LESSON 3 Conflict Resolution and De-escalation / 83

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 1 Manipulation and Deception / 87

LESSON 2 Core Communication Competencies / 91



UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 1 Communication Basics

© Lesson Goal

At the end of this lesson, you will be able to use basic communication skills with inmates and others.

Think About This

An upset inmate approaches you complaining that their canteen items keep disappearing. As the inmate is talking, their voice gets louder, and their face turns red. What communication techniques could you use to respond to the situation?

An important part of a correctional officer's duties is to communicate with and manage a diverse correctional facility population. To achieve this, correctional officers use a variety of skills that include interpersonal communication, verbal and non-verbal communication, situational awareness, verbal commands, command presence, and courtesy. These skills not only demonstrate professionalism but also help create effective interpersonal relationships and reduce tension. For example, if an inmate is acting out, communicating properly with them could de-escalate the situation.

ELEMENTS OF COMMUNICATION

Communication involves the exchange of verbal and non-verbal messages. Communication methods include spoken or written language, gestures, facial expressions, active listening, and body movement. For communication to occur, the speaker must send their message in a way that the listener will understand. Then, the listener can show that they understand by responding.

Mastering the basic skills of effective communication is a necessity for navigating your daily job tasks, and it is more than just talking and listening to someone; it involves understanding emotion and the intention behind the information exchanged. You should be able to clearly convey a message and listen to the meaning of what is being said while ensuring the other person feels heard and understood.

Plan your interactions by following these guidelines for communication:

- Consider what you want to say and construct the message in your head.
- Convey the message via verbal, non-verbal, telecommunication, or written format to the person or group to whom it is intended.
- Allow time for the person or group to receive and understand the message.
- Gauge whether you have received an appropriate response or change in behavior from the person or group you addressed.

As you gain experience and consistently practice effective interpersonal communication, you will continually improve your verbal and non-verbal skills.

☒ CO311.1.
Describe the
elements of effective
communication

CHARACTERISTICS OF AN EFFECTIVE COMMUNICATOR

Professionalism

- ☒ CO311.2. Describe how to demonstrate professionalism

Professionalism is behavior that demonstrates good character and is marked by pride in yourself and your career. The characteristics of a professional include service, integrity, respect, quality, fairness, honesty, courage, compassion, moral and ethical leadership, trustworthiness, and common sense. Some examples of professionalism include:

- knowing your role and being competent
- dressing professionally
- maintaining a calm presence
- recognizing and admitting your mistakes
- being courteous
- maintaining your training and continuing education

You represent your agency when you are in and out of uniform, so you must be mindful of your attitude and assume one that supports the professional behavior expected of you on and off duty. Your attitude shapes your expectations of what will happen in any given situation, and it affects how people perceive you. An officer with a professional and positive attitude is a valuable member of society and corrections.

Courtesy

- ☒ CO311.3. Explain how courtesy impacts an officer's behavior and interaction with inmates and others

Courtesy is being respectful when interacting with others and treating them in a dignified manner, regardless of their status, race, gender, appearance, or behavior. If you regularly address inmates with contempt or disregard, you are likely to develop hostile relationships. If you routinely express professionalism and respect for others, then respectful, professional relationships are more likely to develop. Maintaining a professional and courteous relationship is important because this may help you avoid or de-escalate potentially violent situations.

Active Listening

- ☒ CO311.4. Discuss how active listening is used in effective communication

You should never allow personal judgment or bias to obscure your ability to listen. Active listening requires giving full attention to what is being said and taking time to understand the message without interrupting. Good listening skills require a great deal of practice and are essential for effective communication.

- ☒ CO311.5. List how the elements of active listening are used in communication

The elements of active listening include the following:

- maintaining eye contact and facing the speaker
- keeping an open mind and avoiding bias to hear all the facts
- identifying key words that should alert you, such as kill, suicide, getting out, and hang

- identifying the intensity of speech in terms of voice volume, emotion, pitch, and tone
- paraphrasing back to someone what they said to ensure you properly understood the message
- asking questions for clarification or more information

Taking the time to listen carefully by rephrasing what you heard and clarifying statements will let the other person know that you heard their concerns. Doing so can encourage them to speak more freely, allowing you to gather information.

Active listening can also be a way to help an inmate release frustration. Become familiar with the behavioral patterns of the inmates you manage. Consider the speaker, and try to determine if the statements that the person made are typical or if something unusual may be going on. Being aware of subtle differences that could indicate potential conflict may help you anticipate ways to prevent or manage such situations. The ability to listen carefully is critical to officer safety.

Empathy

Think of empathy as a tactic you can use to help in the situations you will encounter as a correctional officer. **Empathy** is the ability to understand and care about the emotions of others. Empathy should not be confused with sympathy, which is a feeling of sincere concern for someone who is experiencing something difficult or painful.¹ Sympathy engages emotions and the potential for actions causing you to compromise your authority. Empathy allows you to connect with someone. When you are empathetic, you think about how that person must be feeling and how you would feel in that same situation.

Use empathy to put yourself in another person's shoes. If you were in their situation, consider whether you would want to be listened to, be treated with respect and fairness, and understand what was going on. These behaviors may seem basic, but in a stressful or volatile encounter, empathy can mean the difference between escalating into violence or keeping everyone safe and secure.

Officers can use empathy in many settings to help keep situations safe for everyone. For example, you may be tasked with informing an inmate about a death in their family. Use empathy to help navigate the situation, but keep in mind that you should not let yourself become too emotionally involved.

Trauma-Informed Approach

Trauma is a response to an event or an ongoing experience that is emotionally or physically damaging to a person and overwhelms the person's ability to cope. The human body can handle many stressful events, but traumatic events can cause individuals to stay in "stress response" mode. When in a heightened state of stress, a person may perceive various events and routines as threatening—such as loud voices, strip searches, and banging doors—and react as if the threat is present. Trauma can have many causes, including

☒ CO311.6.
Describe the role of
empathy in effective
communication

☒ CO311.7. Explain
how trauma can
affect communication

childhood abuse, physical or sexual assault, domestic abuse, natural or man-made disasters, and the death or loss of a family member. Four major emotions that can present in trauma survivors are anger, guilt, fear, and depression.

Violence and trauma can have a profound impact on a person's daily life and how they react to others, so it can make communicating with them a challenge. Being in a correctional setting could further exacerbate trauma symptoms which may include being avoidant, easily startled or frightened, and irritable with angry outbursts as well as exhibiting aggressive behaviors, severe emotional distress, and physical reactions to things that remind them of the trauma.²

A history of trauma is not the cause of all behavioral issues in inmates nor is it an excuse for inmates to engage in dangerous or disruptive behaviors. Understanding the impact trauma can have on one's ability to react to stress can help correctional officers communicate and problem-solve more efficiently with inmates.

Keep the following in mind when communicating³:

- Be sure to speak with inmates and coworkers in a respectful manner.
- Be mindful of noise levels.
- Speak softly when possible.
- Assert authority without resorting to shouting or yelling.
- Practice patience and active listening.

DIVERSE POPULATIONS

☑ CO311.8. Discuss how to interact with inmates in a diverse environment while applying officer safety

When you enter a correctional facility, you are exposed to an environment that includes many different people and personalities. Do not assume that you can communicate effectively with all inmates and staff using the same methods. One communication style might not work well across cultures, so be mindful of how you communicate.

Furthermore, do not allow racial stereotypes to influence how you communicate with an inmate. You cannot assume an inmate's racial identity based on physical appearance alone. You will encounter many types of people in a facility, and each person should be treated with dignity and respect regardless of their appearance.

When interacting with inmates of the opposite sex, take extra precautions to avoid any appearance of impropriety. For example, avoid being overly friendly or becoming too familiar with inmates of the opposite sex. It is also important to exercise caution when interacting with inmates of the same sex to avoid any potential misunderstandings or allegations of inappropriate behavior. Take steps to keep conversations as neutral as possible, and avoid non-work-related personal conversations to prevent possible manipulation. Even the perception of favoritism can damage your professional reputation.

Always strive to interact respectfully. As a professional representing your agency, avoid negative interactions with inmates and staff based on their differences. By understanding diverse populations, you will be able to communicate with others more effectively.

INTERCULTURAL COMMUNICATION

As a correctional officer, you must understand the significance of culture and how it affects communication. Culture can be defined as the customary beliefs, social norms, and significant traits prevalent in a group of people or particular place. **Intercultural communication** takes place when people from different cultures communicate, and “intercultural” can refer to interethnic, interreligious, or interregional communication as well as communication between genders.

When intercultural communication is done poorly, it can lead to miscommunication and division between you and inmates. For instance, some gestures may have different cultural or social meanings to different people or groups. Examples of this include lack of eye contact, shaking hands, hand gestures, bowing, and use of personal space. In some cultures, direct eye contact is seen as being open and honest while, in others, it could be seen as impolite or disrespectful.⁴

In order to improve your intercultural communication, you must learn to be **culturally responsive**, which is when you are open to learning about new cultures, respectful of cultural differences, and able to recognize the important role that culture plays in a person’s life.

☑ CO311.9.
Identify cultural influences that can affect interpersonal communications

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 2 Verbal and Non-verbal Communication

© Lesson Goal

At the end of this lesson, you will be able to interpret non-verbal and verbal communication.

Think About This

As you are walking to your car at the end of your shift, a coworker brushes past you and looks upset. When you ask them if they are okay, they look down and mumble, "I'm fine." What are their verbal and non-verbal cues telling you?

Communication goes far beyond the words people use. When people communicate, they do so not only through how they use their voice but also through body language and facial expressions. Correctional officers must be mindful of how they communicate as it can be the difference between a peaceful resolution and an escalating incident. The more you understand verbal and non-verbal cues, the greater your ability to communicate and choose responses appropriately. Constantly evaluating how you communicate verbally and non-verbally to those around you is important to your role and, ultimately, your safety.

EVALUATING VERBAL AND NON-VERBAL CUES

☑ CO312.1. Describe the differences between verbal and non-verbal communication

Part of how people communicate is through **verbal communication**, which is what someone says with their words. This includes voice and tone. For example, you may observe that an inmate's verbal communication during a routine search seems flat and unemotional while another is loud and expressive. Verbal communication consists of not only what someone says but how they say it. Be mindful of how loudly you speak and your tone and inflection. Pay attention to verbal cues and ask yourself the following questions:

- What is the tone, volume, and pitch of the person's voice?
- Does the tone of the voice indicate sarcasm, confidence, compassion, anger, or another emotion?
- What words are used, and how are they spoken?

The other part of communication involves **non-verbal communication**, which is any message or signal sent from one person to another without the explicit use of language. Unlike verbal communication, non-verbal communication directly relates to how a person carries themselves while communicating; when you assess non-verbal communication, you observe a person's posture, body movement, facial expressions, eye contact, and smell.

Posture refers to the way a person sits, walks, and stands; it can include a person's bearing, subtle movements, and general presence.

Ask yourself the following when evaluating posture:

- When you question an inmate about an incident that occurred during mealtime, does the person shift their weight or suddenly cross their arms?
- Does the person's non-verbal communication match what they are saying to you? Does their posture validate or contradict what they are saying?

Body movement can offer vital non-verbal cues. People use their bodies to communicate their attitude or emotional state in various ways including by facing, leaning toward, or moving away from someone; shuffling their feet; rocking back and forth or side-to-side; darting their eyes; shaking their legs; and twisting their hands. Keep in mind that these behaviors could indicate that a person is nervous and trying to self-soothe, or they could indicate a fight-or-flight response. It is equally important to consider that people with mental health conditions can present similar indicators but may not be in fight-or-flight mode. Ask yourself the following when evaluating body movement:

- When you talk to an inmate, what is your body language saying? Do you lean forward to indicate interest?
- Does the person you are talking to exhibit physical indicators, including rocking back and forth, darting their eyes, or shaking their legs? Does their body movement contradict their words?

Facial expressions are another important non-verbal cue. People are able to express emotions through their facial expressions without saying a word. Many facial expressions are universal; for example, the facial expressions for sorrow, joy, surprise, rage, disgust, and terror are the same across most cultures. When communicating with others, listen attentively and observe the person's facial expressions. It may help to ask yourself: What facial expression is this person making, and does it provide additional information? Does the person's facial expression match the verbal message they are sending? A person may tell you that they are fine, but their facial expression may contradict their words. The following are some facial expressions to look for to determine someone's true feelings and emotions:

- excessive or no blinking
- seeing a lot of white in the eyes
- scratching or touching one's nose
- biting one's lip or touching one's mouth
- smiling or frowning

Just as with facial expressions, eye contact can communicate a lot about a person—your ability to establish, maintain, and understand eye contact will enhance your ability to communicate effectively. Factors such as personality, cultural background, nervous tension, medical condition, and emotional state can influence eye contact. Use your knowledge of eye contact to help determine someone's emotional state.

Smell is a non-verbal cue that may not be thought of as often, and it can sometimes be a barrier to communication. For example, some people may not share your expectations of personal hygiene, may have certain medical conditions, or may have dietary restrictions that cause them to smell differently. Someone suffering from depression or someone who is suicidal could also have issues with personal hygiene. Avoid making false judgments about people with whom you interact.

Effectively evaluating your verbal and non-verbal communication will prove useful when you have to perform your duties. As a general rule, evaluate verbal and non-verbal behaviors within the entire context of what is going on, taking cultural factors into consideration. All communication is subject to misinterpretation because people may react differently in stressful situations.

COMMAND PRESENCE

Just as an officer watches inmates for non-verbal messages and behavior, an officer should also use non-verbal techniques, such as positioning and posture, to communicate to inmates. All officers must exhibit **command presence**, which is body language that projects confidence, poise, and professionalism.

☑ CO312.2. Discuss how to communicate using command presence and verbal command

When approaching an inmate, keep yourself at a safe distance, yet stay close enough to see and hear. Face the inmate directly and look them in the eye. This conveys that you are focused, attentive, and in charge. Stand upright, eliminate distracting behaviors, and lean slightly forward.

Command presence also includes personal grooming and maintaining a clean, neat uniform. An officer that maintains their uniform, as well as a clean appearance, gives the impression that they are professional and, therefore, may be more likely to command attention and respect than an officer that does not take care of their uniform or appearance.

Learn to use direct verbal commands to communicate desired actions or behavior to inmates. A verbal command is a spoken command that is used to direct, influence, or give orders to a person or group. You will often issue verbal commands to inmates to clearly indicate what is required. Be specific when you give directions. Examples of verbal commands include the following:

- Mop the floor.
- Move back to your bunks.
- Clean your cell before breakfast.

While using command presence sets a professional tone, do not abuse your authority or bully anyone. A show of force is not always the best response. Always treat inmates as you would anyone else; just because inmates are confined does not mean that they should be treated with disrespect.

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 3 Conflict Resolution and De-escalation

© Lesson Goal

At the end of this lesson, you will understand the barriers to communication and how to use conflict resolution and de-escalation skills to resolve incidents.

Think About This

An inmate is talking on the phone. They receive the news that their spouse wants a divorce. This enrages the inmate, causing them to slam down the phone and raise their voice. How could an officer de-escalate this?

COMMUNICATION BARRIERS

Communication between an officer, inmates, and others is effective and successful when actual and potential barriers are recognized and addressed immediately. There are many verbal and non-verbal cues to be mindful of as situations unfold, and there are strategies for conflict management that can be tailored to your duties. Each situation is unique and should be approached with patience and empathy.

The following barriers may result in miscommunication:

- use of profane, derogatory, or disrespectful language
- stereotyping
- use of derogatory hand gestures or body movements
- stress and fatigue
- inability to communicate in the same language
- lack of cultural understanding
- failure to actively listen
- use of jargon
- tone of voice
- negative attitude
- environmental distractions, such as background noise

☒ CO313.1.
Identify potential
barriers to effective
communication

In particular, you should try to minimize barriers to communication when people have physical or psychological disabilities or conditions. For example, you will need to speak louder for someone who may be hard of hearing. Some steps you can take to prevent common barriers to communication include the following:

- Maintain appropriate eye contact so that you can read non-verbal cues.
- Keep sentences brief and to the point. Short sentences minimize distractions, especially in stressful, confusing, or noisy situations.

- Give clear and specific commands. For example, “stand next to your bunk” is clearer and more specific than “move over where I can see you.”
- Use open-ended questions (not yes-or-no questions) to promote communication without limiting the other person’s responses to short or one-word answers.
- Allow the person to give their side of the story.
- Treat everyone with respect.

Understand that there will be times when communication barriers will be beyond your control; however, using the above communication strategies may help reduce the frequency of these occurrences and help you manage conflict.

MANAGING CONFLICT

Correctional officers often need to mediate conflicts between people, and conflict resolution skills are a vital part of temporarily or permanently resolving a conflict before it can escalate. Properly managing conflict creates an opportunity for the people involved to be more open to a resolution and can lead to better awareness and understanding between people.

While a correctional facility is a controlled environment, there are still many situations that could potentially escalate to violence if they are not properly managed. For example, conflicts can arise due to the following:

- assigning and reassigning bunkmates
- arguments over canteen items and personal property
- work assignments
- interpersonal conflicts
- family disputes
- identification cards
- mail (from delays or disputes)
- meals
- medical services (if an inmate feels they are not being treated properly by the medical staff)

☒ CO313.2. Describe how to defuse a situation through conflict management

To manage conflicts effectively, you should employ active listening, understand human and cultural diversity, and practice self-control. You must also be well-informed of the law, your authority, and how to appropriately apply both to a situation while remaining unbiased and calm as you provide assistance. You may defuse a situation through conflict management by taking the following actions:

1. Separate the people involved. Make sure that each party is in a safe location and that they cannot communicate with one another.
2. Gather information from all sides. Allow people to give their side of the story.

3. When appropriate, explain what you are doing and what the people involved can do.
4. Provide options and available resources.
5. If possible, help mediate a compromise.
6. Tell the people involved why you are or are not taking action.
7. Act with dignity and preserve people's sense of dignity.

Determine if the conflict can be resolved or only managed. Know the resources available to manage the conflict and bring it to an appropriate conclusion. Never make concessions or promises that you cannot keep. Establishing order by guiding the people involved in the dispute toward a peaceful end should be the main goal; however, keep in mind that not everyone may agree with the solution, so offer compromises when possible.

There are times you will be required to respond to situations that have escalated into violence or have the potential to do so using de-escalation. De-escalation refers to reducing the intensity of a situation through the combined use of communication, active listening, and empathy. An important component of de-escalation includes slowing down a situation before it can spiral out of control.

The goal of de-escalation is to obtain compliance without using force or by using the minimum force necessary. Sometimes managing conflict requires actions such as calling for additional personnel or re-deploying resources; it may also require issuing strong verbal commands or using a show of force or actual physical force to establish control. These actions, along with others, are commonly referred to as de-escalation techniques and are designed to bring a volatile situation under control so that other techniques, such as mediation and arbitration, can take place.

Finally, de-escalation plays an important role in liability. Gaining compliance without using force reduces use of force incidents, and by extension, that reduces excessive force complaints. De-escalation provides better legal protection for both you and your facility.

Remember, you cannot successfully manage situations that are not under control, but through your knowledge of de-escalation and use of de-escalation techniques, you may regain or establish control of the situation so that dialogue and mediation can occur. Unfortunately, not all conflicts can be brought to a peaceful conclusion. Sometimes, you may need to take enforcement action, such as reclassifying an inmate or putting them in confinement; that is why you must know the limits of your skills, the law, and your authority while appropriately applying this knowledge to any situation.

EMOTIONAL INTELLIGENCE

Along with de-escalation techniques, it is important to use your emotional intelligence to resolve conflicts effectively. As you may recall from Chapter 1, emotional intelligence helps you to recognize and manage your emotions while understanding the emotions of others.

☒ CO313.3. Describe how emotional intelligence is a valuable tool in conflict management

When emotions are heightened, people tend to make less rational decisions. Conversely, people who are able to maintain control over their emotions are more likely to make thoughtful and rational decisions. When you have emotional intelligence, you are able to understand your emotional response as well as others' emotional responses and use this information to de-escalate or prevent the escalation of an incident. In situations where there is a risk of escalation, it is advisable to have support staff intervene and remove the agitated person from the equation.

To effectively handle a conflict, take into account your own emotional state and recognize when it might be affecting your decision-making. If you start to feel angry or emotional, you can practice self-control and calm yourself. Take a moment to pause and reset your response. Officers should remain calm and remove aggressive people from the situation to allow for a more reasoned approach. It is also important to consider that having an audience can make a situation worse, so isolating a person may be a more effective strategy for calming them down while allowing them to maintain their dignity.

It is essential to pay close attention to the behavior of people involved in a conflict and to actively listen to their concerns. When appropriate, it may be necessary to provide a fellow officer or coworker with the resources to help them manage their own emotions and cope with a situation. It is important to communicate that it is part of the human experience to struggle with emotions, and it is okay to seek assistance and support when it is needed. Your agency should have available resources for employees seeking help with emotional and mental health concerns.

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 1 Manipulation and Deception

© Lesson Goal

At the end of this lesson, you will be able to recognize what manipulation and deception are and how to respond to them.

Think About This

An inmate asks an officer, “How is your son feeling today? I know he was sick yesterday.” Why would this be a problem in a correctional setting?

While carrying out your duties, you will become familiar with the inmates under your supervision. It will be normal for you to interact with them every day, and they may attempt to be friendly with you or ask you questions that appear to be innocent. However, you must be mindful of the intent behind all interactions as some inmates may attempt to manipulate or deceive. You should also be prepared to shut down any attempts at manipulation or deception as part of ensuring safety and security.

Manipulation is the act of controlling or influencing another person’s behavior to gain a personal benefit or advantage. Inmate manipulation occurs when an inmate attempts to get what they want by influencing another person to do something that that person would not ordinarily do. Manipulation can be an isolated incident or an ongoing series of events and may result in more severe consequences for the officer, staff, or inmate.

Deception is the act of lying to, misleading, tricking, or fooling another person. It may happen at the spur of the moment or may be a habit. It can be difficult to distinguish between manipulation and deception, but the ultimate goal of both is personal gain or the avoidance of disciplinary action.

Assume an inmate asks an officer one of the following questions:

- Did you watch the game last night?
- Would you like a candy bar?
- Do you have a cigarette?
- You smell good. What cologne or perfume are you wearing?

While these questions may seem harmless, they could be the beginning of manipulation or deception by an inmate, and you should know how to recognize and handle such questions. When manipulation or deception occurs, you are being controlled, and that jeopardizes the safety and security of staff, visitors, and inmates.

☒ CO321.1. Explain the difference between manipulation and deception

☒ CO321.2. Describe the methods inmates use to manipulate and deceive

★ Note

If you give in to inmate manipulation and deception, you may face disciplinary action, termination, and even criminal charges.

Deception and manipulation can take many forms, so it is important to be vigilant and observe other people's behavior and communication. Methods that inmates use to manipulate and deceive can range from subtle to extreme and may include the following:

- attempting to create bonds with staff members—an inmate going above and beyond expected job duties in an attempt to get a favor or special consideration
- circumventing or disobeying rules—testing the boundaries of the supervising officer
- using special circumstances or situations—using a disability or illness to gain preferential or special treatment
- distracting staff—creating a diversion to distract
- attempting to engage staff in casual non-job-related conversation—requesting personal information regarding staff, such as asking where you are from, what school you attended, your age or marital status, the number of children you have, or your favorite sports team
- spreading rumors about staff or attempting to turn one staff member against another—discussing information about staff members with you; “I heard the sergeant talking about you yesterday, and he said that you were lazy.”
- over familiarizing with staff—knowing enough about you to notice a change in your routine
- attempting any illegal activity—bribing, blackmailing, or offering sex (keep in mind that sexual contact between an officer and an inmate is sexual misconduct under PREA standards and is not tolerated)

When an officer maintains a consistent professional appearance and effectively performs their duties, they reduce an inmate's opportunity and ability to attempt manipulation. Always follow your agency's policies and procedures; they are in place to keep you safe and to reduce the effectiveness of manipulation attempts.

Inmates may coordinate and execute a plan to manipulate or deceive you or others, whether as an individual or as part of an organized team. The participants of a team may consist of, but are not limited to, observers, contacts, runners, turners, and point-men.

- Observers watch for correctional officers who use inmate jargon, ignore minor rule infractions, play favorites, enforce rules for some and not others, or are easily distracted.
- Contacts supply information about a correctional officer's work habits, likes, and dislikes.
- Runners are usually the only paid members of the team because they must expose themselves to the correctional officer by asking for small items like candy, cigarettes, or pencils.
- Turners befriend a correctional officer and then use the friendship to ultimately coerce the officer into engaging in rule infractions.
- Point-men stand guard when the officer is in the process of granting illegal favors, violating facility rules, or being compromised or harmed.

Whether targeted by an individual or a team, you will be subjected to inmate manipulation and deception. You must also be able to recognize when other staff members are targeted by these tactics. By staying alert and focused, you can stop manipulation and deception. If you notice signs of a coworker being manipulated, it is important to inform a supervisor. Remember that you may be more susceptible to manipulation by inmates if you are not in a good mental or emotional state. If you are struggling with your mental health, please do not hesitate to reach out to someone or make use of agency resources.

To avoid inmate manipulation or deception, refrain from being overly friendly or giving out personal information, and do not do any personal favors for inmates. Similarly, under no circumstances should you or a staff member engage in sexual conversations or activities with inmates. Engaging in any of these actions with inmates poses a serious safety and security risk to yourself and your facility; moreover, it could result in professional, civil, or criminal action. Another situation to avoid is giving one inmate authority over another inmate. This dynamic creates a power structure that can be exploited and generates a hostile environment.

Behaviors you should display to avoid inmate manipulation include the following:

- maintaining a good working relationship with your team
- following rules and procedures
- observing remarks, gestures, and actions
- communicating with supervisors and coworkers when you suspect a problem
- knowing your role and performing it properly
- documenting incidents
- learning to say “no” and meaning it
- addressing inmates by “inmate” or by last name to maintain a formal distance
- restricting your relationship with inmates to activities and discussions that are part of your official duties
- being vigilant (but being careful of hypervigilance)
- being truthful
- being professional
- being cautious

Be aware of signs of manipulation and deception used by visitors and volunteers. Visitors may bring gifts or offer favors to staff or use intimidation in an attempt to get staff to violate facility rules. For example, a visitor may threaten to harm a staff member or their family or report the staff member to a supervisor. Volunteers include anyone who provides a service to the facility without a salary; this can include chaplains, AA groups, pastoral staff, instructors, or program and charity leaders.

☒ CO321.3. Identify the behaviors that officers should display to minimize inmate manipulation and deception

☒ CO321.4. Discuss the methods visitors and volunteers use to manipulate and deceive

PROFESSIONAL BOUNDARIES

Professional boundaries are the policies and rules that define the relationship between inmates and officers, and they typically include both emotional and physical safeguards from harm. Establishing professional boundaries is essential to keeping interactions between correctional officers, staff, and inmates professional and respectful; furthermore, they help prevent officers from overstepping and causing potential harm to inmates or themselves. You must recognize that there is a difference between treating inmates respectfully and being their friend. You can treat inmates with respect and civility while still prioritizing strong, professional boundaries.

Maintaining Professional Boundaries

☑ CO321.5. Describe how officers can respond to potential boundary violations from inmates

Every officer is potentially susceptible to manipulation and deception which is why it is so important to continuously uphold your professional boundaries. You can work on maintaining your professional boundaries by doing the following:

- Being mindful of potential behaviors that may constitute crossing a boundary.
- Improving your emotional intelligence so that you do not become emotionally involved with inmates.
- Seeking help from your supervisor and asking for feedback when you feel unsure if a situation constitutes a boundary violation.
- Acting in accordance with agency policies and codes of conduct.
- Dressing neatly and professionally.
- Shutting down inmates when they attempt to test your boundaries.

Examples include:

- ▶ responding to a compliment from an inmate by telling them that it is not appropriate
- ▶ documenting inmates' attempts to test your professional boundaries or manipulate you so that other correctional staff can be on guard

As you practice upholding your professional boundaries, you will become more effective as a correctional officer.

☑ CO321.6. Describe how officers can respond to potential boundary violations by their peers

Watch for signs of potential boundary violations from fellow officers and correctional staff. It is your responsibility to speak up if you witness unethical behavior from fellow officers and other staff.

If you think that a fellow officer or staff member has not violated boundaries yet but might be at risk, it is okay to talk to them about your concerns. Pull them aside and let them know what you see and why you are concerned.

Note

If you have reason to believe that a staff member has violated their professional boundaries, that behavior must be reported to your area supervisor or higher.

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 2 Core Communication Competencies

© Lesson Goal

At the end of this lesson, you will understand the importance of using the core communication competencies as a correctional officer.

PREPARING FOR AN INTERACTION

Before having a conversation or responding to an incident, there are several techniques and strategies that can help you mentally prepare for the possible interactions that you may have as a correctional officer. These include self-talk, self-awareness, and self-de-escalation. It is important that you practice these techniques and strategies so that you can stay calm and in control of your emotions, ensuring they do not dictate your words or actions regardless of the situation.

Self-talk is the practice of talking to yourself as you anticipate, encounter, or evaluate an event; it is often an internal process that can be used for self-reflection or self-improvement. Self-talk strategies for a correctional officer include recalling skills and information learned during training, applying agency policies and procedures, and visualizing a professional response. Visualizing the conversation can help you remain objective in a difficult situation by keeping your thoughts, verbal and non-verbal communications, and emotional responses in check while you assess a situation and complete tasks.

When practicing self-awareness, you should be aware of your own perceptions, assumptions, and limitations, and at the same time, acknowledge that others have perceptions and assumptions about you. Use self-awareness and empathy to remind yourself that whoever you are interacting with is a person too and likely has similar needs and wants as you. Remain open-minded, and sincerely listen to the person you are speaking to without imposing cultural biases and values on the speaker. Focusing on the things that you have in common will help you resist thinking about the other person in stereotypical or derogatory terms.

Using self-talk and being self-aware will allow you to be a calming presence and help keep your emotions from escalating. When you are on the receiving end of profanity or name-calling, remind yourself that people are attacking the profession and not you personally. Keep your focus on the behavior rather than the language. For example, inmates may glare or scoff while standing aside during a bunk search; however, if they have complied with commands and are standing still and orderly while you search the bunk, then what matters is that they followed directions regardless of how they feel about you or the situation.

☒ CO322.1. Identify how self-talk, self-awareness, and self-de-escalation can help with communication

Practice self-de-escalation to help you stay emotionally strong, even under considerable stress; a key component of self-de-escalation is self-control, which allows you to detach from your personal feelings regarding a stressful situation or encounter. Practicing self-control means you will also be able to maintain your composure; you recognize when you may be becoming emotional, but you take steps to calm yourself. For example, if someone reacts negatively to an officer's authority, an officer with self-control and self-awareness would recognize their own feelings about the situation but not act on them because they understand that it is not a personal attack. By applying self-control and self-awareness in the situation, the officer can regulate their emotions and avoid reacting negatively in return.

Understanding and identifying your emotional triggers is crucial for maintaining self-control, and being aware of what situations, words, or actions can lead to specific emotional responses will allow you to develop strategies to manage your reactions.

Knowing and overcoming your weaknesses will help you gain and maintain self-control. When presented with a stressful situation, it is recommended to do the following:

- Breathe smoothly, deeply, and evenly to maintain your composure.
- Exercise self-control over your actions and reactions.
- Precisely execute your duties to help preserve your self-control.
- Keep a professional attitude and maintain command presence.
- Be aware of the things that irritate you.
- Maintain an impartial outlook on the situation.

When an officer loses self-control, a situation can quickly deteriorate and lead to negative outcomes. Every correctional officer must learn to practice self-talk, self-awareness, and self-de-escalation in order to effectively carry out their duties; doing so will lead to more effective communication and overall sound decision-making. Failing to manage your triggers, on the other hand, can potentially compromise your safety, health, and career.

CORE COMPETENCIES

☑ CO322.2.
Describe the core communication competencies and how to use them when communicating

Every correctional officer should demonstrate the following 10 core communication competencies while performing their duties. These competencies will help you communicate and may also help you avoid volatile situations.

Introduction

Taking the time to introduce yourself and to explain the purpose of your interaction can establish a sense of trust between you and the person you are speaking to. It can set a positive tone for the conversation and help the other person feel more at ease and open to engaging with you. These simple acts can make a significant difference in how an interaction unfolds.

Environment and Audience Consideration

Although you will treat everyone with dignity and respect, be mindful with whom, and where, you are speaking. Be empathetic and culturally sensitive. For example, if a person does not speak your language or is hard of hearing or deaf, be patient and attempt to provide that person with an interpreter.

Implicit Bias

Remember, implicit bias is the unconscious beliefs that we have about groups of people; it can shape our perceptions, attitudes, and behaviors without us realizing it. It is important to recognize that these biases can impact our decision-making in various settings, such as in the workplace or in social gatherings. When we take a moment to reflect on what implicit biases might be at play in a given situation, we are better able to make fair and objective judgments.

Appropriate Questions

Asking the right questions can improve understanding and lead to more effective communication. When you ask thoughtful and relevant questions, you encourage others to share their experiences, perspectives, and any other information they might have, which provides you an opportunity to clarify any uncertainties as well as verify the accuracy of the information that you have gathered.

Active Listening

Active listening involves focusing more on listening than speaking. Listen so that you can gather important information, especially to answer questions such as who, what, where, when, why, and how. Listening will help you communicate better when you need to speak.

Non-verbal Communication

Understanding the subtle differences between a person's spoken words and their non-verbal communication will improve your ability to communicate effectively. One of the things that makes communication so powerful is not only what is expressed but how it is expressed.

Self-Awareness

Being aware of your own thoughts and behaviors can help you control yourself in a difficult situation; self-awareness ties into your overall emotional intelligence. As you improve your emotional intelligence, you become more aware of how you might react in a variety of situations. Having this awareness contributes to your overall safety because you will know how to prepare for the different situations you will encounter.

Self-De-Escalation

It is important for you to be aware of when you are at risk of becoming overwhelmed, and you must be able to self-de-escalate when you find yourself becoming angry or emotional. Be sure to take some time to pause and reset your response; this process may include withdrawing from the conversation or having a fellow officer relieve you.

Remember that experiencing extreme emotional stress can impact how you communicate with inmates and staff. If you find yourself struggling with your mental or emotional health, please reach out to your agency's resources for support. Remember that you are not alone, and there is help available.

Procedural Justice

Procedural justice is an approach that focuses on making decisions and following processes in a fair and equitable manner in the criminal justice setting. Including procedural justice in your communications with inmates or the public can mean the following:

- explaining your actions
- giving the other person a chance to speak
- treating people with respect
- remaining transparent in your actions

Appropriate Conclusion

At the end of any interaction with a person, whether action is taken or not, conclude by explaining what action will be taken or not taken and why. As mentioned earlier, leave the person with their dignity intact and treat them with respect.

Chapter 4

Interviewing and Report Writing in Corrections

UNIT 1 INTERVIEWING

LESSON 1 Questions and Interviews / 97

LESSON 2 Taking Good Notes / 101

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 1 Reports / 104

LESSON 2 Preparing and Writing an Effective Report / 109

LESSON 3 Grammar and Mechanics / 115

LESSON 4 Reviewing a Report Before Submission / 122



UNIT 1 INTERVIEWING

LESSON 1 Questions and Interviews

© Lesson Goal

At the end of this lesson, you will understand the importance of asking questions, interviewing, and obtaining statements.

Think About This

An officer hears raised voices from a cell. They go to investigate and see that the toilet is overflowing. After the officer gets help and fixes the issue, they have to talk to both inmates to gather information about the incident. What are the officer's next steps?

Conducting interviews and asking the right questions are vital skills in the correctional officer profession. Officers must be able to communicate not only with inmates but also with non-sworn personnel and the wider public. Throughout the course of a day, any number of incidents may occur that require an officer to ask the right questions, conduct an effective interview, and obtain a statement, if required.

ASKING QUESTIONS

The primary responsibilities of a correctional officer include maintaining the safety of inmates and staff as well as ensuring facility security. As such, it is important for you to be informed and aware of what is happening in the facility and with the inmates in order to identify potential safety and security concerns. Asking questions is the most effective way to gather important information.

Throughout the course of your daily duties, you will obtain information through both informal and formal interactions with staff, visitors, and inmates. The most vital information will often come from informal communication with inmates. Informal communication, in this sense, refers to conversations that are not related to any specific incident or event but rather address the daily lives of the inmates.

Building rapport with inmates can make it easier to obtain information from them. Informal conversations between inmates and officers can help establish rapport and allow officers to understand the people they supervise better. However, it is essential to maintain professional boundaries when interacting with inmates.

Here are some ways to build rapport with inmates:

- Be professional—act and look like a professional whose duty is to provide care, custody, and control of the inmates you supervise.
- Be respectful—speak and act fairly, firmly, and consistently with everyone.

☒ CO411.1. Explain the importance of asking questions to gather information

☒ CO411.2. Discuss the importance of building rapport with inmates

- Be truthful—be honest with the inmates about what you can and cannot do.
- Be a good listener—use active listening whenever you interact with inmates to ensure effective communication.

By communicating respectfully and establishing rapport with inmates, you set the example of what good communication looks like and how someone should be spoken to. You also send the message that it is okay to share information, which ultimately allows for more open communication to occur.

As you start to gather information from your daily interactions, you will learn what is considered “normal” for your environment—such as noise level, smell, and inmate behaviors—which will help you recognize when something unusual occurs. You will learn more about recognizing what is normal and what is not normal in your facility in Chapters 5 and 7. When something out of the norm occurs and you are the responding officer, you may need to ask questions to establish what happened so that you and the proper authorities can make a decision on how to proceed; this can be accomplished through the process of interviewing.

INTERVIEWING

☒ CO411.3. Explain the purpose of an interview

An **interview** is a conversation between a person asking questions (the interviewer) and a person answering questions (the interviewee) with the goal of obtaining factual information. An interviewee does not have to be a suspect; they could be a victim, witness, or someone with relevant knowledge. An interview may use informal questions or formal questions. Informal interviews can take the form of informal or observational questions, and they are not as structured as formal interviews.

Correctional officers often conduct informal interviews with inmates or visitors without realizing it, and during an interview, policy violations, rule infractions, or other issues may come to light. While some interviews are simply part of your observations, others might result in the need for documentation or a report. When gathering information, be sure to take notes to help with report writing and documentation; keep in mind that your notes might be used as evidence if an investigation is conducted. After collecting information, follow your agency’s policies and procedures on how to proceed.

☒ CO411.4. Explain when formal interviewing may be required

If it is determined that an incident in a correctional facility is criminal in nature, formal interviews or interrogations may be necessary for investigation. An interrogation is the formal questioning of a suspect by law enforcement or investigators with the intent to get a suspect to confess to a crime. As a correctional officer, you will not conduct interrogations or formal interviews. A facility investigator or law enforcement officer will conduct interrogations. In a correctional facility, formal interviews will be conducted by different specialists depending on the incident. In the case of a criminal incident, the agency’s investigative unit or other law enforcement will conduct formal investigations. Agencies may also have security threat group (STG) coordinators or specialists who will conduct STG-related interviews and investigations. PREA coordinators will conduct interviews whenever any sexual assault or other PREA-related incident is reported.

Miranda Considerations

As discussed in Chapter 2, inmates must be read their *Miranda* rights prior to being interrogated under custody in a criminal investigation. Although you will not issue a *Miranda* warning, you will need to know who is required by law to administer *Miranda* warnings to inmates. Dual-sworn officers, and investigators in certain agencies, might be given the power to read *Miranda* rights to inmates. Be sure to follow your agency's policies and procedures.

OBTAINING A STATEMENT

After an incident occurs or after conducting an initial interview, it may be necessary to obtain statements from all individuals involved. A **statement** is a permanent oral or written record, that may or may not be made under oath, of a person's account of an incident or occurrence. Statements may be taken as part of the disciplinary process and for certain non-criminal incidents.

A written statement is the preferred method of obtaining a statement from an interviewee. For criminal incidents, statements will be obtained by facility investigators or law enforcement officers. When you ask an interviewee to provide a written statement, explain the reason, and be clear about what information should be included. When a person writes a statement, ask them to write clearly and have them describe the incident to the best of their recollection. They should describe the incident, including the date, time, place, people, possible weapons involved, and any other details of the event. Read the statement and compare its content with your notes from the interview. If an interviewee says something important during an interview but leaves it out of the written statement, ask them to include the missing information. Clarify any information that you cannot read or do not understand.

An interviewee who is non-English speaking may write a statement in their preferred language. When this happens, one option is to have a correctional officer who is fluent in that language review the statement. If an interpreter is used, the interpreter should state exactly what the interviewee said. Always refer to your agency's policies and procedures regarding the use of translators.

If the interviewee does not read or write or has any other limitation, follow your agency's policies on how to prepare the statement as there are additional guidelines that you may need to consider. You may ask questions or have the interviewee relay the information in their own words while you write the statement, but do not paraphrase or summarize the statements from an interviewee.

Each agency has its own format and procedure for obtaining statements, so you need to use your agency's specific format. In some situations, an interviewee may be injured, sick, or incapacitated and unable to sign a statement. When this happens, write the reason why the person was unable to sign the statement. If an interviewee refuses to sign their statement, note "refused to sign" at the bottom of the statement.

☒ CO411.5. Identify when and how to obtain a written statement

Under certain circumstances, it may be impossible to take a statement. Always document why a person did not or could not provide a statement. For example, an inmate who is injured and requires immediate medical attention is often unable to give or sign an immediate statement. If, for any reason, you are unable to obtain a statement, record this information in your notes and written report.

When an interviewee submits a written statement, you must verify that it is complete and able to be read before they sign the document. If you prepare the statement on the interviewee's behalf, read the statement back to the interviewee, make any necessary corrections, and ask the interviewee to sign and date the statement or leave a thumb print. Interviewees sign statements to prove that the words are their own. A witnessing officer should also sign the statement. After this is done, you will sign the statement as well. Before submitting a statement, review it to ensure it is accurate, concise, and related to the incident.

UNIT 1 INTERVIEWING

LESSON 2 Taking Good Notes

© Lesson Goal

At the end of this lesson, you will understand the importance of note-taking and know strategies for taking good notes.

Think About This

You break up a fight between three inmates and interview them for a report. When reviewing your notes, you realize that you forgot to record the time when the fight occurred, and you are struggling to understand some of your notes. What issues will you have when writing an accurate report?

Before you begin writing a report, you need to gather the information related to the incident or event. This process may require interviewing the people involved or collecting background details and facts that set the context for the incident.

While gathering information, you must practice good **note-taking**, which is the act of writing down brief observations or notes. Notes are the details that you record about an event, interview, or people involved. In the case of an interview, you may also include direct quotes from the people involved. Direct quotes are a person's exact words as they state them. The information you gather while taking notes will help you remember key facts to include in your report or documentation, and it may also aid in further investigation. Therefore, it is crucial that you take accurate notes to ensure that you have reliable information; in some cases, your notes may be used as evidence in court.

☒ CO412.1. Explain the purpose of note-taking

WHAT TO RECORD IN NOTES

When responding to an incident, you must gather preliminary details from the people involved, such as the victim, witness, or suspect. Your notes should, at minimum, answer the questions of who, what, when, where, why, and how an incident occurred as well as any actions and follow-up actions that were taken.

Types of critical information to record in your notes include:

- who—names of people involved, such as victims, witnesses, and suspects
- what—details of the incident, such as illnesses, injuries, and behavioral descriptions of people involved
- when—date and time that the incident occurred or a timeline of events
- where—location of the incident
- why—reasons for or causes of the incident
- how—means by which the incident occurred

☒ CO412.2. Identify the details of an incident and the basic questions that notes should address

☒ CO412.3. List the types of critical information to record during note-taking

- action(s) taken—steps taken to resolve the incident, such as disposition, confinement, medical treatment, or verbal reprimand
- follow-up administrative action(s) taken

STRATEGIES FOR NOTE-TAKING

It is important to take notes throughout the process of collecting information. Sometimes circumstances may delay immediate note-taking, but the longer it takes you to write down what you see and hear, the greater the chances are that you will forget some of the information. Notes taken in the field are intended to help refresh your memory as you complete reports; for this reason, you do not need to write everything word for word, but you should capture key points, facts, and details.

☒ CO412.4. Describe strategies for taking effective notes

Follow these important note-taking strategies to ensure that you take good notes: use a notebook (not loose pieces of paper) to record notes, identify notes by date, record all relevant facts as soon as possible, and organize your notes with enough space to add new details during possible follow-up actions. Additionally, to ensure that you take good notes, pace yourself as you write, use abbreviations carefully, ensure accurate spelling, and review your notes.

Timing

While capturing information in a timely manner is important, taking notes when an interviewee is speaking may keep you from hearing some of the statements the person makes. A good technique to employ during interviews is to listen closely and pause the conversation to ask for clarification; then, write down the details. This method will allow you to listen carefully and accurately record information.

Use Abbreviations

Taking notes quickly can be helpful, especially when you are conducting an interview. Using abbreviations while you write can increase your note-taking speed; however, you should make sure to use common abbreviations and adopt a consistent system for using them.

Spelling

Correctly spelling and accurately recording names, inmate identification information (inmate names, cells, and bunk numbers), and all other relevant information is a vital part of good note-taking. You should always verify who you are speaking to by checking their identification number and ensuring that the name they give you is accurate. Use the spelling on an inmate's identification card or a person's legal identification card if it is available. Doing so will ensure that you have correctly documented their information. If the person does not have identification, ask them to spell or write out their name. You may occasionally need to ask an interviewee about another person's name. If a person is unsure of the spelling of another person's information, write the word by sounding it

out, and make a note to find the correct spelling later. Inaccurate information may hinder or delay possible investigations conducted by law enforcement officers or your facility's investigative unit.

Review Your Notes

Reviewing your notes is essential. Because the accuracy of your report will depend on having good foundational notes, make sure that you have obtained all relevant information from all involved parties. Make sure you have gathered as much information as possible, and be aware that, if you keep notes or a notebook, those notes may be admitted as evidence in court proceedings. Lastly, be familiar with your agency's policies and procedures before disposing of your notes because your agency may have specific policies for retaining notes.

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 1 Reports

© Lesson Goal

At the end of this lesson, you will understand the importance of a well-written report, its potential uses, and the types of incidents that require one.

Think About This

After an officer witnesses a fight, they prepare an incident report. The officer includes their name, the names of the inmates involved, and the date and time that the fight happened. What other information should the officer include in the report?

After you respond to an incident, you will prepare a **report**, which is a written document that gives information about an incident, situation, person, or event encountered by the correctional officer in a correctional setting. Reports are important because they record what an officer observes and knows. The information in a report could be critical to the well-being of an inmate, officer, or the overall facility. Always keep in mind that reports may be used for legal cases, investigations, and discipline.

★ Note

Even after many years, the information contained in a report can be used to prosecute an inmate, shed light on an incident, or protect an officer from liability.

☑ CO421.1. Explain the importance of preparing and submitting a well-written report

Report writing makes up a large share of the daily duties of a correctional officer, and it is essential that officers provide well-written, detailed, and timely reports. People read reports without ever seeing or knowing the officers who wrote them, and readers evaluate not only the officers but also their agencies by the quality of the reports they read.

For this reason, officers should write reports that reflect professionalism. The majority of your reports are for internal purposes, but some of your reports may be used for court proceedings, parole hearings, and other processes.

It is your responsibility to include all important details in your reports. A poorly written report could result in failure to prosecute a criminal act by an inmate or an officer, create an issue in the correctional facility, or stop an issue from being resolved. Carefully written reports help protect the officer in case of possible complaints or litigation by inmates. Write your report so that it can withstand the test of time because, at some point, it may be referred to years after the incident. Your agency's policies will dictate how long reports should be retained in record.

READER CONSIDERATIONS

Documentation and reports are vital for a well-functioning correctional facility. Once a report is written, submitted, and approved, it becomes a permanent public record; therefore, you should consider the potential readers and the purpose of each report you write.

Readers will have varying life experiences, education levels, cultural backgrounds, and reasons for reading the report. Some examples of potential readers include other officers, supervisors, attorneys, judges, victims, media outlets, and members of the public. Your report could also end up on the desks of legislators, the governor, or journalists. Because every report has the potential to be widely distributed, you must prepare your reports with care and truthfulness.

In addition to considering the audience of the report, it is important to consider its tone. A report is a professional document and should be written in an objective manner. You should report only the facts of the event and not your opinions. Reports should be accurate and factual, clear and concise, legible, timely, complete, and written in plain language.

☒ CO421.2. Identify potential readers of correctional reports

TYPES OF REPORTS

Each agency creates its own report forms to document its administrative and operational responsibilities. Some of the commonly used report forms and logs in a correctional facility include the following:

- incident report—used in many correctional facilities to detail incidents involving inmates.
- corrective consultation (CC) form—used to detail counseling and corrective actions taken for minor disciplinary violations.
- disciplinary report (DR)—used to provide a detailed account of the facts surrounding an inmate’s rule violation and sets in motion a series of events that ensure that the inmate receives due process.
- use of force report—used any time there is use of force and is attached to an incident or disciplinary report.
- count form—used to record inmate counts.
- special watch form—used to record activities of inmates under special watch, such as suicide watch, 15-minute watch, direct observation, and juvenile watch.
- equipment check form—used to record the location of all equipment at each post.

☒ CO421.3. List the common types of reports that officers prepare

Incident reports also include documentation of any process deficiency, unusual occurrences, discovery of hidden contraband, observation of STG-related documents or graffiti, and other documentation required by your agency. Note that each agency will have different rules and forms for documentation, and you must adhere to your agency’s specific policies and procedures.

ACTIVITIES THAT MAY NEED A REPORT OR DOCUMENTATION

Some forms and logs may be written on paper, but most facilities use electronic forms for reports and other documentation. Officers should have basic computer skills and apply the agency's policies and procedures regarding the use of computers when writing reports.

- ☑ CO421.4. List common incidents and activities that may require a report

Before you can determine what forms to use, you will first need to know when something may require documentation or a report. You will need to consider the situation and circumstances in addition to your agency's policies and procedures when making your decision. Keep in mind that all emergencies, incidents, and unusual occurrences will need to be reported.

Some activities and incidents that you may need to report or document include:

- identifying inmates, staff, and visitors
- searches (person, cell, vehicle, and area)
- inmate counts (work groups and their locations)
- inmate movement
- all safety and security checks and breaches
- all crimes committed and disciplinary actions taken
- inmate visitation (including visitation rule violations)
- inmate counseling or corrective counseling
- confiscation and disposal of contraband
- inventory of equipment and supplies issued to, and received from, inmates
- inventory of officer equipment
- all investigations

Furthermore, at the start of each shift, agencies require correctional officers to start a log, which is a chronological timeline of activities performed during that shift and is specific to a post assignment such as a control room, the visiting park, or a housing unit.

INFORMATION TO INCLUDE IN A REPORT

The information included in a report depends on the type of report you are preparing. In the event of an incident, the officer at the scene prepares the report. Certain incidents, such as use of force, will require additional documentation. You must know the requirements of a report's content, how to store the report, and who to submit the report to for review. Be familiar with and follow your agency's policies and procedures regarding the different types of forms to use for different reports.

- ☑ CO421.5. Identify what to include in a report

At minimum, a report must answer the questions of who, what, when, where, why, and how as well as outline what follow-up actions were taken. Most of this information should be found in your notes.

Who

A report must name the people involved in the incident or event, such as the victims, the witnesses, if any, and the suspects. The name of the reporting officer also needs to be documented. Include any titles and identification of people or inmates as well as who reported the incident (inmate, other staff, or the public).

What

A report must detail what happened and provide a chronological order of events. When writing your report, include what activity, rule violations, or crimes, if any, were committed, and what action was taken. You will also need to document what items were lost, damaged, recovered, or stolen and what weapons or tools were used or recovered. Make sure you have identified what evidence was collected, if any.

When

The date and time, or approximate time, of when an incident or event occurred is another important piece of information to include in a report. Make sure that you document the time when you or the responding officer arrived at the scene of the incident.

Where

Reports must answer the question of where the incident or event occurred. Make sure to note the exact physical location and where officers and all people involved at the scene were at the time.

Why

Detailing why an incident or event happened is equally as important as answering who, what, when, where, and how. Be careful to only include facts, and do not add assumptions and suppositions. Your report should also answer why the people were involved. If there is use of force, you will need to justify why you or another officer made the decision to respond with force.

How

Reports should answer how the incident or event started and progressed. Make sure to specify how the incident was reported as well as how it was discovered.

Actions Taken

Reports should document any and all actions taken by the reporting officer, including follow-up actions. Follow-up action refers to any action you may need to take after interviewing a person or writing a report that pertains to the initial incident, such as reporting any supplemental information that you received after the completion of your report and all other required activities in accordance with your agency's policies.

Examples of actions that you might take during an incident or event could include stopping an argument; restraining an inmate; administering first aid to the sick or injured; and arranging transportation for the sick or injured to the medical unit, a clinic, health center, or hospital.

Some examples of follow-up actions that you might take include notifying a supervisor or designated person of the incident, activity, or occurrence; collecting and disposing of evidence; making a housing decision regarding the inmates involved, pending a hearing; and escorting or transporting the inmates involved in the incident.

Table 4-1 Examples of Information to Include in a Report

Information	Examples
who	names, titles, identification number, and positions of people involved names of the victims, witness, and suspects name of person(s) who reported the incident name of reporting officer
what	incidents that occurred (in chronological order) activities, rule violations, and criminal actions that led to the incident action(s) taken lost, damaged, stolen, or recovered items
when	date and time of incident time of the responding officer's arrival
where	location of incident location of all involved people at the time of the incident
why	reason for incident (include only facts, not assumption or opinion) reasons why people were involved use of force was used (if applicable)
how	the way the incident started, progressed, was discovered, and was reported
actions taken	stopping an altercation restraining an inmate administering first aid to the sick or injured arranging transportation to a medical unit, clinic, health center, or hospital, when necessary
follow-up actions taken	notifying the supervisor or designated person of the incident, activity, or occurrence following the method of evidence collection and disposition assigning housing regarding inmates who were involved and are pending a hearing escorting or transporting inmates involved

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 2 Preparing and Writing an Effective Report

© Lesson Goal

At the end of this lesson, you will know how to prepare and write accurate and effective reports.

Think About This

An officer's report states, "I arrived at the chow hall and had my fellow officer's six." How might this wording reflect on the agency if it were used in court or in the news?

Effective report writing reflects a correctional officer's professionalism and protects the officer and the facility from legal liability; it is imperative that your report be detailed and professional. Writing a correctional report is similar to writing an essay because it includes an introduction, body paragraphs, and a conclusion.

PREPARING TO WRITE

Before you start writing your report, ensure that you have obtained all relevant information and recorded it accurately in its entirety. You will do this by reviewing your notes and organizing the information in a way that makes sense for the report.

Review Notes

Before writing a report, you should review your notes and any statements to verify that you have all of the facts; reviewing notes before writing will help you write accurate reports, explain why certain decisions were made, and provide necessary details. If you are missing any facts, get them as soon as possible.

If the incident was captured on video, refer to your agency's policies and procedures for reviewing the footage to aid with your report. Keep in mind that, if you are wearing a body camera, the Florida Statutes allow you to request to review the recorded footage before writing a report or providing a statement regarding any event pertaining to your duties.

☒ CO422.1. Explain the importance of reviewing notes before writing a report

Organize Information

Once you have reviewed all your facts, you can start organizing them. Generally, there are two ways to organize information: chronologically and categorically.

Arranging information chronologically involves the grouping of recorded information by date and time, usually from the first event to the last. To put it simply, it involves creating a timeline of events. This method is especially useful when writing a narrative report as readers can easily understand what happened and in what order events occurred.

☒ CO422.2. Describe how to organize report information

Organizing information categorically involves grouping recorded information into types of collection sources, such as informants, victims, witnesses, suspects, weapons, rule violations, evidence, and the elements of the crime. This method is especially helpful when an officer collects information from multiple and varied sources.

FORMATTING THE CONTENT OF A REPORT

☑ CO422.3. Describe how to compose the three main parts of a report narrative

Writing a report requires more than filling in the blanks on a preprinted form. The largest and most important part of a report is the **narrative**, a detailed account of an incident and events related to the incident. Normally, narratives are written in complete sentences and describe a sequence of events. The content of the narrative should answer the questions of who, what, when, where, why, and how.

An effective report will not only have good content but also proper formatting. **Content** refers to the significant facts of an incident or occurrence while **format** refers to the way information is organized and presented. Your report must be written in the proper format and include all the important content associated with the incident.

Generally, a report is formatted to include three parts: the introduction, the body, and the conclusion. Keep in mind that, while a report typically contains three parts, you should not limit the report to one paragraph per section.

The introduction of a report will typically include the date and time of the incident, the location of the incident, and the identities of the people involved. It should also include your response time, name, and initial actions; the case number; and your officer assignment or location.

The body of the report is the detailed, typically chronological, account of the incident. This section will include the actions you took upon arriving at the scene, such as providing first aid, calling for medical, and interviewing people at the scene. Additionally, include the elements of any rule violations or crimes committed, actions taken to obtain evidence, and any calls for backup, if applicable. Often, the body of the report will contain one or more paragraphs depending on the complexity of the incident and the number of people involved.

Lastly, the conclusion will outline the action(s) taken or how the incident was resolved; how the information and evidence were handled, including the need for further investigation; and any recommendations for disciplinary action.

WRITING AN EFFECTIVE REPORT

As you are organizing and writing your report information, you will also need to keep in mind the characteristics of an effective report. An effective report is accurate and factual, clear and concise, legible, timely, and complete, and it must comply with your agency's policies and procedures.

Accuracy and Fact-Checking

An effective report must outline facts accurately and in their entirety. In other words, it must include only the facts of the incident represented by answering who, what, when, where, why, and how action was taken. Do not include personal opinions or the opinions of other officers or witnesses; exclude all judgments, hunches, assumptions, or guesses in a report, and do not alter any information that you have obtained about an incident. If you do, it is considered falsifying the report, which is a criminal offense.

You should also avoid irrelevant information, the use of humor and dramatic flourishes, or words with emotional overtones. Make sure the report consists only of facts. To ensure accuracy, include all relevant facts and specific details from your notes and any statements in the report. Verify that all facts and names are recorded and spelled correctly and that any numbers written in the report match those in the notes.

Ensure that the report contains only what happened based solely on the information, statements, and physical evidence collected. It is important to always state the facts that you have, even if you are missing details or information. It is better to be honest about not having all the details rather than making up or guessing missing information.

For example, saying “I held the inmate down while one of the assisting officers put handcuffs on him” is better than stating “I held the inmate down while Officer Grimes put handcuffs on him” when you are not sure or cannot remember which officer put the handcuffs on the inmate. By consistently reporting what you observe, including when information is limited, you strengthen the reliability of your reports as a whole.¹

☑ CO422.4. Explain the importance of reviewing facts in your report

Clarity and Conciseness

It is important to use clear and plain language not only when speaking but also in writing. When you use plain language, you express your thoughts and arguments in a way that any person can easily follow and understand. Using plain and straightforward language in your report will also help to avoid incorrect interpretations or misunderstandings. Be consistent when you identify a person to prevent confusion, and always present events in logical order.

Consider the following examples; in the incorrect example, neither Roberts, Williams, or Brophy are identified as inmates or officers, so it would be incredibly easy to misinterpret this information.

- ✗ **Incorrect** Roberts saw Williams take Brophy’s book, and a piece of paper fell out. He told him to hand over the book and the paper from the floor.
- ✓ **Correct** Officer Roberts saw Inmate Williams take Inmate Brophy’s book, and a piece of paper fell out. Officer Roberts then asked Inmate Williams to hand the book and paper over.

☑ CO422.5. Describe how to use clear and plain language to write complete and accurate reports

When you write a report, it must be concise, to the point, and include only relevant information. Your reports should contain enough detail to make it clear to the reader who took what action while being careful to avoid irrelevant information. In the following incorrect example, notice how the report includes details that are not relevant to the inmates' actions; this results in a report that is wordy and fails to draw the appropriate attention to the incident.

- ✗ Incorrect** Officer Williams and Officer Perez were walking down the hall to get a Coke. While on their way to take their morning break, they came around a corner and saw two inmates huddled together and whispering to each other. Both officers thought it looked like the inmates were trying to hide something. They were standing outside the utility closet where lots of contraband can be hidden. When the inmates saw the officers, they stopped talking and looked suspicious, so the officers decided to pat down the inmates to make sure they didn't have anything that they weren't supposed to have.
- ✓ Correct** Officer Williams and Officer Perez saw two inmates standing next to the utility closet talking in low tones. The inmates stopped talking as soon as the officers approached. The officers searched the inmates for contraband, but no contraband was found during the search.

While it is important to be brief and concise, you must be careful to not leave out important information because doing so will make the report inaccurate, not detailed enough, or incomplete.

Legibility

- ☒ CO422.6. Explain the importance of using legible handwriting

If you handwrite a report, write clearly and legibly. When you write legibly, your handwriting is easy to read and understand; on the other hand, writing illegibly means your handwriting is unclear and unreadable, which can lead to misunderstanding and misinterpretation of the information. In some cases, writing in all capital letters is a good solution to poor handwriting as long as doing so follows your agency's policies and procedures. Unless your agency specifies otherwise, use a black or dark blue ballpoint pen for clear legibility and the best photocopying quality possible. Writing legibly is essential to writing an effective report; a perfectly written report is useless if no one can read it due to poor handwriting.

Timeliness

- ☒ CO422.7. Describe the importance of writing and submitting a report in a timely manner

After an incident, write your reports without delay. Completing a timely report helps you avoid forgetting important details, and it may help you recall important facts that were not recorded in your notes. After you complete a report, turn it in by the end of your shift unless your agency's policies state otherwise.

Your agency may have specific timeframes that apply when completing and submitting various reports. Submitting your reports in a timely manner enables management to deal decisively with issues that may arise from an incident, event, or occurrence.

Completeness

Before final submission, make sure that the report is complete by checking that all the important information has been included. As mentioned previously, your report must answer the basic questions of who, what, when, where, why, and how, and it must record any action taken. All the facts, whether favorable or unfavorable to the people involved, must be included as part of the report.

UNPROFESSIONAL WRITING TO AVOID

In addition to checking for accuracy, clarity, conciseness, legibility, timeliness, and completeness of a report, you must ensure that the report sounds professional. Always use professional language when writing reports, and be careful to avoid using casual language as it can make your message less effective and reflect poorly on you and your agency.

☑ CO422.8. Discuss the importance of avoiding unprofessional writing

Professional Language vs. Casual Language

Professional language refers to the form of language used in professional communication and environments; it emphasizes the standard use of grammar, spelling, and vocabulary and is commonly associated with formal settings. Casual language, on the other hand, includes slang, colloquialisms, and regional language that does not always follow recognized grammatical rules and spelling conventions; it is used in informal settings and should be avoided in a professional environment.

☑ CO422.9. Distinguish between professional and casual language

Jargon, Slang, and Textspeak

Unless you are directly quoting someone, your reports should be free of casual or unprofessional language, such as jargon, slang, abbreviations, and textspeak. **Jargon** is specialized language used by a profession or another specialized group; it is often meaningless to people outside of the profession it is used in. It consists of unique terms to the profession and can also include acronyms. Officers may share common expertise and communicate quickly using jargon, but you should not use it in your reports. Meanwhile, **slang** is informal vocabulary composed of invented words or expressions that are often used by a specific group, region, trade, or profession.

While it may be easier to use slang and jargon in your reports, they are not professional in tone. Using slang or jargon will get in the way of clear communication because these words may have different meanings to different people. Someone reading a correctional report should be able to follow the events and understand exactly what happened without having been at the scene or having to interpret the language that is used.

The following is an example of the inappropriate use of jargon and slang in a report:

- ✗ Incorrect** Yesterday after evening chow, Officer Jones, while assigned as B-dorm supervisor, heard Inmate Coker state that he had the 411 on the fish who received a DR for the buck and a shank. He said that he sent out a kite from the box for some rip.
- ✓ Correct** Yesterday after the evening meal, Officer Jones, the B-dorm supervisor, heard Inmate Coker state that he had information on the new inmate who received a disciplinary report for homemade alcohol and a weapon. He said that he sent out a note from disciplinary confinement for some tobacco.

For a list of common jargon and slang used in correctional facilities, see Tables C-1 and C-2 in Appendix C.

Textspeak is language used in text messages and digital communications, typically using abbreviations, acronyms, or initials, that does not follow standard grammar, spelling, or punctuation. Some examples include *lol* (laughing out loud), *idk* (I don't know), *jk* (just kidding), *ofc* (of course), and *u* (you). Do not use textspeak in reports. While textspeak may be convenient for taking notes, using it in final reports gives the impression that you are lazy and unprofessional or that what you are writing is not important. Remember that the reports you prepare will become part of public record, so how you write them matters.

Improving Vocabulary

- ☒ CO422.10.
Identify strategies for
improving vocabulary

Improving your vocabulary is one way to avoid unprofessional language such as jargon, slang, and textspeak. When you encounter unfamiliar words and phrases, take the time to find their meanings and proper usage. At the same time, do not attempt to enhance your reports with language or vocabulary that you are not familiar with as it may cause the reader to question the accuracy and factuality of the report. When you expand your vocabulary, you increase your report-writing skills and become more effective at describing the things that you are required to document. Reading articles about correctional topics can help you expand your professional vocabulary, and, similarly, familiarizing yourself with approved agency reports will help you develop good habits and vocabulary when writing reports.

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 3 Grammar and Mechanics

© Lesson Goal

At the end of this lesson, you will be able to apply grammar and mechanics correctly when writing reports.

Think About This

An officer writes an incident report, and this is the first sentence: "I had seen them inmates fighting at approximately roun too o'clock, there was five inmates their." What's wrong with this sentence? How can this sentence be written free of errors?

Content is often seen as the most important element of a report. However, clearly articulating the facts through correct grammar, punctuation, and spelling is as important as the report's content. If the content reflects good information but contains too many errors, it can distract from the message and reflect poorly on your competence and professionalism. An effective report is well-written and demonstrates a good command of language; it should be free of errors in sentence structure, grammar, punctuation, and other writing mechanics.

GRAMMAR

Grammar is a set of established rules and guidelines that govern a language's structure and usage. To follow the rules of grammar precisely is to use proper grammar. When rules are applied correctly, the reader is more likely to understand your report. When applied incorrectly, the opposite is true; the reader may misunderstand, misinterpret, or be confused by your report.

☒ CO423.1. Explain the importance of proper grammar when writing a report

Parts of Speech

It is important to familiarize yourself with the parts of speech so that you can understand how to apply grammatical rules correctly. A part of speech indicates the function of a word in a sentence. The most important ones to know include nouns, verbs, pronouns, adjectives, adverbs, prepositions, and conjunctions. Refer to Table 4-2 for specific examples of how they are used in a sentence.

Punctuation Marks

Along with the parts of speech, you should be familiar with punctuation marks and how to use them. Punctuation marks are used to separate elements in a sentence; the most common punctuation that you will see in a report includes periods, commas, question marks, apostrophes, and quotation marks. Using correct punctuation in your writing is extremely important as improper punctuation can result in confusing or misleading reports.

☒ CO423.2. Discuss the importance of using proper punctuation when writing a report

Table 4-2 Parts of Speech

Part of Speech	Description	Example
noun	a person, place, or thing	Officer Andrew responded to the disturbance in the dormitory .
verb	an action or state of being	The fire started in the laundry room.
pronoun	a substitute for a noun	The inmate said she was not coming out of her cell.
adjective	describes a noun or pronoun	The officer tried talking to the upset inmate.
adverb	describes, identifies, or quantifies a verb, adjective, or another adverb	Backup officers quickly arrived to assist with the situation.
preposition	shows how something is related to another word or phrase and shows the space, time, or logical relationship of an object to the rest of the sentence	The fire started in the garbage can near the door.
conjunction	a word that joins other words, phrases, clauses, or sentences	There was an incident at the sally port, so the officer wrote a report.

GRAMMAR RULES

English grammar has many different rules, but the primary rules you should know and follow when it comes to report writing are the following:

- Write in complete sentences.
- Make your subjects and verbs agree.
- Use conjunctions to connect ideas.
- Use commas correctly.
- Use the correct verb tense.
- Use end punctuation correctly.
- Use active voice.
- Use apostrophes for possessive nouns and contractions.
- Use quotation marks for direct quotes.

Write in Complete Sentences

In order to write a report effectively, you must be able to write in complete sentences. A **sentence** is a group of words that contains a subject, a verb, and, usually, an object that expresses a complete thought.

☑ CO423.3. Describe how to use proper sentence structure when writing a report

Understanding how the parts of speech function in a simple sentence will help you write proper and clear sentences. The subject of a sentence tells you what or who performs an action while a verb states the subject's action, existence, or state of being. The object is the person or thing that receives the action of the verb or is affected by the verb.

John	hit	Tommy.
subject	verb	object

When a sentence is missing the subject or verb or does not express a complete thought, it is incomplete and is called a **sentence fragment**. In the following incorrect example, notice how the sentence has no subject or verb, so it is unclear who did what in the recreation yard. When the subject and verb are added, the sentence is complete and expresses a complete thought.

- ✗ **Incorrect** Fight in the rec yard.
- ✓ **Correct** I witnessed a fight in the rec yard.

Make Your Subjects and Verbs Agree

The subject and verb in each sentence must agree in number. A singular subject must have a singular verb, and a plural subject must have a plural verb. When they do not agree, the sentence does not flow well and may be misunderstood. Considering the following incorrect example; the subject *they* is plural, so a plural verb should be used. The verb, *is*, would be incorrect because it is singular.

- ✗ **Incorrect** They **is** brothers.
- ✓ **Correct** They **are** brothers.

Use Conjunctions to Connect Ideas

A conjunction is a part of speech that is used to connect words, phrases, and sentences together. Commonly used conjunctions include *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* (also known by the acronym FANBOYS). The following examples illustrate how a conjunction can connect two nouns (Officer Perez and Inmate Williams) to make them both the subject of the sentence as well as how two complete sentences can be joined together using a comma and a conjunction.

- ✓ **Nouns** Officer Perez **and** Inmate Williams were speaking outside the dormitory.
- ✓ **Sentences** Officer Perez was absent, **and** the other inmates noticed.

Whenever you join two complete sentences using a conjunction, you must place a comma (,) before the conjunction. Notice how in the following incorrect example, there is a

conjunction between the two complete sentences, but the comma is missing; this is an error called a run-on sentence and can be corrected by adding a comma.

✗ **Incorrect** Only one officer was observing the dining hall **so** the inmates exchanged food.

✓ **Correct** Only one officer was observing the dining hall, **so** the inmates exchanged food.

Use Commas Correctly

Commas are one of the more commonly misused punctuation marks. Unlike the period, they are used to signify a pause in speech rather than the end of a thought. A comma by itself cannot be used to join two complete sentences, so it must be paired with a conjunction. When you join two complete sentences using only a comma, as in the following incorrect example, this creates an error known as a comma splice.^{2(p5)} To fix a comma splice, you can either add a conjunction after the comma, or you can replace the comma with a period to separate the sentences.

✗ **Incorrect** We arrived at the scene, Officer Stone interviewed the inmate.

✓ **Correct** We arrived at the scene, **and** Officer Stone interviewed the inmate.

✓ **Correct** We arrived at the scene. Officer Stone interviewed the inmate.

Use the Correct Verb Tense

☑ CO423.4. Describe how to use verb tense correctly when writing a report

Tense indicates when an action (verb) took place, such as in the past, present, and future. Correctional officers should write reports in the past tense, not in the present tense, because most reports are about events that have already occurred.

✗ **Present** And then, I **see** the inmate.

✓ **Past** And then, I **saw** the inmate.

Always check that your verb tenses are correct. You need to be as accurate as possible when describing when and how events occurred, so make sure that verb tense is consistent throughout the report.

Use End Punctuation Correctly

Along with requiring a subject and a verb, a complete sentence must also end with a punctuation mark such as a period (.), a question mark (?), or an exclamation point (!). Always add the correct punctuation to the end of your sentences and between complete sentences. When two or more complete sentences are improperly joined without punctuation, as in the following incorrect example, this creates an error known as a run-on sentence.^{2(p5)}

✗ **Incorrect** I arrived at the scene Inmate Smith was hitting Inmate Copa.

✓ **Correct** I arrived at the scene. Inmate Smith was hitting Inmate Copa.

Make sure that you use the correct end punctuation for the function of the sentence. If a sentence is a statement, it should end with a period, and if the sentence asks a direct question, it should end with a question mark.

✗ **Incorrect** What did you see.

✓ **Correct** What did you see?

Use Active Voice

While writing your reports, use an active voice, not a passive voice. In active voice, the subject of the sentence comes before the verb and is clearly stated. In passive voice, the object and the subject are reversed; this often makes a sentence take longer to read and slows down the reader. Consider the following examples:

✗ **Passive** The visitor was searched by the officer.

✓ **Active** The officer searched the visitor.

In the passive example, the visitor is the object of the sentence because they receive the action. However, the reader does not find out who searched them until the end of the sentence, so they have to backtrack in thought. In the active example, it is immediately clear who the subject is (the officer) because the subject is placed at the beginning of the sentence and before the verb. Meanwhile, the visitor receives the action and is therefore the object.

Using active voice not only effectively engages the reader, but it also promotes accountability for people's actions, including your own. When you write in an active voice, you tell the reader directly who is performing an action and who is receiving an action without any guesswork. You can identify and correct passive voice by asking yourself whether a sentence starts with the subject performing the action. If it does not, rewrite the sentence so that the subject comes before the verb.

Use Apostrophes for Possessive Nouns and Contractions

An apostrophe (') is used in one of two ways: it can either show possession or create a contraction. Possession means that a certain object or quality belongs to a person or thing. If a noun is meant to show possession but the apostrophe is missing, then the sentence is incorrect.

You can make a singular noun possessive by adding an apostrophe and the letter *s* to the end of the word. However, be aware that singular nouns that end with the letter *s* still require an additional *s* after the apostrophe, such as in the correct example.

✗ **Incorrect** The officer searched **Inmate Jones** cell.

✓ **Correct** The officer searched **Inmate Jones's** cell.

If a noun is both plural and possessive, the word will not require an additional *s* after the apostrophe.

Remember that the apostrophe indicates possession; if it is missing, the word is plural, and the sentence is incorrect.

✗ **Incorrect** The inmates were not aware of the **officers** schedules.

✓ **Correct** The inmates were not aware of the **officers'** schedules.

A contraction is when two words are combined to make a single word. However, it is important to note that, for the purpose of report writing, contractions should be avoided unless they are part of a statement or direct quote.

✗ **Incorrect** The inmate didn't eat her breakfast.

✓ **Correct** The inmate said, "I don't want my breakfast."

Use Quotation Marks for Direct Quotes

To indicate that you are directly quoting someone, place quotation marks (" ") around the person's words. Do not use quotation marks when paraphrasing or summarizing a person's statement because incorrectly using quotation marks in this way could lead to a misrepresentation of the facts. It is important to only place quotation marks around the words that were actually said by someone.

✗ **Summary** "Inmate Roberts refused to leave his cell."

✓ **Quote** Inmate Roberts said, "I'm not leaving this cell."

MECHANICS

☑ CO423.5.
Explain how to use proper spelling and capitalization rules when writing a report

In addition to following the rules of grammar, you also need to pay close attention to writing mechanics in your report. Writing mechanics refer to the technical details of writing, such as spelling and capitalization. Misspelled words, poor word choice, and improper capitalization can make your report seem unprofessional, so it is important to get these mechanics right.

Spelling and Word Choice

Before submitting a report, ensure that words are spelled and used correctly. If you are using a computer to write a report, use the spellcheck feature; however, keep in mind that spellcheck does not always know whether you have used the correct word for a sentence.

In the following incorrect example, the word *there* is not misspelled, but it is the wrong word for the sentence since the intent is to show possession, and the word being used refers to location.

✗ **Incorrect** The thief took **there** money.

✓ **Correct** The thief took **their** money.

There are a number of ways to ensure that your spelling and word choices are correct. Have another person proofread your report to ensure that you have used the correct words, and if you are unsure of the spelling of a word, consider using a different word that may be simpler. For example, an officer might use the word *prison* instead of *penitentiary* or *bruise* instead of *contusion*.

Additionally, you may use a dictionary to check your spelling when writing a report by hand. Whatever method you choose for checking your spelling, use it consistently throughout the evaluation and proofreading process. You should also be aware of commonly misspelled and mistaken words as well as homophones, which are words that sound the same but have different spellings or meanings. Refer to Tables C-3 and C-4 in Appendix C for examples of commonly mistaken and misspelled words as well as homophones.

Capitalization

Some agencies recommend or require the use of all capital letters in reports. When not using all capitals, make sure to capitalize proper nouns. Proper nouns include the names of specific people, places, and things. You must also capitalize the pronoun *I* as well as the first letter of each sentence. Refer to Table 4-3 for examples of how the rules of capitalization apply in a sentence.

Table 4-3 Capitalization Rules

Capitalization Rule	Example
names of people, cities, states, and streets	John Smith was sentenced to 10 years imprisonment to be served at the Avon Park Correctional Institution located at 810 Highway 64 East , in Avon Park, FL .
names of specific organizations and buildings	The headquarters for the Florida Department of Corrections is located in the Carlton Building in Tallahassee, FL.
names of days, months, and holidays	Thanksgiving will always fall on the third Thursday of November .
geographic locations, but not directions	The inmate requested a transfer to a facility in the South in order to be closer to family. (specific region or location) The sally port is south of the entrance. (direction)
titles of professionals only when names are used	I spoke to Captain Smith to explain the situation. (named person) I spoke to the captain to explain the situation. (unnamed person)
brand names	The responding officer administered Narcan to an inmate who was experiencing an opioid overdose.

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 4 Reviewing a Report Before Submission

© Lesson Goal

At the end of this lesson, you will be able to evaluate your reports for factuality, clarity, correctness, and completeness before submitting them.

Think About This

An officer misspells an inmate's name in an incident report. What could happen as a result of the inmate's name being misspelled?

EVALUATING THE REPORT

You should always evaluate and proofread a report for errors and mistakes after you finish writing it and before submission. Take your time to read through it and carefully examine it. Make sure that any and all of the relevant facts and statements from your notes are included in the report and that they are accurate, complete, and organized.

☑ CO424.1. Explain how to edit and proofread a report for completeness and grammatical errors

Editing and proofreading are a vital part of evaluating reports before submission. Editing is the process of writing and revising content for accuracy, organization of ideas, grammar, and overall presentation. Make sure that you edit your report first before moving on to proofreading. Proofreading is the process of reading carefully to spot typos and minor issues with grammar and mechanics that were not caught during editing. When possible, ask another officer to proofread your report for errors. Your report should be accurate, concise, and easily understood before you submit it. The following methods will help you catch mistakes that might otherwise be overlooked:

- Take breaks—allow some time to pass between writing and evaluating; doing so will help you return to the report with fresh eyes, which can make finding errors easier.
- Read the report aloud—reading aloud encourages you to read every word, which can help you spot errors. Alternatively, you may listen while another person reads the report to you; some errors are easier to catch when heard rather than read.
- Read line by line while using a cover—place a blank sheet of paper over your report, covering everything but the line that you want to read. This method allows you to focus on one line at a time, which can help errors stand out.
- Know your personal weaknesses—understanding what you typically struggle with while writing will help you look for those specific errors in your reports.
- Check for grammatical errors point by point, and focus on the following:
 - spelling—ensure that all words are spelled correctly.
 - grammar—make sure that your verb tense is consistent and that sentences are structured correctly. All sentences should be written using active voice.

- ▶ punctuation—check for the correct use and placement of punctuation marks, including commas, apostrophes, and quotation marks. Watch out for paired punctuation; in other words, remember to use both sides of punctuation that come in pairs (for example, quotation marks and parentheses).
- ▶ capitalization—verify that the appropriate words are capitalized.
- ▶ vocabulary—select the appropriate words and use them correctly. Avoid slang, jargon, and textspeak.
- ▶ typographical errors or typos—assess for keystroke errors, especially for words that the spellcheck feature might miss.

The following is an example of a poorly written narrative report with improper grammar, punctuation, capitalization, and spelling. A corrected version of the example can be found in Appendix A.

On May 16 2022 at approximately 1220 hours. I was on a routin patrol inside D Dorm when inmate Dennis Shaw, handled me a book and said "you'll find that quotation we were talking about on page 24". Since I had not discussed any quotation with Shaw, I decide to take the book to the officer and take a look at page 24. When I opened the book a folded piece of paper feel out. On the paper were the following words. "My roommate has some marijuana hidden inside a hole in his pillow." I show the note to Corp Larson, the Dorm Supavisor, and since the dorm was skeduled to go to the rec yard that afternoon, we desided to wait until then to conduct a search. At approx. 1:30 p.m., the inmates were excorted too the recreation yard, an it was about that time Corporal Larson and I searched cell D-234, the cell assigned to Dennis Shaw; and his roommate, inmate Schneider, Jonathan. I examined Schneider's pillow and I find a hole as described by Shaw. Inside the hole I find approx. two handfuls of a green leafy substance. I place the substance in a clear plastic bag and called a dual sworn officer, Corrections Deputy George Abrams, to test it it tested positive for maryjuana. Inmate Schneider was was brought in from the recreation yard and was question by Abrams. Schneider states, "That stupid roommate of mine set me up. He wants me out of their because I won't have anything to do with his drug business." Schneider was placed in Admin Confinement pending a investegation. Corporal Larson and I conducted a through search of the rest of the Dorm, however, no additional contruband is found.

FINALIZING THE REPORT

After you complete and proofread the report, you must submit it to a supervisor for review and approval. Before you submit your report, verify that the report is complete and finalized by taking the following actions:

- Ensure that all the details, including who, what, when, where, why, how, and action(s) taken, are fully answered. Include rule violations, if any.
- Ask yourself: "If I was not involved or did not witness this incident or event, would I have a clear picture of what happened after reading this report?" If the answer is no, revise your report and fill in any missing details.

☒ CO424.2. Describe how to finalize and submit a report for a supervisor's approval

- Verify that you have identified and corrected all errors.
- Sign, date, and distribute the report according to your agency's policies and procedures.
- Attach all relevant documents (pictures, logs, chain of custody for evidence, medical documents, evidence submissions, and follow-up actions)

Over time, the more you practice writing and evaluating reports, the more professional your reports will become.

Chapter 5

Shift Management and Safety

UNIT 1 SHIFT SAFETY

LESSON 1 Situational Awareness / 127

LESSON 2 Shift Equipment / 130

LESSON 3 Radios / 134

UNIT 2 SEARCHES

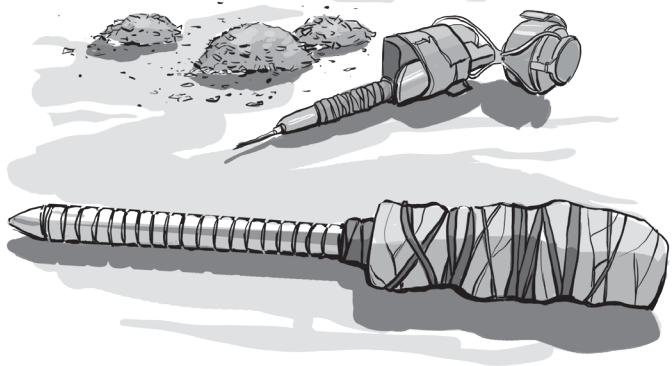
LESSON 1 Search Equipment / 137

LESSON 2 Person Searches / 138

LESSON 3 Facility Searches / 140

LESSON 4 Contraband / 142

LESSON 5 Mail / 146



UNIT 3 SECURITY

LESSON 1 Security Equipment / 150

LESSON 2 Security Standards / 153

LESSON 3 Perimeter Security / 157

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 1 Identifying and Resolving Safety Concerns / 159

LESSON 2 Sanitation Standards and Environmental Health / 161

UNIT 1 SHIFT SAFETY

LESSON 1 Situational Awareness

© Lesson Goal

At the end of this lesson, you will understand situational awareness and its importance to the safety of everyone in your facility.

Think About This

Two officers enter the housing unit at noon. They notice that it is too quiet. What should they be concerned about?

Correctional officers are tasked with maintaining order and security in a facility every day. Their responsibilities carry a lot of weight as they protect not only themselves but also other facility staff, inmates, and visitors. It is important that officers be mentally alert, engaged, and proactive in their duties, which includes being able to accurately assess the situation around them so that they can anticipate and quickly respond to any threats to security. Practicing situational awareness can help you get into this mindset, and it is something you might already be familiar with in your everyday life.

Situational awareness is the ability to pay attention to your surroundings, process what you observe, and make sound decisions based on those observations. It is a major component of maintaining security. An example of situational awareness that you practice in your everyday life is when you drive a vehicle. Driving safely includes checking your blind spots, scanning from left to right regularly, ensuring that no animals or pedestrians are in your path, looking at your rearview and side mirrors routinely, and keeping an eye on the weather. As you take in all this information, you make decisions to keep yourself safe while staying prepared to respond to an emergency.

While the circumstances are different, the skillset for maintaining situational awareness in a correctional facility is largely the same. For example, to maintain situational awareness while walking through a dormitory area, you would scan the perimeter regularly, listen for sounds from all sides of the facility, communicate with other correctional officers, pay attention to the body language of the inmates you encounter, and be prepared to act in case of an incident.

Situational awareness means that you are neither complacent nor hypervigilant. Complacency is a comfortable or relaxed state of mind, which lulls you into a false sense of safety and security. When you are complacent, you may not be aware of what is happening or what could happen in any given situation. Even though tasks in your job will become routine for you, do not allow yourself to become complacent.

Situational awareness is also different from hypervigilance. Recall that hypervigilance, as discussed in Chapter 1, is a symptom of post-traumatic stress disorder (PTSD). When

☒ CO511.1. Define situational awareness

someone is hypervigilant, they are constantly on guard and fearful that they will be the victims of violence. Being hypervigilant can put you in danger as fear and nervousness can cloud your judgement, resulting in poor decision-making.

- ☒ CO511.2.
Describe situational awareness in the corrections setting

When you are on duty, there are three primary steps to situational awareness that you must follow: observe, understand, and then decide. The first step is to observe or perceive the situation or environment. Use your senses and always be aware of what is always going on around you. Scan the area you are in regularly; listen and pay attention to sounds and voices. Second, take a moment to understand. As you observe, think about what seems to be typical and what may be out of the ordinary. The more time you spend working in a facility, the more you will be able to spot if something unusual is occurring. The third step is to decide and possibly act. After observing and having a full understanding of the situation, decide if any action needs to be taken based on this information. Take whatever action is warranted based on your decision.

Situational awareness helps you make good decisions based on your observations and knowledge. When you focus on being situationally aware, you make the conscious effort to make decisions based on information rather than fear.

- ☒ CO511.3. Identify the skills that can enhance officer safety

Good situational awareness can be enhanced with the proper positioning, posture, and controlled behavior to provide you with a tactical advantage. **Positioning** is placing yourself in a tactically advantageous location to observe an area. Positioning allows you to size up a situation while remaining in a safe place, and it includes the following:

- keeping a safe distance—distance yourself far enough away to be safe but close enough to observe what is happening. What is considered a safe distance in a correctional setting will vary depending on the size of the location and the behavior and number of inmates. Assess the situation to determine a safe distance.
- being familiar with your environment—know the layout of the facility and plan the best possible positioning and escape route before entering an area. Areas that are large or house large numbers of inmates may require you to move around throughout your shift. Avoid establishing a set pattern. If inmates can predict what position you will take, they may be able to gain a tactical advantage.
- watching groups and individual people—place yourself in a position where you can see and hear what is going on around you. Being in a good position allows you to pay attention to what is being said and lets inmates know you are paying attention to them. Always face inmates when speaking with them because it allows you to use your peripheral vision to monitor activities. When you watch them closely, inmates are less likely to commit rule violations or cause minor problems. By closely observing inmates, you can pick up on important non-verbal cues and body language.

Posture is holding your body in a manner that shows strength, confidence, interest, and control. Posture includes using command presence to project an image of confidence in your skills and abilities. If you appear to lack confidence, inmates may attempt to manip-

ulate or deceive you. Practice controlled behavior, demonstrating confidence and control by avoiding distracting behaviors such as foot tapping, nail biting, and fidgeting.

Situational awareness is a skill that is appropriate for many situations, including driving and working in a correctional facility. However, it is not healthy to always maintain a high level of situational awareness. Each day when you finish your shift and head home, relax your level of situational awareness to match the environment.

If you notice that you are having difficulty disconnecting and dropping your level of situational awareness once you complete your shift, you can spend a few minutes taking some deep breaths. Focus on your breathing in order to take attention away from noticing what is happening around you. Taking the time to disengage will help you be prepared for when you do need to maintain a high level of situational awareness. For additional strategies for disengaging while off-duty and managing stress, you may refer to Chapter 1.

☒ CO511.4. Explain when situational awareness is appropriate and how to disengage

UNIT 1 SHIFT SAFETY

LESSON 2 Shift Equipment

© Lesson Goal

At the end of this lesson, you will be able to manage the equipment necessary to keep a correctional facility operating safely.

Think About This

During a routine inspection, an officer discovers that several pieces of essential equipment are missing or malfunctioning. How should the officer address the issue of missing or faulty equipment to ensure the continued safe operation of the correctional facility?

As a correctional officer, one of your major responsibilities will be identifying and properly accounting for inventory as well as issuing and storing equipment. You must also know how to safely operate various types of equipment in order to check that they are functional.

Equipment is assigned for use in specific areas such as inmate housing, food service areas, building maintenance, health-care services, and security. Though some equipment may be assigned to specially trained staff, you will be trained by your facility to identify, manage, and inventory all common equipment used at your facility.

☑ CO512.1. Identify common equipment assigned to specific areas and activities in a facility

Common equipment and accessories that can be issued to officers include the following:

- security equipment such as radios, restraints, impact weapons, chemical agents, and conducted electrical weapons
- housing equipment such as search mirrors, flashlights, and personal protective equipment (used while entering housing units to conduct searches to address disturbances and other situations)

INSPECTING EQUIPMENT

Inspection is important for safety reasons; it also helps when staff are appropriately trained to maintain and inspect equipment. If not inspected periodically, equipment may begin to show signs of neglect. Neglect can result in damage, such as when poor vehicle maintenance causes mechanical problems. Likewise, poorly maintained or improperly inspected items, such as electronic control devices (ECDs), can cause malfunctions and even result in injury or death.

☑ CO512.2. Describe the process of inspecting common equipment

Inspecting an item typically includes making sure that the item works, that it has the correct serial number or property identification number, and that it has not passed an expiration date, if it has one. Automated external defibrillators (AEDs), fire extinguishers, batteries, and handcuffs in each pod must be inspected to determine that they are in working condition.

Inspect your own equipment regularly to make sure it is safe and working properly. Use caution when inspecting items. Mishandling equipment can result in injury to an officer or inmate or damage to the equipment. Mishandling can include incorrectly identifying equipment, not using equipment for its intended purpose, or using equipment without proper training.

ISSUING EQUIPMENT

Each facility has its own identification system to make sure that the person receiving or returning the equipment is authorized to handle the item. The most common steps to issuing equipment include the following:

- verifying the person receiving the item by checking their ID cards or digital databases
- documenting the item, item number, date, time, reason the item is being checked out, and the names of the issuing and receiving officers
- comparing the item being issued against information found in the database including descriptions or serial numbers

Your facility may also require you to record signatures or identification numbers. You may need to document the condition of the equipment when items are received back into inventory, and you should always document their receipt.

☒ CO512.3. Describe the process of issuing and receiving equipment

INVENTORYING EQUIPMENT

Inventorying is the process of compiling a complete list of tools or equipment on hand. Common equipment and accessories that should be inventoried include the following:

- building equipment—includes maintenance tools and materials used to complete common upkeep and repairs to the facility
- sanitation equipment—includes items such as brooms, mops, cleaning carts, and cleaning supplies that are used in and around inmate living areas
- health-care equipment and accessories—includes medical supplies, dental tools, and restraints
- food service equipment—includes serving utensils, trays, dishes, and cookware

Counting equipment is an important part of inventory procedures. To count equipment efficiently, organize the equipment so that it is easy to see. Have an orderly method or plan to physically count items, such as laying items out in order or grouping similar items before the count. Keep track of items that cannot be grouped together, such as heavy equipment or sensitive supplies, and always keep track of your progress and record the official count.

Compare the number of items previously listed in the inventory against the actual number of items you count. Some agencies use shadow boards to store items; an outline of each

☒ CO512.4. Discuss common equipment inventory processes

item is traced onto a board where the item is hung. When the item is not returned to the board, it is easy to see what is missing.

It is important to correctly identify what is in the inventory. Inventory control techniques for identification include:

- etching the inventory control number on the tool
- comparing the tool markings with recorded facility markings
- color-coding items by classification, for example, restricted or non-restricted
- using inventory lists with descriptions and numbers together
- using prepared spaces on a shadow board for storage

Your facility will train you in the proper procedures for inventory control and documentation; the facility may use logs, inventory sheets, or an electronic database. Maintaining accurate logs during inventory is important for identifying the location of equipment. Reviewing logs is commonly done before, during, and after shifts to verify what equipment has been issued. Logs allow you to identify when an item is missing or when an item has been issued, replaced, or repaired. Each facility's policies for inventory control will determine how responsibilities are assigned, whether by shift, area, job assignment, or equipment type.

Catalog and preserve the documentation used in inventory and storage processes. Per your agency's policies and procedures, retain forms or logs so that they are available for later review and for public record. A master inventory log or a daily inventory sheet may document items in the inventory that are issued or returned.

STORING EQUIPMENT

Correctional officers are responsible for properly storing all equipment in their care and control. If you are not paying attention, items can be stolen and used to aid in an escape or assault. Types of equipment that inmates can use in escapes or assaults include tools, chemical agents, electronic control devices, restraint devices, or other impact weapons.

Always store equipment in secure, designated areas with access limited to authorized personnel. Some of the secured storage areas typically found in a correctional facility can include an armory, a mini arsenal, a caustic chemicals locker, a master tool room, a tool cage, an exterior building, or any designated room within the facility. Store equipment in its proper area immediately after inventory to preserve the integrity of the inventory, to ensure that equipment is ready for reissue, and to ensure security. Where you store an item is based on the type of equipment and facility resources.

MANAGING HAZARDOUS EQUIPMENT

You may need to use hazardous equipment or tools while performing your duties; however, be aware that inmates may also use hazardous tools under staff supervision when completing work assignments. Consider tools that are automated, sharp, heavy, or awkward to

☒ CO512.5. Explain how to store common equipment used in a facility

manipulate especially dangerous. You are responsible for tool and equipment control for safety reasons because inmates can use these tools to commit a crime such as assault, to damage the facility, or to aid in an escape.

Examples of hazardous equipment in a correctional setting include:

- basic construction tools—hammer, screwdriver, pliers, shovel, ladder, and hoses
- power tools—electric drill, jigsaw, and chainsaw
- cutting tools—band saw, handsaw, and hacksaw
- building and grounds maintenance equipment—painting supplies, lawn mower, and pipe wrench
- culinary instruments—knife, cleaver, cooking fork, spit, and skewer
- medical or dental instruments with sharp points or cutting edges—scissors, tweezers, and dental picks

You must remain vigilant regarding hazardous equipment to ensure the safety of the facility, staff, and inmates. Direct supervision must always be provided when equipment is transported and in use.

☒ CO512.6. Identify the types of hazardous equipment used in a facility

FIREARMS AND AMMUNITION

The weapons and ammunition available for correctional officers will vary by agency and facility. Most likely, while on duty you will be issued less lethal weapons, which are weapons designed to incapacitate a person rather than apply deadly force. Examples include a dart-firing stun gun (DFSG) or a conducted electrical weapon (CEW), which both fall under electronic control devices. Other less lethal weapons include impact weapons and chemical agents such as oleoresin capsicum (OC) spray.

In some instances, agencies may choose to issue certain firearms and ammunition depending on an officer's training and qualification; however, it is important to note that correctional officers cannot carry firearms while on duty inside a correctional facility unless there is an emergency and command has approved the issuance of firearms. If a facility issues firearms and ammunition to officers to be carried outside the facility while in the performance of official duties or while off duty, officers will be required to secure these items in designated storage areas or secured lockers when entering the facility. If you have a firearm secured at the facility, you must retrieve it when you leave.

☒ CO512.7. Describe how firearms and ammunition are issued in a facility

Due to the potential security risks involved, there are specific policies and procedures that facilities have in place when issuing firearms. These procedures may be similar to the procedures for issuing and storing equipment. Usually they involve, but are not limited to, officer identity verification, detailed documentation, and a safety check of firearms and ammunition issued. Remember that you are responsible at all times for the proper care, use, safekeeping, and handling of facility-issued firearms and ammunition. Make sure to follow your facility's policies and procedures.

UNIT 1 SHIFT SAFETY

LESSON 3 Radios

© Lesson Goal

At the end of this lesson, you will understand how to properly and professionally use radios while on duty.

Think About This

At the end of a shift, an officer turns in their equipment to the control room. The officer is called back to redo the count because it is inaccurate. The officer leaves their equipment, including the radio, in the control room and goes back to the housing unit. What could go wrong in this situation?

☒ CO513.1. Describe the role of radios for correctional officers

The radio is one of the most important pieces of equipment that a correctional officer uses. Since it is the primary method of transmitting information while on duty, you must understand how to use one properly while also ensuring that you are communicating professionally.

Officers use radios to send and receive vital information while on duty. Some examples of radio use include calling for assistance, participating in general communication, identifying inmates and visitors, or notifying staff of an emergency. The radio could be your lifeline when dangerous situations arise.

Once you are issued a radio, it is your responsibility to ensure that it is operational. If you experience radio transmission difficulties, immediately use a landline telephone to report the malfunction. You should know your agency's operating procedures, general orders, or policy on what to do if an assigned radio malfunctions.

☒ CO513.2. Explain how to properly transmit a message on a radio

The portable radio is the primary method of communication for correctional officers. The Federal Communications Commission (FCC) prohibits the use of radios to do any of the following:

- transmitting non-essential or excessive signals, messages, or communication
- using profane, indecent, or obscene language
- willfully damaging or permitting damage to radio apparatuses
- maliciously interfering with another unit's radio transmission
- making unidentified transmissions
- transmitting before the air is clear
- transmitting a call signal, letter, or numeral not assigned to the agency or unit
- adjusting, repairing, or altering a radio transmitter (except by agency-authorized radio technicians)
- using radio communications systems for illegal or personal business

When using the portable radio system, plan your message before transmission. Your message should be brief, clear, and simple. The more you plan a message, the more

coherent and professional the communication will be. Adjust the volume level based on the situation and surroundings.

Before transmitting a message, you should listen to make sure there is no other radio traffic. Press and hold the transmit button for about one second before speaking. Make sure your mouth is one to three inches away from the microphone and speak directly into it.

In stressful situations, an officer's voice may crack or become distorted or high-pitched, making the radio message difficult to understand. Officers must be proficient on the radio, speaking slowly and distinctly, using an evenly controlled tone of voice, and avoiding the display of emotions. A significant change in voice or tone of the transmitting officer is a cue to you that something is going wrong.

Officers should keep the following information in mind to keep radio communication professional:

- If your facility does not use plain language, know your facility's code.
- Make sure your portable radio is always secure on your person.
- Keep radio volume loud enough that you can continuously listen for incoming information.
- Keep radio chatter to a minimum in order to keep channels open for use.
- Remember that frequencies are shared, and others can hear your conversation.

Keep in mind that you should never yell over the radio neither should you communicate confidential information over the radio.

TYPES OF RADIO EQUIPMENT

Radios vary from facility to facility; however, radio communications in correctional settings generally rely on three types of radios:

- the handheld or portable radio that an officer carries
- the radio base station, normally located in the control room
- the mobile radio affixed in vehicles that are used for transporting inmates

There are many brands, models, and types of radios. The basic corrections radio is generally fitted with switches or buttons to control power, volume, and channel selection, and most radios have a panic button to use during emergencies. The portable radio unit may have an extended or built-in microphone. Agencies will train officers on the specific components and usage of a portable radio.

RADIO CODES

Transmitting radio messages in plain English is becoming the preferred method of communication in many correctional facilities. Plain English transmission is especially ideal during emergency situations, due to interagency involvement and coordination.

☑ CO513.3. Identify the types of radios used in correctional facilities

☑ CO513.4. Discuss the purpose and types of radio codes

Some facilities, however, use correctional radio signals and codes. These codes save airtime and convey precise meanings. Types of radio codes include:

- signals—a system of communication using numbers that are preceded by the word “signal”
- phonetic-alphabet—a system of verbal communication using the letters of the English alphabet only
- 10 or numeric codes—a system of communication by which “10” precedes numbers that stand for specific activities
- numeric-alpha codes—a system of communication that combines numbers and letters of the alphabet, or the combination of some or all of the above to transmit messages

Always refer to your facility’s policies and procedures concerning appropriate radio language and training.

RADIO BASE STATION

☒ CO513.5. Explain the purpose of a radio base station

Even though radio base stations are not found in all correctional facilities, they are typically associated with correctional control room operations or the command center in case of an emergency. Radio base station operators send and receive messages to and from officers. These operators monitor radio frequencies for all operational units and have the ability to override the portable radio system in an emergency. While receiving and sending messages, a radio base station operator will continue to coordinate the up-to-the-minute statuses of all units.

UNIT 2 SEARCHES

LESSON 1 Search Equipment

© Lesson Goal

At the end of this lesson, you will be able to use search equipment found in your facility.

Think About This

An officer's hand gets cut on a shank that was hidden under a bunk during a cell search. What search equipment could the officer have used to avoid this situation?

Techniques for conducting a search are important, and it is equally necessary to have the proper equipment. Using the proper equipment can keep you safe while also ensuring that you conduct a thorough and effective search.

Equipment used during searches includes the following:

- flashlights—used to illuminate dim or unlit areas.
- screwdrivers—used to remove panels or covers.
- mirrors—used for viewing areas not easily seen, such as under or behind bunks, sinks, toilets, and other areas; mirrors can also be used to search above and beneath vehicles.
- probing devices—any item used to search holes, cracks, or hollow areas; one such method is using a wire to check grills, door tracks, faucets, and drains.
- bags or containers—used to collect contraband.
- notepads or other forms—used to record contraband found.
- metal detectors (handheld or walk-through)—devices that are often found at entrance and exit points of the facility and are used to detect metallic objects or materials. When searching a bunk, the officer can scan the mattress instead of physically handling it. Using this method will protect the officer from possible injury and prevent the destruction of property.
- x-ray scanners—used to detect contraband in articles like shoes and clothes.
- canines and their handlers—specially trained to detect certain types of contraband such as drugs, other chemicals, and cell phones.

☒ CO521.1. List the common equipment used in searches

Once you complete the search, document the search details using logs, electronic databases, checklists, or any other method specific to your agency. Details may include the persons' names, locations, items confiscated, disposition of items and the names of officers who conducted the search.

☒ CO521.2. Describe how to document details of an area search

UNIT 2 SEARCHES

LESSON 2 Person Searches

© Lesson Goal

At the end of this lesson, you will be able to conduct a thorough and proper search of a person.

Think About This

During a search after visitation, you notice an inmate appears to be wearing different shoes that are not issued by the agency. What course of action should you take?

☒ CO522.1.
Explain techniques for examining the property of any person entering a facility

Searches prevent the spread of contraband, weapons, and other dangerous items in a facility. During a search of a person, you may find contraband that is a health hazard, such as fentanyl. To avoid exposure to hazardous materials, always use standard precautions and personal protective equipment (PPE) when conducting a search. Gloves can range from latex or non-latex to puncture- or cut-resistant gloves, which provide varying levels of protection while conducting searches.

When entering a facility, everyone and their property is subject to a search; this includes visitors, volunteers, vendors, and oncoming staff. Vehicles and all property may be searched as well. When examining property, open and search all bags, briefcases, books, and papers for contraband. Be sure to inspect clothing items as well as the interior, tongue, and soles of shoes; look for irregularities that may indicate items are imbedded inside the shoes. Check containers for hidden compartments that may conceal unauthorized items. You might also be required to conduct a pat search, sometimes referred to as a pat down. Some facilities may have other resources to complement the search process, such as scanning devices to locate internally hidden contraband and towers to detect electronics.

☒ CO522.2. Explain when to conduct a pat search of inmates

Use your judgment to determine when to conduct a pat search of inmates to look for weapons and other contraband. Examples of times when an impromptu search is warranted are as follows:

- if an inmate exhibits different body language than usual, they may be guarding contraband on that part of their body
- when an inmate is hiding their hands
- if inmates have unusual bulges in their clothes
- when inmates are wearing their uniforms in a slightly different manner
- when an inmate is discovered in an area where they are not authorized to be

You may initiate searches of inmates as they enter and exit the housing area. These types of searches are intended to prevent the movement and introduction of contraband within the facility. Always ask the inmate if they have anything that would harm a person during the search, giving them the chance to reveal anything that may be concealed.

Using PPE, conduct a systematic and thorough search of an inmate as you would any visitor, vendor or volunteer entering the facility. Searches are usually gender specific, but always follow your facility's policies and procedures.

Some facilities allow canines to assist in inmate searches, so be familiar with and follow your facility's policies and procedures for use of canines during searches. For more information on searches, you may refer to Chapter 6, which contains information on searching an inmate and inmate property at intake or reception. Additionally, the steps to conduct a pat search or pat down are discussed in detail in Defensive Tactics.

UNIT 2 SEARCHES

LESSON 3 Facility Searches

© Lesson Goal

At the end of this lesson, you will be able to conduct a thorough and proper search of your facility.

Think About This

You have been assigned to supervise inmates that are working laundry duty. What can you do to minimize the chance of contraband being moved within the facility?

Along with performing searches of inmates, visitors, and property, you will need to conduct thorough searches of the facility itself on a frequent basis. Facility searches will also help with minimizing the introduction of contraband that could threaten the security of the facility.

☒ CO523.1. Identify types of areas to be searched in a facility

Searches should be conducted in all areas of a facility that inmates can access. Each location and the features inside of them should be routinely and thoroughly searched. The following are some areas to include in your search:

- dayroom or common room—search kiosks, televisions, television mounts or stands, under tables, benches, behind wall hangings, telephone stations, game board or puzzle boxes, and trash cans
- dorms or cells—search bunks, mattresses, shelves, under beds, edges of bed frames, storage boxes, chip bags, books, shoes, and toiletries
- bathrooms—search inside tanks and faucets, under toilets, behind mirrors, and under shower grates and shower heads
- building structure and furnishings—search bars, locks, windows, doors, bunks, carts, chairs, vents, and electric and light fixtures
- recreation yard—search sports and exercise equipment, benches, tables, the perimeter, trash receptacles, and the bases of trees and shrubs

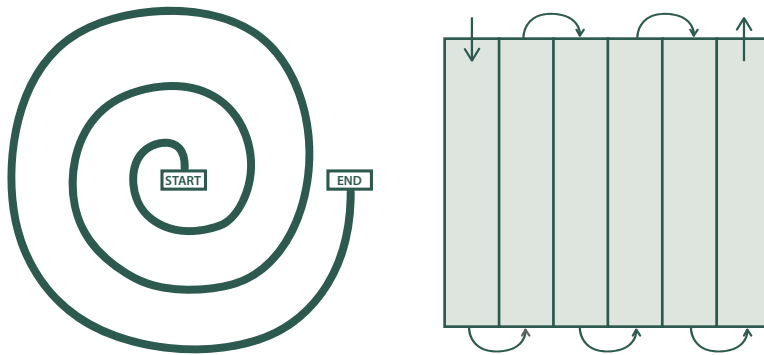
Additionally, you must search all outside transport destinations, including work sites, courtrooms, hospital rooms, or medical offices.

☒ CO523.2. Describe how to conduct a systematic search of an area

Remove all people from the location that is being searched. While visually scanning the area, make a mental plan of how to conduct the search and select a starting point. Search in a thorough and systematic manner, and search one area or item completely before going on to the next. If you find contraband, secure it, and continue the search until it is complete. Return property or furnishings to their original condition and position. Never put your hands in places where you cannot also see what you are inspecting. Avoid rubbing or sliding your hands over objects; a pat or pat-and-squeeze method is recommended instead.

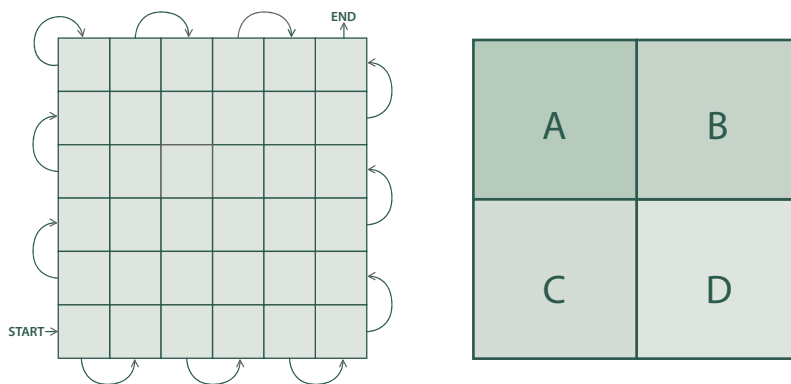
You may use one or more of the following search patterns for outside or large areas, or you may use modified versions for smaller areas:

- **spiral search pattern**—usually used by one person. The searcher begins at a central point and moves in increasingly larger circles to the outermost boundary of the search area.
- **strip/line search pattern**—usually used in a predetermined area by several people. The search area is divided into lanes that are searched by one or more people in both directions until the entire area has been examined.



Figures 5-1 and 5-2
(left to right) Spiral
search pattern &
Strip/line search
pattern

- **grid search pattern**—a variation of the strip/line search pattern that overlaps a series of lanes in a cross pattern.
- **zone/quadrant search pattern**—used for an area that is large. Divide the area into four sections and search using one of the patterns mentioned.



Figures 5-3 and 5-4
(left to right) Grid
search pattern &
Zone/quadrant
search pattern

All vehicles on facility property are subject to search, including visitor and staff vehicles. However, inmate transport vehicles are of particular concern. You must thoroughly search vehicles before and after transport. Conduct these searches systematically, and make sure you search all compartments and areas, including above and below the vehicle, the interior, the exterior, the engine, the glove box, the consoles, and the toolbox. You will learn more about vehicle searches and inspection in Chapter 7.

☒ CO523.3. Explain how to conduct a vehicle search

UNIT 2 SEARCHES

LESSON 4 Contraband

© Lesson Goal

At the end of this lesson, you will be able to detect contraband and follow the appropriate processing and disposal procedures.

Think About This

An inmate currently has 25 bags of potato chips underneath his bunk. Is this contraband, or is the inmate allowed to have these items?

☒ CO524.1. Explain the correctional officer's duty to control contraband

You may recall from Chapter 2 that contraband is any unauthorized article foreign to the facility or any authorized article in excessive quantities or altered from its intended purpose. As a correctional officer, you will need to be able to correctly distinguish between items which are authorized and items which are contraband as well as understand how to properly handle any contraband found while on duty.

Drugs, firearms, and knives are all obvious safety and security concerns. However, even the presence of cell phones, unauthorized food, clothing, or any contraband item for that matter, poses a breach in security that endangers staff, inmates, and visitors. Correctional officers have a duty to prevent, control, and dispose of anything that could be considered contraband through regular and random searches, regardless of whether an item might appear to be harmless. If seemingly minor contraband finds its way into the facility, there is a great likelihood that more serious contraband may be introduced in the same way.

☒ CO524.2. List the categories of contraband

CATEGORIZING CONTRABAND

When distinguishing whether something is contraband, officers must take into account the circumstances in which the item was found and how it might be used. Contraband can be categorized in two ways: nuisance or hard contraband. **Nuisance contraband** is any authorized item found in excessive amounts, or altered from its original state, that usually does not pose an immediate threat to the safety or security of the staff, inmates, or facility. Nuisance contraband includes excessive clothing, linen, laundry items, canteen and hygiene items, photos, reading materials, over-the-counter medication, and letters. Be aware, however, that some nuisance contraband can be used to create hard contraband.

Hard contraband, sometimes known as hazardous contraband, is any item that poses a serious threat to the safety and security of the staff, inmates, or facility. Firearms, home-made knives such as shanks, other weapons, drugs, alcoholic beverages, toxic materials, prescription medication, inhalants, cell phones, and electronic devices that store or receive data are examples of hard contraband.

Inmates can be very creative and have ample time to think of ways to make weapons. Consider that any item can be used as a weapon. Shanks are the most common inmate weapon and can be made from almost anything. Many common items can be turned into weapons. For example, sports equipment, food service equipment, office supplies, liquid substances (bleach, urine), toothbrushes, disposable razors, heavy objects placed in a sock, toilet paper, and wood and writing utensils can all be used as weapons.

☑ CO524.3. Give examples of common inmate weapons

INTRODUCTION OF CONTRABAND

Contraband may enter correctional facilities by various means. Staff, inmates, visitors, and vendors can conceal contraband in their clothing, on their person, or in other items. Other methods of introduction are through body cavities, mail, books, canteen or commissary items, and deliveries. For example, an inmate may personally know one of the food delivery drivers and ask the driver to bring in contraband. The contraband is then introduced into the facility within the food item or packaging. Or the inmate may ask the driver to take contraband out of the facility and deliver it to someone on the outside. Contraband may also be introduced to facility courtyards using drones or by outside people throwing items over exterior fencing.

☑ CO524.4. Describe common methods of introducing contraband into correctional facilities

Detection

Detecting and recognizing contraband are important means of controlling and minimizing its introduction and presence in a facility. The following are some search methods used to detect contraband:

☑ CO524.5. Identify methods of detecting contraband

- visual search—visually scanning for contraband items
- pat search—physically passing one's hands over a person in a predetermined pattern to locate weapons or other types of contraband
- clothed search—visually dividing the body into four sections or quadrants then physically patting and squeezing the clothing of a person in a systematic pattern in each quadrant; used in a secure environment
- custodial search—physically patting and squeezing the clothing of a person in a systematic pattern; used when a subject is taken into custody in an unsecured environment
- cell or area search—visually and physically inspecting an area in a systematic manner
- metal detection—using electronic devices to detect a metal object on or within a person or concealed within an item
- strip search—visually searching an unclothed person and physically searching their clothing (discussed in greater detail in Defensive Tactics)
- vehicle search—visually and physically inspecting a vehicle to locate contraband
- body cavity search—visually and physically inspecting body openings; such searches are conducted by medical staff only

- ☒ CO524.6. Describe the process of collecting, processing, and disposing of contraband

Handling Procedures

When contraband is located and identified, the items must be removed or secured immediately. Always use standard precautions and personal protective equipment, such as gloves or a mask, when searching for and collecting contraband. Never taste or smell any material found in a facility, and never handle suspected contraband more than is absolutely necessary. Contraband could contain bodily fluids, infectious substances, parasites, toxic chemicals, or filth.

The way that contraband is removed will depend on whether it is categorized as nuisance or hard. All contraband must be identified, confiscated, and documented. However, confiscating excessive supplies such as extra clothing or sheets is handled differently than confiscating a weapon. Confiscate the contraband and store or dispose of it according to your facility's policies and procedures.

Contraband may be kept as evidence if it is part of an investigation, if it was used to commit a crime, or if it is required for disciplinary proceedings. It is important that you take the proper steps to preserve any contraband that could be evidence. The way you process contraband could determine the outcome of an investigation, and mishandling these items may compromise the value the items have as evidence. It is also important to document the chain of custody, as discussed in Chapter 2, since it is the witnessed written record of every person who has handled the evidence since its collection. Common types of contraband stored as evidence may include weapons, illegal drugs, or items used in a serious incident or crime.

Chain of custody and inventory forms help ensure a complete and comprehensive contraband collection process. It may be necessary to issue a receipt to the respective inmate for confiscated unauthorized personal items. Contraband seized from inmates is commonly stored in paper or plastic bags, boxes, or storage bins in a secured, locked area inaccessible to inmates. Label the container with the inmate's name and identification number, and document where it will be stored.

Documentation

When hard contraband is found, it may be necessary to photograph it before confiscation, storage, or disposal. Failure to photograph and properly document contraband could negatively impact the legal process and hinder disciplinary actions. Initiate the chain of custody for narcotics, weapons, and other dangerous items. These items should always be photographed for possible presentation in criminal proceedings.

- ☒ CO524.7. Describe the process of documenting contraband

When documenting the confiscation and disposal of contraband, follow your facility's policies and procedures. Documentation may include an inventory of the contraband and an incident report. Include as many details as possible, such as where the contraband was found, descriptions of what was found, quantity, and method of disposal.

Proper documentation is important to avoid possible legal liability. Officers can be held personally responsible for destroying items that an inmate was allowed to have in their possession, so it is important to document what was confiscated and why.

Disposition of Contraband

The final disposition of contraband includes either immediate disposal or storage for future inmate disciplinary action, case reference, or training purposes. Document the final disposition of the collected contraband. In some instances, final disposition may involve outside investigators. For example, when a visitor attempts to introduce contraband into or remove contraband from a facility, local law enforcement may handle disposition of the items.

If you find nuisance contraband in common areas and cannot link it to an inmate, confiscate and process it according to your facility's policies and procedures. These items may be disposed of in receptacles, trash bins, or incinerators that are not accessible to inmates.

☒ CO524.8. Discuss the final disposition of contraband

☒ CO524.9. Identify appropriate receptacles for contraband disposal

DISPOSAL METHODS

Forward all personal property that is considered contraband to the inmate property storage area. Depending on facility policies and procedures, these items may be released or mailed to the inmate's family. Consumable items, such as food, drink, or any other item that may be tampered with, should be destroyed. Reusable items that are issued by the facility may be returned to supply for reuse. For example, linens, clothing, books, pens, or mail supplies that an inmate has in excess can be confiscated and reused. Hard contraband must be stored as evidence in a secure location. Never receive or take any contraband for personal use.

Items that require special disposal include the following:

- money—although some facilities allow inmates to have money up to a specified amount, many do not allow it at all. You should count any confiscated money in the presence of the inmate. Staff should sign and give a receipt to the inmate. The money may be deposited into the Inmate Welfare Fund or into the inmate's personal account. Money is not thrown away.
- medication—you must confiscate any unauthorized medication or authorized medication in excessive amounts. The facility's medical staff or the issuing authority should determine the appropriate method of disposal.
- illegal drugs—the discovery of illegal drugs in a correctional facility may lead to criminal charges. Illegal drugs should be held as evidence by the investigating facility.
- weapons—possession of a weapon may result in criminal charges, so it should be held as evidence.
- biohazardous materials—materials such as a tattoo gun needle or soiled bedsheet may contain blood or bodily fluids. Place these items in the appropriate biohazard containers or bags, and follow your facility's policies and procedures to dispose of them.

☒ CO524.10. Identify contraband disposal methods

☒ CO524.11. List contraband items that need special disposal

UNIT 2 SEARCHES

LESSON 5 Mail

© Lesson Goal

At the end of this lesson, you will be able to process mail in a correctional facility.

Think About This

An inmate receives a handwritten letter with an attorney's office listed as the sender. During mail inspection, an officer notices the sender's information does not contain a complete address. What should the officer do?

While inmates are permitted to receive mail, correctional facilities still have to ensure that all incoming and outgoing mail is monitored and processed for safety and security purposes. This includes confiscating any mail that could create a security issue. You will need to become familiar with the different types of mail that an inmate may receive so that you can process each type correctly.

TYPES OF INMATE MAIL

- ☒ CO525.1. List the types of mail an inmate may receive in a correctional facility

Inmates are allowed to receive three types of mail: routine, legal, and privileged mail. Some inmates may also communicate via email through a digital provider that is authorized by their facility.

Routine mail is the most common type of correspondence in a correctional facility, and it comes directly through the postal service. Routine mail may consist of letters, magazines, newspapers, periodicals, and book subscriptions that have not been tampered with and were received directly from the publisher or supplier.

Legal mail is correspondence that contains confidential information concerning legal matters. It includes mail to and from municipal, county, state, and federal courts, state attorneys, private attorneys, public defenders, legal aid organizations, and agency clerks.

Privileged mail is correspondence to and from public officials, government agencies, and the news media. Privileged mail is delivered to a facility by the U.S. Postal Service.

Digital Mail

- ☒ CO525.2. Explain how inmates receive digital mail

Some facilities allow for electronic or digital mail. Digital mail is regular correspondence (not legal or privileged mail) sent to an inmate that has been scanned from its original paper form into a digital format. The physical mail is searched for contraband and scanned either on site or at a remote location. Once the digital files are loaded to that inmate's account, the inmates may access them using a device such as a kiosk or tablet from within the facility. If electronic devices are not available to the inmates, copies can be printed and distributed per your facility's policies and procedures.

The content of the digital mail is reviewed using the same strict standards for actual physical mail, but always follow your facility's policies and procedures for handling digital mail. Any mail that can compromise the safety and security of the facility is prohibited. According to the Florida Administrative Code (F.A.C.), any digital mail that depicts or describes any of the following content will be disapproved for mailing or delivery to the inmate. Prohibited digital mail includes any correspondence that:

- mentions procedures for the construction of weapons, ammunitions, bombs, chemical agents, or incendiary devices
- mentions methods of escape or contains blueprints, drawings, or similar depictions of intuitions or facilities
- describes the process for brewing alcohol or manufacturing drugs or other intoxicants
- is written in code
- describes activities that may lead to physical violence or group disruption
- encourages or instructs in the commission of criminal activity
- is dangerously inflammatory in that it advocates or encourages riots or disruption
- threatens physical harm, blackmail, or extortion
- depicts sexual conduct as defined by Florida statute
- contains photographs that depict nudity

This list contains only some of the prohibited material you may encounter while on your shift. If you read anything that is suspicious when reviewing mail, contact your supervisor for instruction.

HANDLING MAIL

There is no limit to the amount of mail that an inmate may receive, but there is a limit to the amount of mail that an inmate may possess. When the mail room or mail clerk receives mail, it must be logged. All mail is opened by designated staff and is examined to prevent the introduction of contraband. People who inspect mail should use PPE to prevent exposure to contaminants such as fecal matter, blood, bodily fluids, and other hazardous materials that may be found inside or outside of mail. Some hazardous materials are harmful if inhaled, but they may not be easily recognized. One example is fentanyl, which, in a fine-powdered form, can be fatal if inhaled and left untreated. Use caution when opening mail, and never smell the contents to identify it.

The content of mail is scanned for prohibited content including pornography; information about criminal activity; codes; threats to the facility; threats or evidence of extortion against staff or other inmates; and escape plans that include dates, times, or arrangements for clothing and transportation. Mail is also scanned to ensure that victims and witnesses are not contacting the inmate.

☒ CO525.3. Discuss ways to monitor digital mail

☒ CO525.4. Explain how inmate mail is processed

When inspecting mail for contraband, check the texture of the mail to determine if it is brittle or stained. An odd texture could indicate the presence of drugs, bodily fluids, or hidden messages. Inspect stamps or stickers placed on paper and envelopes to determine if any alteration has been made. These are potential concealment sites for contraband and can be laced with drugs. Drugs or other substances can be concealed in the glue of the stamp and envelopes, in the folds of the paper, as watermarks, between two pieces of paper glued together, or in concealed areas within poly-bubble envelopes. That is why no mail is delivered directly to the inmate before inspection.

Once the mail is cleared, it is sent to the housing area. The identification of the inmate is verified, and the mail is delivered. Delivery methods vary and must be handled according to the facility's policies and procedures.

Inmates can receive packages only with special permission. The packages must be sent through the U.S. Postal Service, and all packages should be thoroughly searched for items such as drugs, cell phones, money, and inappropriate photographs.

Legal and Privileged Mail

- ☒ CO525.5. Describe how to process legal and privileged mail

Legal and privileged mail are handled differently than routine mail. While you may inspect the outside of the envelope, you may only open it in the presence of the inmate to whom it is addressed. When the inmate opens the envelope or package, you can inspect it for contraband, but you must not read the content of legal or privileged mail. Document that the inmate received the legal or privileged mail on a designated log or electronic database.

Legal mail cannot be withheld from an inmate for disciplinary action and must be delivered within 24 hours of receipt. To ensure that the legal mail is authentic, confirm the letterhead has the proper return address and a raised seal or watermark, and verify that the correspondent is a legitimate legal source.

Outgoing Mail

- ☒ CO525.6. Explain how to process outgoing mail

Similarly to incoming routine mail, outgoing routine mail should be inspected for contraband and security violations. Mail should be scanned to ensure that it has adequate postage and that the address of the sender and recipient are in the proper format. Inspect the mail to verify that the correspondence is allowed and that the address is legitimate. Mail may be held to make sure it is legitimate. Forward approved outgoing mail in accordance with your facility's policies and procedures for delivery. Mail must be processed only through the U.S. Postal Service and must never be personally carried out of the facility.

Confiscating Mail

- ☒ CO525.7. Describe how to confiscate incoming and outgoing mail in a correctional facility

Any mail that violates facility policies or threatens security may be confiscated. If the mail contains unauthorized items, such as too many photographs, return it to the sender with a copy of the mail rules. Confiscate any illegal items found in mail; keep in mind that disci-

plinary action could follow, and the confiscated item may become evidence in a disciplinary hearing or criminal case. Always be sure to use proper evidence-handling procedures.

If you confiscate outgoing inmate mail due to a rule violation, contact your supervisor. All mail—whether routine, legal, or privileged—must comply with facility rules.

An inmate may correspond only with approved people, and inmates must receive special permission to contact one another by mail. For example, a husband and wife who are both incarcerated must get permission before corresponding with each other. However, correspondence between codefendants, victims, witnesses, and security threat group members is prohibited. Depending on the circumstances, other legal restrictions may apply to inmate communication.

Kickback, also known as three-way mail, is a method inmates use to send illegal communications to each other. The sender uses the intended inmate's location as the return address on the envelope and includes a deficiency such as insufficient postage, requiring the envelope to be returned. The envelope is thus returned to the intended inmate instead of the sender. Check the return address before returning mail to an inmate and note if the return address is for another housing unit or facility.

UNIT 3 SECURITY

LESSON 1 Security Equipment

© Lesson Goal

At the end of this lesson, you will be able to operate security equipment and use entry and exit equipment to keep a facility safe.

Think About This

An officer just returned from supervising in the recreation yard and cannot find their keys. How will this affect the security of the facility?

☒ CO531.1. Discuss how correctional officers keep the facility safe using security equipment

☒ CO531.2. Identify the different types of facility security equipment

A correctional officer's primary responsibility is to keep the facility safe. You should become familiar with the proper procedures to handle and manage security equipment so that you are prepared for any situation or threats to safety.

Security equipment refers to any item or technology used to enhance or maintain protection and to ensure safety. Security equipment can be electronic, such as a security camera, or it can include gates or barriers. Officers are responsible for securing all exit and entry points to and within the facility. They oversee inmates' locations through direct supervision by reconciling counts and through indirect supervision using security cameras. Additionally, officers direct the movement of all people within the facility through locked doors and barriers, which ensures the safety of staff, inmates, and visitors.

Types of facility security equipment include perimeter alert systems, perimeter lights, cameras, or microwave motion detectors. Security equipment may confine a person or allow an officer to watch the activities of inmates. The purpose of security equipment is to alert staff to any unauthorized activity and to discourage unauthorized movement, particularly around the perimeter of the facility. In a corrections setting, a **perimeter** refers to a secure area that surrounds a facility and is a critical element of security. A perimeter may also refer to the outer edges or boundaries of an area. Perimeters may be large walls, single or double fences, or any other barriers that prevent unauthorized exit or entry.

Other types of security equipment include:

- gates—entrances that open in sequence, one after the other to confine a person in the space in between
- doors
- locks
- surveillance devices that enable you to view others' activities from a distance
- internal alarm systems designed to alert staff when an unauthorized activity occurs
- contraband or metal detection systems

- razor wire
- drone barrier that disables drones or cause drones to turn around when they encounter a no-fly zone around the facility
- thermal heat cameras which detect heat signatures that get too close to fences and set off alarms

Available security equipment and the application of security measures will differ according to each facility's resources. Security measures and the application of security equipment also depend upon your job duties, which may require certain devices such as electronic shields, restraint devices, chemical agents, detection systems, or radios. Facilities may apply security measures differently in confinement units, entrances, exits, or special areas.

ENTRY AND EXIT EQUIPMENT

Facilities often vary in the equipment, systems, and operational procedures that are used for entering or exiting the correctional facility or restricting movement throughout the facility. Movement into or out of a facility, or within secure areas, can be controlled at every entrance and exit through a variety of gates and doors. One special structure for controlling movement is a sally port gate. A **sally port** is a system of two openings (doors or gates) that is designed to open only one at a time. This system is used to control the movement of either vehicles or pedestrians by creating a secure area between the two openings. Sally ports can be operated manually or by remote control.

The following steps outline the operation of a sally port system:

- Identify the person or vehicle to be admitted or released.
- Verify authorization for admittance or release.
- Report the activity or presence of the person or vehicle, if required.
- Open the first gate of the sally port.
- Once the person or vehicle has cleared that gate's threshold, close the gate.
- Search the person or vehicle while both gates are closed, if required.
- Open the second gate while keeping the first gate closed. Never have both gates open at the same time unless emergency situations dictate otherwise.
- Close the second gate after the person or vehicle has cleared the threshold.
- Report the movement of the person or vehicle.
- Record the movement of the person or vehicle through the gates or sally port in a log.

For security and safety reasons, always be alert during the operation of doors and gates. Doors or gates are opened either manually or electronically, and the locking systems on doors and gates can also be manual or electronic. Injuries and escapes are major concerns while operating sally port systems, so keep all items such as vehicles, equipment, and extremities clear of the gate's moving parts during operation. You should know the location of the manual or operational safety overrides on the gate in case of an emergency.

☒ CO531.3. Describe the procedures for operating entry and exit equipment in a facility

To prevent escapes, you must make sure that doors are closed correctly and are not manipulated or tampered with. If the locking mechanism is not functioning properly, report it immediately so that it can be fixed as soon as possible.

Notify the appropriate personnel of the entry or exit of any people or vehicles per your agency's policies and procedures. Use a person's identification to confirm whether they are authorized to enter or exit an area. Information that is collected will usually include items such as a driver license; state identification information; tag number, make, model, and color of vehicle; or other official documentation.

UNIT 3 SECURITY

LESSON 2 Security Standards

© Lesson Goal

At the end of this lesson, you will be able to conduct inspections and security checks to maintain a facility's security standards.

As a correctional officer, you will need to apply situational awareness by observing activity and your surroundings for any potential problems; be prepared to address any security concerns immediately, no matter how small they may appear at first. A broken light bulb or a broken fan might seem like minor issues, but in a correctional facility, it is important to keep items and structures in good working condition to maintain a facility's security standards.

Security standards outline the criteria that a facility must follow to ensure the safety of inmates, officers, and visitors. They also keep officers accountable so that they know exactly what they are responsible for. Security inspections are important for maintaining the security standards of the facility. Inmates, officers, and visitors could be injured or harmed if something is missed during an inspection. To ensure safety and security, officers conduct general security inspections throughout the day. Inspection methods and schedules are followed based upon the work assignment or assigned work area. Security inspections may involve checking the integrity of the perimeter, fencing, windows, doors, lighting elements, and furniture to make sure they are sound and operational (such as no loose nuts or bolts or broken furniture pieces), and the proper functioning of locks, keys, and microwave motion detectors.

☒ CO532.1. Explain the importance of security standards for the safety of inmates, officers, and visitors in a facility

CONDUCTING INSPECTIONS

Inspections must be thorough, systematic, timely, and safe. Inspections are generally done on a regular schedule and include line officer inspections up to formal inspections done by specialty units and outside entities. Depending on the type of inspection being conducted, you may follow a list, schedule, or check-off sheet. The type of equipment needed depends upon the purpose and location of the inspection. Common items used for inspection include flashlights, mirrors, gloves, and probes (a probe can be as simple as a pencil). Common items used to record inspections include logs, writing pads, inventory lists, report forms, and electronic devices.

☒ CO532.2. Describe the guidelines for completing a basic inspection and inspecting for property damage

The following are guidelines for completing a basic inspection:

- Begin the inspection at a specific location.
- Inspect in an orderly sequence.
- Make sure the equipment operates properly.

- Record any deficiencies found during the inspection.
- Make any possible on-the-spot corrections.
- Leave the area the way it was found, never in disorder.

Inspections must be done systematically. Identify starting and ending points, and then organize the inspection in a step-by-step process. Inspection techniques may also include taking notes and closing doors when finished.

The following are guidelines for conducting a routine line officer facility inspection for structural or property damage:

- Consult the facility's guidelines for each type of inspection.
- Be familiar with the structure.
- Review safety procedures for the operation of equipment to be used for the inspection.
- As determined by the type of inspection, search inmates, remove inmates from the area to be inspected, and place inmates under supervision until the conclusion of the inspection.
- Check the area for cleanliness, structural integrity, and safety.
- Review documentation as available and appropriate to complete the inspection and ensure its accuracy.

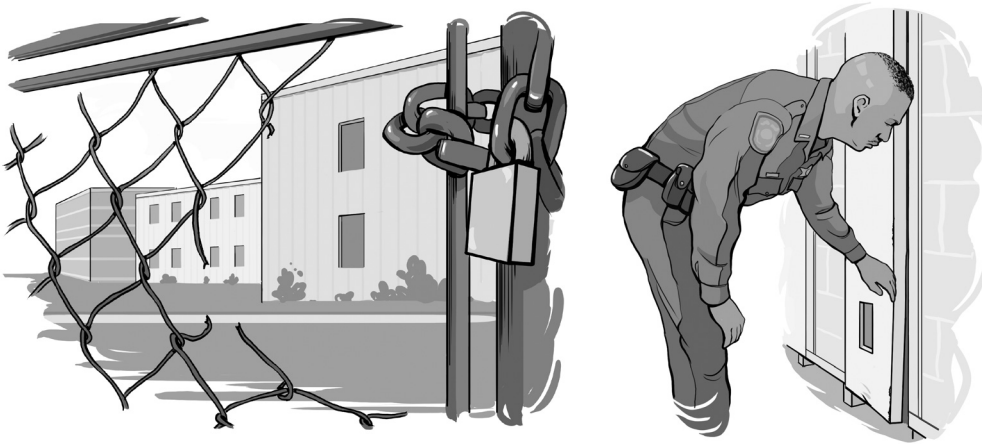
Security measures require officers to maintain appropriate levels of supervision to manage the environment and enforce proper inmate behavior. To aid in this matter, officers conduct both security inspections and security checks. Security inspections are done to verify known elements involved in security whereas a security check is performed to check for "unknowns" or the unexpected.

☒ CO532.3. Describe how to conduct facility security inspections

Conducting security inspections may include the following:

- testing security casings, locks, and keys of all openings
- ensuring that window bars, gates, fences, and emergency exits function correctly
- confirming that communications and audiovisual monitoring devices are functional
- inspecting fire extinguishers and fire hoses for proper function
- verifying audible alarms and microwave motion detectors are functioning properly

Conduct frequent security inspections of high-use areas, such as hallways, dorms, and day rooms. Frequently inspect medical areas or hospital rooms as well. Inmates who are temporarily housed in these locations will require extra supervision due to escape attempts at these types of facilities. For example, if an inmate receives treatment at a mental health clinic and that clinic does not require or allow mechanical restraints, security is reduced.



Figures 5-5 and 5-6
(left to right) Structural
deficiency in fence &
Structural deficiency
in door

The lack of restraints can pose an increased security risk, especially when new routines and requirements are introduced, and this creates more opportunities for escape. Therefore, you must perform inspections upon an inmate's arrival to any clinic or hospital room, while they are there, and after they leave.

During an inspection, you may come across any number of issues including broken locks, bent or broken keys, malfunctioning hardware on doors and gates, inoperable camera or video surveillance equipment, and broken control panels. When you find a problem that poses a danger, you must notify your supervisor immediately and follow the supervisor's directions to resolve the concern. You may be able to resolve an equipment problem that is found during an inspection if available resources allow. When a problem is identified and addressed, you should do a follow-up inspection. In other cases, more formal action may be needed, which will likely include trained personnel being called in to resolve the issue.

Inspect for structural deficiencies by making sure that the structure has not been tampered with and by confirming that all of its components are functioning properly. You should routinely examine your surroundings to ensure that equipment such as gates, doors, and fences are operational.

Some structural deficiencies require special equipment or training to conduct an inspection. These instances may require special inspection methods. For example, inspecting windows on the second floor of a building at night may require a ladder and a flashlight. Another example would be inspecting firefighting equipment or testing gas lines, both of which may require special training.

CONDUCTING SECURITY CHECKS

While security inspections account for existing structures and elements that you are responsible for maintaining and securing, a security check is performed to account for unknown elements that could pose a security risk. How often you perform a security check will be based upon the security standards in place or the facility's policies and

☒ CO532.4. Explain
how to look for
structural deficiencies

☒ CO532.5.
Describe how to
conduct facility
security checks

procedures; a security check may also be completed in response to special conditions, such as indications that there might be a possible escape attempt.

It is important for security checks to be varied in schedule so that inmates do not expect them. Checks are done more frequently if the facility is in a lock-down status or in a high-security situation. You may also initiate a security check based on an observation, but inform staff of the intention to do a security check. Security checks may also include monitoring video via live camera feeds or recorded tapes.

Conducting security checks may include checking the following:

- all structures in the facility, such as doors, closets, and locks
- broken windows, cut screens, cracked skylights, defective hinges, loose or scarred bars, loose floor tiles, or holes in walls
- lights and other electrical systems
- plumbing, heating, and ventilation systems
- compounds, warehouses, perimeter buildings, storage areas, work areas, service areas (such as libraries or gyms), and fences for structural damage
- anything that looks unusual or out of place

UNIT 3 SECURITY

LESSON 3 Perimeter Security

© Lesson Goal

At the end of this lesson, you will be able to maintain the security of a facility's perimeter.

Think About This

During a routine patrol of the perimeter, an officer finds two dead squirrels that appear to have stitching on their stomachs. After close inspection, the officer determines that the squirrels are stuffed with marijuana and cell phones. What can be done to increase perimeter security at the facility in the future?

Correctional officers are responsible for maintaining security levels of the perimeter for operational readiness, and they must be prepared to respond to any issues involving perimeter security. Perimeters are often monitored or patrolled on both a regular and an irregular basis, either on foot or with vehicles. The perimeter may also be monitored through video surveillance, armed observation towers, stationary posts, stationary vehicles (where correctional staff remain in the area for observation), or in vehicles patrolling a facility.

As part of maintaining a secure facility perimeter, you must identify any discrepancies (deficiencies or differences between proper procedures of the facility and what is actually done) through your inspections or during your regular patrols. Security discrepancies of a perimeter can involve barrier failure, inoperable communications systems, or weather-related events that negatively impact the integrity or visibility of the perimeter and the facility. Security discrepancies can also occur because of staff negligence or when an officer is not paying attention to details. You must watch for unauthorized inmate activity either near the perimeter or in a usually unoccupied area; pay close attention to any civilians or vehicles approaching the perimeter from the outside or inmates approaching perimeters while people are outside.

While patrolling the perimeter, regularly check in with the appropriate staff. These communication checks should include your location and the perimeter status. You are responsible for following established protocols, such as notifying a supervisor when you complete a perimeter check. Inform staff about any security concerns by using the radio or telephone and keeping written or digital logs.

Document perimeter patrols and include the following information:

- the condition of gates and fences, windows, lights, and cameras
- if there are any unfamiliar and unsecured vehicles in the parking lot
- if there are unfamiliar or unauthorized people outside the perimeter filming or photographing the facility

☒ CO533.1. Explain how to maintain a secure facility perimeter

Furthermore, pay attention for any unsecured items on or in vehicles on the facility grounds. A truck bed may include a toolbox or a cooler containing items that would be considered contraband if possessed by inmates. Fire trucks may contain unsecured items such as axes and ropes that an inmate could use to facilitate an escape.

Be aware that there is a heightened level of security and awareness when responding to an identified security breach. Steps to resolve a security breach should include immediately locking down the facility, performing a thorough security check, and formally counting the inmates. Additional staff may be assigned to the perimeter to accommodate security needs while the breach is addressed. Other agencies may be requested to supplement staff as necessary. Depending on the severity of the breach, specially trained response teams may be called in to assist.

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 1 Identifying and Resolving Safety Concerns

© Lesson Goal

At the end of this lesson, you will be able to address facility safety concerns and comply with organizational safety standards.

Think About This

An officer notices that three ceiling lights are flickering. The officer asks a supervisor if a security check of the area needs to be performed, but the supervisor says to just ignore it. Why might this be a safety issue?

Security and safety standards are both important for managing potential threats and risks to a facility. While security standards are meant to protect against more intentional threats to security, safety standards help ensure that accidental harm does not occur to staff, inmates, and visitors. This typically involves taking steps to minimize or reduce risk in the environment through safe practices. The safety standards that each facility observes will depend on accreditation guidelines from organizations that oversee those standards. You should become familiar with each organization that governs your facility's safety standards in order to maintain compliance.

Examples of organizations include the federal Occupational Safety and Health Administration (OSHA), the Florida Corrections Accreditation Commission (FCAC), the American Correctional Association (ACA), the Florida Model Jail Standards (FMJS) Working Group, and the National Detention Standards (NDS). Additionally, state agencies such as the Florida Department of Corrections and the Florida Department of Health have rules or regulations that govern safety as well as food and hygiene standards under F.A.C.

Correctional officers are responsible for maintaining a safe environment for staff, visitors, and inmates at all times, and this is also true during an emergency or critical incident. Because these types of situations can disrupt the normal operations of the facility, it is important to be prepared. Doing so will help you stay calm and communicate instructions to inmates to help maintain good behavior. Apply knowledge of basic facility rules, regulations, and standards for operation and follow your facility's emergency or critical incident plans. Maintaining a safe environment will help ensure that you and others can safely return home at the end of the day. Your chain of command will brief you on the safety standards for emergency preparedness and response for your facility. You will learn more about preparing for facility emergencies and critical incidents in Chapter 9.

Be aware of hazards that influence safety or can create safety deficiencies. All areas of the facility have safety concerns; these include grounds, dining halls, recreation areas, housing areas, work crews, medical areas, visitation areas, the control center, officer stations, sally ports, and the chapel. Some safety standards and guidelines are uniform

☒ CO541.1. Identify the organizations that may govern a facility's safety standards

☒ CO541.2. Explain the facility safety standards for emergency preparedness and response

throughout each facility, and other standards may depend on the accrediting organization that the facility follows.

Safety standards reflect the mission of the facility and can address equipment management, such as chemical labeling and equipment storage procedures. Operational safety standards for facilities include guidelines for inmate classification, lighting, space, temperature, air control, dietary concerns, and the ratio of inmates to staff.

☒ CO541.3. Identify the possible hazards that can cause facility safety deficiencies

Potential hazards that could cause unsafe conditions include the following:

- wet floors or water leaking or overflowing
- inadequate lighting
- exits covered and inaccessible or exit lights not operable or visible
- cluttered walkways
- loose or damaged flooring
- frayed electrical cords or inadequate electrical grounding
- inadequate number of or improperly maintained fire extinguishing equipment

ADDRESSING SAFETY DEFICIENCIES

☒ CO541.4. Describe the responsibilities for addressing facility safety deficiencies

Treat safety deficiencies similarly to security concerns and resolve them immediately. Safety deficiencies or concerns include managing inmate housing and maintaining proper visual and audio surveillance. Factors that influence safety can involve deficiencies in equipment or the facility's structure. Equipment such as fire alarms, emergency lights, fire extinguishers, self-contained breathing apparatuses (SCBA), automated external defibrillators (AEDs), and handrails pose a safety concern when they are not working as intended. An inspection may require that you touch or visually inspect an item, compare components with manuals, compare the item's normal functioning to its current status, look for the expiration date, and determine if the item is functional. Other factors that can influence safety include structural deficiencies related to poor conditions or facility layout or design that poses a potential for disruptions of normal facility operations.

When you find a dangerous or hazardous item, you must notify your supervisor immediately and follow the supervisor's directions to resolve the safety deficiency. After a deficiency is identified and addressed, a follow-up inspection will be conducted. In other cases, more formal action may be needed, where trained personnel will be called in to resolve the deficiency.

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 2 Sanitation Standards and Environmental Health

© Lesson Goal

At the end of this lesson, you will be able to identify common health hazards in a facility based on the guidelines of a sanitation plan and environmental health program.

Think About This

Three inmates have been found to have lice in a facility, and many others are complaining that they are itching and uncomfortable. How could this affect the overall sanitation of the facility?

It is important that you follow your facility's sanitation standards in addition to safety and security standards. Facility sanitation standards ensure that the environment is healthy, clean, and disease free. Maintaining good standards also has a positive effect on the inmates, staff, and public; on the other hand, failure to comply with standards could result in liability.

The sanitation standards of a facility are guided by the Florida Statutes. The statutes outline requirements for facilities to provide clean, orderly, and safe surroundings for inmates and staff. At the same time, how sanitation needs are addressed is determined by each facility's resources and is guided by professional standards under FMJS or F.A.C. and through accreditation agencies. To ensure compliance with laws and standards, facilities will implement a sanitation plan and environmental health program.

FACILITY SANITATION PLAN

A correctional facility's sanitation plan outlines the standards and methods used to inspect and clean areas, including scheduled inspections and required documentation. One example of these standards is setting heat requirements to control water temperature for laundry and food service so that chemicals successfully destroy bacteria and germs.

Sanitation equipment and supplies include soaps and cleaning compounds, detergent and scouring powders, mops, brooms, brushes, and cleaning cloths. Different levels of housing may have their own special sanitation considerations. Part of a sanitation plan includes daily routines and schedules for the following:

- housekeeping, collecting trash, and cleaning floors
- cleaning cells and housing areas
- cleaning and sanitizing toilets, sinks, and showers
- cleaning activity and service areas
- emptying and cleaning garbage cans

☒ CO542.1. List the elements of a facility sanitation plan

- cleaning special areas after use
- cleaning food service areas after each meal
- laundering inmate clothing and linens

Simple sanitary habits, such as checking to see how many times the trash is discarded or immediately cleaning up spills in high traffic areas, can strengthen your facility's sanitation plan. Make sure to follow safety standards for serving meals in a timely manner. You can cause your facility to receive a citation if you do not follow the facility's sanitation plan. In general, look to see what needs to be done or cleaned up and see that it gets done.

ENVIRONMENTAL HEALTH PROGRAM

☒ CO542.2. List the elements of a facility's environmental health program

The components of a complete environmental health program should include the following:

- sanitary food preparation area
- effective elimination of rodents and pests
- sanitary, adequate water supply that prevents scalding and has either a water fountain or disposable drinking cups
- adequate amount of heat, cooling, electricity, and ventilation
- adequate lighting and space
- proper sewage and liquid waste disposal
- measures to prevent the spread of infectious diseases
- clean bedding and adequate laundry
- maintenance of the facility
- facilities designed and constructed for minimum noise, to accommodate people with disabilities, and to minimize dangers of explosion, fire, and spread of fire
- safe storage and accountability for drugs; poisons and flammable, caustic, or toxic materials; and cleaning agents
- sanitation inspections by government health officials
- thoroughly trained inmates assigned to operate equipment in special cleaning tasks (such as biohazard clean-up)

Become familiar with your facility's environmental health program, including its requirements, methods, and schedule. Assign inmates to sanitation tasks fairly and consistently; rotate inmates through assignments so that they learn all tasks. As the inmates perform cleanup duties, supervise and conduct regular and unpredictable inspections. Cleaning supplies and equipment should be issued, inventoried, and documented. Look for unsanitary conditions and enforce housekeeping standards for cells and activity areas. You may be able to independently resolve a sanitation deficiency if resources are available. For example, if an inmate overturns a bucket of dirty mop water, you can take care of that quickly. In other cases, more formal action may be required where trained personnel will be needed to resolve the deficiency, such as a hazardous materials (hazmat) spill. Take the necessary precautions, such as sanitizing your uniform and shoes, to avoid bringing infectious diseases home.

HEALTH HAZARDS

The environment may pose health hazards for all who enter a facility, and following the guidelines of a sanitation plan and environmental health program may help you identify them and keep potential outbreaks contained. Common health hazards found in a facility can include parasitic outbreaks (scabies, lice, etc.) and viral and bacterial illnesses such as tuberculosis (TB), human immunodeficiency virus (HIV), MRSA (a type of staph infection), and COVID-19.

Inspections can identify health hazards such as plumbing that does not work properly, broken pipes, unsanitary areas, and wet floors. When inspecting for health hazards, evaluate the environment for cleanliness, the presence of unusual odors, excessive clutter, ventilation, hazardous conditions, and possible contagion from inmates. If the health hazard poses an immediate danger, notify your supervisor immediately, and follow your facility's policies and procedures to resolve the issue.

☒ CO542.3. Identify the common health hazards found in a facility

Chapter 6

Intake and Release

LESSON 1 Intake/Reception Procedures and Documentation / 167

LESSON 2 Initial Intake/Reception Search and Inventory of Property / 171

LESSON 3 Biometric and Photographic Identification / 174

LESSON 4 Classification and Housing / 179

LESSON 5 Release / 181



LESSON 1 Intake/Reception Procedures and Documentation

© Lesson Goal

At the end of this lesson, you will understand the intake and reception process in a correctional facility.

Think About This

A patrol officer brings in an arrestee to be booked into the county jail, and the person has no form of identification. What are some other ways to confirm the person's identity?

In county facilities, admission to a correctional facility is known as intake. In state facilities, admission to the institution is known as reception. The intake and reception processes used by county and state correctional facilities differ in many ways. Each facility establishes its own guidelines and procedures in accordance with the Florida Model Jail Standards (FMJS) or the Florida Administrative Code (F.A.C.). Because each facility is different, you must learn the policies and procedures at the facility where you will be employed as well as know the state laws and legal guidelines that pertain to each part of the process.

MEDICAL ASSESSMENTS DURING ADMISSION

County Facility

Each facility has established guidelines regarding medical, mental health, suicide, and other required screenings. FMJS prohibits admitting unconscious, seriously ill, or injured people into a county facility without medical clearance.¹ The intake officer will observe the person for any visible injuries and drug or alcohol impairment. If an injury or impairment is present, medical staff will assess whether the person can remain at the facility or if they must be transported to a hospital emergency room. Upon return, proper written medical clearance from a licensed physician is required before the intake process can be completed.

☒ CO601.1. Describe the medical tasks that are completed during admission at county and state correctional facilities

State Facility

Reception is a multistep process that may take several days to complete. It is based on statewide rules along with the policies of each reception center. During reception, an inmate is assigned a unique Florida Department of Corrections number. The inmate is given a health screening to establish immediate medical or psychological needs, and then they are fingerprinted to get their current criminal history. The reception process bases inmate evaluation and facility assignment on factors such as the nature and severity of the offense, characteristics of the sentence, and the inmate's mental and health status, age, and criminal history.

INTAKE AND RECEPTION DOCUMENTATION

- ☒ CO601.2. List ways to verify a person's identity during intake and reception

During the intake and reception process, a person's identity is verified using various forms of identification, including the following:

- driver license, military ID, or any other government-issued ID
- fingerprinting/rapid identification system

Identity must be verified when an inmate is moved, such as between correctional facilities, to and from court, or from one area within the facility to another. Before a person can be admitted to a county or state facility, certain legal documents must be presented that support the arrest or commitment. **Arrest papers** are the paperwork filed by the arresting officer that results in a person being arrested and taken to a correctional facility for admission. These papers may consist of arrest affidavits, warrants, hit confirmations, civil commits, and other court orders.

- ☒ CO601.3. Identify the common features included in arrest papers

Common features of arrest papers may include the following:

- personal identifying information (PII), which includes name, aliases, date of birth (DOB), sex, race, current address, phone number, Social Security number (SSN), height, weight, driver license state and number, and place of birth (POB)
- date and time of arrest
- place of arrest
- agency-generated case number
- charges, including the statute number(s) and counts
- name of the arresting officer and the arresting agency
- probable cause affidavit
- copies of warrants or court orders
- victim contact notification, if required by the Florida Statutes
- copies of issued citations for traffic offenses
- bond information
- next court date
- state/federal identification number

- ☒ CO601.4. Identify the common features included in commitment papers

Commitment papers are documents or orders generated by the court that commit an offender to a correctional facility or to a mental hospital after the offender has been found guilty of a crime. Common features of commitment papers may include the following:

- judgment and sentence papers that are signed by a judge
- court paperwork with sentencing information and any court recommendations

- current criminal history printout from the Florida Crime Information Center/National Crime Information Center (FCIC/NCIC)
- summary of the inmate's behavior and adjustment to a correctional setting from the sending agency noting disciplinary issues and housing assignment while in jail
- medical transfer summary from the sending facility

Arrest or commitment papers may contain common terminology or abbreviations for different aspects of the arrest or commitment such as:

- NTA—notice to appear. This is a summons or writ issued in place of a physical arrest and which requires a person to appear in court.
- ROR—release on own recognizance, sometimes called a signature bond. This is the pretrial release of an arrested person who promises in writing to appear for trial at a later date. No monetary bond is required before release.
- TRD—tentative release date. This is based on gain time earned or discipline received.
- ARD—anticipated release date. This usually follows a calculation of anticipated gain time receipt and is applied a month prior to release.
- PPRD—presumptive parole release date. This is only for Florida Commission on Offender Review (FCOR) approved parole.
- PSI—pre-sentence investigation.
- either “subject” or “arrestee” to identify the person.

Confirming completeness of arrest or commitment papers is a critical part of the intake and reception processes, and it includes checking for the following:

- All paperwork needed to complete the arrest or commitment is present, such as victim notification(s), traffic citations, and copies of warrants and hit confirmations.
- Arrest paperwork is signed by the arresting officer and, if required, the arrestee.
- Commitment papers have been signed by a sentencing judge.

The inmate's file is created once the arrest and intake or reception documents are completed and are signed by the officer and inmate. The documents can be maintained electronically, by hard copy, or both and placed in the assigned location specific to that facility.

During the intake and reception process, the inmate is told where to access the documents they are permitted access to while in custody. These documents include:

- court documents
- legal paperwork pertaining to the inmate's case

☒ CO601.5. List the terminology used in court paperwork

☒ CO601.6. Identify when arrest or commitment papers are complete

☒ CO601.7. List which documents inmates are allowed to access while in custody

- arrest papers
- property receipts
- an inmate handbook for the facility in which they are incarcerated
- Prison Rape Elimination Act (PREA) information
- instructions on how to access a tablet, phone, or kiosk

If the inmate is provided physical copies, it is their responsibility to make sure that they do not misplace these documents. Depending on your agency, inmates may have access to scanned documents via a tablet, phone, or kiosk.

LESSON 2 Initial Intake/Reception Search and Inventory of Property

© Lesson Goal

At the end of this lesson, you will know how to conduct an initial search of a person as well as search and document their personal property.

Think About This

During intake, you conduct a search of a person's property. They have what appears to be a very expensive gold watch. How should this watch be documented? What could happen if the watch is documented incorrectly?

EXAMINING AND SEARCHING INMATES AND PROPERTY

When admitted to a county or state facility, inmates and their property are searched thoroughly and systematically. Searches are essential to the safety and security of a facility and are conducted according to the facility's policies and procedures. Searches of an inmate are gender specific—meaning that male officers search male inmates and female officers search female inmates—unless exigent circumstances, such as an emergency that demands swift action, require otherwise. You will learn more about how searches of intersex or transgender inmates are conducted in Chapter 8. When searching inmates and their property, you must confirm the inmate's identity using forms of identification pursuant to agency policy.

☒ CO602.1. Describe how an inmate and their property should be searched during intake and reception

★ Note

Do not assume that a prior search was conducted by another officer. Search all inmates entering a facility at intake or reception.

At county and state facilities, strip searches are to be conducted only in accordance with the Florida Statutes. State facilities often have additional policies in place for strip searches; inmates who are entering or exiting the facility may be strip searched at any time to discourage the introduction and movement of contraband.

To prevent the introduction of contraband, use a method of pat searching inmates. While wearing disposable gloves, search any outerwear, such as jackets or layered clothing, and then remove and place the piece(s) of clothing out of the inmate's reach before continuing the search. Check clothing carefully; systematically look for tears or hidden compartments in clothing and footwear in which small items or drugs could be hidden. Remove and inspect footwear insoles and the part of the shoe under the insole. Turn footwear upside down and shake or knock it against a hard object to dislodge any contraband that may be hidden inside.

Remove and inspect all items from wallets, pocketbooks, backpacks, or any other articles belonging to the inmate. Instruct the inmate to take off any jewelry, including body piercings. Examine rings, necklaces, bracelets, and watches for disguised or concealed contraband. Inspect any medical device, including wheelchairs, crutches, braces, and prosthetics. You will learn more about conducting a pat search, also known as a pat down, in Defensive Tactics.

Check any prescription medication containers to ensure that the name on the container matches the inmate's name. Treat loose medication and medication not in a labeled prescription container as contraband; handle this according to your facility's policies and procedures. Also check that the driver's license and any additional ID cards, credit cards, and bank cards all match the inmate's name. If not, bring these items to the attention of a supervisor.

INVENTORYING AND DOCUMENTING PROPERTY

☒ CO602.2. Describe the methods for handling inmate property

Methods of documenting inmate property vary among facilities; however, all facilities require some type of recordkeeping for items that an inmate has in their possession.

Common methods for handling inmate property include the following:

- destruction for items that are considered contraband
- retention of property by the inmate as specified by the facility's policies and procedures
- storage until the inmate is released
- mailing to the inmate's designated recipient

During intake or reception, inventory each item and note the exact number of every item. Whenever possible, inventory the inmate's property while in their presence. When there are multiple inmates involved, ensure that the property you are inventorying belongs to the correct inmate.

Check all non-clothing items to make sure that they are not tampered with and are in their original form. Make sure that the item is not considered contraband by facility regulations. Properly handle any contraband according to your facility's policies and procedures. The Florida Statutes allow additional criminal charges to be made against an inmate who introduces contraband into a facility.

☒ CO602.3. Give examples of the types of property inmates are allowed to keep while in custody

Inmates are limited in what property they can keep in their possession. Generally, facilities may permit an inmate to keep the following:

- religious materials
- legal paperwork related to the inmate's case
- medically necessary items as cleared by medical staff
- photographs, as determined by a facility's policies and procedures
- hygiene items issued by the facility

While inmates may keep legal paperwork, you are still required to search (but do not read) these items to remove paper clips, staples, and any other contraband before returning their papers. Inmates may also be permitted to keep medically necessary items such as artificial limbs, wheelchairs, or braces, but these items are not excluded from a thorough search.

Be as specific as possible when inventorying and describing property that may be stored until an inmate's release. You must record the following information:

- List all clothing by type and color.
- List jewelry by item, description, and color. Use terms such as “yellow” or “white metal with clear stones.” Avoid determining value. Record any missing stones, damage, or abnormalities to the property.
- Make sure that all forms of identification are in the inmate's name.
- List credit and debit cards, bank cards, checks (include check numbers but not account numbers), and other monetary instruments by name and issuing bank. Make sure that the monetary instruments match the inmate's name.
- Record money by denomination or amount. Some agencies require a second person to verify cash amount. Deposit money into the inmate's account.
- List the number of keys an inmate has in their possession, and describe the key chain or key ring, if one is present.
- List cell phones and any other electronic devices, and note each device's overall condition. Turn off all devices before storing.

After you document an inmate's property, review the form with the inmate to make sure that all items are accounted for. The inmate and officer should sign and date the property inventory form. If an inmate refuses to sign the property inventory form, note the refusal; then have a second officer verify the inventory and sign the form.

Once an inmate's personal property has been inventoried and documented, deliver it to the designated property room according to the facility's policies and procedures. Many facilities will have assigned property officers who are responsible for the storage and final disposition of property. The property officer or designee may be accountable for storing all property, making sure that the property room is secured at all times, inventorying property, and documenting the delivery or release of all property depending on the facility's policies and procedures. Some facilities require inmates to release their property to a specific person or mail it to a recipient away from the facility and at the inmate's own expense.

FACILITY-ISSUED ITEMS

Hygiene items such as bath soap, toothpaste, a toothbrush, shampoo, a comb, and toilet paper are issued to inmates when they enter a facility. Female inmates may also receive certain feminine hygiene products upon entering the facility. You will learn more about what products female inmates can receive in Chapter 8. Review your facility's policies and procedures for the allowable types and amounts of agency-issued items, and document the issuance of items appropriately.

☒ CO602.4. Explain how to inventory and accurately describe property that will be stored until an inmate's release

☒ CO602.5. Identify what hygiene items are issued to an inmate when they enter a facility

LESSON 3 Biometric and Photographic Identification

© Lesson Goal

At the end of this lesson, you will know how to take quality finger and palm prints as well as photograph a person for identification and criminal history.

Think About This

When fingerprinting an arrestee, no matches are found in the database. What does it mean when no match is found? Would you get the same results if this person was arrested at a later date?

FLORIDA CRIME INFORMATION CENTER/NATIONAL CRIME INFORMATION CENTER (FCIC/NCIC)

☑ CO603.1. Identify what information is available in the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC)

The Florida Crime Information Center (FCIC) is Florida's law enforcement and criminal justice information system. It contains a computerized filing system of documented criminal justice information that is made available to law enforcement and criminal justice agencies. It is also the central repository for all criminal history records in the state of Florida, including wanted persons information, missing persons information, probation information, and information on offenders of special concern.

FCIC criminal histories may contain the following information for people who have been arrested in Florida:

- personal identifying information (PII)
- Florida arrest and registration history to include:
 - ▶ offender-based tracking system (OBTS) number
 - ▶ date of arrest
 - ▶ county in which the arrest(s) occurred
 - ▶ arresting agency
 - ▶ charge information
- court disposition (such as a conviction or adjudication withheld)

The information in FCIC is forwarded to the National Crime Information Center (NCIC), which is the electronic clearinghouse of crime data maintained by the Federal Bureau of Investigation (FBI), where it becomes available for nationwide access by the law enforcement and criminal justice community.

NCIC provides all criminal justice agencies access to criminal history records of all people arrested in the United States and its territories, including wanted persons' information (warrants nationwide).

NCIC assigns the arrestee an FBI number which, when entered into the system, provides information on that specific person such as the following:

- personal identifying information (PII)
- arrest(s) for a person in the U.S. or its territories
- location of arrest (county and state)
- arresting agency
- date of arrest
- disposition of arrest

Keep in mind that a disposition of arrest, such as a conviction or adjudication withheld, may not be available for all arrests.

Legal requirements regarding the use of FCIC and NCIC information include the following:

- certification—any person using FCIC and NCIC must be certified to use the database.
- restriction—all information obtained from FCIC and NCIC is for criminal justice purposes only and should never be used for personal reasons. You cannot use the system to check on family, friends, or coworkers.
- confidentiality—all information obtained from FCIC and NCIC is confidential and may only be used for criminal justice purposes. Information from these databases may only be shared with officers who have a need and right to know.

☒ CO603.2. List the legal requirements for using FCIC and NCIC information

It is important to search both FCIC and NCIC when attempting to identify a person during intake and reception as they may have a criminal record in Florida or another state. When checking FCIC and NCIC for criminal history information, search with as much personal identifying information as possible.

FINGER AND PALM PRINTING

Fingerprint biometrics is the standard used in the criminal justice system. Fingerprint patterns or friction ridges are unique to each person. The **friction ridge** is a raised portion of the skin on the finger and palm of a hand that consists of connected ridge units.

Finger and palm prints are taken during intake and reception to establish or verify a person's identity. Prints are submitted to the Florida Department of Law Enforcement (FDLE) electronically via a Biometric Identification Solutions (BIS) LiveScan machine; the prints are then searched against state and national fingerprint databases to identify the person. Agencies without biometric systems will collect fingerprints using ink and standard fingerprint cards.

To capture prints on a LiveScan machine, the fingers are rolled on a clean glass plate where each finger is scanned. The better the quality of the prints, the greater the chance that the person will be properly identified.

☒ CO603.3. Describe how to obtain quality finger and palm prints

To obtain quality prints that are sufficient to identify a person, do the following:

- Roll each finger and thumb from nail to nail, then lift up and away to avoid smudging the print on the glass.
- Make sure the fingerprint pattern is clearly visible on the screen.
- Moisten an excessively dry hand with water, or use an oil-free lotion.
- Wipe an excessively wet hand with a cloth.
- Avoid applying too much or too little pressure, which will diminish the quality of prints.
- Roll prints so that they have sharp black ridges and no smudges.
- Capture palm impressions to include the surface of the hand from fingertips down to the wrist.
- Place prints in the proper spaces within the borders of the LiveScan machine glass plate.
- Include the proper notations where applicable (missing finger, extra finger, bandaged, and so on).
- Complete all personal identifying information fully and accurately.

It is important to keep officer safety in mind when taking prints. The person should be positioned safely by standing to the right or rear of the officer taking the prints. Keep a good grip on the hand being rolled, and be aware of the person's other hand and their movements throughout the process.

BIOMETRIC IDENTIFICATION SOLUTION (BIS) AND LIVESCAN MACHINES

☑ CO603.4. Explain the importance of the Biometric Identification Solution, LiveScan, and Rapid ID technologies

FDLE's identification unit receives electronically submitted fingerprints through the LiveScan machine located at most criminal justice facilities. BIS will match prints to an existing state identification number (SID). If no match is found, then the system will automatically generate a new SID, indicating that the person is a first-time arrestee, thus establishing their criminal history record. Many people will attempt to disassociate themselves from their records by completing official name changes or by providing aliases to avoid a new arrest. These attempts are documented by the appropriate facility personnel in the personal identifying information of the record.

The information generated by BIS is only as accurate as the data submitted by the officers. The quality of fingerprints rolled on the LiveScan machine is very important for making a correct match. If the BIS database cannot read the fingerprint, it will not be able to make a positive identification. Modern LiveScan technology is designed to assist in fingerprint identification by performing checks to ensure accuracy and completeness of image quality and accompanying information. However, booking officers are ultimately responsible for the value of fingerprints taken on the LiveScan machine.

Many agencies in the state now confirm a person's identity with a Rapid ID device, which is a small, often portable, fingerprint scanner that uses less than 10 prints. Rapid ID processes a print quickly with end-to-end transaction times averaging around one minute. If identification is made, the SID number as well as the person's name and date of birth is returned. This will only happen if the person has had previous arrests. Depending upon the device settings, it may also return other information, such as a Florida criminal history and a wanted person check.

INKED FINGER OR PALM PRINTS

The same principles of capturing finger or palm prints when using a LiveScan machine apply when taking inked prints. Finger and palm print card submissions may be used for the purposes of arrest, mandatory background checks, or personal identification, and are submitted to FDLE through the postal service.

Record personal information about the inmate on the card; this should include name, race, sex, birth date, Social Security number, criminal charges, and the local case number. Both the inmate and the officer taking the inked finger or palm prints are required to sign the finger or palm print card in the spaces provided: the inmate signs on the front; you will print and sign your name on the back. Follow your specific agency's policies and procedures when capturing inked finger or palm prints.

☒ CO603.5. Identify where signatures are required on a fingerprint or palm print card

DNA

Obtain a DNA sample in accordance with the Florida Statutes, which includes the collection of DNA from people who are committed to the supervision of the Florida Department of Corrections, convicted or arrested for any felony offense or attempted felony offense in this state, convicted of certain misdemeanor violations, or in custody as an immigration detainer issued by the federal immigration agency. The offender shall submit to providing DNA at the time they are booked into a county, state, or juvenile correctional facility.

☒ CO603.6. List the DNA requirements for convicted or charged felons according to the Florida Statutes

PHOTOGRAPHING

Photographs taken during intake and reception provide a visual record of each inmate; photos are submitted to FDLE electronically, along with finger and palm prints, as required by the Florida Statutes. When capturing, transmitting, and submitting facial images to FDLE, it is highly recommended to follow the national standards and best practice guidelines of your agency.

Basic good practices include making sure the person's eyes are open and that their hair is not obstructing the full view of their face. Photographs should be taken from the front and from the side. Follow your agency's policies and procedures regarding photographs with glasses, as some agencies prefer to take photos with glasses on, off, or both. It is important to photograph any bruising, injuries, bandages, or medical conditions that are present. Other photographs may include tattoos, distinguishing scars, or marks that could be helpful in identifying a person. Scars, marks, and tattoos can also be used to

☒ CO603.7. Identify the requirements for photographing a person

help identify members or affiliates of security threat groups (STGs). You will learn more about STGs in Chapter 8.

Some agencies may retake an inmate's photo if they go through a significant physical change such as a haircut, new tattoos, or any other characteristic that might cause a change to the inmate's appearance.

☒ CO603.8. Describe what information to include when generating an inmate identification wristband or card

Inmate photographs may be used to generate an identification wristband or ID card. Most IDs are printed from a computer and may contain the inmate's photo, sex, race, date of birth, and agency-generated identification number or barcode. Inmates are required to have their inmate identification displayed properly at all times. Each agency may have its own process or inmate identification system to include different forms of personal identifying information.

LESSON 4 Classification and Housing

© Lesson Goal

At the end of this lesson, you will understand the role of classification in inmate housing assignments.

Think About This

A high-profile inmate is being transferred to your facility. How might this inmate be classified? What needs to be considered in order to maintain the safety of others and the facility?

After an inmate has completed the intake or reception process, they are classified and assigned to a housing unit based on facility guidelines.

CLASSIFICATION

Classification is a management tool that facilities use to assign security risk levels or custody grades to inmates. Classification is an ongoing process as reassessments are conducted throughout an inmate's incarceration. It may later be necessary to reclassify an inmate based on their behavior or new criminal charges. Some of the criteria that are used to establish an inmate's custody grade or security risk level may include current charges; criminal history; age; sex; current and past behavior, including being disciplined while incarcerated; medical and psychological needs; and the degree of crime and length of sentence. Classification screening and determination of custody risk levels differ between county and state facilities.

Having a classification system is an important tool for many reasons. It can reduce inmate violence, escapes, and unnecessary inmate movement. Classification can also provide proper inmate program assignments. When it comes to determining housing, classification promotes the safety of the inmates and the facility.

☑ CO604.1. Explain the importance of classification when determining housing assignments

County Custody Security Risk Levels and Criteria

County facilities follow the custody or security risk levels known as minimum, medium, and maximum, which are determined by a facility's policies and procedures.

- Minimum security level is for inmates that are considered low risk: these inmates have adjusted well to being incarcerated, have a minimal criminal history, or are currently charged with a non-violent crime.
- Medium security level is for inmates that are considered moderate risk: these inmates have adjusted to being incarcerated in the past and have limited violence in their criminal history.
- Maximum security level is for inmates that are considered high risk: these inmates have serious and violent felony charges pending or pose a threat to the safety of staff and the security of the facility.

☑ CO604.2. Distinguish the differences between the three security levels used in county correctional facilities

☑ CO604.3.
Distinguish the differences between the five custody grades used in state correctional facilities

State Custody Grades and Criteria

State facilities follow the classification grades described in F.A.C.: community, minimum, medium, close, and maximum.

- Community custody grade refers to inmates who are eligible for placement at a community residential center. These centers help to reintegrate inmates back into the community through participation in programs.
- Minimum custody grade refers to inmates who are eligible for outside work assignments but not for placement in a community residential center.
- Medium custody grade refers to inmates who are eligible for placement at a work camp with a secure perimeter but who are not eligible for placement in an outside work assignment without armed supervision.
- Close custody grade refers to inmates who must be maintained within an armed perimeter or under direct, armed supervision when outside a secure perimeter.
- Maximum custody grade refers to inmates who are sentenced to death.

☑ CO604.4. Describe the categories of initial segregation and how housing is assigned

HOUSING

Most facilities have designated sworn or civilian classification personnel who will complete the appropriate housing assignment documentation. The primary purpose for classification is to place inmates in the type of housing that best meets their needs and to provide reasonable protection for all inmates.

During the initial intake and reception process, inmates may be temporarily segregated from others in a holding cell while awaiting a permanent housing assignment. Inmates are classified based on current charges, criminal history, age, sex, current and past behavior, medical and psychological needs, degree of the crime, and length of the sentence.

★ Note

There is a higher risk of inmate deaths in the first seven days of admission to jail.² Inmates who are under the influence are also at a higher risk of death.

After classification, housing assignments are made based on an inmate's potential or basic risk and needs. Restrictions may apply due to security concerns, high-profile cases, or medical and psychological needs, such as suicidal tendencies. There are also special considerations made for juvenile inmates. You will learn more about juvenile inmates in Chapter 8.

LESSON 5 Release

© Lesson Goal

At the end of this lesson, you will understand the process for releasing an inmate from a county or state correctional facility.

Think About This

A judge orders an inmate to be released on probation. After release, it is discovered that the inmate has additional charges within the state. How could this have been prevented? What procedures should have been followed?

RELEASING AN INMATE

Release is the process by which inmates are discharged from a county or state correctional facility. Release usually involves verification, authorization, documentation, transportation or arranging transportation as well as the actual physical release of an inmate.

To verify release documentation, review the order for accuracy and completeness, confirm that the release order was issued for a specific inmate, and verify that the proper authority issued the release order.

In an effort to encourage positive inmate behavior, the Florida Statutes allow inmates the opportunity to receive time off of their sentence through gain-time. Inmates are able to receive additional time off their sentence for participation in work programs; completion of programs or classes, such as General Education Development; or performing an outstanding deed or service, such as saving a life. Gain-time is only awarded to inmates who are eligible, which depends on the inmate's sentence. Therefore, just as gain-time can be earned for positive behavior, it can also be forfeited or withheld.

Releases are granted through a court order, posting of bond, release on own recognizance (ROR), or expiration of sentence (EOS). The posting of bond requires the arrestee to pay the court a designated fee to ensure their appearance later in court. If the arrestee does not appear, any money posted is forfeited, and a warrant for arrest is issued. If the arrestee is released on their own recognizance, then no payment is required for assurance. The expiration of sentence is the length of the sentence determined by the court, but it can be reduced for certain circumstances.

Inmates can be released for several other reasons including the following:

- probation, parole, and community control
- state attorney declined to prosecute
- found not guilty
- transfer to another facility
- deceased

☒ CO605.1. Describe how the release process works

☒ CO605.2. Explain gain-time and when it is awarded

☒ CO605.3. List the different types of releases

☒ CO605.4.
Describe the proper
procedures before
releasing an inmate

When a state attorney declines to prosecute, they can do this for many reasons. It could be due to no information, no file, nolle prosequi, or dismissed charges.

Common procedures before releasing an inmate may include the following:

- checking that any special conditions have been satisfied
- notifying others within the facility as required
- notifying the inmate of their upcoming release
- notifying any victim(s), if applicable
- documenting any grievances or claims for damage or loss
- checking for outstanding warrants or detainers through NCIC/FCIC background screening
- notifying a supervisor of any hit confirmations
- notifying medical for possible prescriptions needed or Baker Act considerations

Once the common procedures have been completed, work with the inmate to complete the following steps:

- Assist the inmate with obtaining a certified copy of their birth certificate and a state identification card or replacement driver license.
- Complete any criminal registration processes with the inmate as defined by county law.
- Provide instructions to the inmate for criminal registration and reporting requirements as defined by the Florida Statutes.
- Provide the inmate with a toll-free hotline for post-release referrals for community-based re-entry services and a community re-entry resource directory organized by county.

☒ CO605.5. Identify
what information
is needed when
transporting or
arranging transport
for an inmate's release

An inmate may require transportation assistance upon release from a county or state correctional facility. Inmates could be released to a program or another facility prior to release, so it is important to verify an inmate's release plan as well as obtain their residential address, contact information, and travel arrangements before releasing the inmate. When setting up or arranging transportation, follow your facility's policies and procedures.

☒ CO605.6. Describe
the process for
returning personal
and stored property

When releasing inmate property, begin by verifying the inmate's identity. Using the inmate's ID, locate the inmate's stored property. Once the property is confirmed, it is released to the inmate. It is important to make sure the inmate is not released with any unauthorized property, which includes items issued by the facility like their uniform or identification card.

Before release, the inmate will sign a receipt for returned money (check or debit card), personal property, and release papers or certificate. Each agency has procedures for the actual physical release of inmates and their property, which includes documenting the details of the property release and any grievances. The releasing officer will document all release information in the inmate's file, close out the file, and store the file as required.

An inmate released from a state facility may be entitled to a discharge gratuity if they are found indigent or considered a person who experiences financial hardship. A discharge gratuity is money given to qualified inmates who are released from the custody of the Florida Department of Corrections as required by F.A.C. The money they receive may assist with the purchase of basic necessities or a bus ticket. It is important to document the amount of gratuity that is issued to an inmate. Follow your agency's policies and procedures with regard to the discharge of gratuities upon release.

☒ CO605.7. Explain how gratuity applies to an inmate's release

Chapter 7

Supervision in a Correctional Facility

UNIT 1 INMATE MONITORING

- LESSON 1 Observation Skills / 187
- LESSON 2 Inmate Counts / 190
- LESSON 3 Signs of Potential Disturbances / 194

UNIT 2 AREAS OF SUPERVISION

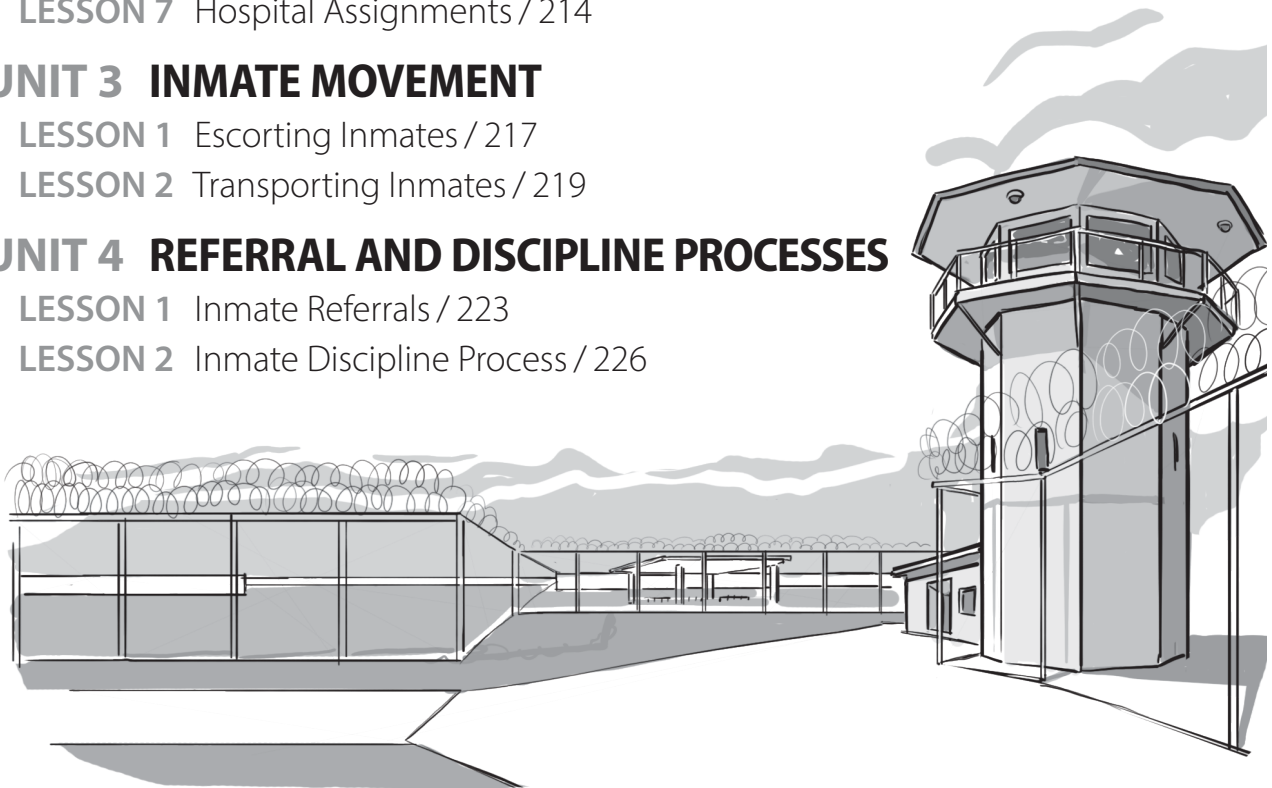
- LESSON 1 Housing Area / 197
- LESSON 2 Common Areas / 200
- LESSON 3 Inmate Dining / 202
- LESSON 4 Infirmary / 204
- LESSON 5 Visitation / 206
- LESSON 6 Work Squads / 211
- LESSON 7 Hospital Assignments / 214

UNIT 3 INMATE MOVEMENT

- LESSON 1 Escorting Inmates / 217
- LESSON 2 Transporting Inmates / 219

UNIT 4 REFERRAL AND DISCIPLINE PROCESSES

- LESSON 1 Inmate Referrals / 223
- LESSON 2 Inmate Discipline Process / 226



UNIT 1 INMATE MONITORING

LESSON 1 Observation Skills

© Lesson Goal

At the end of this lesson, you will be able to monitor inmates by using your observation skills and surveillance equipment.

Think About This

While making the rounds in the housing area, you hear two inmates arguing. As you get closer, you start to smell smoke. How should you proceed?

OBSERVATION SKILLS

Your primary duties as a correctional officer are the care, custody, and control of inmates, and your ability to observe changes in the daily patterns and routines of your facility is an important skill in supervising inmates. Observation is being aware of your surroundings and paying close attention to details. Protect your personal safety and security by monitoring inmates at all times, such as when they enter or exit a housing area. Prevent potential threats and safety hazards to fellow officers, staff, inmates, and the public by watching your surroundings. Observe the behavioral patterns of inmates to decide if a situation is normal or if it requires action.

It is easy to fall into a routine when you perform the same duties regularly, but you must always stay alert and maintain situational awareness. The repetitive nature of correctional duties can lead to complacency—a state of declined vigilance and a false sense of security. Complacency can result in contraband entering the facility, inmate manipulation, and other dangerous incidents. Complacent officers may have diminished observation skills and fail to see potential risks. Whether transporting inmates, conducting well-being checks, or supervising a visit, you must stay diligent and alert. You can combat complacency by following your agency's policies and procedures, remembering your training, changing your routine, and using continuous situational awareness in your work.¹

☒ CO711.1. Discuss the importance of observing inmate activity

OBSERVE USING YOUR SENSES

The first stage of observation is monitoring inmate behavior through using your primary senses of sight, hearing, touch, and smell. When you are supervising inmates or conducting rounds, use these senses to help you detect environmental changes in the facility. Be aware of any damage to the building, equipment, or furniture, and any changes in behavior or increases in tension among inmates. This could also involve observing violations of inmate conduct, such as unauthorized clothing, whistling, sexual comments, assaults, and escape attempts.

☒ CO711.2. Describe how to use the senses to ensure facility, inmate, and staff safety

Sight

Watch the actions of inmates to observe changes in their behavior and surroundings and to identify missing items or damage to equipment and property. It is important to have a good view of what is happening around you. If inmates gather in a group that prevents you from seeing what is going on in the area, it could be dangerous. Disperse the group by making your presence known and giving the group verbal commands, such as telling them to break up and move on.

Hearing

Listening skills are an essential component of effective observation. You should be aware of the typical noises and noise levels in the facility. Changes in facility noise may indicate potential violations. It is normal for noise levels to increase when inmates are watching sporting events or participating in activities, but you should remain alert for signs of a threat. Listen to inmate communications for key words, slang, or changes in voice inflection.

During sleeping hours, excessive or unusual noise may indicate a potential problem. You must investigate any sounds such as loud banging or scraping noises, screaming, crying, or repeated flushing of toilets, especially when inmates are inside their cells. These sounds could be signs of a possible fight, sexual assault, the sharpening of a shank, or an escape attempt.

Touch

There are many ways that you will use your sense of touch to make sure that your facility is secured. You will perform searches of inmates, their cells, and their possessions. You should make a thorough and accurate search, both for your safety and as part of required procedures. While you are making your rounds, check to see if doors are closed properly by testing the knobs or handles. Perform searches in common rooms, visitation areas or visitor rooms, and the dining hall. Wear gloves and other personal protective equipment (PPE) while searching and feeling for contraband items with your hands or anytime you come into contact with an inmate or any unknown substance.

Smell

Every facility has its own smell. It can be a combination of industrial cleaners, laundry soap, cooking smells, and normal body odors from various inmates and staff. This smell will become familiar to you as you work in your facility. Be able to recognize the scents that do not belong in your everyday world, such as the smell of certain drugs or of metal or wood shavings from an inmate fashioning a shank. There are other environmental scents you will recognize, such as the smell of a mattress that has been burned to distract you. Be safe and aware at all times. It is better to report an odd smell than ignore it until it becomes a larger problem. Do not intentionally smell any items or substances you come across through your rounds and searches. If you encounter anything unusual, follow your facility's guidelines on how to handle it.

Taste

It is unsafe to use your sense of taste to identify items or substances you find in a correctional facility. There are more appropriate ways of figuring out what a substance is. If you encounter anything suspicious, follow your facility's policies and procedures for handling it.

★ Note

A correctional officer should never taste or ingest anything unusual.

MONITORING INMATE BEHAVIOR

The unusual activity of inmates could be an indicator that a problem is occurring or about to occur. Suspicious activities or behaviors, such as slamming a door or locker, yelling, fighting, or faking an injury could be an attempt to distract you in order for inmates to commit a violation. You should assess the situation and determine if additional resources are needed. If there is a threat, immediately contact a supervisor and take the required action(s). Remember to document the situation after it has been resolved safely.

Inmates are required to follow uniform guidelines as dictated by the facility's policies because it can make it easier to see concealed contraband or identify signs of security threat groups (STGs). Even though it is a security violation to alter the manner in which uniforms must be worn, inmates often try to modify their uniforms by rolling up a pant leg, tying their shoes in a specific pattern, writing graffiti on clothes, and wearing clothes backwards or inside out. An inmate's appearance can also indicate a potential security risk; for example, an inmate wearing seasonally inappropriate clothing may be concealing contraband. It is also a violation to alter physical appearance with tattoos, different hairstyles, and body piercings. These security violations must be addressed and documented. While supervising inmates, make sure the orders and expectations you give are clear and precise. Be fair, firm, and consistent when giving orders.

☒ CO711.3. Describe how to monitor inmate behavior

SURVEILLANCE EQUIPMENT

Correctional facilities have blind spots, which are locations within a facility that have limited visibility, such as corners, closets, doorways, the rear of inmate dorms, and stairwells. These blind spots are difficult for officers to monitor for inmate activity and may pose a security or safety concern. Surveillance equipment, such as video cameras, lighting, and convex wall mirrors, help you monitor daily operations within the facility. This equipment reduces blind spots and helps officers limit the introduction of contraband, observe illegal activities, and respond to incidents safely and quickly. Surveillance equipment can also provide visual and audio evidence to support documentation for incident reports, investigations, or any additional needs. Additional equipment may be utilized during security checks or if you suspect an inmate might have contraband.

☒ CO711.4. Explain how surveillance equipment can help monitor inmates

UNIT 1 INMATE MONITORING

LESSON 2 Inmate Counts

© Lesson Goal

At the end of this lesson, you will be able to safely and accurately conduct different types of inmate counts.

Think About This

An officer conducts a count at the end of the shift and counts 48 inmates. At the beginning of the shift, the count was 49. What should the officer do in this situation?

Inmate counts are critical for the security of a facility and the safety of staff as they detect irregularities, unauthorized movements, and any potential disturbances.

IMPORTANCE OF INMATE COUNTS

☒ CO712.1. Explain the importance of an inmate count for safety and security

Counting inmates is one of the primary duties a correctional officer performs, and it is an important part of facility operations. Inmate counts verify and account for every inmate within a facility or off-site area and are vital to maintaining order, safety, and security in a correctional facility. Scheduled and unscheduled counts are another crucial part of this process as they can alert staff to potential security breaches of the facility and possible inmate escapes. Counts are conducted at housing or cell assignments, work details, and any other location where an inmate may be, such as at the clinic, court, or dining hall.

TYPES OF INMATE COUNTS

Formal

☒ CO712.2. List the main types of inmate counts

A formal count verifies the total number of inmates at a facility, accounting for all changes to the number of inmates throughout the day. A formal count is performed at least once per shift and may be conducted at the beginning and end of your shift. A computer-generated roster is used to determine the actual number of inmates in a specific unit or housing assignment. The number of formal counts conducted daily will vary from agency to agency or operational needs.

Informal

An informal count is a type of custody count of all of the inmates under your supervision and is only reported or documented if there is any discrepancy. Some agencies may require that officers report all counts. These counts are called body counts or head counts and are conducted randomly by the officer supervising the inmates who are on-site or off-site, such as at the medical center, court, work details, or during transport.

Out

An out count provides accountability for the location of inmates outside their assigned housing area. Some examples are the canteen area, the dining area, workgroups (laundry, kitchen, or warehouses), the hospital, and the court. These inmates are counted as part of the formal count.

Master

In a master count, positive identification of each inmate is verified through various items, such as armband identification or photo identification cards that include the facility number as well as the inmate's name, date of birth, sex, and race. This count is conducted at a specified time at least once a day, and it accounts for all inmates admitted, released, returned, or detained in the facility during the previous 24-hour period. Use a current computer-generated roster and compare it to the inmates' personal identification cards or armbands. Record and document this information according to your agency's policies and procedures.

Emergency

Emergency counts are conducted when unusual situations and occurrences arise, such as a possible inmate escape, a disturbance, an evacuation, or when the total count of inmates, regardless of the type of count, is not confirmed or verified with the facility total. Some facilities refer to an emergency count as a recount.

COUNT PROCEDURES

Depending on the design of the facility, a count may require two officers. You will conduct a formal count at least once per shift. All counts must be documented and completed in a timely, systematic, and accurate manner while following your agency's policies and procedures. Remember that informal counts are not documented by all agencies, so it is important to know what your agency requires.

The inmates are aware that counts occur throughout the day and that the counts can be random. You will receive an order to begin the count. The inmates will know that a count is to occur by notification from an officer or a radio dispatch. The inmates should report back to their assigned area for the count to begin. The following are common steps in the count process inside a facility:

1. The control room, a supervisor, or the facility's daily schedule will initiate a count.
2. The inmates will be ordered to remain in their authorized area and cease movement. If the inmates are in the housing area, they must return to their bunks.
3. There is a physical count of each inmate.

☒ CO712.3. Describe how to conduct an inmate count

4. The physical count is verified by armbands or ID cards that are matched against a computer-generated roster.
5. The officers making the count will document and report the totals to a supervisor or the control room staff.
6. The supervisor or assigned staff members will verify the count.
7. If every inmate was present for the count, then a clear count is announced to the staff and the inmates.
8. The facility will resume its normal operations.

You must physically verify the identity and presence of each inmate. Cross-check their armbands or ID cards with facility documentation. If an inmate is in their bunk with the covers pulled up, preventing you from seeing their face or verifying their identity, you must confirm that there is a live person in the cell.

The inmates' cooperation is required for an accurate count; however, there are occasions when inmates will try to disrupt the process. Some inmate behaviors that may interfere with proper count procedures include, but are not limited to, inmates talking, tapping on walls, not being at their assigned bunks, wearing inappropriate attire, going to the bathroom, listening to the radio, and switching identification cards.

While performing a count, enforce the rules and regulations in a firm, fair, and consistent manner. Given the proximity of the inmates during a count, stay alert and aware of your surroundings. Maintain attention to detail to ensure an accurate count.

If two officers conduct a count together, they should make sure their count numbers match. If there is a difference, they should immediately recount the inmates in their count area before reporting the count. Report the count when the totals agree. If counts are reported from all areas in the facility and a difference is found, a recount, also referred to as a master count, will be conducted.

If the recount does not resolve the difference, an emergency master count procedure will be announced and initiated. Use extreme caution during a recount, as an inmate may be hiding or attempting an escape. Report all count information to the appropriate supervisor or personnel for verification. Once the numbers are accurate, a clear count will be announced through the facility's communication system. Once the count is cleared, the facility will resume normal operation.

COUNT SLIP

☒ CO712.4. Describe how to document an inmate count using a count slip

A count slip is a form used to document inmate counts. There may be two types of count slips: a dormitory count slip and a formal count slip. The dormitory count slip includes the total number of inmates counted by all officers assigned in a housing area and their signatures. Then the dormitory count slip is submitted to the main control.

The formal count slip may include the following information: facility name, date, time, location, officer signature, total number of inmates counted, and time cleared. The results may be documented through either an electronic or handwritten form and forwarded to appropriate personnel. The count slip cannot contain erasures, strikeouts, or alterations. Verifying count slips completes the inmate counting process. Some agencies utilize electronic count slips or report the count to a central control to be documented.

UNIT 1 INMATE MONITORING

LESSON 3 Signs of Potential Disturbances

© Lesson Goal

At the end of this lesson, you will be able to recognize unusual occurrences in a facility.

Think About This

In the past few days, a model inmate has become unusually quiet and nervous. One morning, the inmate asks an officer to be relocated to another housing unit. What should the officer do in this situation?

OBSERVING UNUSUAL OCCURRENCES

☑ CO713.1. List the unusual occurrences that can disrupt the normal operations of a facility

An **unusual occurrence** is an incident that is out of the ordinary and can lead to a disruption of the normal operation of a facility and its daily activities. These incidents negatively affect the security of the facility, and include events such as the following:

- inmate or staff deaths
- serious injuries to inmates or staff
- suicide or attempted suicide
- escapes or attempted escapes
- criminal acts
- inability to clear an inmate count
- inmate fights
- use of force
- power or water outages at the facility
- inmate strikes (refusal to eat or work)
- riots
- hostage situations
- bomb threats or detonation
- fires
- disasters
- sexual assaults
- lost or missing equipment, particularly keys

Any unusual occurrence can lead to a disturbance amongst the inmates or escalate into a major disturbance or riot. Handle minor incidents immediately to avoid inmates taking matters into their own hands. When inmates seek revenge, sympathetic participants could join in the conflict, and a small, manageable incident can quickly grow out of control.

★ Note

Stay vigilant and watch for possible indicators of an impending disturbance or riot and take proactive measures to prevent these incidents from occurring.

SIGNS OF POTENTIAL DISTURBANCES

An increase or decrease in the normal activity or sounds of the facility may indicate a security concern. Indicators of potential disturbances include the following:

- inmates gathering in a particular area
- inmates staying in their cells to ensure their physical safety in case of a disturbance
- inmates requesting to be transferred or moved
- inmates becoming more violent with each other
- inmates acting out to be placed in special protection or isolation
- inmates having low morale, which could lead to a riot
- inmates avoiding areas where large numbers of other inmates gather
- inmates storing food in anticipation of a possible disturbance
- inmates warning staff to stay home on particular days
- an increase in security threat group-related (STG) activities
- officers finding more weapons during searches
- inmates, who are informants, sharing information
- inmates separating more often along racial or ethnic lines
- inmates making specific demands

☒ CO713.2. Identify the indicators of a potential disturbance

Be sure to avoid the distraction of long conversations with inmates as it could be a diversion from inappropriate behavior in another area. Being proactive and practicing situational awareness allows for timely intervention to ensure the safety and security of the facility. All proactive intervention begins with being aware of your surroundings and changes in inmate behaviors, dress, and social groupings. The following are some additional examples of behaviors to look out for that may indicate an impending disturbance:

- Inmates wearing boots during showers and at night may indicate the possible occurrence of an incident.
- Magazines under shirts may indicate that an inmate expects being stabbed or hit.
- Hoarding items from the commissary may indicate an inmate expects being placed in lockdown.
- An increase in requests for protection or “check-ins” may indicate a fear of being attacked.
- Low morale and dissatisfaction among inmates may lead to a riot. You will learn more about riots in Chapter 9.

Report any changes in inmate behaviors to your shift supervisor at once, call for backup if appropriate, and take immediate action to isolate the developing incident.

DOCUMENTATION

☒ CO713.3. Identify when to document usual and unusual occurrences

Officers use paper logs, digital logging systems, report forms, and video recordings to document facility operations, daily activities, and unusual occurrences. Completing accurate documentation is essential for safety, security, and accountability. Examples of usual occurrences that need to be documented include:

- inmate counts
- inmate movement
- verbal confrontations
- sick calls
- cell searches
- clinical visits
- security checks
- work assignments
- visitation
- sanitation checks
- supervisor rounds
- chemical inventory
- court appearances

Examples of unusual occurrences that need to be documented include the following:

- suicide attempts
- fires
- natural disasters
- riots
- escapes or attempted escapes
- sexual assaults
- bomb threats
- medical and mental emergencies
- serious and critical incidents
- physical fights
- use of force

Some unusual occurrences may escalate or equate to emergencies or critical incidents. You will learn more about emergencies and critical incidents and how to handle them in Chapter 9.

It is important to document and report all usual and unusual occurrences according to your agency's policies and procedures. Documentation and written reports keep staff informed of developments and potential problems in a facility. It is especially important to document inmate movement, such as movement between dorms, as well as to verify counts and work assignments.

UNIT 2 AREAS OF SUPERVISION

LESSON 1 Housing Area

© Lesson Goal

At the end of this lesson, you will be able to monitor inmates in the housing area.

Think About This

An inmate approaches a supervising officer and tells the officer that they want a new cellmate. What questions should the officer ask the inmate to clarify the situation? How should the officer proceed?

Each inmate is assigned to a housing area based on their classification and other considerations, which include, but are not limited to, inmate behavior, health and mental conditions, potential victim or predator status, and PREA considerations. All housing areas are supervised either through direct supervision, indirect supervision, or a combination of both. During indirect supervision, a control room operator monitors the facility from a central station with or without the use of cameras; direct supervision occurs when correctional officers are physically present and supervising inmates.

HOUSING AREAS AND UNITS

Each correctional facility is set up to accommodate the number of inmates and the needs of the agency. A housing area is comprised of different housing units, which may include open-bay dorms, individual cells, and confinement cells (units) to name a few. Facilities will differ in how they set up their housing area and housing units, and they typically have more than one type of housing area. A facility may have one or more of the following types of housing areas:

- open bay
- cabin-style
- barracks-style
- podular
- temporary housing
- confinement units

In open bay housing, supervision may be direct or indirect. Podular housing will have cells or pods positioned around a day room; this housing might also include a central control area for the officer station if direct supervision is utilized. Each cell or pod usually houses two to eight people, but this differs in each facility. After intake or reception, inmates are placed in temporary housing for up to 72 hours until classification allows the inmate to be assigned to a permanent housing unit.

☒ CO721.1.
Distinguish between the different types of housing units

Unlike the other housing types, confinement units are separated from the general population, and each unit usually houses one inmate. Confinement units are also referred to as confinement cells and single occupancy cells. This housing type includes administrative confinement, disciplinary confinement, or protective custody or management. In cases where two inmates have to be housed together, they will have the same classification and undergo a compatibility check.

MONITORING INMATES IN A HOUSING AREA

☒ CO721.2. Describe how to monitor inmate behavior in the housing area

While supervising in the housing area, you should be vigilant by maintaining situational awareness and closely monitoring any changes in inmate behavior. These changes could be the result of personal stress, which can be caused by any number of events such as a divorce, notification of a death in the family, loss of a work assignment, or receipt of charges. Paying attention to changes in the housing area can also alert you to possible illegal activities, such as escape plans or attempts. Indicators of a possible escape include:

- an inaccurate inmate count
- missing screws
- broken windows
- damaged toilets
- evidence of digging through walls or floors
- loose security bars
- possession of excessive sheets or towels
- maps of facilities and the surrounding area drawn on walls, the ground, or any paper products
- coded messages in the mail
- visitors or other inmates in unauthorized areas

Be mindful that some incidents, such as a fire, medical emergency, unusual gathering of inmates, or a staged fight, may be used as distractions for escape attempts or other illegal activity. It is important to conduct regular security and well-being checks, which are face-to-face observations of inmates that are conducted randomly and on an irregular basis to avoid setting a routine. The frequency of checks will depend on your agency's policies, procedures, and inmate classification. Juveniles and inmates in confinement or mental health units are usually checked more frequently.

☒ CO721.3. Describe how to monitor and log inmates entering or exiting the housing area

When inmates enter or exit the housing area, identify each inmate by photo ID, armband, and any other identifying method that your facility may use. In some facilities, the color of the uniform may reveal an inmate's classification, work assignment, or housing location, but not all facilities will have multiple uniforms. It is crucial to compare the identification method with the housing roster to ensure that an inmate is authorized to be in that specific area.

Upon entering and exiting the housing unit, officers must conduct a pat search, also known as a pat down, and log each inmate. However, movement and documentation procedures will vary depending on the agency's policies and procedures. In some facilities, the inmates must be escorted any time they move while in others they may receive passes that state where they should go or be. This procedure is referred to as a call out, which authorizes a supervising officer or a program supervisor to issue inmates a pass to go to a location that is different from the inmates' housing unit.^{2(p5)} Inmates may get call outs for medical visits, attending programs, change of classification, general and law libraries, visitation, and work assignments.

An inmate practicing poor personal hygiene can draw unwanted attention, cause conflict between inmates, or create an unhealthy living environment for themselves and others. Make sure that inmates clean their living areas and practice personal hygiene in order to minimize health hazards. Showers, toiletries, personal hygiene items, and uniforms are available to all inmates. All inmates must follow the established housing standards, showering schedules, and uniform guidelines.

☒ CO721.4. Discuss how to ensure the inmates keep themselves and the housing unit clean and orderly

UNIT 2 AREAS OF SUPERVISION

LESSON 2 Common Areas

© Lesson Goal

At the end of this lesson, you will know how to monitor inmates in the common areas of the facility.

Think About This

An officer is conducting a security check of the bathroom. When they try to turn off the faucet, it breaks apart and a tattoo needle falls into the sink. What should the officer do?

TYPES OF COMMON AREAS

☒ CO722.1. Identify the different types of common areas in a facility

A common area is a general term that refers to any area of the correctional facility that is used by multiple inmates; this includes areas such as hallways, waiting rooms, and libraries as well as any area that is designated for specific activities. Common areas often vary from facility to facility; for example, a laundry area in one facility may be a common area available to all inmates while, in another facility, the laundry room may be restricted to only allow inmates who are assigned to laundry duty. Areas that may be considered common include the following:

- canteens or commissaries
- recreational areas
- libraries
- educational and program (class)rooms
- chapels and other religious service areas

Dayrooms are also considered common areas that are designated for inmates to spend time outside of their cells, and they are used for a variety of purposes such as eating, watching TV, playing games, and socializing. Dayrooms have furniture to facilitate these activities, and some dayrooms include shower and bathroom units.

SECURITY CHECKS OF COMMON AREAS

☒ CO722.2. Explain how to conduct regular security checks of common areas

Common areas allow inmates the ability to have one-on-one contact with each other, which can allow for the easy exchange of contraband. For this reason, these areas must be thoroughly searched regularly, but the search will vary based on the area.

Search for the following while conducting a security check of these common areas:

- library
 - ▶ computers for signs of tampering or hidden programs
 - ▶ books for hidden objects or tampering
 - ▶ book carts for hidden areas that can be used to transfer contraband

- program rooms and classrooms
 - the rooms for contraband
 - any equipment, to ensure it is functional and has not been tampered with
- chapel
 - the area before and after service and religious programs
 - inmates before entering and when leaving
 - volunteers before entering and when leaving
- recreation yard
 - exercise equipment for working condition after use
 - the area before and after use
- dayroom
 - behind, under, and around furniture for hidden contraband
 - outlets, telephones, and kiosks for potential hiding spots and tampering, like loose wires or tampered plates
 - for irregularities and structural integrity problems throughout
 - water fountains
 - shower drains, toilets which are often used to hide contraband

When inmates move from one area to another, especially during mass movements, the opportunity for passing notes, information, and contraband is higher, so correctional officers have to stay alert and conduct pat searches and regular contraband sweeps to keep the facility safe. Whenever possible, use metal detector hand wands in conjunction with pat searches to be more thorough. Safety equipment should be regularly inspected to ensure it is functional and has not been tampered with as this equipment is essential for the safety and security of the facility and its staff.

Volunteers and program leaders who come to the facility, as well as the items they may bring, must be searched as they can also introduce contraband and endanger staff and the facility. Any and all volunteer equipment must be searched before leaving a location or the facility, while the volunteer must be searched in the facility's designated search area.

UNIT 2 AREAS OF SUPERVISION

LESSON 3 Inmate Dining

© Lesson Goal

At the end of this lesson, you will know how to maintain security during inmate dining.

Think About This

While supervising the dining hall, an officer notices that an inmate's pocket is bulging. After searching the inmate, the officer discovers that the inmate is attempting to leave the dining hall with several utensils. How should the officer handle this situation?

Depending on the type of facility, meals may be served in a dining hall or a housing area. If meals take place in a dining facility, inmates will report directly to the dining hall when mealtime is announced. Some inmates might require an escort to the designated dining area depending on their classification and security level.

SECURITY CHECK BEFORE MEALS

☑ CO723.1. Explain how to conduct a security check of the dining area prior to mealtime

Before allowing inmates into the dining area, a pre-meal security check must be conducted. The dining area should also be inspected for cleanliness and order to ensure the health and safety of inmates. Designated inmate dining areas may include a dining hall, dayroom, cell, or workgroup area. If inmates are served in cells or other common areas, a pre-meal-time security check is not necessary; regular searches will go on as usual. When serving meals in a dining hall, conduct a thorough and systematic security check before opening the dining facilities to inmates. Document the results on the appropriate form.

The security check includes examining locations where contraband can be concealed. These areas include tables and chairs, heaters, ceiling fans, beverage containers, and trash cans. Document and report any equipment that poses a safety hazard; its use must be restricted until the equipment is repaired or replaced.

Be aware that the dining area is a common location for inmates to obtain and distribute contraband. Some examples of contraband include food, utensils, drugs, and sensitive items (food such as sugar, yeast, and fruit can be used to produce alcohol). Thoroughly search areas of concealment, such as jackets and medical devices (casts, wheelchairs, or prosthetics). According to the Florida Administrative Code (F.A.C.), bandages or casts may be examined by medical staff only. Make sure you can account for all issued utensils, cups, and trays. If you locate contraband, you must confiscate and process it according to your agency's policies and procedures.

☑ CO723.2. Describe how to monitor food distribution during mealtime

MONITORING INMATES DURING FOOD DISTRIBUTION

In most facilities, inmates serve the meals with staff supervision. You must enforce all sanitation standards, making sure food handlers are properly attired in gloves, hairnets,

and aprons. Observe and ensure the proper distribution and portion of food, making sure that each inmate receives only one tray of food and the proper number of utensils. Be aware of what foods are served on a daily basis and ensure inmates receive the correct menu items. You must also document the number of inmates and food trays served. If there are issues with food portions or substitution, you should notify your supervisor as dissatisfaction with food may lead inmates to riot.

Some inmates may have special dietary requirements because of diabetes, religious restrictions, allergies, or a need for more portions. Be aware of those differences and ensure that the correct inmate receives the proper prescribed meal. Identify, address, and correct any discrepancies immediately. Facilities that house juveniles may have child-specific nutrition guidelines that must be followed.

According to the Florida Model Jail Standards (FMJS), inmates may be placed on special management meal status if they throw or otherwise misuse food, beverages, food utensils, or food trays as these actions may create security problems. This also includes utilizing trays, cups, or utensils to throw human waste or other substances.³ With approval from a physician or other qualified medical staff member, an inmate can be placed on a special management meal plan that meets the minimum daily nutrition requirement.

Compare the number of inmates who received food trays during the distribution of meals with the number of meal trays returned. The mealtime process must be orderly to ensure compliance with safety, security, and sanitation standards.

MONITORING INMATES DURING MEALS

Disturbances and riots may occur in the inmate dining area. Officer positioning and patrolling are essential for effective observation of all inmate activity in the dining area. By walking around the dining area and making your presence known, you will be able to observe the inmates' behavior and prevent rule violations. It will also allow you to monitor and supervise specific areas, such as the entrances, serving lines, seating areas, tray return windows, and exits.

Each agency establishes a policy on dining procedures that may include searching inmates who enter and exit the dining area. At the conclusion of a meal, clear the area of inmates. Because large inmate gatherings create opportunities for the transfer of contraband, a security check of the dining area must be conducted to ensure the safety and security of the facility. Conduct a post-mealtime security check in the same manner as a pre-mealtime security check. Following these policies ensures a safe and secure dining area.

☒ CO723.3. Describe how to monitor inmates during mealtime

☒ CO723.4. Discuss the importance of conducting a security check of the dining area after mealtime

UNIT 2 AREAS OF SUPERVISION

LESSON 4 Infirmiry

© Lesson Goal

At the end of this lesson, you will know how to monitor inmates in the infirmiry or medical unit while maintaining safety and security.

Think About This

An elderly inmate in the infirmiry grabs the treating nurse's arm and does not let go. The nurse does not immediately react. How should the supervising officer intervene?

INFIRMARY CARE AND REQUIREMENTS

☒ CO724.1. Define what infirmiry care is

The National Commission on Correctional Health Care defines **infirmiry care** as “care provided to patients with an illness or diagnosis that requires daily monitoring, medication and/or therapy, or assistance with activities of daily living at a level needing skilled nursing intervention.”⁴ Patients who require intensive care for a period of 24 hours or more or need skilled nursing care without the need for hospitalization will qualify for infirmiry-level care. Infirmiry care may include chronic illness care or acute care for injuries, wound care, and non-ambulatory inmates. Different facilities may refer to infirmiry-level housing differently: infirmiry, medical unit, or medical clinic. Mental health protocols vary in each facility, and some will have separate mental health units.

☒ CO724.2. Identify the requirements for infirmiry-level care

Infirmiry-level housing will vary depending on the facility type, size, and resources. Inmates needing infirmiry-level care may be housed in a separate designated area or multiple locations throughout the facility as long as the requirements for medical care are met. This usually means that inmates receiving care must always be within sight or hearing of a staff member or health-care staff. Refer to your agency's policies and procedures for specific standard requirements for your facility.

☒ CO724.3. Describe how inmates can ask for and receive medical care

For the majority of the time, medical staff will refer inmates to medical care. Inmates may also request to be seen by medical staff, which is referred to as a sick call. All inmates have a right to a sick call, but they are required to pay for sick call visits. Facility kiosks can be used for inmates to request to be seen by medical staff for various health issues, including mental health needs, but most sick calls are for minor medical issues. Inmates will receive a disciplinary report if they fake a medical condition or need. Inmates may also request medical emergency services for any conditions or issues that are more serious than a common illness.

During their shifts, correctional officers may observe that an inmate needs medical care while conducting an inmate count, witnessing a suicide attempt, or after stopping an altercation. Officers and non-sworn staff may make medical referrals if they witness a possible medical emergency. For example, an inmate who is known to have diabetes and is stumbling around and sweating profusely may be experiencing a diabetic emergency.

If you decide that an inmate needs medical attention, you should call the facility's medical staff. They will determine whether the care needed is minor and can be administered in the housing unit or if the inmate needs to be moved to the medical unit. In some cases, the medical staff may determine that the inmate needs to be transported to a hospital. The medical provider at the facility will document the inmate's medical treatment. You will need to document when the inmate is moved to the infirmary and when they are released by the medical staff.

MONITORING INMATES DURING INFIRMARY CARE

When supervising inmates in the infirmary, your top priority should be the security of the facility and the safety of the staff. The medical staff at correctional facilities undergoes security training or orientation and is aware of this concern. The infirmary is a high-risk area for security as medical tools and devices can be used as weapons to harm others. It is also important to remain vigilant when supervising a medical unit as medical staff are vulnerable to being manipulated by the inmates.

The main security concerns in an infirmary are contraband and staff assaults. For this reason, inmates are searched before and after their stay at the medical unit, and the inmate's property is inventoried prior to this. You need to pay close attention to medical equipment such as needles, lubricants and ointments, tape, small medical scissors, and other items. These items can be used as weapons and can be easily concealed and taken as contraband. Any introduction of contraband can create security concerns, so the inmates need to be thoroughly searched before returning to their housing. Wheelchairs, canes, and prosthetics need to be searched as they can be disassembled and used to hide contraband.

☒ CO724.4. Describe how to maintain inmate and medical staff safety while in the infirmary

☒ CO724.5. Explain how to conduct a search of the inmates before and after admission into the infirmary

UNIT 2 AREAS OF SUPERVISION

LESSON 5 Visitation

© Lesson Goal

At the end of this lesson, you will be able to supervise inmate visitation while maintaining safety and security.

Think About This

An attorney you know personally is trying to sign into the facility. They present their driver license but do not have their Bar card. What should you do in this situation?

While legal visitation is a right, social visitation is a privilege and not a right for inmates and visitors according to F.A.C. Visitors and inmates can lose this privilege because of inappropriate conduct, rule violations, or by introducing contraband. Keep in mind that visitors may not understand the operation of a correctional facility. When subjecting visitors to security measures, speak clearly and courteously to ensure that the visitor understands any directions you give.

TYPES OF INMATE VISITS

☑ CO725.1.
Differentiate between contact and non-contact visits

All visits within a correctional facility can be classified as either a contact or non-contact visit. **Contact visits** are visits in which both the visitor and the inmate are in the same room, without a physical barrier between them and can have limited physical contact. **Non-contact visits** are visits in which the inmate and visitor are physically separated by a type of barrier or may only communicate through the use of electronic equipment, such as an audio and video communication system. An inmate may have a contact or non-contact visit with two types of visitors: social and professional.

Social visitors may include friends and family, but there may be a limit on the number of social visitors an inmate may receive at one time or within a specified period of time. Depending on an agency's policies, there may also be a limit to how many social visits are allowed in a week. Some facilities require social visitors to be preregistered and screened for criminal histories or active warrants. Remember that social visits are considered a privilege; they are not a right.

Professional visitors are processed in a manner similar to social visitors. However, note that professional visits with attorneys are considered a right and usually do not have any restrictions with visits unless they conflict with the safety and security of the facility. A professional visitor may include any of the following:

- attorneys and staff employed by attorneys
- investigators
- bail bondsmen
- parole and probation officers
- law enforcement officers

- social service agency staff
- medical visits
- program volunteers
- clergymen

Training academies, schools, and self-help or religious groups that visit a correctional facility may also be subject to the same search procedures. These visits are usually preapproved and include staff escorts to a designated area or a tour of the facility.

Social and professional visits may be conducted in person at a facility or online. Occasionally, inmates who are being treated at an outside medical facility may receive visitors. These visits are generally for inmates who are terminally ill and are receiving social visitors at the discretion of the correctional agency.

VISITOR IDENTIFICATION AND AUTHORIZATION

Visitation and entry requirements vary considerably from state correctional facilities to municipal and county facilities. Confirmation of visitor identification is necessary for authorized entry into all facilities. All visitors must present valid photo identification. Valid forms of identification include a government-issued photo identification, driver license or identification card, military identification, agency-issued identification, or passport. According to the Florida Statutes, it is a crime to present a false ID. Visiting attorneys are required to show their Bar card along with other forms of identification.

☒ CO725.2. List the valid forms of identification and security equipment required for different types of visitors

The purpose of the person's visit will determine the types of security equipment issued. You will need to determine if a visit is social or professional. Social visits are conducted on a specific schedule on designated days and at certain times, whereas professional visits may be permitted at any time. Special equipment and requirements for professional visitors varies from agency to agency. Some agencies may use closed-circuit television systems to monitor visitor movement while others may issue personal body alarms that a visitor can activate in an emergency; the devices alert security personnel to potential threats and initiate an immediate response. Some agencies provide security escorts for visitors throughout the facility, and other agencies may use third-party vendors to monitor video visits for potential threats to the facility or inmates.

When a visitor requests to meet with an inmate, verify the reason for the visit through a published schedule or a shift supervisor's authorization in accordance with the facility's policies and procedures. Direct any questions related to the purpose of a visit and its validity to the supervisor. Once a visitor is approved, direct them to the visitor registration area.

Before a visit begins, all visitors must sign in and are told what items are permitted in the visitation area or during their video visit. As part of the registration process, the following information must be recorded for each visitor:

- personal identification information
- date and time of entry and exit
- purpose of the visit
- inmate visited

Some facilities will also conduct warrant checks for all visitors. Correctional facilities maintain visitor registration logs as a permanent record for accountability purposes; these logs prove that an inmate's rights have not been violated and are also used for emergency evacuation purposes in the event of a critical incident or emergency.

FACILITY AND VISITATION AREA SECURITY

☑ CO725.3. Describe how to search the visitation area for safety hazards and security issues before a visitation

Conduct a systematic search of the visiting area before allowing inmates or visitors access. The area should be free of contraband and any potentially hazardous material. Inspect the equipment and furniture in the visitation area to make sure they are in working order. Search the restrooms in the same manner. Visitation areas can be used for other purposes, such as staff briefing before visitation and other events. It is crucial that you resolve any issues before allowing visitation to occur.

☑ CO725.4. Describe how to search visitors for contraband before admitting them to the visitation area

To ensure that no contraband is brought into the facility, visitors are searched using different methods such as metal detectors, cell towers, visual inspections, and pat searches as discussed in Chapter 5. All objects a visitor brings are subject to search, whether visually, with an X-ray machine, or by other electronic means.

☑ CO725.5. Explain how to direct visitors to the visitation area while maintaining safety and security

It is common for visitors to have contraband in their possession. Not all items that are considered to be contraband in a correctional facility are criminal in nature or pose an immediate threat to the safety or security of the facility. For example, most facilities consider personal keys to be contraband, since keys are sharp objects and could be dangerous. The visitor will likely be told to return the keys to their car or place them in a secure location until they leave.

If a visitor is found with contraband that poses an immediate threat to the facility's safety or security, it will be confiscated and may be processed as evidence. You should confiscate all contraband of a criminal nature, such as unauthorized cell phones, weapons, drugs, and intoxicants. The visitor is then subject to criminal prosecution, and visitation privileges may be terminated. All confiscated property will follow the chain of custody. Take the necessary precautions to preserve evidence that would aid in an investigation.

After registering and searching, visitors are either verbally directed or escorted by an officer to the visitation area. In either instance, you must maintain the safety of the visitor and the security. Visits may occur in other designated areas, such as a medical center or confinement area, as approved by the officer in charge. In such cases, it may be necessary to escort the visitor to an alternate location. Remember that attorney-client visits are privileged and must follow approved guidelines.

INMATE NOTIFICATION OF VISIT AND SEARCH

☑ CO725.6. Discuss the process for notifying an inmate of visitor arrival in the designated visitation area

When visitors arrive at the facility and have been approved for visitation, the inmate is properly identified and informed of the visit. Each agency will notify inmates differently, so you must know and follow your agency's policies and procedures when notifying inmates of visitors. The inmate may either accept or decline the visit. If the inmate

declines the visit, document it and notify the visitor registration area. The visitor will be informed and asked to leave.

Before escorting an inmate to a visitation area, you must search them for contraband. Visually inspect inmates to make sure that they have complied with the facility dress code. Depending on the layout of the facility and the agency's policies or procedures, verbally direct, monitor, or escort the inmate to the designated visitation area, or document and issue a pass to the inmate for the visitation area.

☑ CO725.7. Describe how to search an inmate before entering the visitation area

MONITORING THE VISIT

Continually observe the conduct of the inmate and visitor for general rule violations such as excessive noise, vulgarity, sexual misconduct, introduction of contraband, and altercations. Take immediate action if you observe a rule violation.

☑ CO725.8. Describe how to monitor an inmate and visitor during a visitation

Even though all visitors are searched before entering the visitation area, contraband can still be introduced to the facility during visitation. For example, visitors may smuggle contraband through security checkpoints by "ballooning," which is when contraband is placed in a sealed balloon and concealed in a body cavity or swallowed for later expulsion.

You should pay particular attention to inmate and visitor activity after a visitor exits a restroom. While in the restroom, the visitor may retrieve the concealed contraband and later pass it to an inmate or hide it in the visitation area. If you observe a visitor with contraband, the visitor may be detained.

If an issue arises that you cannot control or that is beyond your authority, call for backup. You may call the officer with the authority to end the visit, and the agency may permanently restrict the visitor from the facility and discipline the inmate. Document any actions taken. During and after visitation, monitor inmates for emotional reactions that require referral to service providers, such as a mental health professional or chaplain.

All rules for in-person visitation apply to online visitation as well. The supervision of online visitation may be conducted by the facility or by the vendor. Refer to your agency's policies and procedures.

EXITING THE VISITATION AREA

At the end of visitation, ensure the inmate and visitor are separated, and explain to the visitor where and how to exit the visitation area. Verify that all visitors have left the visitation area, and confirm the identity of each visitor before they exit the facility. Ensure that all items a visitor had upon entry are accounted for on departure, such as jewelry, clothing items, and shoes. Update the visitation log to reflect that the visitor has departed.

☑ CO725.9. Explain how to complete inmate visitation while maintaining safety and security

Be aware that contraband could be concealed in the visitation area for an inmate to recover at a later time. Systematically search the visitation area and restrooms upon the conclusion of a visit. The area should be free of contraband and any potentially hazardous material. If you discover contraband, confiscate it, maintain the chain of custody, and contact your supervisor.

After the visit, inmates should be segregated and monitored pending a thorough search. Inmates exiting a contact visit are searched to ensure that no contraband enters the facility. Process any contraband found according to your agency's policies and procedures. When a search is complete, direct or escort the inmate back to their assigned area and complete the search documentation.

UNIT 2 AREAS OF SUPERVISION

LESSON 6 Work Squads

© Lesson Goal

At the end of this lesson, you will know how to monitor inmates during a work detail.

Think About This

While supervising inmates who are cleaning up trash by a highway, an officer notices an inmate picking up a small plastic bag that was just thrown out of a moving car. How should the officer respond to this incident?

Monitoring inmates outside of a facility provides unique challenges because officers do so without the help of walls, gates, and cameras. Officers supervising an outside work detail must remain aware and vigilant because the responsibility rests on them to keep themselves, the inmates, and the public safe.

Inmates are often assigned work responsibilities within the correctional system. Classification is responsible for assigning inmates to a work detail, and medical staff will provide screening to ensure that the inmates are medically cleared and eligible to perform the assigned job tasks. These assignments could be inside or outside of correctional facilities.

INSIDE AND OUTSIDE WORK SQUADS

Work crews or squads that do not go beyond the security perimeter of a facility are considered inside work squads. Any squad or detail that works beyond the perimeter is considered an outside work squad. Correctional facility work squads perform a variety of services that provide a cost benefit to state and local governments. Inside work squads assist with maintenance, sanitation, food service, library, medical, laundry, and other duties as assigned.

Inmates on outside work squads usually perform road maintenance, grounds maintenance, sanitation, farming, and other assigned duties. In certain circumstances, some inmates are allowed to leave the facility without supervision for work. These inmates may be on a work release or continued employment program.

Verify an inmate's identity on an inside or outside work squad by comparing the inmate's issued ID card with the work squad roster and the inmate. Officers assigned to outside work squads are required to verify each inmate's identity before they exit the facility. You should inspect the identification for obvious signs of tampering, making sure that the identification card is valid. If you suspect that the identification card is altered or the inmate is concealing their actual identity, confiscate the card and immediately contact a supervisor for further instruction.

☒ CO726.1. Differentiate between inside and outside work squads

☒ CO726.2. Describe how to verify an inmate's identity for a work detail

- ☒ CO726.3. Describe how to search an inmate before and after a work detail

Search inmates for contraband before and after a work detail. The type of search may depend on the type of work assignment, the location, and the equipment used during the work detail. Perform a pat search or strip search, depending on your agency's policies and procedures. While conducting a search, make sure the inmates are properly dressed for the work squad. Inmates who fail to comply with rules and regulations, such as dress codes, will be subject to disciplinary action. If an inmate cannot perform an assignment, notify your supervisor.

- ☒ CO726.4. Discuss how to maintain accountability of a work detail

When you are supervising a work squad, you must maintain an ongoing count of all inmates under your supervision, and this count begins when you take custody of inmates for a work detail. Counting is particularly important when changing work locations, but the specific reporting procedure varies from agency to agency. Count, document, and report the number of inmates when leaving the facility, when arriving at the destination, after changing locations, when leaving the work site, and upon arriving back at the facility. Document the inmates' names, numbers, work location, and the total number of inmates in the work squad. The supervising officer should call in security checks to the facility's control room every 30 minutes; this step is important to maintain staff and inmate accountability as well as safety precautions.

Search the work area to provide safety and security before allowing inmates access. Vary the method and timing of searches conducted for regularly scheduled work locations to prevent the creation of a pattern or routine. When searching, you should remove any potentially hazardous material. Work areas outside the facility are potential contraband drop-off sites, especially when the work detail extends beyond one workday. If a work detail is regularly scheduled, inmates can arrange for contraband to be dropped off at a predetermined location. The inmate will then return to the site and retrieve the contraband.

INSTRUCTIONS FOR WORK DETAILS

- ☒ CO726.5. Discuss how to maintain inmate safety and security during a work detail

Before each new work detail, conduct and document safety training for the inmates. Ensure that you issue the proper work and safety equipment to all inmates assigned to the work detail. Safety equipment may include safety goggles, hearing protection, or gloves. Before allowing inmates to work, inspect all equipment to ensure that it is in proper working order and verify that the item has not been altered. This inspection should take place both before issuing equipment to inmates and after it has been returned. It is the work squad officer's responsibility to maintain accountability for equipment used by inmates at all times.

Before allowing inmates to begin working, explain the boundaries of the work site and remind them of the rules regarding inmate behavior in the work area. Demonstrate how to use any work equipment, and answer any questions the inmates may have concerning the assigned work. It is possible that your facility will provide specific training before assigning you to supervise a work squad. It is your responsibility to supervise inmates' work performance, to maintain the safety and security of the squad, to notify your supervisor of any problems that may arise, and to document all training provided to work squads.

While monitoring a work detail, ensure that all inmates:

- complete the work assignment in a timely manner
- are trained to operate the equipment
- do not damage or alter equipment or other items in the work area
- wear safety equipment properly
- follow the guidelines for interacting with the public
- wear the appropriate clothing
- stay within the assigned work area

☑ CO726.6. Describe how to monitor inmates during a work detail

Immediately correct any deviation from the instructions given and document incidents as necessary. Report any injuries or illnesses at the work site immediately, and ensure that the inmate receives the appropriate treatment. In the event of a life-threatening emergency, immediately request local emergency medical services (EMS), notify your agency, and request additional support as needed. When taking any action, remember to follow your agency's policies and procedures and complete the necessary documentation.

When supervising a work detail, you are required to provide periods of rest to include proper hydration, meal breaks, and restroom breaks. Search the restroom facilities before use, and identify and block the locations of potential escape routes and security risks to discourage escape attempts and the introduction of contraband. During work periods or restroom breaks, secure and monitor the transport vehicle constantly; check that it is locked to ensure that no contraband is introduced.

If an inmate becomes non-compliant, combative, or disorderly during a work detail, contact the control room or local law enforcement for assistance and use the amount of force necessary to control the inmate and protect the public. In the event of an escape, immediately assemble the remaining inmates, secure them, and notify the facility that an escape has occurred by providing them with as much information as possible.

★ **Note**

Do not abandon the remaining inmates in an attempt to capture an escaping inmate.

At the end of a work detail, instruct the inmates to secure all equipment and thoroughly search the work area to ensure that they have not left any tools, materials, notes, or contraband behind. All work equipment needs to be inventoried to make sure all equipment is accounted for.

Because it is easiest to obtain contraband during an outside work detail, you are required to conduct a thorough search of each inmate upon return to the facility. Remove the inmates from the transport vehicle, search the vehicle thoroughly, and escort the inmates into a secure area to conduct the searches. All inmates returning from an outside work detail will go through a body scanner if available. Some facilities require that returning inmates be strip searched before re-entering the facility.

☑ CO726.7. Discuss how to maintain facility and inmate safety and security at the end of a work detail

UNIT 2 AREAS OF SUPERVISION

LESSON 7 Hospital Assignments

© Lesson Goal

At the end of this lesson, you will be able to monitor and maintain custody of an inmate during a hospital assignment.

Think About This

During a hospital assignment, an officer removes an inmate's restraints to allow them to use the restroom. As the officer stands guard outside the restroom door, the inmate climbs through the ceiling of the restroom and attempts an escape. How could this situation have been avoided?

COMMUNICATING SECURITY CONCERNS WITH MEDICAL STAFF

☒ CO727.1. Explain what to communicate to medical staff regarding inmate security concerns

As part of your duties, you may be required to accompany an inmate to the hospital. When you arrive at the hospital, give any accompanying medical records to the hospital staff, and speak with medical staff if you have security concerns that may affect the care of the inmate. These concerns may include:

- unauthorized visitations
- safety and suicide precautions
- unauthorized phone access
- access to items that are considered contraband in a correctional facility

Hospital staff may assist with moving an inmate throughout the facility; however, it is your responsibility to maintain security.

GENERAL OFFICER RESPONSIBILITIES

☒ CO727.2. Describe how to maintain inmate safety and hospital security

When you are assigned hospital duty for an inmate, you must notify your supervisor or the control room staff of your arrival, the hospital room number, and the inmate's condition. Survey the area in which the inmate is being held for potential security threats. Remove any unnecessary medical equipment, furnishings, and hospital personnel from the immediate area when possible. Conduct a visual search of the inmate, the room, and any adjacent rooms, including the bathroom facilities that the inmate uses during their stay. Systematically inspect and secure all windows and secondary exits if possible, and inspect all restraints used on the inmate to ensure that they are properly secured. Correct and report any discrepancies to your supervisor.

When applying, removing, or checking restraints, be aware of your weapon retention techniques when you are near the inmate. Stand strategically between the inmate and

other people or the door. If the inmate is in isolation, station yourself outside the door. If the inmate is in the operating room or intensive care unit (ICU), follow the direction of hospital staff, but do not violate your agency's policies and procedures. Contact your supervisor immediately if a conflict occurs between hospital and agency policy.

Do not allow the inmate to have contact with the public. If the security of the inmate is compromised due to public contact, notify your supervisor immediately to determine what additional security measures may be necessary. Your correctional facility's administration will handle inmate deathbed visit requests on a case-by-case basis.

All equipment bags or hospital equipment assigned to an officer by a facility's control room staff, as well as all activity related to inmate hospitalization, must be documented according to your agency's policies and procedures.

Some facilities contract external security officers to supervise inmates during hospital assignments.

RESTRAINT CONSIDERATIONS

Security restraint devices, such as shackles, handcuffs, or flex cuffs, may be used to secure an inmate in the hospital. It is common practice for officers to apply one leg restraint to the inmate and the other to the bed frame (not the bed rail) to prevent unauthorized movement. Security restraint devices may be removed temporarily, with approval from the facility officer-in-charge, to conduct medical tests or procedures. Removing handcuffs and leg restraints at the same time is not recommended unless medically necessary; however, in such cases, take additional security measures. Reapply restraints once the test, procedure, or examination has been completed.

If a licensed healthcare professional requests that all restraints be removed, inform them of all relevant security concerns related to the inmate. Contact your supervisor or the facility's officer-in-charge to discuss available options.

Restraints may not be used on an inmate who is known to be pregnant during the third trimester, or during labor, delivery, and postpartum recovery unless you determine that the inmate presents a substantial flight risk or some other extraordinary medical or security circumstance exists that requires restraints to be used. There are additional restrictions on the types and placement of restraint devices on pregnant inmates, which you will learn more about in Chapter 8. Always follow your agency's policies and procedures.

Outside of shackles and cuffs, inmates may be controlled through other methods. **Clinical restraints**, such as belts or straps, are ordered by an attending physician and are devices used to keep inmates from injuring themselves in a medical facility. **Clinical seclusion** is the isolation of an inmate from the general population at a medical facility for medical and safety reasons; seclusion may include placing an inmate in a padded room or a straitjacket for their safety. The attending physician has sole discretion on the application or removal of clinical restraints and placement in or out of clinical seclusion based on specific medical needs.

☒ CO727.3. Identify the role of security restraint devices

☒ CO727.4. Identify the role of clinical restraints and clinical seclusion

☒ CO727.5. Describe how to maintain inmate safety and hospital security during an inmate medical emergency

MEDICAL EMERGENCIES DURING HOSPITAL STAYS

Medical emergencies may occur during a hospital stay, so it is important that security measures do not interfere with medical life-saving interventions. Inmate medical emergencies are chaotic events, and multiple medical staff may respond to the situation. Notify the nearest medical staff for assistance if an inmate exhibits any of the following:

- signs of medical distress, such as difficulty breathing, extreme sweating, nausea, extreme bleeding, or paralysis
- dislodging of medical devices or equipment, such as intravenous (IV) lines or monitors
- a medical situation beyond your training and abilities

Monitor all activity and maintain a balance between security and medical treatment, and document all personnel entering and exiting the room. You must complete an incident report as soon as possible after the medical emergency has been resolved.

UNIT 3 INMATE MOVEMENT

LESSON 1 Escorting Inmates

© Lesson Goal

At the end of this lesson, you will know how to safely escort an inmate.

Think About This

An officer is called to escort an inmate returning from an outside work assignment. What precautions should the officer take before escorting the inmate to their housing unit?

Escorting inmates requires the use of officer safety procedures to ensure the safe and timely movement of an inmate from one location to another. Escorting may be as simple as walking with a single unrestrained inmate from different locations or as complex as accompanying a group of fully restrained inmates.

An **escort** refers to the movement of an inmate from one point to another accompanied by an officer or staff member. You may conduct two types of escorts in a correctional setting: internal and external escorts. Internal escorts are conducted within a facility's secure perimeter while external escorts occur outside the secure perimeter of a facility. An external escort could be the result of an outside work detail, a chase vehicle following an ambulance, or any other escort outside the security perimeter of a facility. Always follow your agency's policies and procedures with external escorts.

ESCORT SAFETY

You will receive oral or written instructions to escort inmates, including which inmates will be escorted as well as their destination. Inmates must be positively identified before departing. Take an accurate count of all inmates, and notify the appropriate staff of the number of inmates to be escorted and their destination. The reason for an escort, the number of inmates, and an inmate's classification will determine the number of officers needed for the escort and the level of physical restraint required. Reasons for an escort may include workgroup assignments, medical and mental health services, and visitation. Additional staff may also be necessary.

Before escorting an inmate, conduct a pat search for weapons and contraband. Some facilities require strip searches when inmates are escorted to and from the facility. To ensure the safety of all inmates, consider an inmate's stature and limitations when preparing for an escort. Consider any limitations as well as their physical condition, such as missing limbs, paralysis, obesity, prosthetic devices, crutches, or wheelchairs. Remember that all medical equipment and prosthetic devices require a search for contraband. All inmates, whether they have medical needs or not, must be diligently searched with the same level of attention and care. Inmates who have acute or chronic medical

☒ CO731.1. Describe how to count and search inmates before an escort

- ☒ CO731.2. Describe how to escort inmates while maintaining safety and security

conditions or serious injuries may also require additional specialized equipment during an escort. Examples of such medical conditions include inmates with respiratory illness, broken limbs, gunshot wounds, cardiovascular diseases, and mental illness.

Stay aware of your surroundings at all times while escorting an inmate. Position yourself to the rear and slightly to one side of the inmate in order to control movement. Escort officers should be familiar with the diversionary tactics of inmates. During movement, contraband may be introduced, the inmate may commit battery, or the inmate may attempt an escape. Some equipment that officers may use while escorting inmates includes handcuffs, leg irons, waist chains, and restraint chairs. Escort techniques and equipment are further discussed in the Defensive Tactics portion of the curriculum.

- ☒ CO731.3. Explain what actions to take after completing an inmate escort

After completing an escort, confirm that the number of inmates, as well as the identity of the inmates arriving at the destination, matches the original record of the inmates departing. Contact the appropriate staff member to notify them that the escort is complete, and document the escort according to your agency's policies and procedures.

UNIT 3 INMATE MOVEMENT

LESSON 2 Transporting Inmates

© Lesson Goal

At the end of this lesson, you will be able to transport inmates of all classifications while maintaining safety and security.

Think About This

While transporting inmates to a work detail, an officer hears loud noises from the back of the transport van with one inmate yelling that they need to use the bathroom. What should the officer do?

Moving an inmate from one area to another, even if only from the facility to a courtroom, presents a potentially dangerous situation. Many inmates try to use the time between locations and outside of the facility's gates to attempt an escape. You need to know the security issues that come with transporting inmates in order to prevent risk to yourself and the community.

Transport is defined as moving an inmate from the confines of a secure facility to another location outside of the facility. While inmate transport is a routine operation, you must continually be aware of your surroundings during an inmate transport. Pay close attention to inmates' behaviors, public activity, activity in and around the transport vehicle as well as surrounding traffic, and security at the destination.

Other potential security issues you may encounter include vehicle accidents, mechanical failure, medical emergencies, or interactions with the general public. Reasons for inmate transport include medical treatment at local facilities or offices, transfers, work assignments, confinement, and required court appearances within and between jurisdictions.

CHOOSING A TRANSPORT VEHICLE

There are several types of transport vehicles with specialized security or accommodation equipment. You can determine what type of transport vehicle is required by considering how many inmates are to be transferred, what their custody levels are, if they have special needs, and the purpose of the transport. These may include:

- a transport bus or van with cages, extra locks, and isolation seats
- a van with negative pressure ventilation and wheelchair accessibility
- a car with cages

Keep in mind that you may need to segregate inmates in separate vehicles or separate compartments within the transport vehicle. The following groups of inmates must be transported in separate compartments: male and female inmates, juveniles and adults, high-profile inmates, co-defendant inmates, violent inmates (who must be separated

☒ CO732.1. Identify the function of each type of inmate transport vehicle

from others), suicidal inmates, and inmates with mental health conditions. Whenever possible, transport inmates in secure compartments without access to the driver.

An inmate's custody level directly affects how an inmate may be transported. Inmates with a lower custody level, such as those who are assigned to workgroups or squads, may be transported in vehicles without cages and partitions; however, always follow your agency's policies and procedures.

Certain custody levels require transport vehicles with secure cages and partitions. These types of transport may also require a **chase vehicle**, also referred to as a trailing vehicle, which is an armed escort vehicle that follows or trails a transport vehicle in order to provide additional security. These vehicles are often used when the transport is a high-level threat, such as when transporting a death-row inmate or an extremely violent inmate.

TRANSPORT VEHICLE INSPECTION AND SEARCH

- ☒ CO732.2. Describe how to inspect and search an inmate transport vehicle for safety and contraband

It is your responsibility to systematically inspect the transport vehicle for mechanical deficiencies and possible security breaches and to make sure the vehicle is properly equipped and in good working order. Make sure that the vehicle is fueled, that fluid levels are sufficient, and that tires are properly inflated. Check that all equipment functions properly, including the radio, brakes, spare tire and jack, horn, lights, seat belts, wipers, mirrors, security equipment, and locks. Some agencies may require equipment such as safety reflectors, a fire extinguisher, or a first-aid kit. Document the inspection results on the designated, agency-approved form. Note any deficiencies and, if necessary, submit a work order. Notify your supervisor if further instructions are necessary. Any discrepancies should be corrected. Do not use a vehicle until repairs are performed.

Apply systematic area search techniques to the inside and outside of a transport vehicle. These searches are done to make sure there is no contraband present before and after an inmate transport. Pay particular attention to the secure compartments where the inmates will be or have been seated. Common components of a vehicle, such as bolts, screws, and parts of seat belts, can be removed quickly and without notice. Such items can be made into weapons or other contraband.

SECURITY CONCERNS

- ☒ CO732.3. Describe what the security concerns are when loading and unloading inmates
- ☒ CO732.4. Describe the functions of the different types of inmate transport vehicle security devices

When the vehicle has entered the designated area, such as a sally port, secure the inmates in the vehicle. When loading or unloading inmates from a non-secure area, such as a hospital, tactically position the vehicle to prevent escape or ambush. If you observe security concerns, contact a supervisor or local law enforcement for assistance.

Generally, all inmates must be restrained during transport. The various security restraint devices that can be used include hand or ankle cuffs, waist chains or cuffs, black boxes (hard interlocking covers for handcuffs and waist chains), leg braces, or an electronic control belt. However, you must not restrain inmates to the vehicle except by the use of standard seat belts and shoulder harnesses. An inmate's custody level will determine the level of

restraint required during transport. You must take the limitations and physical attributes of an inmate into consideration when determining the types of restraints to use. Transport vehicle security devices, such as security cages, partitions, and screens, are all physical barriers installed in vehicles to separate inmates from each other as well as from the officers.

TRANSPORT DOCUMENTATION

Before departing, make sure you have the proper authorization and documentation to transport inmates. These documents may include a court order, court docket, face sheet, or transport request. A **face sheet** is a document with a current picture of the inmate, name, inmate identification number, physical description, incarceration date, date of birth, end of sentence date, and custody level.

Once you have verified transport documents, confirm the identity and total number of inmates. Check the count at departure and again at arrival. You must make certain that all required transport documentation goes with you to the destination.

☒ CO732.5. Explain the role of inmate transport documents

SECURING THE INMATE AND STAFF NOTIFICATION OF TRANSPORT

An important part of the transport process is securing the inmates. Remove the inmates designated for transport from the general population, but make sure that you have the right inmate by checking that their ID card or armband picture matches the inmate's appearance and that their name matches your list. Move them to a secured area, verify that they are wearing proper attire, search each individual inmate before transport, and secure the inmates. Once you have properly applied security restraint devices, place the inmates in the transport vehicle, and seat them in segregated compartments if required. Be sure to apply seat belts to all inmates. Officers and inmates must adhere to the Florida Safety Belt Law, and the number of inmates transported cannot exceed the vehicle passenger capacity.

Depending on your agency's policies and procedures, you may be assigned a firearm and duty gear. Make sure that the firearm is in good condition and has ammunition. You should also wear body armor when available or applicable.

A transport plan must include a primary and an alternative route. Be aware that inmates may create diversions to create opportunities for escape. Routes should be varied to reduce the risk of outside assaults.

☒ CO732.6. Explain how to secure inmates in the transport vehicle while maintaining safety and security

☒ CO732.7. Describe how to transport inmates while maintaining safety and security

★ Note

During transport, if an inmate becomes non-compliant, combative, disorderly, or complains of a medical condition, do not stop the transport.

Many doctors' offices will not see disruptive inmates. The courts are also hesitant to hold legal proceedings with inmates who cannot conform to courtroom decorum. If an inmate

becomes disruptive, immediately contact your agency with all appropriate information and follow instructions.

If the transport vehicle encounters any unexpected incidents, such as a vehicle crash, mechanical failure, or a problem with the primary route, immediately make sure that all inmates are secured. In such cases, contact the local law enforcement agency for assistance and contact your supervisor for further instructions. When contacting local agencies, provide as much information as possible.

Maintain communication with the facility and provide necessary information during transport, such as the direction of travel, the primary and alternative routes, the number of inmates, the time of departure, the beginning and ending mileage, the destination, and the expected time of arrival (ETA). Provide status updates and time of arrival at the destination. Information provided by the transport officer will be documented by the agency's control room. Remember to document any unusual occurrences on the appropriate agency form or report and include all relevant information.

In some circumstances, a transport could result in a transfer. A **transfer** is movement of an inmate from one housing location to another. For example, an inmate's routine medical appointment could result in hospitalization. If this occurs, contact your agency for specific instructions.

Upon conclusion of the transport, perform a vehicle inspection again and note any damage. Check the vehicle's fluids, and make sure that the vehicle is clean, refueled, and parked in its designated area. Complete the vehicle inspection documentation as required.

UNIT 4 REFERRAL AND DISCIPLINE PROCESSES

LESSON 1 Inmate Referrals

© Lesson Goal

At the end of this lesson, you will be able to make a referral for an inmate showing signs of distress or need.

Think About This

An inmate nervously approaches an officer and says, “I’ve been having a hard time since I got here. Is there someone I can talk to?” The officer tells the inmate they don’t have time and directs the inmate to talk to someone else. After a few weeks, the inmate tries to commit suicide. How could this situation have been prevented?

It is critical that you effectively observe and recognize an inmate in distress and in need of referral services. You must become familiar with your agency’s referral process to make sure that all inmates receive the appropriate care.

Cooperation and adequate communication between you and service provider(s) are vital to the proper care and treatment of inmates. Inmates may be referred to any of the following services through referral or by request:

- medical
- dental
- mental health
- chaplain
- substance abuse
- classification (for example, housing location or work assignment)
- educational programs
- law library requests
- re-entry programs

Inmates may put in a sick call for dental needs, and if it is an emergency, medical staff will refer them to the dentist. Substance abuse services may be court-ordered or referred by medical staff during intake. Inmates may choose to voluntarily participate in Alcoholics Anonymous (AA), Narcotics Anonymous (NA), anger management programs, and parenting classes.

Referral and request procedures vary at each facility. Being familiar with the referral process in your facility will allow you to provide an inmate access to needed resources as soon as possible and will help you ensure the safety and security of the facility.

IDENTIFYING THE NEED FOR A REFERRAL

Sudden or unusual changes in an inmate’s behavior may indicate the need for a referral. Being familiar with inmates under your supervision will allow you to observe and recognize changes in behavior. Information used for a referral may include statements made by an inmate, observed behaviors, or another reason, such as a personal crisis. Providing this information may help the service provider determine the proper treatment.

☒ CO741.1. List the different referral services available to inmates

☒ CO741.2. Identify changes in inmate behavior that may require a referral

Some signs and symptoms of distress or medical need are illness, physical pain, odd movement, or unresponsiveness. Obvious signs or changes to observe in an inmate may include difficulty in walking, low energy, screaming, crying, weight loss, a rash, or a severe cough. These changes may also indicate sexual abuse or harassment. You will learn more about recognizing the signs of sexual abuse in Chapter 8.

It is important to be aware of changes in behavior, especially when these changes happen suddenly. Behavioral changes include giving away belongings, wanting to be alone, not eating, acting strangely, having unusual interactions with others, being restless, or showing signs of poor personal hygiene. Psychological symptoms may require more interaction to determine the severity of the need. These symptoms may include sudden changes in demeanor, mood swings, depression, or suicidal thoughts.

Inmates may request a referral for services; treat this request in the same way as if you observed the need. Staff, friends, family members, or other inmates may report strange inmate behavior, or cell searches may reveal suicide notes or other evidence that an inmate needs referral services. Base your decision for an inmate referral on the information that you obtain and on your knowledge of the facility's available services. After careful assessment, refer the inmate to the most appropriate service provider. For example, if you observe bizarre behavior, you should make a psychological referral. Illnesses and injuries require a medical referral. If the type of service the inmate needs is not obvious, contact your supervisor for further direction.

MAKING THE REFERRAL

☑ CO741.3. Explain the process of making an inmate referral

Once you identify the need for a referral, gather relevant facts to explain your decision. You should directly observe and interview the inmate and any other relevant staff to ensure that you are referring the correct person to the correct service based on the condition of the inmate.

Tell the service provider about the inmate's specific actions and behaviors, but avoid generalizations. Statements such as "acting weird" may not be helpful; instead, use more specific language such as "the inmate was talking to the wall" or the inmate was "unresponsive and staring off into space." It is essential that you take good field notes to adequately relay the information to the service provider and later document the incident.

Follow these basic steps when making a referral:

- Identify the need for a referral.
- Interview the inmate, staff, or others.
- Make the referral.
- Contact service providers.
- Request an escort if necessary.
- Document the incident.

Each agency may have different procedures for making referrals. It is your responsibility to know your agency's requirements.

OFFICER RESPONSE TO INMATE NEED

Once you determine the need for a referral, keep the inmate under close observation. Until the inmate is in the care of the service provider, you are responsible for taking necessary action so that no harm comes to the inmate or anyone else. For example, administer first aid within the scope of your training, or intervene to prevent suicide without jeopardizing your own safety. In any situation, remember to use standard precautions and always use PPE.

Always respond when an inmate reports or displays medical or psychological distress. However, be cautious; an inmate could pretend medical distress to cause a distraction. Assess the situation and determine the safest way to respond. You may have to wait for additional staff in some instances if that is the safest way. Recognize that an inmate may try to assume the identity of another inmate. Always confirm the identity of an inmate before referral.

- ☒ CO741.4. Describe an officer's responsibilities after making an inmate referral

INMATE MOVEMENT AND DOCUMENTATION

When an escort is necessary, security measures must be considered before movement; these considerations include the inmate's classification level, types of restraints used, separation of incompatible inmates, and number of officers needed. You must also notify the appropriate staff of all inmate movement as part of the necessary security measures.

Any time an inmate has been referred, communicate with the appropriate staff to coordinate inmate movement. This communication is passed along verbally or through a daily log. Share details of the referral, follow-up requirements, and assessment with other shifts. When the inmate arrives at the destination, notify the control room or supervisor that the movement of the inmate is completed.

Documentation of an inmate referral varies among correctional agencies. This documentation is forwarded from the housing unit to the service provider. Typically, this documentation is a narrative report that addresses the need for the referral, the proper identification of the inmate being referred, and the service provider.

- ☒ CO741.5. Describe the safety and security considerations when moving an inmate after making a referral to services
- ☒ CO741.6. Describe the notification and documentation process after making a referral

UNIT 4 REFERRAL AND DISCIPLINE PROCESSES

LESSON 2 Inmate Discipline Process

© Lesson Goal

At the end of this lesson, you will be able to describe the inmate discipline process.

Think About This

While passing by a confinement cell, an officer hears an inmate call out to them. As the officer approaches the cell, the inmate starts yelling profanities and threatens to hurt the officer. What disciplinary action may this inmate receive?

In a correctional setting, inmates may engage in disruptive behaviors, such as fighting, violating inmate conduct rules, and creating situations that threaten the safety and order of the facility. The Florida Statutes provide overall guidelines for rule enforcement in a facility. It allows each facility to expand the authority and guidelines for disciplinary processes in order to allow facility authorities the ability to tailor the process to each situation.

F.A.C. defines the rules of prohibited inmate conduct and the penalties for violations or infractions in state correctional facilities, and a list of these rules is provided in every inmate's handbook. Likewise, FMJS governs rules in county facilities, and inmates are given a copy of the rules of conduct in their inmate handbook.

INMATE DISCIPLINE

Discipline is the enforcement of a penalty for a violation of established rules and is used to ensure compliance with those rules. The disciplinary process is designed to correct an inmate's behavior, and the goal of discipline is to maintain order and ensure the safety and security of the facility. While an inmate can never be denied due process, it may be restricted through the disciplinary process in order to meet the safety needs of a facility. For example, receiving mail is a right, but with the exception of legal mail, it may be withheld from an inmate until disciplinary confinement is complete.

☑ CO742.1.
Explain the role of progressive discipline for an inmate rule violation or infraction

The disciplinary process is an administrative function that addresses minor and major rule violations; it does not follow the same rules as criminal procedures. Sometimes called progressive discipline, this process progressively increases the penalty for an inmate who does not correct their behavior. An officer may use their discretion when determining a disciplinary action, but they must consider the severity of the rule violation and any violations of the law. If an inmate is involved in a disciplinary process and a pending outside criminal charge may apply, follow your agency's policies and procedures to ensure that *Miranda* warnings are given by a law enforcement officer or facility investigator before questioning the inmate.

A **rule violation**, also sometimes referred to as an infraction, is an activity or behavior that is not permitted in a correctional facility. An offending inmate will be disciplined within the facility, receive institutional charges, and may or may not receive criminal charges. Examples of rule violations or infractions include an inmate being in an unauthorized area, lying to staff, or resisting escort by an officer.

Collect and analyze all relevant information about an observed or reported rule violation. Ask the inmate and other observers open-ended questions to obtain more information about the violation. Ask follow-up questions and take complete and accurate notes on the information you receive. During questioning, look for inconsistencies in inmate responses, body language, or physical evidence.

Minor and Major Rule Violations

When you observe inappropriate inmate behavior, begin the documentation process of progressive discipline. Be familiar with and refer to your facility's inmate handbook or agency's policies and procedures. After determining if it is a minor or major rule violation, respond based on the severity of the incident.

Minor infractions are violations of rules for which a disciplinary report is not necessary; it is any rule violation that results in a consequence beyond a verbal warning but does not rise to the level of maximum disciplinary sanctions. An example of unacceptable behavior generally considered to be a minor infraction is wearing a uniform improperly. Some violations may be considered major or minor depending on the circumstances, the severity or the degree of the violation, and other considerations. Documentation of all infractions is also important for tracking inmate's behavior.

Major rule violations are any disruptions so significant that maximum disciplinary sanctions may be imposed. Incidents like disorderly conduct, disrespectful behavior, violence, use of a weapon, sexual activity, use of drugs or intoxicants, battery, and extortion are considered major rule violations. As soon as you become aware of a major rule violation, obtain approval from the shift supervisor to begin the disciplinary process.

It may be necessary to isolate the inmate in a holding area to maintain the order and security of the facility as well as the safety of staff, visitors, and inmates. If you need to place an inmate who has committed a major rule violation into isolation, follow these steps:

- Request backup and follow your agency's incident command system (ICS) protocol.
- Contact a supervisor or control room.
- Secure the inmate and separate them from other inmates.
- Secure the scene (if there is a suspected crime scene).
- Collect any evidence.
- Move the inmate to a holding cell.

☒ CO742.2. Describe the process of progressive discipline for minor and major rule violations, including inmate isolation

- Have medical perform a pre-confinement physical (depending on the agency's policies and procedures).
- Move the inmate to confinement.
- Document the incident.

In most facilities, officers must notify their supervisor of any major rule violations. The supervisor will evaluate the incident and make sure that any additional action is taken as needed. A higher authority, such as a duty warden or sheriff, may also be notified, as well as outside agencies. Depending on the nature of the incident, it may be considered a crime scene. In this case, evidence must be preserved and protected, and coordination with other agencies may be required. The supervisor must approve any action taken, verify that proper documentation is completed, and make sure that the disciplinary process is carried out in a fair and unbiased manner.

Corrective Action

Corrective action refers to the types of action taken in order to address an inmate's inappropriate or unlawful behavior and to prevent it from happening again. Given the nature of a correctional facility, inappropriate inmate behavior will inevitably occur.

☑ CO742.3. Identify corrective actions an officer can take as part of the inmate disciplinary process

When you observe inappropriate conduct, give a verbal warning or counseling to the inmate to stop the behavior immediately. Most disciplinary issues can be handled in this manner. If the inmate immediately corrects the behavior, no other action is required. If the behavior continues, you may escalate your response.

The discipline process may result in the following:

- verbal counseling
- corrective consultation
- formal disciplinary report

A **verbal counseling** is when an inmate is verbally notified that they have committed a rule violation and that their behavior must be corrected, or further action will be taken. Explain your observations to the inmate and describe the unacceptable behavior and steps to correct it. An inmate's behavior is unacceptable if it clearly violates the facility's rules. You can document a verbal counseling in a variety of ways, including incident reports, daily logs, computer logs, an inmate's permanent disciplinary record, or specific agency forms. Before counseling an inmate, refer to the inmate's handbook or rules and regulations manual. Separate the inmate from others during counseling and communicate professionally. Make sure the inmate has a clear understanding of the rules they have broken, and explain the disciplinary process if the inmate's behavior continues. This process could include a disciplinary report, possible loss of privileges, a change in custody level or work assignment, confinement, or loss of gain time.

A **corrective consultation**, also referred to as an incident report or written warning, is usually an agency-specific form that documents an inmate's rule violation. You will counsel the inmate about the offense and then document it on the form. Document the correc-

tive consultation as soon as possible, and include the details of the incident to include your name, the inmate's name and identification number, and the date, time, and location of the violation. Basically, include the details of who, what, where, when, why, and how regarding the violation as well as the specific corrective actions that you took. You and the inmate must sign the form. If the inmate refuses to sign, document the refusal on the form, and provide the inmate with a copy of the completed form within 24 hours. In the case of refusal, two officer signatures are required, and an additional copy will be placed in the inmate's file. This documentation may serve as a basis for future reference or formal disciplinary action. Some agencies do not require written warnings and will immediately issue a disciplinary report.

A **disciplinary report (DR)** is a detailed report of the facts surrounding an inmate's rule violation. Inmates are often moved into administrative confinement during the investigation of a major rule violation. While a DR is normally reserved for major rule violations, when an inmate frequently commits minor rule violations, a DR could be issued. Prior documented rule violations should be included in the report. You must write a disciplinary report within 24 hours from when the incident is discovered. A DR should include the following:

- identifying information
 - officer name
 - inmate name and number, if applicable
 - place, date, and time of the discovered incident
- formal statement of the specific violation (the charge)
- a narrative that contains a detailed explanation of the events and supports the specific violation
- statements from any known witnesses or participants
- a description of physical evidence and its disposition
- action(s) taken
- signature of involved staff
- supervisor's approval

Chapter 8

Supervising Correctional Populations

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

- LESSON 1 Special Populations / 233
- LESSON 2 Americans With Disabilities Act / 235
- LESSON 3 Mental Health Conditions / 237
- LESSON 4 Substance Abuse / 243
- LESSON 5 Developmental and Intellectual Disabilities / 246
- LESSON 6 Physical Disabilities / 249
- LESSON 7 Medical Needs / 252
- LESSON 8 Juveniles and Youthful Offenders / 257
- LESSON 9 Elderly Inmates / 259
- LESSON 10 Female Inmates / 262
- LESSON 11 Sexual Orientation and Gender Considerations / 264
- LESSON 12 Special Considerations for PREA / 266

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

- LESSON 1 Security Threat Groups (STGs) / 269
- LESSON 2 Confinement and Death Row / 272



UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 1 Special Populations

© Lesson Goal

At the end of this lesson, you will understand the common types of societies that inmates form and how special populations are classified.

Correctional facilities are reflective of the communities that their inmates come from. As a correctional officer, you will come into contact with a diverse range of inmates who have differing social identities. **Special populations** are inmates who require special consideration when it comes to their protection, care, and rehabilitation. Your agency may have specific policies, procedures, strategies, and techniques for managing special populations.

Special populations may include the following:

- people with mental illness
- people with substance abuse issues
- people with intellectual or developmental disabilities
- people with long-term medical conditions or physical disabilities
- juveniles or youthful offenders
- people who are elderly
- people who are sexual or gender minorities
- people who are members of a security threat group
- people in special confinement or on death row

☑ CO811.1. Identify the categories of special populations

While special populations are discussed individually, it is important to understand that inmates may belong to more than one group at the same time. For example, an inmate may have both a mental health condition and physical disabilities.

INMATE SOCIETIES

By nature, humans are social beings who tend to identify with people with similar beliefs and backgrounds. Inmate societies tend to form around race, religion, medical needs, geographical identity, ethnicity, cultural background, sexual orientation, and socioeconomic status. An inmate's social and financial status, physical size, crimes committed, number of repeat offenses, and length of sentence can also play a part in these associations. These societies may bond together because of a common background, interests, or sometimes for protection.

Knowing about some of the characteristics of basic societies that inmates form will help you better understand the inmate population.

☑ CO811.2. Discuss why inmates form unique societies

- ☒ CO811.3. Describe the common types of societies inmates form

The following are some of the societies that you may find in a correctional facility as well as their characteristics:

- Racial societies are often hybrids of multiple racial groups and may not reflect a single race.
- Groups focused on religious practice may guide an inmate's daily activities, such as praying five times a day, carrying a rosary, or fasting.
- Inmates with similar medical issues, such as diabetes, HIV, and cancer, often sympathize with their own social group, sharing medical experiences and hardships.
- Inmates from the same geographical region often group together. They use identifiers, such as the telephone area code, and name of the major city or county in which they lived.
- Some inmates from similar socioeconomic groups will cluster and sometimes control certain activities within the inmate population using money, contraband, and influence. Money generally determines the amount influence an inmate has, and with more money comes more power for the inmate within the correctional population.

- ☒ CO811.4. Explain the structural dynamics of inmate societies

Inmate societies may follow a hierarchical leadership where there is a clearly defined leader, subleaders, and followers. Elderly inmates typically do not have a leader, and youthful offender societies often do not maintain the discipline required to keep a leadership structure. Different situations, such as fights, releases, intakes, changes in the availability of contraband, or politics can frequently alter the hierarchy of an inmate society. Remember that each facility is unique, and no two inmates are the same. Be careful not to stereotype people and, instead, work hard to learn the norms, or typical behaviors, of the inmates you manage.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 2 Americans With Disabilities Act

© Lesson Goal

At the end of this lesson, you will understand the role of the Americans with Disabilities Act (ADA) when supervising inmates.

Think About This

An inmate who uses a cane to walk is continually delayed in the shower and often misses the time for an inmate count. What accommodations are available to this inmate?

ADA COMPLIANCE

The Americans With Disabilities Act (ADA) prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in society. The ADA defines a **disability** as a physical or mental impairment that substantially limits one or more of a person's major life activities. Major life activities could include walking, seeing, hearing, breathing, standing, sitting, and generally caring for oneself. The ADA does not specifically name all of the impairments that are covered. A few examples of disabilities that are covered by the ADA include, but are not limited to, the following:

- vision, speech, and hearing impairments
- intellectual and developmental disabilities
- mental illnesses
- cancer
- heart disease
- diabetes
- HIV disease (with or without symptoms)

☒ CO812.1. Describe the Americans With Disabilities Act

Reasonable Accommodations

As a correctional officer, you do not determine if an inmate has a disability covered by the ADA. Generally, this determination is made during initial screenings, or as needed, during an inmate's incarceration. An agency's policies and procedures will dictate how a disability determination is made and what accommodations are required.

Medical staff will assess and diagnose any inmates who have limitations in daily living activities and need a reasonable accommodation. A **reasonable accommodation**, also known as a reasonable modification, is any modification or adjustment that will allow an inmate with a disability to participate in the programs, services, or activities of a facility. A service plan should outline the reasonable accommodations that meet an inmate's medical and mental health needs.

☒ CO812.2. Describe how a facility complies with ADA when providing a reasonable accommodation for an inmate with a disability

Types of reasonable accommodations include compliant policies and procedures that allow eligible inmates with disabilities to participate in facility programs such as work details. For example, an agency would likely violate ADA by having a policy that says all inmates on medications for psychological conditions are ineligible for work details.^{1(p3)} Other reasonable accommodations include providing ADA-compliant facilities for inmates, visitors, and staff, such as bathrooms and common areas accessible to people in wheelchairs. Another category of reasonable accommodations includes providing an effective means of communication through the use of aids (such as closed captioning or braille materials) to people with hearing or vision impairments.

Every inmate has the right to participate in programs that they are qualified for and should not be excluded due to a disability. As a correctional officer, it is important to ensure that inmates in your care are receiving any reasonable accommodations on their service plan.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 3 Mental Health Conditions

© Lesson Goal

At the end of this lesson, you will be able to supervise and communicate with inmates who have mental health conditions.

Think About This

An officer notices an inmate whispering to themselves. When the officer tries to talk to the inmate, they look confused and continue to whisper. What should the officer do?

ACCESS TO TREATMENT AND MENTAL HEALTH SERVICES

Mental illness can refer to a wide range of mental health conditions. A **mental illness** is a condition that affects a person's thinking, feeling, mood, or behavior and can be occasional or long-lasting (chronic).² According to the Florida Statutes, mental health patients are ensured the right to treatment and individual dignity. These rights extend to inmates and shall be respected at all times and on all occasions.

As a correctional officer, you may be the first person to respond to an inmate in a mental health crisis. Knowing how to recognize common mental health conditions and symptoms can help ensure that inmates receive the services that they need. Some mental health symptoms may be due to substance use; therefore, always ensure that inmates who experience symptoms receive medical attention.

Inmates may access mental health services in several ways. Either an inmate can make a request for an appointment or emergency mental health services for themselves, or an inmate may be referred for services by a correctional officer or staff. Most correctional facilities conduct a general mental health screening during the intake process. Some inmates may be referred for services by the Florida Commission on Offender Review or the medical staff at a previous facility. Be sure to always follow your agency's policies and procedures when requesting mental health services for inmates.

Many agencies will have specific policies related to how inmates who present with mental health symptoms need to be monitored; these policies may include more frequent checks as well as documenting unusual behavior so that other officers and mental health professionals can refer to this information in order to provide the necessary mental health services.

☒ CO813.1. Describe the rights of people with mental illness in a correctional facility

☒ CO813.2. List the different ways an inmate may gain access to mental health services

RECOGNIZING MENTAL HEALTH CONDITIONS

Suicidal Ideation

It is possible that some inmates in your care may experience suicidal ideation, which is when a person thinks about ending their own life. Incarceration can increase a person's

☒ CO813.3. Identify factors that increase the risk of suicidal ideation for inmates

risk for suicidal ideation, which means that being alert for signs among inmates in your care is critical. Some of the factors that increase the risk of suicide include^{3(p223)}:

- admission to a facility
- being isolated in confinement
- facing additional charges
- generalized shame and guilt
- previous suicide attempts
- perceived stigma of incarceration

Suicides can occur at any point of an inmate's incarceration, but there is a higher risk during the first few days of a new incarceration.

☒ CO813.4. Describe what to do if an officer suspects an inmate has suicidal ideation

If you suspect that an inmate might be coping with suicidal ideation, you should do the following:

- Talk to the inmate—ask them if they are having thoughts of harming themselves or taking their own lives. A good, direct question to ask would be “Are you thinking about killing yourself?” Even if the inmate says that they are not suicidal, do not assume that there is no risk of suicide.
- Remove potential threats—make sure that the inmate does not have access to any potentially lethal objects. For example, objects such as sheets can be used for hanging.
- Increase supervision—inmates suspected of having suicidal ideation should be under increased observation by officers and other staff members. If an inmate has made a threat of suicide, do not let them out of your sight without increased supervision.
- Alert medical, mental health, and supervisory staff—immediately contact your facility's mental health and medical staff as well as your supervisor. Make sure to communicate with any other responding staff or the staff on the next shift about the situation.

Every threat or attempt of suicide must be taken seriously and reported immediately. Your documentation should include the specific statements made by the inmate and relevant behavior, such as self-harm.

Psychosis

☒ CO813.5. Describe some of the characteristics of psychosis

Psychosis is another condition that you should be familiar with as a correctional officer. When someone experiences **psychosis**, also known as a psychotic episode, they are unable to distinguish what is real from what is imagined. In other words, psychosis causes a person to disconnect from reality. While psychosis is often associated with someone who has a mental illness, psychosis can happen for many reasons, including medical reasons, substance use, extreme stress, and trauma.

Psychosis often occurs in the form of delusions, hallucinations, or a combination of both. A person with a **delusion** has a false belief that is firmly held despite obvious proof or

evidence to the contrary. For example, someone with a delusion could believe that they are a government spy despite never having worked for the government.

A **hallucination** is a sensory experience in which a person can see, hear, smell, taste, or feel something that is not there. Hallucinations are most often auditory (hearing voices or sounds) or visual (seeing things that are not there). For example, someone hallucinating might hear voices that are not real and appear to be talking to themselves.

Someone having a psychotic episode may seem to be distracted or have speech that is difficult to understand or follow. They may also laugh or cry at inappropriate times.

COMMUNICATION DURING PSYCHOSIS

Psychosis is often a terrifying experience for the person as they are often confused and scared. Knowing how you should and should not communicate with a person during a psychotic episode can help you ensure that everyone in your care remains safe.

When you are trying to communicate with an inmate who is having a psychotic episode, you should do the following:

- Alert the appropriate personnel—immediately contact your facility’s mental health and medical staff as well as your supervisory staff.
- Adjust your communication style—speak clearly and slowly, and repeat yourself when necessary. A person who is experiencing a psychotic episode may have difficulty hearing and understanding you.
- Explain your actions—let the inmate know what you are doing and why you are doing it. Doing this will help prevent you from startling the inmate, which could lead to the situation escalating. If you need to enter an inmate’s cell, announce yourself and the reason you are there; for example, “I am Officer Garcia, and I’m entering your cell with Officer Jones to help you.”
- Be respectful and safe—keep in mind that an inmate experiencing psychosis is most likely scared and in need of support. Provide the inmate with assistance while still maintaining a high level of situational awareness.

However, there are some actions you should never do when assisting a person in psychosis, so keep the following in mind:

- Never approach an inmate alone—never enter a cell by yourself when someone is experiencing a psychotic episode. You must have a back-up officer available to assist because a psychotic episode can make a person act erratically.
- Do not try to change an inmate’s mind—when a person is experiencing psychosis, what they perceive is reality to them. Trying to convince them that they are wrong will only push the person away and cause more distress. For example, if you are monitoring an inmate who believes that there are other people in their cell, even if the inmate is entirely alone, do not waste time trying to convince them they are wrong.

☑ CO813.6. Explain how to communicate with inmates who experience psychosis

- Never touch an inmate without explaining your actions—someone experiencing psychosis may be startled if they are touched, and an unexpected touch could create more fear for them and escalate the situation.
- Do not mock an inmate—not only will mocking an inmate cause you to lose their trust, but it will also make any communication extremely difficult. Regardless of an inmate’s mental condition, they must be treated with respect and dignity.

Mania

☒ CO813.7.
Describe the possible
signs of inmates
experiencing mania

Mania is another mental health condition you may encounter as an officer. When a person experiences **mania**, also known as a manic episode or “being manic,” they are often extremely hyperactive. Someone in a manic episode will typically stay awake for days with little to no need for sleep. Mania can be experienced differently for everyone, and symptoms may vary from person to person. Some symptoms of a manic episode may include the following:

- being easily distracted
- having intense rage or mood swings
- being overly talkative and talking at a very fast pace
- having excessive movements (pacing, fidgeting, or tapping fingers or toes)

Manic episodes can last for a day or weeks, but once a person’s mania has ended, they may experience feelings of intense sadness and may be at a greater risk of suicide. It is important to note that someone experiencing mania can also suffer from psychosis or delusions, but this is not always the case.

☒ CO813.8. Describe
how to communicate
with inmates
experiencing mania

You can communicate with an inmate who is experiencing mania by acknowledging what the inmate is saying with non-verbal cues such as head nodding. Try not to engage in intense conversation as doing so may agitate the inmate. Be patient and explain yourself clearly and slowly. If you need to give someone who is manic an order, be prepared to repeat yourself a few times so that the person has a chance to understand.

Anxiety and Panic Attacks

☒ CO813.9. Discuss
some common
signs of anxiety and
panic attacks

Inmates in your care may also suffer from anxiety, and it can range in intensity from mild to debilitating. This condition has many symptoms including, but not limited to, the following:

- tension
- flashbacks
- apprehension
- excessive nervousness and fear
- fight-or-flight behavior
- anticipation of looming danger
- ritualistic behavior, such as excessive hand washing

At times, anxiety can be so intense that it can result in a **panic attack**, which is a sudden feeling of extreme fear that may occur without warning. Panic attacks can often include a racing heartbeat, sweating, shaking, numbness, tingling, shortness of breath, and nausea, and symptoms typically last a few minutes. While panic attacks themselves are not fatal, the person experiencing one can often feel as if they are dying.

Panic attacks and other health (cardiac) conditions share similar symptoms, so only a medical professional can determine if someone is experiencing a panic attack. If an inmate tells you that they cannot breathe or are dying, ensure that they receive proper medical attention as soon as possible, and document the incident once the inmate receives care.

If it has been determined that an inmate is experiencing a panic attack and is not in medical danger, you can help them with their symptoms with a few simple techniques:

- Remind the inmate that they will be okay and that the feelings of panic will pass.
- Encourage them to breathe deeply and to focus on their inhale and exhale.
- Take a few slow, deep breaths yourself so that the inmate can follow along.

Always be calm and respectful; remember that the person who is experiencing the panic attack may be scared and truly feel that they are in danger.

☒ CO813.10. Explain how to assist inmates who experience a panic attack

USE OF FORCE AND MENTAL ILLNESS

Mental illness alone does not necessarily increase the risk of violent behavior, but there is still a risk. There can be contributing factors, such as the influence of substance use, that could lead to sudden outbursts, but generally, there is a progression of behaviors toward violence. Some warning signs might include an inmate not sleeping or having unpredictable outbursts. It is important to recognize behavioral warning signs and communicate your concerns to your supervisor and a mental health provider.

Note

Use of force should be the last resort when all other attempts at communication have failed.

De-escalation Tactics

During a violent incident involving a person who has a mental illness, avoid using batons, chemical agents, electronic control devices (ECDs), specialty impact munitions, and other authorized less lethal weapons. Following your agency's policies; refrain from using weapons unless attempts to de-escalate and resolve the situation are unsuccessful, and it appears reasonably necessary to prevent an inmate from taking control of a unit, taking a hostage, or escaping.

However, these types of weapons may be used to stop an assault on staff or other inmates when other methods of intervention are ineffective or pose a risk of injury. Use less lethal weapons to disarm an inmate who has a weapon capable of causing injury and when

☒ CO813.11. Discuss the use of force options that can de-escalate a situation involving an inmate with mental illness

other possible means of disarming the inmate pose a risk of injury to the staff involved. Agency policy may involve having a qualified mental health professional provide crisis intervention and attempt to de-escalate the situation to prevent the use of force.

Always follow your agency's policies and procedures. Keep in mind that, in some facilities, an inmate with mental illness may receive a medical examination and treatment after they have been subject to an application of an ECD or less lethal weapon.

THE BAKER ACT

- ☒ CO813.12. Explain the role of the Baker Act in county facilities as it relates to inmates with mental illness

In a county correctional facility, a health professional may apply the Baker Act during or at the end of an inmate's sentence if the inmate displays behavior(s) that meet the criteria for emergency treatment orders. The Baker Act provides for emergency services, temporary detention for evaluation, and voluntary or involuntary short-term community mental health inpatient treatment, if necessary. Only a law enforcement officer may take the inmate to a receiving facility for involuntary examination.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 4 Substance Abuse

© Lesson Goal

At the end of this lesson, you will be able to identify and monitor inmates with substance abuse issues.

Think About This

One of the inmates you are monitoring has extreme changes in behavior, tremors, and dilated pupils. What health concerns could these symptoms indicate?

Observing and identifying inmates who may be actively participating in substance abuse, also known as substance misuse, is a significant part of your job as a correctional officer. **Substance abuse** is the inappropriate use of a substance that negatively affects the mind and body, adversely impacting a person's social or occupational life and psychological or physical health. It is important to identify substance abuse in your facility because it poses a risk to inmate health and safety.

SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE

There are a variety of substances that inmates may use while incarcerated which include, but are not limited to, alcohol, prescription drugs, opioids (particularly fentanyl), methamphetamines, and K2 (a synthetic cannabinoid). Inmates may also use substances that are not typically thought of as drugs, such as smoking paper towels that have been soaked in coffee or other substances.

The signs and symptoms of substance abuse vary widely; however, there are some common items and characteristics to look out for. The following observations may be indicators of substance abuse in your facility:

- inmates in possession of drug paraphernalia—these items may include needles, rolling papers, a coffee-soaked paper, a roach clip (a tweezer-like clip that is used to hold cigarettes), and more, and which are used for several types of drugs
- inmates in possession of unidentified substances—this may include powders or liquids
- inmates with injection points—these injuries indicate the use of intravenous substances
- inmates with burns and stains on fingertips—this may indicate that an inmate is smoking substances
- inmates sleeping all the time—they may also appear lethargic and have difficulty doing everyday activities

☒ CO814.1.
Describe some common signs and symptoms of possible substance abuse

SYMPTOMS OF WITHDRAWAL

- ☒ CO814.2. List possible indicators of substance withdrawal

Inmates who are going through the process of detoxification, or ridding their bodies of a substance, may experience symptoms of withdrawal. An inmate's symptoms of withdrawal may vary based on the type of substance used (such as alcohol, stimulants, or sedatives) and the frequency of use. Withdrawal symptoms may last several days to several weeks.

Possible indicators of substance withdrawal include the following^{4(p9)}:

- agitation
- dilated pupils
- incoherent speech
- confusion
- seizure
- diarrhea and cramps
- tremors
- vomiting
- extreme paranoia
- extreme changes in behavior (e.g. very active to suddenly passing out)
- change in level of consciousness

Always treat withdrawal symptoms as a medical emergency and immediately follow your agency's policies and procedures. Be sure to notify your supervisor and medical staff.

HOUSING AND TREATMENT

- ☒ CO814.3. Describe the housing considerations for and treatment available to an inmate with substance abuse issues

Inmates with substance abuse issues need increased monitoring and observation to ensure their safety. These added measures may require a shift in housing to place an inmate in an environment more favorable to the prevention of self-harm and include the restriction of personal property and facility-provided items. Depending on your agency's policies and procedures, inmates with substance abuse issues may be housed separately from the general population while under close supervision due to safety concerns. When a physician, practitioner, or other medical personnel determines that an inmate has received the proper resources and is safe to be around others, that inmate can be relocated to the general population.

During the intake and reception processes, facilities should screen all inmates to determine if the inmate needs medical assistance for current substance use or if the individual has a history of substance abuse. Once identified, the appropriate substance abuse services for drug addiction treatment can be provided to the inmate. Substance abuse services include prevention, outpatient treatment, intensive outpatient treatment, and aftercare services as well as education and vocational services.

- ☒ CO814.4. Explain an officer's role when monitoring an inmate who is participating in a court-ordered substance abuse treatment program

If an inmate is court-ordered to participate in a substance abuse treatment program, allow every opportunity for them to attend the program, but increase the number of inmate searches to discourage them from introducing contraband into the housing area. Inmates may also be required to submit to drug urinalysis. Document any refusal, denial, or lack of attendance at a substance abuse treatment program.

THE MARCHMAN ACT

The Hal S. Marchman Alcohol and Other Drug Services Act of 1993, commonly known as the Marchman Act, provides people in need of substance abuse services access to emergency services and temporary protective custody on either a voluntary or involuntary basis. The Marchman Act grants law enforcement officers the authority to take a person into protective custody when there is a reasonable belief that the person is suffering from a diminished ability to make rational decisions due to substance abuse. The Florida Statutes allows law enforcement officers to provide transport for adults that meet the criteria for protective custody, without consent, to a treatment facility or a municipal or county detention facility. It is the duty of the detention facility to then arrange, as necessary, for transportation of the person to an appropriate licensed service provider with an available bed. Correctional officers should exercise heightened awareness when supervising or interacting with those in protective custody based on the Marchman Act.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 5 Developmental and Intellectual Disabilities

© Lesson Goal

At the end of this lesson, you will be able to communicate with inmates with a developmental or intellectual disability.

Think About This

You are trying to get an inmate out of their cell. They are in the corner, rocking back and forth, and will not respond. How could you effectively communicate with the inmate to get them to comply?

In your work as a correctional officer, you will encounter people with different conditions and disabilities that require special consideration. Depending on the nature of the disability, you will need to adjust your approach and communication style, and understanding these disabilities is the first step to providing appropriate and reasonable accommodations.

DEVELOPMENTAL DISABILITY

☑ CO815.1. Describe the characteristics of a developmental disability

Developmental disabilities are “a group of conditions due to an impairment in physical, learning, language, or behavioral areas.”⁵ Developmental disabilities may begin anytime during the developmental period, before the age of 18, and usually last throughout a person’s lifetime.

Some disabilities defined in statute include the following:

- cerebral palsy
- autism
- spina bifida
- Down syndrome
- Phelan-McDermid syndrome
- Prader-Willi syndrome

A developmental disability may affect a person’s intellectual functioning and can make it harder for them to learn. The symptoms vary for each person depending on their condition. People with developmental disabilities may have substantial functional limitations in major life activities, such as self-care, learning, mobility, the capacity to live independently, and the ability to be economically self-sufficient. As you perform your duties, keep in mind other possible characteristics of developmental disabilities such as a limited vocabulary or possible speech impairment, difficulty understanding or answering your questions, trouble following orders, or a short attention span.

Autism Spectrum Disorder (ASD)

☑ CO815.2. Describe the characteristics of autism spectrum disorder (ASD)

Autism spectrum disorder (ASD) is a type of developmental disorder that is diagnosed in early childhood and continues throughout adulthood. It is characterized by language and social developmental delay and repetitive behaviors. Everyone with ASD is unique, and may have a wide variety of symptoms.

Some of these symptoms may include the following:

- difficulty communicating and interacting with people
- making limited eye contact
- repeating phrases or words from other people
- self-stimulating behaviors, sometimes referred to as stimming, which could include the flapping of hands, spinning, or rocking back and forth
- having sensitivities to certain sensory experiences, such as being overwhelmed by loud noises or bright lights

ASD can also look different for women than it does for men. Women with ASD can sometimes be quieter and learn how to socialize better than men with ASD. Additionally, their stimming behaviors, if they have them, often include skin picking, pacing, or hair twirling.

Inmates with ASD may struggle to adjust to the correctional setting and have difficulty understanding rules and behavioral expectations. They can unintentionally provoke fellow inmates because of their difficulties in reading social cues and understanding any unspoken “codes of contact” other inmates follow. Inmates with ASD are more vulnerable to physical or sexual abuse from other inmates and are possible targets of extortion or other forms of manipulation.

☒ CO815.3. Identify challenges related to the safety of inmates with ASD in correctional facilities

COMMUNICATION AND DE-ESCALATION TECHNIQUES

Often, a person with ASD will have difficulty following verbal commands and interpreting body language. Keep the following in mind when speaking to a person with ASD:

- Do not interpret their lack of eye contact as evidence that they are being deceptive.
- Allow them extra time to answer your questions.
- Use visual cues to help them understand. For example, if you want an inmate to go into their cell, you should point toward the cell and use a verbal command.
- Use short, concrete language. For example, identify specific tasks like “pick up your books and make your bed” instead of “clean your cell.”
- Give notice about any changes in facility schedule.

☒ CO815.4. Explain how to communicate with inmates with ASD

According to the Florida Statutes, an inmate with ASD has the right, upon request or the request of their parent or guardian, to have a mental health or other related professional present at all interviews, whether they are a victim or suspect. If this request is made, you must make a good-faith effort to ensure that such a professional is present, following your agency’s policies and procedures.

When a person with ASD becomes overstimulated, they may have an outburst or become aggressive. It is important to adjust your communication style to avoid escalation or to de-escalate a situation. Some effective de-escalation techniques include the following:

- avoiding repeated questioning as it may increase agitation.
- changing the surroundings—if a person is becoming agitated, provide them with space and consider altering their surroundings. For example, if an inmate is becoming increasingly agitated, without using force, try to relocate them to a space where other inmates cannot watch or listen.

☒ CO815.5. Describe effective de-escalation techniques when communicating with inmates with ASD

- using a calming tone of voice and offer reassurance.
- allowing safe coping mechanisms and stimming behaviors—for example, do not tell an inmate to stop flapping hands, twirling hair, or rocking back and forth unless they are causing themselves or others harm.

INTELLECTUAL DISABILITY

☒ CO815.6. Describe the characteristics of an intellectual disability

An intellectual disability is a type of developmental disability that affects a person throughout their lives; it is characterized by limitations in intellectual functioning and difficulty with adaptive behaviors or life skills. Intellectual disabilities are not a mental illness, but they can sometimes be mistaken as such.

☒ CO815.7. Explain how to communicate effectively with inmates with an intellectual disability

Some, but not all, people with an intellectual disability have difficulty with communication. Inmates with intellectual disabilities may be delayed in responding to questions so much so that their answers may seem abrupt or out of context. An inmate may give the impression that they comprehend; however, take some time to ensure that the inmate has truly understood what you have said to them. Keep the following in mind when speaking to a person with an intellectual disability:

- Treat the person with dignity.
- Move to a quiet location to talk when possible.
- Use simple, short sentences and plain language to make yourself more easily understood.
- Provide additional time to respond to questions.
- Ask the person to repeat what they have heard to show you that they have fully understood the message.
- Repeat commands as needed.

Being patient while communicating with inmates who have developmental or intellectual disabilities can help you avoid situations from possibly escalating.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 6 Physical Disabilities

© Lesson Goal

At the end of this lesson, you will understand how to supervise and care for inmates with physical disabilities.

Think About This

An inmate who is blind needs to be escorted to confinement. How would you conduct the escort safely?

TYPES OF PHYSICAL DISABILITY

Some of the inmates you monitor may have physical disabilities. These could include disabilities that impact their mobility, vision, hearing, or speech.

☒ CO816.1. Describe how to effectively supervise inmates with physical disabilities

Mobility

People with mobility impairments may have the limited use of one or more of their extremities for walking, grasping, or lifting objects, and they may need to use devices such as braces, canes, or wheelchairs to move around. Inmates with mobility impairments may also require special equipment for showering as well as assistance from medical staff.

Vision

People with visual impairments either have limited vision, meaning they have trouble seeing, or are blind, which means that they cannot see at all. Inmates who are blind or have vision loss that interferes with their daily life may need a cane, glasses, or someone to escort them during emergencies.

Hearing

People with hearing impairments typically have an extremely difficult time hearing or are deaf and unable to hear at all. When a person has a difficult time hearing, they may have trouble understanding everything that is said or need things repeated so that they can hear properly. These inmates may need certain accommodations such as the use of sign language, an interpreter, and hearing aids or other listening devices.

Speech

People with speech impairments may have difficulties communicating. Some people may stutter, have trouble producing sounds that create words, or have difficulty controlling their volume. These inmates may need extra time to respond verbally when asked a question.

HEALTH-CARE AIDS AND SERVICES

- ☒ CO816.2.
List some of the common auxiliary aids and health-care appliances for inmates with physical disabilities

Auxiliary aids are communication tools that help a person with a disability effectively communicate. Facilities may provide auxiliary aids for inmates who are blind, deaf, or have speech impairments; these aids may include:

- braille materials and displays
- qualified on-site interpreters or electronic remote interpreting services
- note takers and written materials
- real-time computer-aided transcription services
- telephone handset amplifiers or telephones compatible with hearing aids
- closed caption decoders, closed captioning, and real-time captioning
- voice, text, and video-based telecommunications products and systems such as TDD (Telecommunications Device for Deaf Persons) or TTY (Teletypewriter)
- readers, taped texts, audio recordings, and large print materials

Health-care appliances are types of medical support equipment used for correcting or restoring a specific bodily function. Some inmates will require health-care appliances such as the following:

- hearing aids
- prescription eyeglasses
- mobility aids
 - ▶ walkers
 - ▶ wheelchairs
 - ▶ crutches
 - ▶ canes
 - ▶ orthopedic prostheses
 - ▶ braces

It is the joint responsibility of the facility and inmate to maintain all health-care appliances and ensure proper functionality. Do not confiscate any health-care appliance that an inmate has properly obtained while in custody unless there are documented and legitimate safety or security concerns. Make sure that you have followed your agency's policies and procedures for contacting your supervisor and medical staff for authorization. Health-care appliances, particularly mobility aids, can be disassembled and used to hide contraband, so they are still subject to thorough searches.

- ☒ CO816.3. Explain how to monitor an inmate who has a personal care attendant

Someone who has significant disabilities may require a personal care attendant. A personal care attendant is an inmate that is specifically assigned to assist another inmate in duties such as pushing a wheelchair, changing linens, providing bowel care and hygiene assistance, and feeding. If applicable, make sure that the inmate who is assigned as a personal care attendant is performing their duties within the allowable scope. The assigned personal

care attendant is not responsible for handling or having access to medical devices, such as needles, medications, surgical instruments, or other activities or records related to health care. Inmates with disabilities are more vulnerable to victimization, so it is important to ensure that personal care attendants are not manipulating or extorting the inmate that they are supposed to be helping.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 7 Medical Needs

© Lesson Goal

At the end of this lesson, you will be able to monitor inmates with medical needs.

Think About This

An inmate is complaining that they have shortness of breath and that the cleaning supplies they use while on work detail bother their throat and eyes. What are some medical conditions the officer should be aware of?

There are a number of medical conditions that you may encounter in a correctional facility, and it is important for you to know how to monitor and assist each inmate according to their medical needs. While policies and procedures may vary from agency to agency, there are some general considerations to keep in mind when supervising inmates who are pregnant or inmates who have a chronic disease or terminal illness.

PREGNANCY

☑ CO817.1. Describe how to monitor and assist inmates who are pregnant

Inmates who are pregnant are entitled to medical care and housing, as needed, in a medical facility or a correctional facility's infirmary. While pregnant, an inmate has all of the same rights and privileges that other inmates receive including visitation, mail, phone calls, and outdoor recreation. Some facilities require an inmate to be moved to the infirmary during their third trimester, but this practice will vary depending on the facility. Once an inmate is past their due date, they must be moved to a designated medical housing unit or the facility's infirmary until they go into labor; however, their rights and privileges are the same even after they have been moved.

Correctional officers should monitor inmates who are pregnant for sudden changes in health as they may experience medical issues such as low blood pressure, swelling, and bleeding. These conditions should be taken seriously, and the inmate must be referred to medical staff for immediate evaluation.

Inmates who are pregnant should not be put into restrictive housing involuntarily. The only exception is when restrictive housing is necessary to protect the safety of the inmate or others, and it must be appropriately documented according to your agency's policies and procedures.

★ Note

Restraints cannot be used on inmates during labor, delivery, or postpartum recovery.

For inmates in their third trimester of pregnancy, leg, ankle, and waist restraints may not be used. The only exception is if there is an extraordinary circumstance, such as if the

inmate is a substantial flight risk. Any restraints applied due to extraordinary circumstances must be done in the least restrictive manner possible, and there must be appropriate written documentation for why the restraint was used. Due to the possibility of falls, wrist restraints for inmates who are pregnant must be applied in the front.

CHRONIC DISEASE

A chronic disease is a medical condition that lasts a year or longer and requires continuous attention from medical professionals. In correctional facilities, these conditions require more staff and officer training as well as special housing for the inmate. Common chronic diseases or conditions may include, but are not limited to, the following:

- arthritis
- asthma
- cancer
- diabetes
- heart disease
- high blood pressure
- seizures
- stroke recovery

☒ CO817.2. List chronic diseases an inmate may have

INFECTIOUS DISEASE

Infectious diseases can spread through direct contact with an infected person or indirectly through means such as insect bites or sharing utensils. You will learn more about infectious diseases in First Aid. Infectious disease control policies must protect inmates from infection while not interfering with the rights of inmates who are infected. Agencies should have comprehensive policies for control of certain infectious diseases found in a correctional facility that include the following:

- hepatitis
- HIV/AIDS
- MRSA
- sexually transmitted diseases
- tuberculosis
- influenza (flu)
- COVID-19

☒ CO817.3. List infectious diseases that may be found in a correctional facility

Infectious Disease Prevention

Infectious disease prevention begins with good sanitary practices. Everyone in a facility should cough or sneeze into their elbow, and inmates, staff, and officers must maintain good hand hygiene by washing with soap and water for at least 20 seconds, especially

☒ CO817.4. Explain how to prevent the spread of infectious diseases in a correctional facility

after coughing or sneezing. Avoid touching your eyes, nose, and mouth without cleaning your hands.

A facility should have hand cleansing stations readily available in all parts of the facility, including the following locations:

- intake and reception areas
- visitor entries and exits
- common areas and visitation room
- food preparation and dining areas
- restrooms
- staff-restricted areas

The ideal means for hand cleansing are soap, running water, and hand-drying machines or paper towels and wastebaskets. Alcohol-free hand sanitizer may be used for hand cleansing in areas besides lavatories and food preparation areas.

Keep all common areas within the facility routinely clean. Visibly soiled areas should be immediately cleaned according to facility standards. Inmates who perform cleaning duties should have training in biohazard cleanup. Eating utensils should be washed either in a dishwasher or by hand with soap and water, and cups and utensils should not be shared until after washing.

Inmates with infectious diseases may not always have observable symptoms, so always use personal protective equipment (PPE) whenever you have any contact with inmates, particularly if you anticipate or suspect the presence of bodily fluids.

HEALTH MONITORING

☑ CO817.5. Describe how to respond to an inmate with a non-emergency or emergency medical need

An inmate may self-declare a medical emergency or request non-emergency care. You must be able to recognize changes in an inmate's physical manner or behavior that shows a need for medical, dental, or mental health intervention. As discussed in Chapter 7, inmates may request medical assistance, also known as a sick call, by using medical request forms which may vary by facility. Make sure that the sick call request form is valid, and follow the procedures outlined on the form. If an inmate declares an emergency medical need, apply officer safety, obtain backup, and provide first aid within the scope of your training.

Complaints of respiratory distress, chest pain, new onset of change in mental status, and abnormal function of a specific body area, such as the inability to speak, should receive immediate attention and evaluation. Based on the evaluation of the inmate's condition, medical staff will make a referral or will treat an inmate within the scope of their practice. Some inmates may require additional meals, snacks, and supplements, or increased observation to prevent unintentional self-injury during seizures or dizzy spells. Take reasonable steps to make sure that all health-care encounters, including medical and mental health interviews, examinations, and procedures respect an inmate's privacy.

Terminal Illness

Most facilities define inmates as terminally ill if they are known to have a fatal disease and have less than six months to live. Some facilities release inmates with a terminal illness and provide end-of-life services, such as prison-based hospice programs. Some inmates with terminal illness are able to remain within the general population while others may need a more protected housing arrangement, but these inmates tend to cycle in and out of infirmaries and hospitals. Because inmates with terminal illness may experience increased anger and depression, they have an increased risk of suicide, so it is essential to increase security checks and involve the clergy, mental health professionals, and others who can offer supportive counseling. Administration may permit the family, clergy, or authorized visitors of an inmate with terminal illness to visit them under close, isolated supervision.

☑ CO817.6. Describe how to monitor inmates with a terminal illness

USE OF FORCE AND MEDICAL CONDITIONS

It is important to be cautious when using force in a situation where an inmate has an existing medical condition because using chemical agents or an electronic control device (ECD) can aggravate certain medical conditions. Any time there is a use of force incident involving a chemical agent or ECD there will be a medical evaluation for those who were affected. For organized use of force incidents, such as a cell extraction, preapproval from supervisors and medical staff is generally required. You will learn more about the use of chemical agents and ECDs in Defensive Tactics.

The use of chemical agents may aggravate medical conditions or devices that include, but are not limited to, the following:

- asthma
- chronic obstructive pulmonary disease (lung disease)
- emphysema (shortness of breath)
- chronic bronchitis
- tuberculosis
- congestive heart failure
- dysrhythmia (irregular heartbeat)
- angina pectoris (severe chest pain)
- cardiac myopathy (heart muscle disease)
- pregnancy
- unstable hypertension (high blood pressure)
- multiple sclerosis, muscular dystrophy (genetic disorders that weaken muscles)
- epilepsy
- lung cancer

☑ CO817.7. List the different medical conditions that may be aggravated by the use of chemical agents or ECDs

- pacemaker
- contact lenses

The use of an ECD may aggravate medical conditions or devices that include, but are not limited to, the following:

- seizure disorder
- multiple sclerosis
- muscular dystrophy
- pregnancy
- pacemaker

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 8 Juveniles and Youthful Offenders

© Lesson Goal

At the end of this lesson, you will be able to monitor juveniles and youthful offenders at correctional facilities.

Think About This

A 17-year-old inmate is currently in a holding cell. An 18-year-old offender is also booked into the facility. Why would these inmates not be housed together?

The term juvenile refers to people under the age of 18. Cases with juvenile offenders are most often handled by the courts and the juvenile justice process, which is overseen by the Department of Juvenile Justice (DJJ). A **juvenile inmate** is an inmate who is not legally an adult or judged as an adult and who the court may assign to DJJ.

The federal Juvenile Justice and Delinquency Prevention Act sets standards for state and local juvenile justice systems for incarcerating youth. It provides for the following:

- Juveniles may not be detained in adult jails except for limited periods of up to 6 hours before releasing or transporting them to an appropriate juvenile placement. Under certain circumstances, federal law also provides for additional exceptions if specific criteria are met.
- When adult jails hold juveniles under the exceptions listed in law, they may not have any sight or sound contact with adult inmates. Juveniles cannot be housed with adult inmates or next to adult cells, share dining halls, recreation areas, or any other common spaces with adult inmates; they must not be placed in any circumstance in which they could have any visual or verbal contact with adult inmates.

Moreover, according to the Florida Statutes, a receiving facility must contain a separate section for juveniles and have adequate staff to supervise and monitor the juvenile's activities at all times. Supervising and monitoring juveniles includes physical observation and documented checks by facility supervisory staff at intervals of no more than 10 minutes. The facility can place two or more juveniles in the same cell; however, under no circumstances will a juvenile and an adult share a cell. If juveniles are detained at county facilities for longer periods of time, it may be due to certain court actions that move the cases out of the juvenile justice process.

A **youthful offender** is any person under 25 that the court has sentenced as an adult and classified as a youthful offender; the Florida Department of Corrections may also assign a youthful offender status.

Sometimes when the court incarcerates a juvenile within the juvenile justice system, the placement is unsuccessful or inappropriate for the juvenile's rehabilitation program.

☒ CO818.1. Identify the legal requirements for incarcerating juvenile inmates

☒ CO818.2. Explain why an inmate may be designated as a youthful offender

- ☒ CO818.3.
Describe common characteristics of juveniles at correctional facilities

When this happens, the court remands or reassigns the juvenile to the Department of Corrections as a youthful offender. A young person under 25, who is not sentenced as a youthful offender by the courts, can still be classified and assigned as a youthful offender by the Department of Corrections for the purposes of housing and programming.⁶

As juveniles advance toward adulthood, they try to establish their identity and determine who they are. Their identity formation is influenced by all aspects of their lives but is most heavily impacted by their peers. Juveniles often seek acceptance from their peers in an effort to belong. They may engage in bad behavior in an effort to fit in with their peers.

You can become a positive role model for young inmates by demonstrating professional behavior and by being consistently firm and fair. Young inmates need a structured, predictable environment that is consistent from one shift to another. Make sure to enforce all of the rules consistently, and equally among all inmates.

- ☒ CO818.4. List the types of required programs and services available to juveniles and youthful offenders at correctional facilities

Juveniles or youthful offenders at correctional facilities are required to participate in the following:

- an extended day program which may include, but is not limited to:
 - ▶ work assignments
 - ▶ educational (academic and vocational) programs
 - ▶ substance abuse treatment programs
 - ▶ counseling and behavior modification programs
 - ▶ military-style drills and systematic discipline
- job training
- life and socialization skills training (including anger or aggression control)
- pre-release orientation and planning
- suitable transition services

Keep in mind that this list is not exhaustive. Each facility may have different programs that aim to reduce inmate idleness and improve the chances of a young offender becoming a law-abiding person. Juveniles in all correctional facilities, and youthful offenders at some correctional facilities, also qualify for nutritionally adequate meals that provides uniformity of food items and meets the requirements of the National Child Nutrition Program.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 9 Elderly Inmates

© Lesson Goal

At the end of this lesson, you will be able to monitor elderly inmates.

Think About This

An officer monitoring an elderly inmate tells them it is time for their medical visit, and the inmate doesn't respond. How should the officer communicate with the inmate?

At some time in your career, you will likely interact with inmates who are elderly. People 50 years of age and older are considered elderly in a correctional setting. Understanding the aging process and some common characteristics of older adults will help you when managing these inmates.

EFFECTS OF AGING

Almost every elderly person will experience normal physical and physiological changes that can develop into certain medical conditions. They may experience changes in their eyesight and hearing, and these changes may limit an inmate's mobility, increase the likelihood of accidents, or lead to fear, isolation, and victimization by other inmates.

Elderly people may also experience a change in their sense of touch. Damage to nerves may make them less likely to feel surface pain and less likely to notice injuries, and they tend to be more prone to bruising from everyday activities. Another result of aging is the loss of muscle flexibility and strength, which makes performing daily tasks more difficult, and joints may stiffen due to arthritis, making movement extremely painful. Elderly inmates are also more likely to suffer from loss of balance, which increases their risk of falls. Because elderly people often experience an increased sensitivity to weather, they are more vulnerable to heat stroke, heat exhaustion, and hypothermia.

Inmates who are elderly may also lose some cognitive ability, which is the ability to think, learn, and remember. They may experience slowness in thinking, finding the right words, or identifying objects. Be patient when supervising inmates who are elderly as it may take them longer to explain themselves than younger inmates.

COMMUNICATION

When communicating with an elderly inmate, always treat them with dignity, respect, and patience. Speak directly to inmates, establish and maintain eye contact, and speak loudly only if they indicate that they cannot hear you. Include elderly inmates in all discussions concerning their welfare, and adjust your manner of communication based on any disabilities or limitations.

☒ CO819.1. Describe some characteristics of elderly inmates

☒ CO819.2. Describe how to effectively communicate with an elderly inmate

REASONABLE ACCOMMODATIONS

Medical staff should assess and diagnose any elderly inmates who have limitations in daily living activities. A service plan is designed to meet their medical, mental health, and housing needs in a way that is consistent with their custody level and medical status. You will encounter elderly inmates with physical limitations that may include, but are not limited to, limb loss, the inability to move easily due to physical impairments, deafness or hearing loss, and blindness or low vision. Inmates who cannot walk will require a walker or wheelchair. Some will need adapted eating and drinking utensils. Depending on their needs, some elderly inmates may have a personal care attendant.

☑ CO819.3. Identify when to make special considerations for an elderly inmate with physical limitations

Provide reasonable accommodations for an elderly inmate when asking them to perform tasks or follow directions; give them more time to get where they need to be to accommodate any mobility challenges. Be aware that there will be times when standard physical control measures, tactics, and verbal directions may not work for an elderly inmate, such as in the following examples:

- An inmate with a prosthesis that restricts movement of the knee cannot kneel before getting into a prone position (lying on your stomach face down).
- An inmate who cannot see or hear well may have trouble understanding verbal directions, which may give the impression that they are refusing to obey an order.
- An inmate with physical limitations should be assigned jobs based on those limitations and their medical grade and classification.

HEALTH ISSUES

☑ CO819.4. Describe some health issues that elderly inmates may experience

Some elderly adults have chronic medical conditions, such as loss of bladder control, bedsores, and dehydration. Elderly adults may also experience a variety of mental health issues, such as depression and anxiety due to loss of cognitive or physical function.

Some older adults may suffer from dementia or Alzheimer's disease and require long-term management or care. **Dementia** is not a specific disease but, rather, a term used to describe an organic, progressive mental disorder characterized by a loss of memory, an impairment of judgment and abstract thinking, and changes in personality.

Alzheimer's disease, a type of dementia, is a progressive brain disorder that causes the gradual deterioration of cognitive function and can negatively impact a person's personality, behavior, and memory as well as their ability to learn, reason, make judgments, communicate, and carry out daily activities. As Alzheimer's progresses, a person may also experience changes in personality and behavior, such as anxiety, suspicion, or agitation, as well as delusions or hallucinations. Some people with Alzheimer's may experience another condition known as sundown syndrome, sometimes referred to as "sundowning." Inmates who experience sundown syndrome become more active after dark; they may wander around, have mood swings, or become demanding, suspicious, or disoriented. These symptoms are most notable after dinner hours or sundown. Inmates who expe-

rience sundowning may need to be redirected, and officers should reach out to medical staff for more guidance.

People with dementia or Alzheimer's may have trouble speaking and organizing their thoughts. They may repeat words, struggle to find the correct words, or have difficulty speaking at all. You can help make communication easier by speaking clearly and slowly, repeating instructions or questions in the same order, and moving them to a quieter space so that they are less likely to be distracted.

At times, people with Alzheimer's or dementia may repeat the same questions multiple times. Initially, it may appear that an inmate is trying to cause you trouble; however, an inmate with Alzheimer's or dementia will forget that they have asked you the same questions. Do your best to redirect the conversation, and do not take their inability to remember your answers personally.

Patience is key when you are communicating with someone who has Alzheimer's or dementia. Losing your temper or lashing out will only escalate the situation and cause the person to be in greater distress. It is your job to remain calm, provide aid, and maintain the safety of inmates and staff.

MONITORING ELDERLY INMATES

The ability of elderly inmates to complete daily living activities may vary. Remember that some inmates who are elderly may have more acute physical limitations or health needs due to the aging process while others may function successfully. It is important to understand that each elderly inmate is unique while keeping some considerations for monitoring elderly inmates in mind.

When monitoring elderly inmates, increase the number of rounds and be sure to observe if an inmate is moving around. If the inmate is in bed, observe if their chest is rising and falling, which shows that they are breathing. Monitor the restrooms and showers more often as some elderly inmates have difficulty using the facilities or can slip and fall.

You may find that elderly inmates have items in their locker that are different from the general population, such as the following:

- hearing aid batteries
- compression socks
- incontinence products and catheters
- prostheses (artificial arm or leg)
- bio bags (for disposal of biomedical waste)

Inmates who are elderly should have access to these items unless there are documented and legitimate safety or security concerns. Follow your agency's policies and procedures for contacting your supervisor and the medical team if you feel there is a safety or security concern.

☑ CO819.5. Explain how to communicate with inmates with Alzheimer's disease or dementia

☑ CO819.6. Discuss the special considerations to make when monitoring elderly inmates

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 10 Female Inmates

© Lesson Goal

At the end of this lesson, you will be able to monitor female inmates.

Think About This

A female inmate asks an officer to carry her property when moving to a new cell. What should the officer do?

- ☒ CO8110.1.
Discuss the common characteristics of female inmates

CHARACTERISTICS

Most female inmates are incarcerated for non-violent offenses including drug-related charges, solicitation, property crimes, and economic crimes such as forgery and fraud. In a correctional setting, female inmates have less violent misconducts but overall higher rates of disciplinary infractions.⁷

Female inmates are more likely to report their history of physical and sexual abuse, and compared to male inmates, female inmates have higher rates of mental and physical health issues as well as substance abuse issues due to past traumatic experiences.⁸ While inmates of all genders have children, the majority of female inmates are uniquely impacted because they are often the primary caregivers immediately before their incarceration. The co-occurrence of mental and physical health issues in addition to substance abuse issues and parental stress can make it especially difficult for female inmates to adapt initially to a correctional setting.⁹

- ☒ CO8110.2.
Describe how to communicate effectively with female inmates

COMMUNICATION

As discussed in Chapter 3, trauma is a response to an event or an ongoing experience that is emotionally or physically damaging to a person and overwhelms their ability to cope. Given the high rates of trauma, especially in female inmates, certain facility procedures, such as body searches and pat downs, may be more likely to trigger female inmates.

When communicating with female inmates, especially inmates with a history of trauma, the following approaches are recommended¹⁰:

- Command an inmate's attention without yelling or shouting when possible.
- Explain what procedure or activity needs to take place and why before beginning.
- Allow the inmate to ask questions and answer them before beginning, as appropriate.
- Recognize that an inmate is not automatically non-compliant if they ask "why."

- Use verbal cues during procedures. For example, before searching a cell, you can tell the inmate, “Now, I will enter your cell for a search.”
- Focus on active listening while communicating with an inmate.

Using a trauma-informed approach for all inmates, including female inmates, is important and helps maintain the safety of all members in a facility. However, female inmates do not receive any special privileges, and, as with all inmates, you must maintain situational awareness and be alert to the possibility of manipulation. Regardless of gender, a history of trauma is not the cause of all behavioral issues, and it does not excuse dangerous or disruptive behavior.

HEALTH-CARE ACCOMMODATIONS

The Florida Statutes require correctional facilities to provide free health-care products for menstruation to inmates who need them. Health-care products for menstruation include hygiene products such as tampons, no-lye soap, and other products that the correctional facility permits. Inmates do not need a medical referral or a diagnosis in order to access these health-care products.

☒ CO8110.3.
Explain the types
of health-care
products available to
female inmates

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 11 Sexual Orientation and Gender Considerations

© Lesson Goal

At the end of this lesson, you will understand how to monitor inmates who are part of the LGBTQ+ community.

LGBTQ+ INMATES

Some inmates in your facility may be part of the LGBTQ+ community. This acronym refers to a person's sexual orientation, who they are attracted to, their gender identity, or a person's internal sense of being male, female, a blend of both, or neither. It is important to learn about and understand this community as they are more vulnerable in correctional settings.

☑ CO8111.1. Identify what the acronym LGBTQ+ stands for

LGBTQ+ stands for the following:

- lesbian—a woman who is attracted to other women.
- gay—a person who is attracted to people of the same sex.
- bisexual—a person who is attracted to both men and women.
- **transgender**—a person whose gender identity differs from the sex they were assigned at birth, sometimes referred to as trans.
- queer/questioning—queer is an umbrella term used by people who may not choose a specific label for their sexual orientation or gender identity. Questioning refers to people in the process of determining their sexual orientation and/or gender identity.
- + symbol—refers to other identities that are not included in the LGBTQ acronym.

The term intersex refers to people who have sexual or reproductive anatomy that does not fit with how females and males are typically seen. Intersex individuals may have both male and female hormones, anatomy, or reproductive organs, either externally or internally.

The terms transgender and intersex are adjectives and are descriptive. Always refer to someone as a transgender person or an intersex person and not “a transgender” or “an intersex” as these terms can be derisive and offensive.

Some people have surgery or take hormones to help them transition while others do not; however, a person does not have to undergo surgery or hormone therapy to be transgender.

☑ CO8111.2. Discuss effective approaches for managing inmates who are part of the LGBTQ+ community

Correctional officers can combat the abuse and discrimination that LGBTQ+ inmates may face by setting a respectful tone. Treating all inmates with respect can help stop potential tension or conflict between staff and inmates, which will result in a safer facility with fewer incidents.

When interacting with LGBTQ+ inmates, always do the following:

- Keep an open mind, and do not make assumptions about someone's sexuality or gender based on stereotypes.
- Address inmates by using the language they prefer. For example, if an inmate refers to themselves by using he/him, use those pronouns.

 Note

Regardless of personal beliefs, it is important for every correctional officer to model appropriate behavior and respect every person.

GENDER CONSIDERATIONS

Typically, an inmate who is intersex or transgender is searched on a case-by-case basis. PREA compliant practices for searching transgender or intersex inmates include searches that are conducted by the following:

- medical staff only
- female staff only
- based on inmate preference

When the decision is based on an inmate's preference, they are asked if they would prefer to be searched by a male or female staff member. PREA standards state that officers cannot search or physically examine a transgender or intersex inmate for the sole purpose of determining an inmate's genital status.

Housing issues may arise with inmates who are intersex or transgender. When deciding whether to assign an intersex or transgender inmate to a facility for male or female inmates, and in making other housing and programming assignments, facilities will evaluate each person on a case-by-case basis. Some of the considerations include the inmate's health and safety as well as if the placement would present management or security problems based on the behaviors of other inmates. Additionally, the inmate's preference on where they would like to be housed should be taken into consideration. Transgender and intersex inmates should also be able to shower separately from other inmates to ensure their safety.

☒ CO8111.3.
Explain how PREA affects searches of intersex and transgender inmates

☒ CO8111.4.
Explain the housing, programming, and safety issues unique to intersex and transgender inmates

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 12 Special Considerations for PREA

© Lesson Goal

At the end of this lesson, you will understand how to prevent and respond to sexual abuse and sexual harassment according to the Prison Rape Elimination Act (PREA) standards.

As discussed in Chapter 2, PREA is a federal law that was enacted to prevent the sexual abuse and harassment of inmates while in the custody of a correctional facility. It specifically prohibits sexual abuse of an inmate by a correctional staff member, volunteer, or contractor, but it also prohibits the sexual abuse of inmates by other inmates. As a correctional officer, you must be familiar with this law, and each facility must maintain zero-tolerance for any form of sexual abuse or harassment.

UNDERSTANDING CONSENT

☑ CO8112.1. Explain consent and how it relates to PREA

Remember that, in order to consent to an action, a person must be completely willing, be free from any actual or perceived threats, and have the freedom to say no. Because of the power dynamic between staff and inmates in a correctional facility, sexual activity between officers or staff and inmates can never be consensual. Not only is it always a violation under PREA standards, but it is also a direct violation of every agency's policies for an officer to engage in any form of sexual activity with an inmate. Any correctional staff member who is found to have engaged in sexual activity with an inmate may be subject to civil or criminal action along with discipline by the CJSTC and the loss of certification.

While an inmate can never consent to sexual activity with an officer, the same is not true for sexual activities between inmates. PREA standards prohibit the sexual abuse and harassment of an inmate by another inmate, but it only applies to sexual activity that is not consensual. However, if an inmate does not consent to sexual activity, then it is a violation of PREA standards and is a crime.

In a correctional facility, consent between inmates can be difficult to establish. Sexual contact that at first appears consensual may, in fact, be coerced or forced through intimidation. If an officer observes or receives reports of sexual relations between inmates, it should be reported and investigated according to agency policies and procedures before it is determined to be consensual. Correctional facilities restrict any type of sexual activity between inmates, so while inmates may have consensual sexual contact with other inmates without violating PREA standards, it is still a violation of agency policy and will be subject to disciplinary action.

Sexual harassment of inmates is equally important to identify and stop. A facility that allows sexual harassment sends the message that inmates are not safe and that abuse will be tolerated, and it creates an unsafe environment for everyone within the correctional facility.

VULNERABLE POPULATIONS

Anyone can be a victim of sexual abuse while incarcerated. However, officers need to pay particular attention to vulnerable populations since people in vulnerable populations are more likely to be the victims of abuse.

Examples of vulnerable populations include the following:

- juveniles and youthful offenders
- elderly inmates
- LGBTQ+ inmates
- transgender and intersex inmates
- inmates with limited English proficiency (LEP)
- inmates with disabilities
- first-time or newly incarcerated inmates
- inmates that are small in stature

☒ CO8112.2. Identify populations that are at increased risk of sexual abuse while incarcerated

HOUSING

Screening for risk of victimization and abusiveness is an important piece of the intake and reception processes. Upon entry or transfer to a facility, all inmates should be assessed for their risk of being sexually abused by other inmates and for the risk of them being sexually abusive toward other inmates.

Inmates at high risk for sexual victimization should not be placed in involuntary segregated housing unless, after assessing available alternatives, there are no means of separation from likely abusers. If a facility cannot conduct an assessment immediately, the facility may hold an inmate in involuntary segregated housing for less than 24 hours while completing the assessment.

☒ CO8112.3. Describe the importance of screening and housing inmates to prevent sexual abuse and harassment

Youthful Inmates

PREA standards identify any inmate under the age of 18 as a youthful inmate. According to PREA standards, youthful inmates cannot be placed in a housing unit with adult inmates. Additionally, youthful inmates cannot be housed where they can see or hear adult inmates (inmates 18 and older).

SIGNS OF ABUSE

As an officer, you need to know the possible signs of sexual abuse and harassment, especially because victims are often reluctant to come forward. To identify possible abuse, officers should know inmates' baseline behavior, including eating and hygiene habits, recreation time activities, hobbies, and social habits. Sudden changes in an inmate's baseline behavior can indicate potential abuse.

☒ CO8112.4. List possible signs an inmate is being sexually abused or harassed by other inmates

Other possible signs of abuse may include the following:

- not wanting to shower or attempting to wash themselves in a sink
- having a major change in their commissary (increase or decrease)
- trying to stay close to or near staff at all times
- refusing to leave their cell or bunk
- requesting a cell or bunk change
- asking to be placed in protective custody
- breaking the rules in an attempt to get staff's attention so that they can be moved

REPORTING ABUSE AND HARASSMENT

☒ CO8112.5. Describe the reporting processes for inmates alleging sexual abuse or harassment

There are several methods available to inmates who want to report abuse and harassment. Aside from the right to privately report sexual abuse and sexual harassment, inmates may report retaliation by other inmates or staff for reporting abuse, or they may report staff for neglect or violation of responsibilities that may have contributed to the abuse. Inmates may also report abuse or harassment to a public or private entity outside of the agency; for example, facilities may post the phone numbers of toll-free hotlines for advocacy centers that can be used to report abuse, or inmates may report abuse or harassment to friends and family who may file a report on their behalf.

Responding to Sexual Abuse

☒ CO8112.6. Explain officers' requirements for reporting sexual abuse and harassment and safeguarding victims

Accept all inmate reports of sexual abuse or harassment made verbally, in writing, anonymously, and from third parties. Treat all sexual abuse allegations seriously and promptly document the incident. Do not reveal any information related to a report of sexual abuse to anyone unless it is specific to an investigation, treatment, or security or management decisions.

Even if there is not a great deal of information revealed (for example, if the inmate does not tell you the name of the perpetrator), treat the report seriously and respond. Correctional officers are required by federal and state law to report any knowledge or suspicion of sexual abuse of an inmate.

Remember that sexual abuse and harassment are not part of an inmate's sentence and have no place in a correctional facility. It is your responsibility to detect, prevent, and respond to any sexual misconduct that occurs in your facility.

☒ CO8112.7. Identify the steps the first responding officer should make to preserve any physical evidence from an inmate allegation of sexual abuse

Upon learning of an allegation that an inmate was sexually abused, the first responding officer should separate the alleged victim and abuser, preserve and protect the crime scene until appropriate steps can be taken to collect evidence, and initiate an investigation according to agency policies and procedures.

If the abuse occurred within a time period that still allows for the collection of physical evidence, generally 120 hours,¹¹ request that the alleged victim not take any actions that could destroy physical evidence such as washing, showering, brushing teeth, changing clothes, urinating, defecating, smoking, drinking, or eating.

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

LESSON 1 Security Threat Groups (STGs)

© Lesson Goal

At the end of this lesson, you will understand the basic characteristics of security threat groups (STGs).

Think About This

While monitoring inmates, you notice that several inmates have new tattoos with the same design. How does this pose a security risk for the facility?

CHARACTERISTICS

A **security threat group (STG)** is a criminal enterprise or an organization of a continuing nature that engages repeatedly in acts of crime individually or collectively, and poses a safety or security threat within, as well as outside of, a correctional facility. STGs consist of three or more people who have a common name or common identifying signs, colors, or symbols and may be associated with criminal gangs outside the facility. STGs include, but are not limited to, terrorist organizations and hate groups.

STGs are a threat to the orderly operation of a correctional facility because the roots of their operations are criminal. These groups can influence inmates, and they often control the bulk of the contraband flow due to the extent of their membership and its reach. STGs can commit the same crimes in a facility that they commit outside of a facility, such as gambling, battery, assault, money laundering, drug smuggling, escape plots, and murder. Some examples of STGs in a correctional facility include, but are not limited to, the following:

- Aryan Brotherhood
- Folk Nation
- Latin Kings
- Gangster Disciples
- Bloods
- Crips

Keep in mind that STGs can range from nationally known groups, such as white supremacy or organized crime groups, to locally known criminal gangs. Most correctional facilities have an STG coordinator who can provide information on the active STGs at a particular facility.

DETECTING STG PRESENCE AND ACTIVITY

An STG coordinator is an important resource for staying up to date on information about symbols, graffiti, colors, signs, and tattoos for the active STGs at your facility. Examples of STG symbols may include the following:

- wearing hats cocked or tilted to the left or right
- rolling up one pant leg

☒ CO821.1. Describe what a security threat group (STG) is and how it impacts a correctional facility

☒ CO821.2. Identify signs of possible STG presence in a facility

- untying one shoe
- wearing specific color combinations
- wearing a specific accessory brand

Some of the indicators of STG activity in a correctional facility can be an increase in crime, inmate-on-inmate violence, and taggings. A **tagging** is a marking on a wall, a fence, or the ground that identifies STG territory. You could also notice an increase in rule violations, differences in how inmates gather (size, grouping, location), new STG tattoos, and an increase in fights, injuries, and requests for personal protection or housing reassignment. The main way you will learn about STG activity is through an increase in confidential disclosures from inmates who want to avoid association with STG plans.

In recent years, members of STGs have used more electronic communication, which can make detecting STG activity difficult. Still, inmates deliver messages through sign language and written code that is sent through fishing (when an inmate passes paper messages using a string) or through the U.S. Postal Service. STG code is a form of cryptic communication that uses written symbols and letters, and the code is broken by matching the letter with the symbol.

Officers must not use STG symbols, gestures, graffiti, or alphabets as communication because it could potentially place them in a compromising or dangerous situation. Always follow your agency's policies and procedures for notifying your supervisor and STG coordinator when you find these types of communications. Be sure to explain the circumstances under which you found them, including from whom they were collected and where you found them.

☒ CO821.3. Explain possible indicators of pending escalation of STG activity

During cell or area searches, look for a shift in the types of contraband items, such as weapons, cell phones, and a change in the quantity of commissary items. STG leaders will often have the largest amount of commissary items without receipts, which they will pass along to other inmates. Look for an increase in the allowable items, such as an extra lock, a pair of shoes, and excessive amounts of facility-provided items. Remember to use situational awareness at all times; for example, notice sudden changes in noise levels (inmates becoming suddenly quiet) or feelings of tension within a housing unit.

DETECTING STG ACTIVITY

☒ CO821.4. Explain how to deter STG activity

Monitoring inmate behavior is critical to the safety and security of a facility, and it discourages STG activity. You could observe changes in inmate cliques or groupings that indicate a shift in alliances, authority, and influence over other STG inmates. Alliances and conflicts between STGs are constantly changing and can result in an argument or a major fight that can spread throughout a facility. Awareness of likely or forthcoming STG activity within the facility is the most effective tool to deter STG activity. Observation of STG activity can also mirror gang activity that is happening or about to happen outside of the facility. Do not underestimate the ability of an STG member to get things done inside or outside of a facility. With input based on your observations, the STG coordinator at your

facility should maintain a flow of STG information to law enforcement outside of the facility, which can deter activity both inside and outside of the facility.

An additional deterrent to STG activity is recognizing and seizing STG contraband. This process can be as simple as viewing the item, seizing it, and determining what to do with it. However, you may encounter STG contraband that requires further review by the STG coordinator, supervisor, or investigating authority.

DOCUMENTATION

Documenting STG activity can help you statutorily identify an inmate as a potential STG member and can increase their criminal penalties or change their classification and housing status. Photograph clothing, tattoos, and any other observable identifiers. Many inmates are proud of their STG affiliation and will pose for photographs while showing hand signs, and these photos are often posted to social media by inmates.

Every time you document these activities, you are helping law enforcement develop a roster of STG members. If you find tagging in the facility, photograph it, and report the information to the STG coordinator. Remove or cover any tagging quickly as other inmates are likely to be encouraged to add tagging of their own. Thoroughly document all suspected STG activity immediately to provide additional information for STG databases. Documentation will be based on your agency's policies and procedures.

☒ CO821.5. Describe how to document STG activity

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

LESSON 2 Confinement and Death Row

© Lesson Goal

At the end of this lesson, you will understand how to monitor an inmate in administrative confinement, protective management, disciplinary confinement, or death row.

Think About This

An officer is monitoring a disciplinary confinement unit alone when a call over the radio says to bring an inmate to the medical unit. How should the officer handle this situation?

TYPES OF CONFINEMENT

A correctional facility has several types of confinement for inmates, and not all of them are for disciplinary purposes. Correctional officers must know the differences between the types of confinements and the conditions and privileges available to inmates in confinement. It is important to note that while death row inmates do have restricted conditions and privileges, an inmate may only be placed on death row through sentencing by a court of law.

Administrative Confinement

☑ CO822.1.
Describe the reasons for administrative confinement and the possible conditions and privileges of inmates in administrative confinement

Administrative confinement is the temporary removal of an inmate from the general population to provide safety and security until a more permanent inmate management process is in place. This confinement may limit an inmate's conditions and privileges as a means of promoting the security, order, and effective management of a facility. An inmate should understand the reason and be able to present verbal comments or a written statement about the placement. An inmate can be placed in administrative confinement for the following reasons:

- The inmate is received from another facility, and classification staff is not available to review their file and classify them into the general population.
- There are pending disciplinary charges for the inmate.
- There are pending outside charges for the inmate which could change classification status.
- The inmate is waiting on approval for protective management.
- An investigation, evaluation for change of status, or transfer is pending. The presence of the inmate in the general population might interfere with that investigation or present a danger to the inmate, other inmates, or to the security and order of the facility.

Inmates who are in administrative confinement due to disciplinary charges are entitled to due process and go before a disciplinary board. Some agencies may conduct a medical evaluation before an inmate is placed in any kind of restrictive housing.

The specific items, conditions, and privileges that inmates in administrative confinement receive may vary based on an agency's policies. Some examples of these conditions and privileges include the following:

- clothing, bedding and linen, personal property, and comfort and personal hygiene items
- meals, canteen items, and exercise
- counseling interviews and access to legal resources
- visitation, telephone or tablet, correspondence, writing utensils, reading material, and library access
- religious materials and chaplain visits

Inmates in administrative confinement may require additional officers and restraints for escorting to exercise, medical or disciplinary call outs, telephone calls, recreation, and visits.

Protective Management

Protective management, also referred to as protective custody, is a special management status that is designed to protect an inmate from other inmates. It may also be granted if an inmate presents a signed written statement alleging that they are in fear of staff while providing information to support the claim. It is not disciplinary in nature; inmates are not under punishment nor in confinement. The treatment of inmates in protective management should be similar to that of the general population, if the inmate's specific safety and security situation permits.

An inmate can request protective management, or an officer can recommend the classification change. The request is reviewed, and there may be an inmate interview to assess their potential risk to or from other inmates in the unit. Throughout this process, an inmate can be in administrative confinement awaiting a final decision to resolve their protection issue.

While in protective management, inmates should be housed in physically separate housing units when possible, and they may have the following conditions and privileges:

- clothing, bedding and linen, personal property, and comfort and personal hygiene items
- meals, canteen items, and exercise
- counseling interviews and access to legal resources
- visitation, telephone or tablet, correspondence, writing utensils, reading material, and library access
- religious activities, self-improvement programs, and work assignments

Remember that inmates in protective management are subject to searches in the same manner as general population inmates, and they have the same restraint and escort requirements.

☒ CO822.2.
Describe the reasons for protective management and the possible conditions and privileges of inmates in protective management

- ☒ CO822.3.
Describe the reasons for disciplinary confinement and the possible conditions and privileges of inmates in disciplinary confinement

Disciplinary Confinement

Disciplinary confinement is when an inmate is found guilty of committing one or more violations and is confined to an individual cell for a specified period of time that is based on authorized penalties. Medical staff may give the inmate a pre-confinement medical evaluation, including weighing the inmate, before placement in disciplinary confinement. Disciplinary confinement cells should be physically separate from other confinement statuses whenever possible, and they should receive frequent inspections to ensure the inmate's welfare and to determine if they are ready for release.

Inmates in disciplinary confinement must have access to the following:

- essential health items (including prescribed medications)
- legal resources
- legal mail or grievance forms (whether sending or receiving them)
- religious materials
- meals that meet nutritional standards

The following privileges and conditions may be subject to restriction while in disciplinary confinement:

- clothing, bedding and linen, personal property, comfort and personal hygiene items
- canteen items
- exercise
- counseling interviews
- visitation, telephone or tablet, correspondence, writing utensils, reading material, and library access

- ☒ CO822.4. Describe how to adjust the monitoring routine of inmates who are in confinement or protective management

MONITORING INMATES IN CONFINEMENT

Specific support staff is assigned to routinely evaluate inmates in confinement; however, you should vary the time between intervals of monitoring these inmates, not to exceed 15- or 30-minute rounds. Be aware of how inmates in confinement communicate with each other through hand signals, fishing, kites (notes that are passed from inmate to inmate), or talking through air ducts that connect the cells. Inmates in disciplinary confinement may require additional officers and restraints for escorting to exercise, medical or disciplinary call outs, telephone calls, recreation, and visits. For example, at least two officers should be present before opening a confinement cell to ensure that inmates are restrained before leaving the cell for escort.

- ☒ CO822.5.
Explain the housing and monitoring requirements unique to an inmate on death row

DEATH ROW

Death row refers to the area of a prison that houses inmates who are awaiting execution after being sentenced to death by the court system; the term may also be used to describe inmates who have been sentenced to death. At state correctional facilities, inmates on death

row are not housed with the general population. An inmate on death row is housed in single-cell special housing after being sentenced to death for a capital felony. Inmates on death row are in their cells at all times except for medical reasons, exercise, social or legal visits, or media interviews. Inmates on death row are reviewed every year to determine their overall adjustment to confinement and are monitored regularly by officers, supervisors, chiefs of security, wardens and assistant wardens, health-care staff, and a chaplain. They have strict restraint and escort requirements and limited conditions and privileges.

Inmates on death row may be transferred to county facilities when their cases are on appeal. When housed at county facilities, they are treated as inmates in protective custody and segregated from the general population. The strict restraint and escort requirements are the same.

Chapter 9

Incidents and Emergencies in Correctional Facilities

UNIT 1 IDENTIFYING CRITICAL INCIDENTS

LESSON 1 Responding to a Critical Incident / 279

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 1 Riot Management / 284

LESSON 2 Escape Prevention / 286

LESSON 3 Hostage Incidents / 288

LESSON 4 Bomb Threats / 290

LESSON 5 Outside Facility Assaults / 292

LESSON 6 Hazardous Materials / 294

LESSON 7 Medical Emergencies / 302

LESSON 8 Facility Fires / 304

LESSON 9 Disasters / 307

UNIT 3 ON-SCENE MANAGEMENT

LESSON 1 Protecting the Scene and Evidence / 309

LESSON 2 Managing Victims, Witnesses, and Suspects / 312



UNIT 1 IDENTIFYING CRITICAL INCIDENTS

LESSON 1 Responding to a Critical Incident

© Lesson Goal

At the end of this lesson, you will be able to identify and respond to critical incidents.

Think About This

Several inmates are fighting in the courtyard. An officer tries to break up the fight, but the number of inmates involved keeps increasing. What should the appropriate response have been in this situation?

As a correctional officer, one of your most important responsibilities is to apply your knowledge, training, and reasonable judgment when an incident occurs. Your top priority is to ensure the safety and security of everyone involved. Any incident has the potential to escalate into a critical incident, so it is crucial that you are able to identify security threats right away and are well equipped and trained to respond.

While general incidents are unforeseen or unplanned events which may or may not have consequences, **critical incidents** are events that have a high chance of putting lives at risk and causing major damage to property and the environment. They can occur due to an event in nature, or as a result of human acts or error. Examples of critical incidents that occur due to natural events include hurricanes, tornadoes, floods, and wildfires. Human-instigated critical incidents include active shooter events, hazardous material spills, or bomb threats.

Critical incidents require a strict, urgent, and immediate response. When a critical incident happens, you must use good judgment to respond effectively. You and other staff must stay flexible and adapt to changes without having a negative impact on facility operations. Be aware that incidents like a disturbance, a disaster, or an escape attempt could lead to critical incidents, so managing them should be a top priority. Each type of critical incident will vary in the specific procedures that you will need to follow, but there are general procedures to follow for responding to a critical incident that will apply in most cases.

Some common procedures will include making preparations, verifying the critical incident, following chain of command, determining the appropriate level of response, setting up a perimeter, conducting evacuations, and resolving the critical incident. Post-critical incident procedures will usually include debriefing and documentation. Many agencies will also provide information for locating resources that can help with stress management and trauma. In any critical incident, make sure to follow your agency's policies and procedures.

PREPARING FOR A CRITICAL INCIDENT

You may not always be able to predict when a critical incident will occur, but preparing beforehand can play a large role in helping to resolve critical incidents successfully or lessen their impact. Planning is also key to making sure that you can respond quickly when a critical incident disrupts the normal operations within a facility. Familiarize yourself with your agency's policies, procedures, and critical incident plans as well as post orders, which are job-specific documents that outline how to handle daily responsibilities and operations. During critical incidents, you may be assigned additional tasks that could include setting up perimeters, using a radio to communicate, conducting evacuations, and applying use of force when necessary. Knowing your facility's layout, evacuation routes, and the locations of emergency exits and equipment will help you in carrying out these duties.

VERIFYING THE CRITICAL INCIDENT

- ☒ CO911.1. Identify what information to convey during a critical incident

When you are the first responding officer on the scene, you will want to verify the type of critical incident and properly assess the threat while using discretion and caution. Along with the type of critical incident, assess the severity of the critical incident and whether major or minor damages and losses have occurred.

Communicate with control room staff, command post personnel, and supervisory staff to coordinate a response in line with the critical incident plan. Be prepared to describe the nature and location of the critical incident. For example, report the number of people involved, the nature of any injuries, and if hazardous materials or weapons are involved. Keep in mind that a critical incident can also involve more than one type of incident. Inmates can intentionally create incidents as distractions to accomplish other purposes. For example, inmates could use a fight as a distraction during an escape attempt or as a cover for other illegal acts.

FOLLOWING THE CHAIN OF COMMAND

During normal operations, the chain of command establishes a hierarchy for decision-making that keeps a facility running smoothly. However, in a critical incident, the chain of command serves an additional purpose; it outlines the coordination of resources as well as protocols for managing an incident.

- ☒ CO911.2. Describe the protocols for chain of command during a critical incident

Your agency critical incident plan will determine the protocols for the chain of command and identify the officer in charge of incident management. Typically, the first officer to respond must take charge of the scene until relieved by command staff. The officer in charge of the scene is also responsible for keeping command staff updated about the status of the critical incident. This allows for a rapid response while still ensuring that command staff are receiving all communications and approving all major decisions during a critical incident. Once someone higher in the chain of command comes on to the scene, the responding officer will transfer command over to them. When you are the one respond-

ing, make sure to follow your agency's policies and procedures. Always operate within the chain of command and keep supervisors informed of all activities.

DETERMINING THE LEVEL OF RESPONSE

The severity of a critical incident will determine what type and level of response is needed as well as what equipment to use. Each agency will have specific equipment for different critical incident responses, such as different types of communication devices, vehicles, medical equipment, and fire equipment. You should know where this equipment is located and maintain certifications for using equipment.

While determining the level of response, examine the facts and practice good situational awareness and officer safety. Do not engage in unsafe behavior when approaching a dangerous situation. For example, do not investigate a suspicious item by touching or smelling it. If an incident poses a security threat, respond to the threat appropriately and notify a supervisor. The level of threat also determines the level of assistance.

You should request assistance if you could be overpowered in a situation or if a situation is not successfully being resolved. Assistance could come from on-site medical staff, additional responders, outside law enforcement, additional security staff, and emergency medical services (EMS). Additionally, you may request help from specialty-teams such as a **correctional emergency response team (CERT)**, which is an extraction team that is specially-trained to handle violent and uncooperative inmates during incidents. Always follow your agency's critical incident protocol and chain of command.

☑ CO911.3.
Determine when to call for assistance during a critical incident

SETTING UP A PERIMETER

Part of managing the scene of a critical incident involves securing and isolating the critical incident so that it does not spread to other areas. Limit movement of inmates, such as locking down the cell block or dorm. Restrict the isolation to a limited area if possible, depending on the severity of the incident. For example, an inmate suicide may require a facility-wide lockdown, with correctional officers ordering all inmates to return to their individual cell areas or bunks. Begin the process of setting up a perimeter by using structures, such as internal gates, sally ports, roll gates, doors, and cross fences.

☑ CO911.4. Explain how to set up a perimeter during a critical incident

CONDUCTING EVACUATIONS

You may also need to evacuate everyone, including non-essential staff, as soon as it is safe to do so. Evacuation routes should take evacuees as far away from the threat as necessary and be accessible by the quickest and easiest route possible. Evacuations may not always be possible due to time constraints or other factors. Also consider that you may not have enough time to properly restrain inmates or that you may need to combine groups of inmates that are not normally together. In such cases, it may be necessary to wait to begin an evacuation. Evacuating or isolating people from a threat may involve a lockdown. Lockdown can differ from agency to agency as it relates to the level of restricting movement or use of security measures.

- ☒ CO911.5. List guidelines for an evacuation

The following are some guidelines for conducting an evacuation:

- Obtain copies of inmate rosters for identification and counting.
- Give clear and concise demands.
- Move people in an orderly fashion to agency-designated evacuation routes.
- Do not use elevators for evacuation.
- Conduct an inmate count when reaching the evacuation area.
- Account for everyone who was in the facility.

Each agency's critical incident plan, also referred to as an emergency plan, will include an evacuation guide for different incidents such as fires, floods, and hurricanes. Alerting the incident command system may be part of an agency's critical incident plan. The **incident command system (ICS)** is a systematic approach to command, control, and coordinate incident response, and it typically follows an established agency protocol and chain of command. Some critical incident plans developed under the ICS may require specific training. Depending on the nature of the critical incident, ICS will identify different levels of responses and specific teams that will respond.

RESOLVING THE CRITICAL INCIDENT

- ☒ CO911.6. Explain how to help resolve a critical incident

Resolving a critical incident involves defusing the situation and returning the facility to normal operations. Although supervisors or special response teams are responsible for resolving a critical incident, any staff member can play a part in these efforts.

In response to a critical incident, you may be called upon to do the following:

- Transport inmates.
- Escort and supervise inmates or staff.
- Use physical force or control.
- Provide first aid.
- Record events.
- Serve as a witness in investigations.
- Debrief.

Each agency will determine the roles and responsibilities of its staff members and provide a critical incident plan. Any critical incident presents dangers, and there are liabilities in the actions and choices you make to keep everyone safe and secure. To reduce liability while resolving a critical incident, you must observe your surroundings, take note of activities as they occur, respond within the scope of your training, and use reasonable judgment while responding. During the deactivation and debriefing process, remember to review report details and confirm information for further investigation. Always be sure to practice officer safety.

DOCUMENTING THE CRITICAL INCIDENT

Even if you are not directly involved in a critical incident, if you witness any part of it, you must submit a report about what you observed. Reports should be complete and accurate

as they may be needed for reference during an investigation or for other purposes. Make sure to document the details of the critical incident and any actions taken to help resolve it.

When documenting a critical incident response, you should include details of the date, time, place, the people involved, and when people arrived and left. You will also need to document what time outside agencies such as emergency services were contacted and the scope, nature, and status of the critical incident. Each agency will determine the proper report format and provide guidelines for writing the report in a clear and concise manner.

☒ CO911.7. Discuss how to document a critical incident

FINDING SUPPORT AFTER A CRITICAL INCIDENT

Correctional officers are often subjected to high levels of stress, which can have a significant impact on their physical and mental well-being. However, this stress can be made worse during critical incidents such as a riot, fire, or natural disaster. These incidents can leave a lasting impact on officers, causing long-term trauma and emotional distress.

The emotional impact of such incidents is normal and expected. It is common for officers to experience a range of emotions, such as fear, anger, guilt, and sadness, after experiencing a traumatic event. These emotions can be overwhelming and difficult to manage, so it is essential for officers to receive the proper support and resources to help them cope.

Remember that the effects of trauma can persist long after the incident has ended. In some cases, an officer may develop post-traumatic stress disorder (PTSD), which can have a significant impact on their ability to function at work and in their personal lives.¹ If you are struggling after witnessing or experiencing a critical incident in your facility, please reach out to a colleague, a supervisor, or a licensed mental health professional. Your agency or facility should have an employee assistance program (EAP) that you can use as a resource.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 1 Riot Management

© Lesson Goal

At the end of this lesson, you will be able to respond to a disturbance or a riot.

Think About This

The number of fights between inmates has increased over the past three weeks. The inmates seem on edge and are complaining about the quality of food. "You guys better change this garbage food or else!" one inmate says. What security concerns might arise from these situations?

☒ CO921.1.
Differentiate between
a disturbance
and a riot

As a correctional officer, you will be tasked with maintaining the security of the facility and making sure that operations run smoothly and efficiently. In order to carry out this task, you must be prepared to respond to and manage conflict arising from inmates, especially when it results in a disturbance that can lead to a critical incident.

A **disturbance** is any incident that disrupts the normal operations within a facility. Some disturbances such as a food strike, inmates refusing to return to a work squad, or a fight between two inmates in a dorm could be considered minor. These types of disturbances can usually be handled with minimal staff; however, it is important to take them seriously because disturbances can quickly escalate into a riot. A **riot** is a disturbance with uncontrolled violence by inmates, usually directed at the administration. An example of a riot could be fights breaking out in several locations at once, significant property damage, or hostage incidents. External support, such as local law enforcement, may be needed to contain or control a riot.

☒ CO921.2. Describe
the conditions that
could prompt a
disturbance or riot

Conditions that may lead to a riot or disturbance can include overcrowding, racial tension, poor living conditions, STG activity, dissatisfaction with food, mail, medical services, policy changes, loss of privileges, and fights.

You should be aware of indicators that precede a riot, such as changes in the behaviors of inmates, food hoarding, makeshift weapons being made, unusual groupings of inmates, and an increase in fights and requests for protective custody. An inmate may also share specific information about an impending riot or disturbance with you, or they may suggest that you take a specific day off. It is important to have a heightened sense of awareness when normal routines change and when inmates seem tense. Abrupt changes within the correctional facility (for example, if it gets too quiet or too loud) may be an indicator that a disturbance or riot is pending.

☒ CO921.3. Identify
the necessary
equipment for
responding to a
disturbance or riot

EQUIPMENT

Along with being aware of post orders and critical incident procedures, be prepared to use any equipment necessary to resolve a riot or disturbance. Equipment will vary according

to each facility's resources but can include restraints, chemical agents, electronic control devices (ECDs), and firearms as well as impact weapons, helmets, shields, personal protective equipment (PPE), emergency keys, and communication devices.

STANDARD PROCEDURES

Disturbances or riots can be handled in similar ways; however, the level of response will be reduced for a disturbance. You will need to make quick decisions regarding exiting the area immediately or directing any non-essential staff to safety.

Standard procedures for responding to a disturbance or riot include increasing communications among staff, freeing up additional staff and resources to respond simultaneously to the threat with appropriate use of force, and keeping the incident contained. You will want to take particular care with riots; due to their nature, a critical incident can move into other areas. Procedures to contain a riot may involve using structures such as internal gates, roll gates, doors, and cross fences and posting of additional security personnel. During a riot or disturbance, provide the control room with as much information as possible. Include the location, status and scope, approximate number of inmates and bystanders involved, and any weapons involved.

Post-riot procedures may include the following:

- accounting for all on-duty staff and visitors
- checking the security of the facility
- separating ringleaders and agitators
- administering first aid to the injured
- performing a strip search of all involved inmates according to agency policies and procedures
- conducting an inmate count
- debriefing staff
- maintaining integrity of the crime scene
- repairing damage
- completing documentation, including criminal charges
- returning to normal operations

☒ CO921.4. Explain standard procedures for responding to a disturbance or riot

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 2 Escape Prevention

© Lesson Goal

At the end of this lesson, you will be able to respond to an escape or escape attempt.

Think About This

An officer conducts a search of the same area every day at the same time. Several inmates notice this pattern and escape using tools that they created. How could the officer have prevented this escape?

☒ CO922.1. Describe the signs of an escape attempt and how to prevent it

One of your responsibilities as an officer is to prevent escapes. Escapes commonly occur during participation in work release programs outside of the correctional facility or during transport, and escape attempts can also happen while an inmate is receiving medical care at a hospital. Note that an inmate who is in an unauthorized area has violated facility policy, but it does not necessarily mean that they have attempted an escape. An escape occurs when an inmate breaks free from custody.

Indicators that inmates may be attempting to escape include inmates going outside their designated area or engaging in suspicious behavior such as making odd phone or electronic communications, creating maps and tools, altering inmate clothing, or altering the facility's structure.

You can directly affect whether escape attempts occur by taking preventive measures. Some measures include conducting constant surveillance, keeping an unpredictable schedule, using mobile or stationary posts, and completing regular and irregular searches. Search inmates, their cells, and all general facility areas. Make sure that you identify and count inmates while conducting a search. You need to observe their surroundings and take note of irregular or unusual behavior. You must also monitor areas where inmates can escape, whether through ventilation access routes, doors taken off their hinges, or windows broken with projectiles.

EQUIPMENT

☒ CO922.2. Identify the necessary equipment and resources for responding to an escape or escape attempt

While the necessary equipment that is used to prevent or resolve an escape or escape attempt may vary by facility, the following list contains the equipment and resources that are most commonly used:

- canine teams
- communication equipment
- cameras or video equipment
- vehicles
- face sheets (identification of inmates, for example, pictures, aliases, or tattoos)

- information about known associates
- mechanical restraints
- manual inmate counting and electronic identification devices
- radio frequency identification (RFID)
- flashlights
- local maps of the area
- weapons

STANDARD PROCEDURES

When an escape occurs or is in progress, you or a group of officers will need to verify the location of the escape and possible escape routes. It is important to communicate effectively with supervisors and other staff members. Escaped inmates are considered dangerous; therefore, take extreme caution.

Standard procedures in the event of an escape may include the following:

- Securing all inmates as quickly as possible.
- Locking down the facility immediately to aid in searches and investigations. Different degrees of lockdown may be taken, such as in a specific location or agency-wide.
- Conducting a master roster count of the inmates to confirm an escape has occurred and identifying the inmate that has escaped.
- Telling the control center or supervisors that an escape has occurred as soon as possible, including the number of escaped inmates, their names, clothing, and direction of travel.
- Securing and isolating the surrounding area and removing all inmates and uninvolved personnel from the suspected escape location. Keep the area clear because it is considered a crime scene.
- After the escaped inmates have been identified, collecting articles of their clothing without contaminating them. This is done by using gloves and storing the items properly. Canines will use these articles as scent items. Review mail and phone communications to determine possible destinations.
- If the escape happens outside the facility, such as during a work squad or transport, securing the remaining inmates and following standard procedures.

☒ CO922.3. Explain standard procedures for responding to an escape

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 3 Hostage Incidents

© Lesson Goal

At the end of this lesson, you will be able to respond to a hostage incident.

Think About This

An officer hears a lot of commotion in the infirmary and goes to see what is happening. One inmate is holding a nurse hostage with a weapon. How should the officer respond?

- ☒ CO923.1. Define what a hostage incident is

There may be times where you have to respond to a critical incident that involves a hostage or more than one hostage. These types of incidents can have the added pressure of knowing that the hostage might be someone you work with daily. However, it is important to stay calm and remember that the goal in any hostage incident is to resolve the conflict without injury or loss of life.

A **hostage incident** is when one or more people are held against their will by another person or group with the purpose of achieving a specific goal. Any person can be held hostage, including inmates, civilians, officers, visitors, and staff. Keep in mind that when you respond to an incident or a riot, you could also be taken hostage.

EQUIPMENT

It is important to know the various equipment available for responding to a hostage incident so that you can keep the incident under control and resolve it successfully. Equipment and technical assistance may vary among agencies and departments and will be based upon the conditions encountered and decisions made during the incident.

- ☒ CO923.2. Identify the necessary equipment for responding to a hostage incident

In most cases, you will rely on communication devices such as radios, megaphones, or cell phones. Other necessary equipment could include restraints, chemical agents, impact weapons, emergency keys, and monitoring equipment such as camcorders, closed-circuit televisions, or cameras. Building blueprints and floor plans of the facility could also be required.

STANDARD PROCEDURES

In a hostage incident, responses vary depending on agency resources, policies, and procedures. Steps taken during a hostage incident change according to the circumstances, status, and severity. Different teams may be involved, such as tactical and negotiation teams. Keep in mind that a hostage incident could last hours, or even days.

When initially responding to a hostage incident, contain the incident to prevent more hostages from being taken. Maintain a visual on the hostage, but do not enter the area

and become a hostage yourself. Remove all inmates and isolate the area. Be careful not to agitate the hostage taker; actively listen, but remember to keep your distance. Gather as much information as possible, including the location of the incident; the names and number of hostages; the names and number of hostage takers, if known; as well as any injuries, weapons involved, and demands of the hostage takers.

Standard procedures for responding to a hostage incident include:

- remaining calm
- notifying a supervisor immediately and following the chain of command
- containing the hostage taker in the smallest area possible
- restricting the movement of the hostage taker, if possible, while keeping officer safety in mind
- gathering information, such as taking pictures or recording the incident
- moving non-participants as far from the hostage incident as possible, which may include a facility lock down for inmates
- providing assistance and support to specialized teams as needed

A staff member who is held hostage is not viewed as having rank or authority in the incident; this means that, if you are taken hostage, you must recognize that you have no authority to make any decisions. Do not interfere with discussions being conducted between response teams and the hostage taker. Always make sure to adhere to the proper protocol and resist the urge to act impulsively; acting without thinking could make matters worse.

Follow these procedures if you are taken hostage:

- cooperate with, but do not enable, the hostage taker
- recognize that staff will respond as soon as possible
- avoid using insults or trigger words (words that may empower the hostage taker), such as prisoner, guns, or police
- avoid being confrontational by keeping a low profile
- avoid giving up your uniform, if possible
- keep your face down or avoid eye contact
- remain calm, rest when possible, and try to eat only food provided by the negotiating team
- cooperate fully with any response team member

☒ CO923.3. Explain standard procedures for responding to a hostage incident

☒ CO923.4. Explain standard procedures if you are taken hostage

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 4 Bomb Threats

© Lesson Goal

At the end of this lesson, you will be able to respond to a bomb threat.

Think About This

During a routine search, an officer discovers a suspicious device that looks like a bomb. The officer immediately calls their supervisor using their radio. What problems could the use of the radio cause?

You need to be alert and use good observational skills when responding to a critical incident that involves bombs or a bomb threat. A bomb threat is any threat of an explosive device, whether mechanical, incendiary, or chemical. You must take every bomb threat seriously and notify a supervisor as soon as possible. A supervisor or command staff will determine how the threat should be handled based on agency policy. In the meantime, all facility staff needs to maintain a heightened sense of awareness during a bomb threat as it can also pose other security risks besides immediate injury or death; in some cases, a bomb threat may be used as a distraction for an escape attempt.

- ☒ CO924.1. Describe the indicators of a bomb threat

Look for something out of the ordinary or anything that could indicate a bomb threat when performing routine inspections, searches, or facility checks. Indicators of a bomb threat may include the discovery of a suspicious device or package. You may also receive a direct bomb threat delivered by mail, phone, electronically, or in person.

EQUIPMENT

- ☒ CO924.2. Identify the necessary equipment for responding to a bomb threat

When responding to a bomb threat, you may use the following equipment: mounted long-range cameras or non-electrical communication devices such as landline phones, pens, pencils, and paper. Contact your supervisor, but do not use cell phones, radios, or any other electronic device that could emit electromagnetic signals as these may create a spark. Outside agencies may use bomb-detecting canines or explosive ordnance devices (bomb-defusing robots).

STANDARD PROCEDURES

- ☒ CO924.3. Explain standard procedures for responding to a bomb threat

If you discover a suspected bomb or suspicious package, do not touch, inspect, or tamper with it in any way whatsoever. Each agency will determine when to call 911 or when to contact a specialized response team. Facility staff should communicate verbally, in legible writing, or by using a landline phone. Stay calm and communicate clearly so that the control room and supervisory staff may coordinate response activities. Radios should not be used while a bomb threat is active or in progress.

Standard procedures for responding to a bomb threat include the following:

- notifying a supervisor or command staff of the exact location of the device and its description or if you receive a bomb threat
- stopping use of all electronic devices including microwaves, radios, phones, car alarms, or remote keys for cars, as instructed by supervisors or command staff
- if you find a device, establishing a secure perimeter around the device
- if you receive a threat, locking down the inmates and conducting a controlled search of the facility
- following evacuation protocols according to your agency's critical incident plan
- if you receive a bomb threat via phone, following protocol such as using a checklist while talking; keeping the caller on the line, if appropriate; and using the telephone tracer feature on the phone

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 5 Outside Facility Assaults

© Lesson Goal

At the end of this lesson, you will be able to respond to outside facility assaults.

Think About This

Several vehicles are approaching the facility at a high speed with no sign of slowing down. A few seconds later, gunshots are fired. What would be an appropriate response to ensure the safety of the facility?

Critical incidents do not always take place exclusively inside the facility; some may involve outside forces or assaults to the facility. A facility assault is a physical attack from outside the facility or any other assault that creates physical damage to the correctional facility. Attackers may be on foot, or the assault may include a speeding vehicle approaching the perimeter and failing to yield. Other assaults could include gun shots or an aircraft or drone flying nearby.

- ☒ CO925.1. Describe the indicators of a facility assault

Indicators of a facility assault may include a threat to a person's life or coordinated escape attempts. You should be aware of any threats to the security of the facility, including demonstrators, media, or high-profile inmates such as inmates associated with a drug cartel or death-row inmates. The arrest and transfer of high-profile inmates is a threat to security as they may know people with access to technologies that could enable them to see the layout of the facility. Always be cautious of any unknown or unauthorized person near the perimeter of the facility.

EQUIPMENT

- ☒ CO925.2. Identify the necessary equipment for responding to a facility assault

Common equipment used for responding to a facility assault includes barriers, impact weapons, electronic control devices, firearms, shields, vehicles, megaphones, restraints, chemical agents, and communication devices. You may also need to use recording devices or cameras.

STANDARD PROCEDURES

While facility assault incidents are rare, high-quality and effective visible security measures, alert systems, perimeter controls, or appropriate warning techniques can help prevent facility assaults. Be aware of people who have permission to be on the facility grounds. Notify correctional staff of likely protests, staging areas for protestors or media, or the presence of outside agencies. Keep in mind that facility assaults can escalate into other types of critical incidents, such as a hostage situation, an escape, or a medical emergency.

- ☒ CO925.3. Describe the measures used to prevent and resolve a facility assault

To contain an assault, some agencies may approve use of force. There may also be a show of force or a visible presence of authority. Staff assignments may vary according to an agency's resources or policies and procedures, but your ultimate responsibility is to

maintain the order and safety of inmates within the facility, which may include locking down inmates. Depending on the incident, local law enforcement or external law enforcement, such as SWAT, may be contacted to contain incidents outside of the facility. The commander of ICS may also deploy specially trained teams, such as a CERT, in the event of a facility assault.

Standard procedures for responding to a facility assault include the following:

- Notifying the appropriate staff and communicating the following information with the response teams:
 - ▶ the area of the compound or perimeter affected.
 - ▶ the nature of the assault.
 - ▶ the extent of the damage to the perimeter.
 - ▶ the number of assailants, weapons, and equipment (e.g., drones or vehicles).
 - ▶ the direction in which the assailants are traveling.
- Following evacuation protocols according to the agency's critical incident plan and moving inmates and staff members to a safe location.
 - ▶ Be aware that an assailant may change tactics or methods that result in blocking or damaging planned evacuation routes.
 - ▶ Pay attention to radio communications, including updates on the situation.
- Setting up barricades.
- Establishing perimeter security including surveillance and locking down the facility.
- Maintaining safety and security procedures, such as moving to cover and relocating to a tactically advantageous position.
- Maintaining integrity of the crime scene.
- Debriefing after the incident. This may involve reviewing report details for further investigation.

☒ CO925.4. Explain standard procedures for responding to a facility assault

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 6 Hazardous Materials

© Lesson Goal

At the end of this lesson, you will be able to respond to a hazardous materials incident.

Think About This

While on a work detail, an inmate accidentally mixes bleach and ammonia. What immediate actions should be taken?

In order to promote a safe environment for everyone, it is important that you understand how to manage any materials and sensitive supplies that, when mishandled, could be considered hazardous. Mismanagement of supplies could put the safety of inmates and others at risk; however, proper management of supplies, including the handling and storage of hazardous materials, can reduce the likelihood of a critical incident. In the event that a critical incident involving hazardous materials does occur, you must be familiar with their characteristics and the appropriate response for each type of hazardous material.

CHARACTERISTICS OF HAZARDOUS MATERIALS

A **hazardous material** is any solid, liquid, or gas substance that, when released, may be capable of causing harm to people, the environment, or property; the term is sometimes abbreviated as hazmat. Hazardous materials can include cleaning agents, floor wax, bleach, laundry detergent, fuels, pesticides, glue, fertilizer, or gaseous chlorine. A hazardous materials incident occurs when hazardous materials are released into the surrounding environment; it is always considered a safety risk. Hazardous materials incidents can happen accidentally, intentionally, or as a result of other incidents such as a fire. If not properly controlled, they can quickly escalate into critical incidents that result in harm to many people.

Hazardous materials incidents tend to be characterized as follows:

- may be more likely to require outside assistance
- may require a multi-agency response
- may be long lasting
- may involve unseen hazards

SAFETY RISKS AND HANDLING OF HAZARDOUS MATERIALS

Be aware of the various ways in which exposure to hazardous materials can occur while supervising inmates. For example, while inmates are on work details, they could accidentally combine common chemicals, such as bleach and ammonia, and create a hazardous

environment. Inmates may use containers to transport hazardous materials or biohazardous materials, such as urine. Other bodily fluids, including contaminated blood, saliva, or semen, could be considered hazardous materials. A group of inmates could deliberately work together and separately take items that are hazardous when combined. Be thorough in your searches when inmates return from work assignments.

People can be contaminated with hazardous materials through inhalation, ingestion, absorption, and injection. Hazardous materials can pose immediate safety risks and long-term health hazards, such as asphyxiation, chemical burns, tissue destruction, cancer, or death. They can also cause harm to the environment, such as polluting water, air, and land as well as causing death or serious injury to wildlife and domestic animals.

While some hazardous materials may have a specific smell, others have no detectable odor at all, which means that you cannot rely solely on your senses to provide you a warning that something is wrong. Moreover, due to how dangerous it is to inhale or ingest a hazardous material, you must never check a container by smelling or tasting it. Instead, you may rotate a closed container to test its weight and consistency. For example, a shampoo bottle filled with bleach will feel and sound different than when it is filled with shampoo. If you are still unsure, you may consult a safety data sheet along with your agency's policies and procedures.

A **safety data sheet (SDS)** is written or printed material concerning a hazardous chemical that is prepared in accordance with federal regulations. It is required for any hazardous material shipped to and from a correctional facility. An SDS includes the manufacturer's name, the product name, and the procedures for spills and leaks. An SDS typically has nine sections that detail information about the chemical, the manufacturer, how to handle exposure to the chemical, and what to do in case of a critical incident.

An SDS may be required wherever a potentially hazardous material is stored or used. The SDS will help you be aware of all hazardous materials in your assigned area and what they are used for. An SDS is essential for identifying and understanding information regarding a hazardous material and must be made available to staff and inmates. Federal regulations and Occupational Safety and Health Administration (OSHA) standards require that all chemical manufacturers and importers make SDS documents available to anyone who is exposed to a potentially hazardous substance. You should be able to read and understand the manufacturers' guidelines and the SDS to properly handle hazardous materials. You are responsible for consulting the SDS, when it is applicable, as well as your agency's policies and procedures.

Classes of Hazardous Materials

During a hazardous materials incident, the U.S. Department of Transportation's (DOT) **Emergency Response Guidebook (ERG)** is often used as a guide. A first responder's initial actions include the identification of hazardous materials, areas of personal protection, and an initial safety plan. The following is a list of the classes of hazardous materials and the dangers associated with each class according to the *ERG*, a copy of which will be made available to all staff. In total, there are nine classes of hazardous materials.²

☒ CO926.1. Explain the safety risks of hazardous materials

☒ CO926.2. Describe what a safety data sheet is and why it is used

☑ CO926.3.
Identify the classes
and dangers of
hazardous materials
described in the
*Emergency Response
Guidebook (ERG)*

CLASS 1—EXPLOSIVES

Explosives are materials or devices that are designed to release energy rapidly. Consider all explosives to be extreme hazards when they are involved in or near a fire. Examples of explosive materials include dynamite, black powder, and small arms ammunition.

CLASS 2—GASES

Gases are materials that are neither solid nor liquid at ordinary temperatures, and they are usually contained under pressure. Gases may be further classified as flammable, non-flammable, poisonous, or corrosive. Examples include acetylene, hydrogen, and anhydrous ammonia.

CLASS 3—FLAMMABLE AND COMBUSTIBLE LIQUIDS

Flammable and combustible liquids are materials that are neither solid nor gas that burn in the presence of an ignition source and are easily ignited by heat, sparks, or flames.^{2(p160)} Examples include gasoline, diesel fuel, and acetone.

CLASS 4—FLAMMABLE SOLIDS

Flammable solids are materials that are neither liquid nor gas and burn in the presence of an ignition source or in the presence of heat or friction. Class 4 also includes substances that ignite spontaneously or when in contact with water. Examples include magnesium, sulfur, and calcium carbide.

CLASS 5—OXIDIZING SUBSTANCES AND ORGANIC PEROXIDES

Oxidizing substances or oxidizers are materials that supply their own oxygen and may cause spontaneous combustion or increase the intensity of a fire.^{2(p375)} Examples include nitric acid (used in metal cleaners)³ and bleach.

CLASS 6—TOXIC SUBSTANCES AND INFECTIOUS SUBSTANCES

Toxic substances are materials that can be considered poisonous and harmful to health. Exposure to a toxic substance in large amounts could potentially result in death. Infectious substances are materials that contain pathogens that can cause disease. Examples include insecticides, medical waste, and biological hazards.⁴

CLASS 7—RADIOACTIVE MATERIALS

Radioactive materials are materials that give off radiation, which can pose a risk to health if not managed properly.⁵ Examples include nuclear waste, radioactive medical materials, and x-ray equipment.

CLASS 8—CORROSIVE SUBSTANCES

Corrosive substances are materials that are liquid or solid and can cause irreversible damage to human tissues, such as skin, on contact. Examples include acids such as sulfuric acid and hydrochloric acid.

Table 9-1 Examples of Hazardous Materials

Hazard Class	Material	Common Examples
Class 1	explosives	dynamite, black powder, and small arms ammunition
Class 2	gases	acetylene, hydrogen, and anhydrous ammonia
Class 3	flammable liquids and combustible liquids	gasoline, diesel fuel, and acetone
Class 4	flammable solids, spontaneously combustible, and dangerous when wet	magnesium, sulfur, and calcium carbide
Class 5	oxidizing substances and organic peroxides	nitric acid and bleach
Class 6	toxic substances and infectious substances	insecticides/pesticides, regulated medical waste, biological hazards
Class 7	radioactive materials	radiopharmaceuticals, radioactive sources (such as those found in certain smoke detectors and medical devices)
Class 8	corrosive substances	sulfuric acid and hydrochloric acid
Class 9	miscellaneous hazardous materials/dangerous goods and articles	lithium-ion batteries, dry ice, magnetized metals, auto-inflating devices (such as airbags), asbestos, molten sulfur, PCBs (polychlorinated biphenyls), hazardous waste

CLASS 9—MISCELLANEOUS HAZARDOUS MATERIALS/DANGEROUS GOODS AND ARTICLES

Miscellaneous hazardous materials or dangerous goods are materials that do not belong to any of the other classes listed but still present a hazard during transportation. These materials are subject to U.S. DOT regulations during transport. Examples include lithium-ion batteries, dry ice, magnetized metals, and auto-inflating devices (such as airbags).

Hazardous materials are indicated by placards (diamond-shaped signs), markings, shipping papers, SDSs, or storage containers. Refer to the *ERG* for exact information.

☒ CO926.4. Describe the indicators of hazardous materials

Use extreme caution when using your senses at a hazardous materials incident including:

- vision—you may use your vision to see indicators of hazardous materials such as smoke, fire, vapor, or gas clouds; when light or visibility is poor, these signs are harder to see. For example, green smoke is a particularly dangerous sign. Watch out for hazardous material placards.
- hearing—it is important that you use your hearing, especially when interacting with witnesses or identifying unusual sounds, such as hissing from a gas leak or a tanker spill, or a bubbling sound from mixing chemicals.
- taste, touch, or smell—use of these senses risks exposure to the substance; they should not be used intentionally in an incident.

EQUIPMENT

☑ CO926.5. Identify the necessary equipment for responding to a hazardous materials incident

Each agency will determine the availability of equipment to use during a hazardous materials incident. Some of the equipment may include personal protective equipment (PPE) so as to observe standard precautions. Examples of PPE can include face masks, protective gloves, protective gowns, binoculars to identify warning placards, a hazmat suit, a self-contained breathing apparatus (SCBA), a bloodborne pathogens cleanup kit, and protective shields or barriers. Refer to the *ERG* for a detailed description of, and instructions for, the appropriate use of equipment related to hazardous materials incidents. Make sure your facility has the current versions of all reference guides. A supervisor or designated staff will manage the equipment, informational guides, and hazardous materials references.

STANDARD PROCEDURES

Due to the dangers associated with hazardous materials incidents, be aware of your surroundings and take note of any unusual occurrences or activity. Be sure to practice officer safety, and always follow the proper precautions. Each agency's policies, procedures, and critical incident plan will dictate the roles and responsibilities of each staff member. You may be the first person on the scene, but the resolution of a hazardous materials incident is the responsibility of supervisory staff and specialized response teams. As a correctional officer, you should respond only within the scope and level of your training and follow your agency's policies.

When looking for hazards and investigating an incident, stay constantly aware and be prepared to relay information. Even when assisting in cleanup, you must follow officer safety, standard precautions, and the SDS where it applies. Avoid tunnel vision, and be aware of the variety of complications that may arise because hazardous materials incidents can be dynamic and evolving. For example, do not immediately run over to assist if you suspect a hazardous materials incident. Consider all hazardous materials incidents as potentially life-threatening and proceed with caution. Remain calm and focus on a resolution.

Standard procedures for responding to a hazardous materials incident include the following:

- Locating and verifying the nature of the hazardous materials incident.
 - Observe from a safe distance.
 - If the spill is minor, respond according to the SDS guidelines, if applicable. For example, dilute a bleach spill and ventilate the area.
- Referring to the posted SDS, if applicable, for the hazardous materials. Make sure a copy of the SDS is readily available for any emergency personnel.
- Communicating with control room staff and supervisors who may coordinate response activities. Relay the following information:
 - types of substances or hazards (do not attempt to smell or taste the substance).
 - areas affected.
 - any medical emergencies or injuries.
 - wind direction (for example, if any vapor or smoke is blowing toward the dining hall).
- Isolating the incident so that it does not spread to unaffected areas. This includes shutting down air-conditioning units and closing doors and windows (if applicable).
 - Stay as far away as practical (a minimum of 500 feet, if possible) and keep others away.
 - Use binoculars or video surveillance if available or approach from upwind.
 - Do not take an ignition source into the affected area (a vehicle can be an ignition source).
- Creating a barrier or perimeter around, and restricting access to the affected area until the area is declared safe by emergency personnel.
 - Supervisors will issue a direct order for no one except emergency personnel to enter the area.
 - Use signs, warning tape, and physical barriers, such as a mound of dirt, or officers stationed outside a secured area.
 - Structures such as internal gates, roll gates, doors, and cross fences can greatly aid in accomplishing these efforts.
- Entering the area only when it is safe to do so.
 - Use PPE, such as a face mask, protective gloves, and a gown, immediately.
 - Use disposable equipment as much as possible.
- Observing standard precautions when dealing with decontamination efforts.
 - Make sure that contaminated victims and equipment are decontaminated before you make direct contact with them.
 - If you become contaminated, make sure that you and your clothing are fully decontaminated as soon as possible.

☒ CO926.6. Explain standard procedures for responding to a hazardous materials incident

- Providing first aid for the injured.
 - Separate contaminated people.
 - Prioritize care based on severity of injuries.
- Evacuating areas affected by hazardous materials.
 - Everyone should be evacuated as soon as it is safe to do so.
 - Ideal evacuation routes will take people as far away from the incident as possible and be upwind and uphill from the threat.
 - Follow the posted evacuation diagrams. Evacuation may not be possible in some cases.
- Keeping a record of the events and completing follow-up documents as directed by the agency.

SENSITIVE SUPPLIES

Sensitive supplies refer to supplies used throughout the facility for health, sanitation, or housing maintenance. While not all sensitize supplies are considered hazardous materials, they have the potential to be easily misused; therefore, it is especially important to record the identity of any person receiving sensitive supplies and make sure they are used properly.

Sensitive supplies include medical equipment, medicine, industrial strength cleaners, or other substances used for different purposes in the facility. Some of those purposes are facility maintenance, vehicle maintenance, pest control, laundry services, and firearms cleaning. These supplies can pose a hazard or be easily misused. They may or may not be considered hazardous materials. Examples of sensitive supplies include, but are not limited to, the following:

- | | |
|---------------------|------------------|
| • paints | • window cleaner |
| • fuel | • gun oils |
| • oil | • solvents |
| • cleaning solvents | • thinners |
| • wax | • bleach |

Sensitive supplies also include supplies for food service, such as cooking oils, vanilla, yeast, and nutmeg. These sensitive supplies must be controlled at all times. Inmates can produce illegal substances, such as alcohol, with yeast, sugar, and fruit. Pepper can be used to incapacitate a person. Nutmeg has intoxicating properties when used improperly.

☒ CO926.7. Explain how to store and move sensitive facility supplies

It is important to use supplies only for their intended purpose. Ensure that inmates who use sensitive supplies follow any listed instructions and precautions. Improper handling of sensitive supplies may result in items becoming contaminated or dangerous, which could result in injury or death. Sensitive supplies may become explosive if they come into contact with other chemical substances or if they are exposed to temperature changes or movement.

You must follow these guidelines to properly maintain and care for sensitive supplies:

- Issue and transport supplies according to the SDS.
- Use appropriate safety gear or protection (e.g. gloves, masks, eye protection).
- Only handle supplies after receiving the proper training.
- Never mix cleaning supplies.
- Be careful and thoughtful while moving supplies.
- Use a well-ventilated area when necessary.
- Close containers.
- Properly dispose of used cleaning supplies and cloths.
- Appropriately supervise the use of all supplies.

To safely handle sensitive supplies, you must do the following:

- Store them in proper containers, such as boxes (wooden, paper, plastic), drums (metal, plastic), cylinders (metal, plastic), and bags (multi-walled paper, multi-walled plastic).
- Follow inventory processes.
- Keep supplies clean and securely closed.
- Remove any substandard items.
- Always follow your agency's policies and procedures.

Facilities often receive sensitive supplies in concentrated form. These supplies need to be diluted before use. Be aware of possible allergic reactions when supplies are handled or mixed. Each facility will also vary on how it identifies and manages requests and purchases of sensitive supplies by using logs, charts, and electronic databases.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 7 Medical Emergencies

© Lesson Goal

At the end of this lesson, you will be able to respond to a medical emergency.

Think About This

You notice that an inmate is sweating, experiencing shortness of breath, appears pale, and is disoriented. How would you determine if this is a medical emergency, and how would you respond?

☒ CO927.1. Explain what a medical emergency is and how to recognize signs and symptoms

Due to the fact that correctional officers must closely supervise inmates at all times, you will most likely be the first to notice and respond when an inmate experiences a medical emergency. In such cases, you must be prepared to provide care or access to medical care as a part of your main responsibilities.

A **medical emergency** is when a person experiences medical or psychological distress, severe illness, or injury. Signs and symptoms of a medical emergency may include unusual or excessive bleeding, pain, sweating, nausea, shortness of breath, paralysis, paleness, disorientation, or loss of or altered consciousness. If an inmate uses medical devices such as intravenous (IV) lines or monitors, this equipment may become dislodged.

EQUIPMENT

Each medical emergency is unique, so assess the situation to determine the proper equipment to use. Refer to First Aid or other training to correctly use medical equipment and supplies during a medical emergency. Other staff, on-site medical personnel, or outside emergency medical services (EMS) may be called upon for further assistance and resources.

☒ CO927.2. Identify the necessary equipment and resources for responding to a medical emergency

Equipment available during a medical emergency may include PPE (such as gloves and masks), an automated external defibrillator (AED), Narcan (naloxone), and a first-aid kit. Medical equipment must be used according to training and agency policy. Observe standard precautions to avoid contact with a person's bodily fluids. Treat every person as if they are infected to minimize risk of infection when providing aid.

STANDARD PROCEDURES

☒ CO927.3. Explain standard procedures for responding to a medical emergency

Standard procedures for responding to a medical emergency include the following:

- Identifying the severity of the medical emergency to determine the level of response.
- Making sure that the area is safe and secure while enforcing crowd control by removing all inmates and uninvolved personnel from the area.

- Notifying medical staff and supervisors and informing them of the following:
 - number of affected people.
 - their location.
 - the nature of the emergency.
- Administering first aid using PPE to observe standard precautions.
 - Provide aid only within the scope of your training.
 - Administer first aid as appropriate until medical help arrives.
 - Protect inmates against self-inflicted injury or death; if an inmate has attempted hanging, call for assistance as the situation dictates. Proceed according to agency policies and procedures whether the inmate is injured or deceased.
 - Wait for assistance as necessary.
- Transporting the patient to a medical facility or, if applicable, designating staging areas for outside agencies.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 8 Facility Fires

© Lesson Goal

At the end of this lesson, you will be able to respond to a fire.

Think About This

An inmate accidentally starts a grease fire in the kitchen and throws water on it in panic. How should you respond?

☑ CO928.1. Describe the components and indicators of a facility fire

The potential for fire exists in all areas of the facility. Though rare, fires are dangerous because they can spread quickly and can be difficult to contain. The kitchen is the most common area where fires occur; however, fires may also occur in other parts of the facility, such as a laundry area or dormitory. You should always be vigilant and cautious of fire hazards such as cooking grease, dryer lint, improperly stored cleaning agents, gas leaks, defective light fixtures, and lightning strikes. Remember that maintaining the safety of staff and inmates is the first priority during a fire.

Most fires are preventable as long as you know what to look for, so it is important for you to be aware of the ways that fires start as well as the components and conditions that are needed for a fire to be sustained. When heat, fuel, and oxygen come together in a chemical chain reaction known as combustion, it creates fire. Removing any one of the necessary components of a fire can help to stop or extinguish the fire. Indicators of a fire include the smell of smoke, alarm notifications, and heat, light, and flame.

You will need to familiarize yourself with the different types of fires that may occur because the class of fire will determine which extinguishing agent is used and how the incident is approached. There are five classes of fire:

- Class A—fires in ordinary combustible materials, such as wood, cloth, paper, rubber, and many plastics
- Class B—fires in flammable liquids, combustible liquids, petroleum greases, tars, oils, oil-based paints, solvents, lacquers, alcohols, and flammable gases
- Class C—fires that involve energized electrical equipment
- Class D—fires in combustible metals, such as magnesium, titanium, zirconium, sodium, lithium, and potassium
- Class K—fires in cooking appliances that involve combustible cooking media (vegetable or animal oils and fats)

Make sure that you use the correct extinguishing agent for the class of fire. For example, using water on a fire with a flammable liquid such as oil will increase the fire. Likewise, using water on an electrical fire can increase the danger of an electrical shock.

EQUIPMENT

Each facility will determine the availability of specialized equipment used during a fire. The following equipment may be necessary to respond to a fire:

- portable extinguishers
- fire alarms
- fire suppression systems, such as fire extinguishers set into the wall that run into piping when the system is activated, sprinklers, and smoke detectors
- self-contained breathing apparatus (SCBA) to prevent smoke inhalation
- facility map with evacuation routes
- emergency keys
- restraint devices
- fire hydrants
- fire hoods
- fire hoses that are used by specially trained staff to extinguish fires

☒ CO928.2. Identify the necessary equipment for responding to a facility fire

The type of fire will determine which fire extinguisher to use. Types of portable fire extinguishers that are commonly used include the following⁶:

- Type A—for use in fires with ordinary materials like cloth, wood, and paper.
- Type B—for use in fires with flammable liquids, combustible liquids, petroleum greases, tars, oils, oil-based paints, solvents, lacquers, alcohols, and flammable gases.
- Type C—for use in fires with electrical equipment like appliances, tools or other equipment that is plugged into an outlet. Class C fire extinguishers use an agent that does not conduct electricity.
- Type D—for use in fires with combustible metals, such as magnesium, titanium, zirconium, sodium, lithium, and potassium.
- Type K—for use in fires with vegetable oils, animal oils, and fats in cooking appliances.
- ABC—multipurpose extinguisher that can put out class A, B, or C fires.

☒ CO928.3. Differentiate between the types and uses of fire extinguishers

The portable fire extinguisher may be all that is necessary to extinguish a small fire. Basic procedures for using a fire extinguisher in a correctional facility will include performing a safety check, which should be done during every shift. This process involves checking the gauge on the extinguisher to see if the charge is adequate; if the charge is adequate, the needle will be in the green zone, but if the charge is not adequate, do not use that extinguisher. Notify the control room immediately if a fire extinguisher fails the safety check. The safety check should also include the hose and nozzle to confirm that they are free of cracks or obstructions.

☒ CO928.4. List the steps for using a portable fire extinguisher

The following are basic steps for using a portable fire extinguisher:

1. Pull the pin.
2. Aim the nozzle at the base of the fire from a distance, usually about 10 feet.
3. Squeeze the handle.
4. Sweep the base of the flame (from side to side and front to back).

STANDARD PROCEDURES

☒ CO928.5. Explain standard procedures for responding to a facility fire

If you see fire or smell smoke, assess the situation. Notify the control room immediately with the exact location and size of the fire, and activate the agency's critical incident plan. There may be an automatic fire alarm, but if not, pull the manual fire alarm. If the fire is small enough, attempt to extinguish the fire using the appropriate extinguisher. Begin evacuation procedures if the fire is out of control, and follow the posted evacuation routes. Make sure that you stay up to date with evacuation routes as they may change based on location of the fire and the volume of smoke. Choose evacuation routes that allow everyone to move away from the threat as upwind and far away as possible. If time allows, close doors and windows as you evacuate.

Conduct a count before evacuation and continuously update the inmate count; make sure to account for staff and visitors as well, and notify your supervisor if there is a discrepancy. Maintain control of inmates during an evacuation, and group them according to classification and custody levels if possible. Ensure that there are enough officers, especially when moving high-risk inmates or large groups. Secure the perimeter and stay alert for inmates who might use the fire as a distraction during an escape attempt or assault.

As soon as it is safe, evacuate all inmates and staff in the vicinity. Provide medical treatment to those in need. If someone is trapped or unaccounted for, call your supervisor immediately. In cases of substantial fire involving trapped people, delegate rescue to the local fire department or trained staff.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 9 Disasters

© Lesson Goal

At the end of this lesson, you will be able to respond to disasters.

Think About This

A tropical storm causes an entire cell block to flood. How would you safely evacuate inmates to another location?

Disasters are always considered critical incidents, and they can strike at any moment for any reason. However, with proper planning ahead of time, their damage can be minimized. Disasters tend to fall into two categories: natural disasters or human-instigated disasters. You will need to know the difference between them to prepare and respond appropriately when a disaster impacts the facility.

A **natural disaster** is an event or force of nature that has catastrophic consequences, such as a hurricane, earthquake, tornado, flood, lightning, or wildfire. It is unpredictable and unplanned.

A **human-instigated disaster** is a consequence of technological or human hazards that brings great damage, loss, or destruction, such as chemical spills, a water main breaking, a plane crash, a train derailment, or a fire. It may be intentional or unintentional.

☒ CO929.1.
Differentiate between natural disasters and human-instigated disasters

EQUIPMENT

The equipment used to address a disaster will depend upon the type of disaster and its severity. Each agency may have resources designated for different disasters, but outside agencies may also be called upon to assist. Properly identifying the disaster and methods of communication plays a vital role in responding to a critical incident.

Equipment needed in a disaster includes the following:

- backup communications equipment
- backup power source
- flashlights with batteries
- non-perishable emergency food supplies
- stored water
- medical supplies
- tents or temporary shelters
- temporary facilities (such as portable toilets)
- additional bedding or linens
- vehicles
- weapons

☒ CO929.2. Identify the necessary equipment for responding to a disaster

You must be properly trained and familiar with the equipment you may use during a disaster. Each facility will determine the focus and level of training for equipment use. If communications are disrupted, use backup communication systems, such as a

temporary or mobile command center. You may also need to use secondary radio systems. Be prepared to administer first aid to ill or injured staff and inmates and to distribute drinkable water and emergency food supplies. The facility may be operating only off of generators and not at full power. If necessary, erect temporary shelters. In the case of an evacuation, multiple vehicles will be used.

STANDARD PROCEDURES

The nature and extent of the disaster will determine what procedures to follow. Follow your agency's critical incident plan, which will address the procedures for enhanced security measures and transportation needs that could arise.

☒ CO929.3. Explain standard procedures for responding to a disaster

Standard procedures for responding to a disaster include the following:

- verifying and communicating the critical incident by notifying the control room or a supervisor of the disaster
- conducting an inmate count, accounting for all inmates and staff
- inspecting for structural damage, making sure there is no breach in the perimeter
- activating the critical incident plan
- evacuating everyone to a safe place
- providing first aid and medical treatment
- documenting the disaster
- debriefing after the disaster

UNIT 3 ON-SCENE MANAGEMENT

LESSON 1 Protecting the Scene and Evidence

© Lesson Goal

At the end of this lesson, you will be able to protect and control a crime scene.

Think About This

An inmate is found dead on the floor, and blood surrounds the body. A weapon is on the floor nearby. How should the first responding officer preserve the crime scene?

Although you will not conduct criminal investigations as a correctional officer, you still need to know the procedures for responding to a crime. Different crimes may require different responses. For example, an inmate stealing another inmate's property may result in an incident report, but an inmate stealing keys will result in a facility-wide lockdown and a thorough search. Some crimes in the facility will be crimes against persons, such as assault or battery. Any sexual assaults are considered violations of PREA, and all PREA standards must be followed. In such cases, you may also need to temporarily isolate the sexual assault victim in a dry cell without running water to prevent them from cleaning themselves and getting rid of potential evidence.

Keep in mind that, even if there is a crime, there may not always be a crime scene involved. If you do come across a crime scene, however, you must take immediate steps to control the crime scene and preserve evidence that could later be used in an investigation. It is crucial that you follow the proper protocol as well as your agency's policies and procedures. Not doing so could result in failure to prosecute a suspect in court.

RESPONDING TO THE CRIME SCENE

Notify a supervisor, medical staff, or control room staff immediately if you suspect a crime has been committed and that there is a potential crime scene involved. Inform them of the location of the crime scene area using a radio, phone, or verbal communication. Be aware that authorities and divisions, such as medical staff, may be informed simultaneously. Outside agencies, such as local law enforcement, may also be contacted. If known, report the type of crime as well as the severity, any injuries, and the location where the crime may have occurred. If necessary, make requests for assistance or backup. Provide the names of inmates and staff who were in the area, and mention any details, such as blood spatter or weapons.

Before entering the crime scene, you must first determine if the area is safe by visually scanning the area, listening for hazards, and using other senses. Make sure to proceed with caution even if you have not identified any immediate threats.

☒ CO931.1. Identify which staff to notify when a crime has occurred

Controlling and Securing the Crime Scene

- ☒ CO931.2. Explain how to control a crime scene

After you have deemed the area safe to enter, you must ensure the safety of others and try to restore order. Make sure to clear the crime scene of aggressors and all unauthorized people immediately, and take note of all the actions taken. Monitor the area and give verbal commands to inmates to return to their cells for a lockdown. These actions help control the scene and can prevent possible interference with the investigation later.

- ☒ CO931.3. Identify how to enter a crime scene to administer first aid while not disturbing evidence

While you are controlling a crime scene, always practice officer safety. Remember that you cannot render aid if you are injured or harmed. If you must enter a crime scene to render life-saving aid, do not rearrange or move anything. Be very careful not to disturb evidence, such as bloody prints or objects that may have been used to commit the crime. Once backup arrives and if it is safe to do so, you may then conduct a medical assessment if necessary. You will learn more about conducting medical assessments in First Aid. Continue administering aid until specialized personnel such as EMTs, firefighters, or trained medical personnel arrive.

- ☒ CO931.4. Explain how to secure, protect, and document a crime scene

Once a crime scene has been cleared of any victims, witnesses, or suspects, you will need to control further access to the area and isolate the crime scene. Secure the area and ensure that no unauthorized people enter. Make sure to tape off the area or create a perimeter barrier. This can be done by using physical obstacles like fences, barrels, or crash gates. It is essential to place personnel as barricades far away from the crime scene to prevent contamination of the scene by other people. Protect the scene by preserving the area, as well as possible evidence, to minimize contamination.

Documenting the Crime Scene

Each agency may have its own procedures for documenting a crime scene, including using photographs, still images from video cameras, standard forms, and documentation for items moved, removed, or altered. The officer on the scene must keep a continuous log of the activities happening at the crime scene; this log should include which authorized personnel enter and exit the scene along with the date and time. By maintaining this log, you can uphold accountability and help facilitate a thorough and accurate investigation.

Collecting Evidence

- ☒ CO931.5. State how to identify and properly collect evidence for a crime scene

To aid future investigations, use caution and tact while collecting any possible evidence. Each facility may determine the methods and materials to use for proper evidence gathering. Inmates may try to destroy evidence. Evidence at a crime scene is any item or fact that may clear a person of guilt or may be considered proof that a crime has been committed, such as clothing, sheets, bodily fluids, or any other item that could be related to or affected by the crime. Use the techniques determined by your agency to collect and preserve evidence, and be careful not to contaminate the evidence or the crime scene. This involves properly bagging items, taking pictures or videos according to instructions, and

initiating the proper chain of custody procedures. Chain of custody is the documentation that reflects how evidence is handled and preserved to ensure the integrity of the evidence.

To handle evidence properly:

- Use PPE, which must be put on outside of the crime scene.
- Correctly document and secure evidence through the appropriate chain of custody.
- Correctly identify the type of bag or container to use for the type of evidence being gathered.

UNIT 3 ON-SCENE MANAGEMENT

LESSON 2 Managing Victims, Witnesses, and Suspects

© Lesson Goal

At the end of this lesson, you will be able to manage victims, witnesses, and suspects involved in an incident.

☒ CO932.1. Explain the importance of identifying and separating victims, witnesses, and suspects during an incident

☒ CO932.2. Explain how to secure victims, witnesses, and suspects during an incident

When an incident occurs that involves victims, witnesses, and suspects, you need to know how to manage them until a supervisor or someone higher in the chain of command arrives. If the incident involves a crime, an internal investigator or outside law enforcement will be called on to investigate. In the meantime, you will need to do your part to keep the situation under control.

Secure the scene and conduct an inmate count as soon as possible. Separate the people involved before trying to determine who the victims, witnesses, and suspects are. Potential victims, witnesses, or suspects may be identified through observation and communication with the people on the scene.

It is important to separate victims, witnesses, and suspects as soon as possible to preserve evidence and information. Separating all of the people involved provides clarity in dealing with and assessing the incident. Separation also minimizes the possibility of threats and collaboration that may confuse the investigation.

If appropriate and necessary, restrain inmates as part of your efforts to separate victims, witnesses, and suspects. You may need to isolate any inmates with physical indications that they may have been involved in a crime. Look for any injuries, labored breathing, possession of weapons, or the presence of contraband. Even after being ordered to be quiet, inmates may talk among themselves and reveal information about the crime. However, do not begin questioning inmates. An assigned investigator or outside law enforcement will conduct a formal interview later.

Place victims, witnesses, and suspects in secure areas to provide a safe environment for the interview process. Due to the potential for liability, do not put victims out of sight and sound; they may need medical or psychological support. Follow the instructions of the assigned investigator or your supervisor while overseeing and interacting with victims.

Do not leave a suspect alone as they could remove or purposely contaminate evidence. If an inmate sexually assaults another inmate in the facility, make sure to separate the victim and suspect, and place them in dry cells to preserve evidence.

You may be asked to obtain statements from victims, witnesses, or suspects, and then give that information to an investigator. Remember, you will not conduct criminal investigations

or formal interviews. While you must not directly interview a person, it is appropriate to let them speak to you on their own if you are in their presence. Document what you hear, but do not encourage a person to interact with you. Make sure that the information you note is accurate as it may be used as evidence in court, or you may be called upon to testify in court proceedings.

Appendix A

Exhibit A-1 Professional Organizations for Correctional Officers

American Correctional Association

Florida Sheriffs Association

American Jail Association

National Institute of Corrections

National Sheriffs' Association

Exhibit A-2 Corrected Narrative Report

Below is the narrative report with improved grammar, punctuation, capitalization, and spelling.

On May 16, 2022, at approximately 1220 hours, I was on a routine patrol inside D Dorm when Inmate Shaw, Dennis, handed me a book and said, "You'll find that quotation we were talking about on page 24." Since I had not discussed any quotation with Inmate Shaw, I decided to take the book to the office and look at page 24. When I opened the book, a folded piece of paper fell out. On the paper were the following words: "My roommate has some marijuana hidden inside a hole in his pillow." I showed the note to the dorm supervisor, Corporal Larson, and since the dorm was scheduled to go to the recreation yard that afternoon, we decided to wait until then to conduct a search. At approximately 1330 hours, the inmates were escorted to the recreation yard, so Corporal Larson and I searched cell D-234, which is the cell assigned to Inmate Shaw and his roommate, Inmate Schneider, Jonathan. I examined Inmate Schneider's pillow and found a hole as described by Inmate Shaw. Inside the hole, I found approximately two handfuls of a green leafy substance. I placed the substance in a clear plastic bag and called a dual sworn officer, Corrections Deputy George Abrams, to test it; it tested positive for marijuana. Inmate Schneider was brought in from the recreation yard and was questioned by Deputy Abrams. Inmate Schneider stated, "That stupid roommate of mine set me up. He wants me out of there because I won't have anything to do with his drug business." I placed Inmate Schneider in Administrative Confinement pending an investigation. Corporal Larson and I conducted a thorough search of the rest of D Dorm; however, we did not find any additional contraband.

Appendix B

Figure B-1 Chain of Command

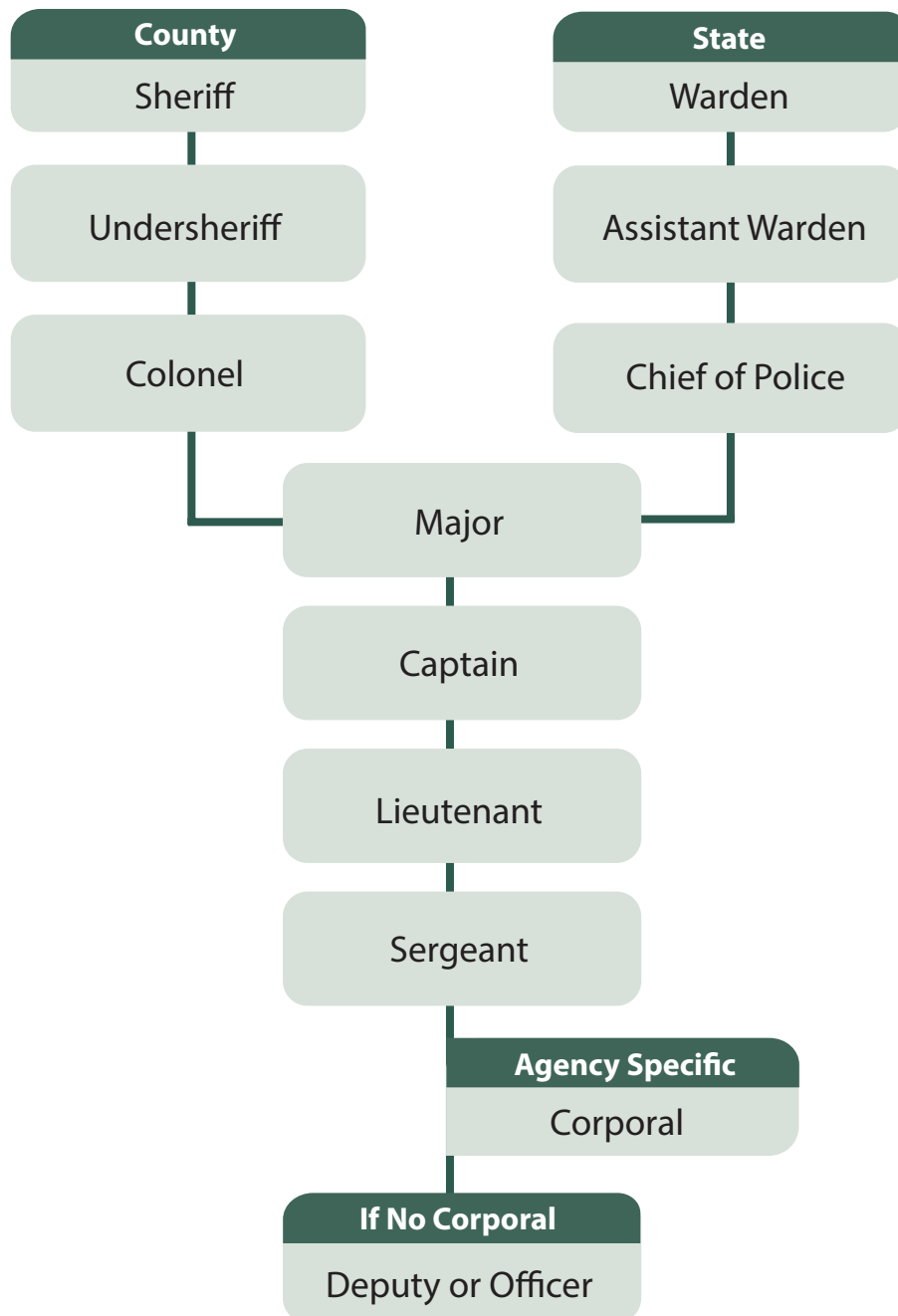


Figure B-2 Situational Awareness



Appendix C

Table C-1 Jargon Used in Correctional Facilities

Jargon	Explanation
shakedown	cell/pat down/strip search
PC	protective custody
Jit	juvenile
DC	disciplinary confinement
3 hots and a cot	3 meals and a bed
CERT	correctional emergency response team
DR	disciplinary report
52-blocks	types of inmate fighting styles
I-So/Hole	isolation confinement

Table C-2 Slang Used in Correctional Facilities

Slang	Explanation
rabbit	an escape risk inmate
fish/new Jack	new inmate or correctional officer
The Hole or Box	disciplinary confinement cell
chow	meal
shank	homemade weapon
buck	homemade alcohol
rip	tobacco
411	information
kite	illegal note passed from inmate to inmate

Table C-3 Commonly Mistaken and Misspelled Words

absence	approximately	delinquent	negligence	sheriff
accessory	argument	deposition	occasionally	statute
accident	barbiturate	disciplinary	occurred	surveillance
accomplice	colonel	en route	omitted	suspicious
acquittal	committed	grievance	possession	trial
aggravate	conscious	incoherent	receive	unconscious
alleged	conspicuous	license	seize	unnecessary
amphetamine	contraband	lieutenant	separate	vicious
apprehend	convenience	maintenance	sergeant	which

Table C-4 Common Homophones

accept / except	its / it's	raised / razed
ad / add	knot / not / naught	read / red
affect / effect	know / no	right / write / rite
aisle / I'll / isle	mail / male	seas / sees / seize
allowed / aloud	night / knight / nite	seen / scene
ate / eight	ordinance / ordnance	site / sight / cite
buy / by / bye	our / hour	they're / their / there
course / coarse	pain / pane	two / too / to
defuse / diffuse	personal / personnel	we'll / wheel
die / dye	principle / principal	weather / whether
here / hear	rain / reign / rein	where / wear

Glossary

A

acting within the scope of employment: the range of reasonable and foreseeable activities that an employee does while carrying out the employer's business (Legal for Correctional Officers)

acute stress: a type of stress that is often short-lived and occurs when a person experiences unexpected changes in their life (Introduction to Corrections)

administrative confinement: the temporary removal of an inmate from the general population to provide safety and security until a more permanent inmate management process is in place (Supervising Correctional Populations)

Alzheimer's disease: a type of dementia and a progressive brain disorder that causes the gradual deterioration of cognitive function and can negatively impact a person's personality, behavior, and memory as well as their ability to learn, reason, make judgments, communicate, and carry out daily activities (Supervising Correctional Populations)

arrest papers: paperwork filed by the arresting officer that results in a person being arrested and taken to a correctional facility for admission (Intake and Release)

autism spectrum disorder (ASD): a type of developmental disorder that is diagnosed in early childhood and continues throughout adulthood; it is characterized by language and social developmental delay and repetitive behaviors (Supervising Correctional Populations)

auxiliary aids: communication tools that help a person with a disability effectively communicate (Supervising Correctional Populations)

B

bias: the unfair treatment and attitude toward a group of people; classified as unethical behavior (Introduction to Corrections)

bribery: when you give or accept something for your benefit that influences your or someone else's professional conduct or decision-making (Introduction to Corrections)

C

case law: the body of law formed by the decisions of the court system, which is part of the judicial branch (Legal for Correctional Officers)

chain of command: the order of authority within an organization (Introduction to Corrections)

chain of custody: the documentation of everyone who handled evidence as well as when, why, and what changes, if any, were made to the evidence (Legal for Correctional Officers)

chase vehicle: (also known as a trailing vehicle) an armed escort vehicle used during transport to follow or trail an inmate transport vehicle in order to provide additional security (Supervision in a Correctional Facility)

civil law: the branch of law that is concerned with the legal action that a person takes to resolve a non-criminal private dispute with another person (Legal for Correctional Officers)

civil liability: responsibility for a wrongful act or an omission that causes injury to a person or property (Legal for Correctional Officers)

civil rights violation: when an officer or entity unlawfully interferes with the fundamental rights of another person, such as the rights to due process and equal protection under the law (Legal for Correctional Officers)

clinical restraints: devices that keep patients from injuring themselves and are ordered by the attending physician in a medical facility (Supervision in a Correctional Facility)

clinical seclusion: the isolation of an inmate from the general population at a medical facility for medical and safety reasons (Supervision in a Correctional Facility)

color of law: when an officer acts or claims to act in the performance of official duties under any law, ordinance, or regulation (Legal for Correctional Officers)

command presence: body language that projects confidence, poise, and professionalism (Communication for Correctional Officers)

commitment papers: documents or orders generated by the court that commit an offender to a correctional facility or to a mental hospital after the offender has been found guilty of a crime (Intake and Release)

communication: the exchange of verbal and non-verbal messages (Communication for Correctional Officers)

community control: (also known as house arrest) a form of community supervision that is closely monitored and is more restrictive than probation or parole (Introduction to Corrections)

compassion fatigue: the emotional exhaustion that comes from helping others on a long-term basis (Introduction to Corrections)

conflict of interest: a situation, on or off duty, in which a person is in a position to personally benefit from actions or decisions made in their official capacity (Introduction to Corrections)

contact visits: visits in which both a visitor and an inmate are in the same room, without a physical barrier between them and can have limited physical contact (Supervision in a Correctional Facility)

content: the significant facts of an incident or occurrence in a report (Interviewing and Report Writing in Corrections)

contraband: any unauthorized article foreign to a correctional facility or any authorized article in excessive quantities or altered from its intended purpose (Legal for Correctional Officers)

correctional emergency response team (CERT): an extraction team that is specially-trained to handle violent and uncooperative inmates during incidents (Incidents and Emergencies in Correctional Facilities)

corrections: the branch of the criminal justice system that enforces sentencing guidelines and rehabilitation services as defined by the court system (Introduction to Corrections)

corrective action: the types of action taken in order to address an inmate's inappropriate or unlawful behavior and to prevent it from happening again (Supervision in a Correctional Facility)

corrective consultation: (also known as an incident report or written warning) usually an agency-specific form that documents an inmate's rule violation (Supervision in a Correctional Facility)

court system: the branch of the criminal justice system that interprets laws and sets sentencing guidelines (Introduction to Corrections)

courtesy: the act of being respectful when interacting with others and treating them in a dignified manner, regardless of their status, race, gender, appearance, or behavior (Communication for Correctional Officers)

criminal law: the branch of law that identifies behaviors that are deemed unacceptable by society; it also sets punishments for those behaviors (Legal for Correctional Officers)

criminal liability: when a person is found guilty of committing a crime that results in incarceration or other penalties upon conviction (Legal for Correctional Officers)

critical incidents: events that have a high chance of putting lives at risk and causing major damage to property and the environment (Incidents and Emergencies in Correctional Facilities)

culturally responsive: openness to learning about new cultures and the ability to respect cultural differences and recognize the important role that culture plays in a person's life (Communication for Correctional Officers)

D

deadly force: any force that is likely to cause death or great bodily harm (Legal for Correctional Officers)

deception: the act of lying to, misleading, tricking, or fooling another person (Communication for Correctional Officers)

delegation of authority: when a person with authority grants decision-making authority to another person (Introduction to Corrections)

delusion: a false belief that is firmly held despite obvious proof or evidence to the contrary (Supervising Correctional Populations)

dementia: a term used to describe an organic, progressive mental disorder characterized by a loss of memory, an impairment of judgment and abstract thinking, and changes in personality (Supervising Correctional Populations)

disability: a physical or mental impairment that substantially limits one or more of a person's major life activities (Supervising Correctional Populations)

disciplinary confinement: when an inmate is found guilty of committing one or more violations and is confined to an individual cell for a specified period of time that is based on authorized penalties (Supervising Correctional Populations)

disciplinary report (DR): a detailed report of the facts surrounding an inmate's rule violation (Supervision in a Correctional Facility)

discipline: the enforcement of a penalty for a violation of established rules and is used to ensure compliance with those rules (Supervision in a Correctional Facility)

discrimination: treatment that is a result of people choosing to act on their prejudices (Introduction to Corrections)

disturbance: any incident that disrupts the normal operations within a facility (Incidents and Emergencies in Correctional Facilities)

due process: the conduct of legal proceedings according to established rules and principles for the protection and enforcement of private rights, including notice and the right to a fair hearing (Legal for Correctional Officers)

E

Emergency Response Guidebook (ERG): a resource used to guide a first responder's initial actions to a hazardous materials incident, including the identification of hazardous materials, areas of personal protection, and an initial safety plan (Incidents and Emergencies in Correctional Facilities)

emotional intelligence: the ability to identify and cope with your own emotions while also doing the same for the people around you (Introduction to Corrections)

empathy: the ability to understand and care about the emotions of others (Communication for Correctional Officers)

escort: the movement of an inmate from one point to another accompanied by an officer or staff member (Supervision in a Correctional Facility)

ethics: standards of conduct based on the principles of right and wrong as defined by society (Introduction to Corrections)

evidence: anything that tends to prove or disprove the existence of a fact (Legal for Correctional Officers)

explicit bias: when one is aware of their dislike of certain groups of people and is openly hateful and injurious in their actions towards that group (Introduction to Corrections)

F

face sheet: a document with a current picture of an inmate, name, inmate identification number, physical description, incarceration date, date of birth, end-of-sentence date, and custody level (Supervision in a Correctional Facility)

felony: any criminal offense punishable by death or imprisonment in a state correctional facility for one year or more (Legal for Correctional Officers)

fight-flight-freeze response: the body's physiological response to a perceived or real threat, which involves the body preparing to fight, flee, or freeze (Introduction to Corrections)

Florida Administrative Code (F.A.C.): the body of law that oversees public regulatory agencies (Introduction to Corrections)

Florida Model Jail Standards (FMJS): the minimum standards with which all local jails in Florida must comply (Introduction to Corrections)

format: the way information is organized and presented in a report (Interviewing and Report Writing in Corrections)

friction ridge: a raised portion of the skin on the finger and palm of a hand that consists of connected ridge units (Intake and Release)

fruits of a crime: any benefits gained or obtained by committing a crime (Legal for Correctional Officers)

G

gratuity: anything of value that is intended to benefit the giver more than the receiver (Introduction to Corrections)

grid search pattern: a variation of the strip/line search pattern that overlaps a series of lanes in a cross pattern, making the search more methodical and thorough (Shift Management and Safety)

H

hallucination: a sensory experience in which a person can see, hear, smell, taste, or feel something that is not there (Supervising Correctional Populations)

hard contraband: (also known as hazardous contraband) any item that poses a serious threat to the safety and security of the staff, inmates, or facility (Shift Management and Safety)

hazardous material: (also known as hazmat) any solid, liquid, or gas substance that, when released, may be capable of causing harm to people, the environment, or property (Incidents and Emergencies in Correctional Facilities)

hostage incident: when one or more people are held against their will by another person or group with the purpose of achieving a specific goal (Incidents and Emergencies in Correctional Facilities)

human-instigated disaster: a consequence of technological or human hazards that brings great damage, loss, or destruction, whether intentional or unintentional (Incidents and Emergencies in Correctional Facilities)

hypervigilance: a sense of always being on guard that can make it difficult to disengage from stress (Introduction to Corrections)

I

implicit bias: the unconscious beliefs that we have about groups of people (Introduction to Corrections)

incident command system (ICS): a systematic approach to command, control, and coordinate incident response (Incidents and Emergencies in Correctional Facilities)

infirmity care: care provided to patients with an illness or diagnosis that requires daily monitoring, medication and/or therapy, or assistance with activities of daily living at a level needing skilled nursing intervention (Supervision in a Correctional Facility)

instrumentalities of a crime: anything used to commit a crime (Legal for Correctional Officers)

insubordination: the intentional refusal to follow lawful orders from supervisors in the chain of command (Introduction to Corrections)

intercultural communication: verbal or non-verbal interaction between people from different cultures (Communication for Correctional Officers)

interview: a conversation between a person asking questions (the interviewer) and a person answering questions (the interviewee) with the goal of obtaining factual information (Interviewing and Report Writing in Corrections)

J

jargon: specialized language used by a profession or another specialized group; it is often meaningless to people outside of the profession it is used in (Interviewing and Report Writing in Corrections)

jurisdiction: the power of a court to decide a case; a government or court's power to exercise authority over a specific geographic area (Introduction to Corrections)

juvenile inmate: an inmate who is not legally an adult or judged as an adult and who the court may assign to the Department of Juvenile Justice (Supervising Correctional Populations)

K

kickback: (also known as three-way mail) a method inmates use to send illegal communications to other inmates within the same facility or other institutions (Shift Management and Safety)

L

lateral communication: when information is shared between people at the same level in an organization or in the chain of command (Introduction to Corrections)

law enforcement: the branch of the criminal justice system that enforces laws, maintains civil order, and protects the constitutional rights of everyone within the United States (Introduction to Corrections)

legal mail: correspondence that contains confidential information concerning legal matters and includes mail to and from municipal, county, state, and federal courts as well as state attorneys, private attorneys, public defenders, legal aid organizations, and agency clerks (Shift Management and Safety)

M

mania: a mental health condition that involves periods of hyperactivity and abnormal elevations of mood and behavior (Supervising Correctional Populations)

manipulation: the act of controlling or influencing another person's behavior to gain a personal benefit or advantage (Communication for Correctional Officers)

medical emergency: when a person experiences medical or psychological distress, severe illness, or injury (Incidents and Emergencies in Correctional Facilities)

mental illness: a condition that affects a person's thinking, feeling, mood, or behavior and can be occasional or long-lasting (chronic) (Supervising Correctional Populations)

Miranda warning: the warning that a law enforcement officer provides to protect the Fifth Amendment right against self-incrimination when a suspect in custody is interrogated in a criminal investigation (Legal for Correctional Officers)

misdemeanor: any criminal offense that is punishable by a term of imprisonment in a county correctional facility of up to one year (Legal for Correctional Officers)

N

narrative: a detailed account of an incident and events related to the incident (Interviewing and Report Writing in Corrections)

natural disaster: an event or force of nature that has catastrophic consequences, such as a hurricane, earthquake, tornado, flood, lightning, or wildfire (Incidents and Emergencies in Correctional Facilities)

negligence: failure to behave with the level of care that a reasonably prudent person would have exercised under the same circumstances (Legal for Correctional Officers)

nolo contendere: a legal plea in which a person does not accept or deny responsibility for the charges but agrees to accept punishment (Introduction to Corrections)

non-contact visits: visits in which an inmate and visitor are physically separated by a type of barrier or may only communicate through the use of electronic equipment, such as an audio and video communication system (Supervision in a Correctional Facility)

non-verbal communication: any message or signal sent from one person to another without the explicit use of language (Communication for Correctional Officers)

note-taking: the act of writing down brief observations or notes (Interviewing and Report Writing in Corrections)

nuisance contraband: any authorized item found in excessive amounts, or altered from its original state, that usually does not pose an immediate threat to the safety or security of the staff, inmates, or facility (Shift Management and Safety)

O

offense: a breach of law and broadly describes criminal or non-criminal acts that are punishable under law (Legal for Correctional Officers)

omission: neglecting to perform what the law or duty requires (Legal for Correctional Officers)

P

panic attack: a sudden feeling of extreme fear that may occur without warning (Supervising Correctional Populations)

parole: the conditional release of an inmate from a correctional institution before the inmate's court-imposed sentence ends (Introduction to Corrections)

perimeter: a secure area that surrounds a facility and is a critical element of security; the outer edges or boundaries of an area (Shift Management and Safety)

perjury: the offense of lying in court after taking an oath (Introduction to Corrections)

positioning: placing oneself in a tactically advantageous location to observe an area (Shift Management and Safety)

post-traumatic stress disorder (PTSD): a pattern of biological stress responses that may develop after a single stressful event or a series of stressful events (Introduction to Corrections)

posture: holding the body in a manner that shows strength, confidence, interest, and control (Shift Management and Safety)

prejudice: an unjustified and baseless attitude toward a person because of their membership in a social group (Introduction to Corrections)

Prison Rape Elimination Act (PREA): a law enacted by Congress to address the problem of sexual abuse of people in the custody of U.S. federal, state, and local correctional agencies (Legal for Correctional Officers)

privileged communication: confidential information shared between two parties, such as between a client and an attorney, that is protected by law from forced disclosure (Legal for Correctional Officers)

privileged mail: correspondence to and from public officials, government agencies, and the news media (Shift Management and Safety)

probable cause: a fair probability or reasonable grounds to believe that someone committed a crime, based on the totality of the circumstances or all the factors known at the time (Legal for Correctional Officers)

probation: a court-ordered sentence that places a person under the supervision of a probation officer under specified court-ordered terms and conditions (Introduction to Corrections)

procedural due process: the procedures that must be followed to protect a person's rights during the criminal justice process (Legal for Correctional Officers)

professional boundaries: the policies and rules that define the relationship between inmates and officers, typically including both emotional and physical safeguards from harm (Communication for Correctional Officers)

protective management: (also known as protective custody) a special management status designed to protect an inmate from other inmates; may also be granted if an inmate presents a signed written statement alleging that they are in fear of staff while providing information to support the claim (Supervising Correctional Populations)

psychosis: (also known as a psychotic episode) a group of symptoms that affect the mind and cause a person to disconnect from reality (Supervising Correctional Populations)

Q

qualified immunity: a defense that protects government officials from liability for civil damages insofar as their conduct does not violate clearly established statutory or constitutional rights of which a reasonable person would have known (Legal for Correctional Officers)

quid pro quo: a Latin phrase meaning “something for something” (Introduction to Corrections)

R

reasonable accommodation: (also known as reasonable modification) any modification or adjustment that will allow an inmate with a disability to participate in the programs, services, or activities of a facility (Supervising Correctional Populations)

reasonable force: the type and amount of force that an officer reasonably believes necessary to overcome resistance (Legal for Correctional Officers)

report: a written document that gives information about an incident, situation, person, or event (Interviewing and Report Writing in Corrections)

resilience: the capacity to effectively cope with stress, trauma, and other serious problems (Introduction to Corrections)

retaliation: when an inmate or staff member acts or attempts to injure, harm, or intimidate a person who has reported sexual abuse and assault (Legal for Correctional Officers)

riot: a disturbance with uncontrolled violence by inmates, usually directed at the administration (Incidents and Emergencies in Correctional Facilities)

routine mail: the most common type of correspondence received by inmates; includes letters, magazines, newspapers, periodicals, and book subscriptions that have not been tampered with and were received directly from the publisher or supplier. This does not include legal or privileged mail. (Shift Management and Safety)

routine stress: stress that happens on a daily basis and is a normal part of life (Introduction to Corrections)

rule violation: an activity or behavior that is not permitted in a correctional facility; it is sometimes referred to as an infraction (Supervision in a Correctional Facility)

S

safety data sheet (SDS): written or printed material concerning a hazardous chemical that is prepared in accordance with federal regulations (Incidents and Emergencies in Correctional Facilities)

sally port: a system of two openings (doors or gates) that is designed to open only one at a time (Shift Management and Safety)

search: when an officer examines an area, person, or property for evidence in a place where a person has a reasonable expectation of privacy (Legal for Correctional Officers)

secondary trauma: (also known as vicarious trauma) when a person is exposed to the trauma of others and develops physical or mental impacts (Introduction to Corrections)

security equipment: any item or technology used to enhance or maintain protection and to ensure safety (Shift Management and Safety)

security threat group (STG): a criminal enterprise or an organization of a continuing nature that engages repeatedly in acts of crime individually or collectively, and poses a safety or security threat within, as well as outside of, a correctional facility (Supervising Correctional Populations)

seizure: when an officer affects a person’s right to have or control their property, usually by physically taking it (Legal for Correctional Officers)

self-talk: the practice of talking to yourself as you anticipate, encounter, or evaluate an event; often an internal process that can be used for self-reflection or self-improvement (Communication for Correctional Officers)

sentence: a group of words that contains a subject, a verb, and, usually, an object that expresses a complete thought (Interviewing and Report Writing in Corrections)

sentence fragment: an incomplete sentence that lacks a subject or verb or fails to express a complete thought (Interviewing and Report Writing in Corrections)

sexual abuse: any sexual act where the victim does not give their consent (Legal for Correctional Officers)

sexual harassment: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (Introduction to Corrections)

situational awareness: the ability to pay attention to your surroundings, process what you observe, and make sound decisions based on those observations (Shift Management and Safety)

slang: informal vocabulary composed of invented words or expressions that are often used by a specific group, region, trade, or profession (Interviewing and Report Writing in Corrections)

special populations: inmates who require special consideration when it comes to their protection, care, and rehabilitation (Supervising Correctional Populations)

spiral search pattern: usually used by one person, a search pattern that begins at a central point and moves in increasingly larger circles to the outermost boundary of the search area (Shift Management and Safety)

statement: a permanent oral or written record, that may or may not be made under oath, of a person's account of an incident or occurrence (Interviewing and Report Writing in Corrections)

statutory law: law written and enacted by Congress, state legislatures, or local governing authorities in response to a perceived need; it includes criminal, civil, administrative, and regulatory laws (Legal for Correctional Officers)

stereotyping: judging a group of people who are different from you based on your own or others' opinions or encounters (Introduction to Corrections)

stigma: a set of negative and unfair beliefs that a society or group of people have about something (Introduction to Corrections)

strip/line search pattern: usually used in a predetermined area by several people, this pattern divides the search area into lanes that are searched by one or more people in both directions until the entire area has been examined (Shift Management and Safety)

substance abuse: the inappropriate use of a substance that negatively affects the mind and body, adversely impacting a person's social or occupational life and psychological or physical health (Supervising Correctional Populations)

substantive due process: the fair and consistent enforcement of the law (Legal for Correctional Officers)

suicidal ideation: when a person has thoughts about ending their own life (Introduction to Corrections)

T

tagging: a marking on a wall, a fence, or the ground that identifies STG territory (Supervising Correctional Populations)

textspeak: language used in text messages and digital communications, typically using abbreviations, acronyms, or initials, that does not follow standard grammar, spelling, or punctuation (Interviewing and Report Writing in Corrections)

tort: a civil wrong in which the action or inaction of a person or entity violates the rights of another person or entity (Legal for Correctional Officers)

transfer: the movement of an inmate from one housing location to another (Supervision in a Correctional Facility)

transgender: a person whose gender identity differs from the sex they were assigned at birth; also referred to as trans (Supervising Correctional Populations)

transport: moving an inmate from the confines of a secure facility to another location outside of the facility (Supervision in a Correctional Facility)

trauma: a response to an event or an ongoing experience that is emotionally or physically damaging to a person and overwhelms the person's ability to cope (Communication for Correctional Officers)

traumatic stress: when a person feels that their personal safety, or the safety of others, is in danger, such as during major events like war, disasters, global pandemics, or incidents of assault; can also be caused by chronic worrying (Introduction to Corrections)

U

unusual occurrence: an incident that is out of the ordinary and can lead to a disruption of the normal operation of a facility and its daily activities (Supervision in a Correctional Facility)

V

verbal communication: what someone says with their words (Communication for Correctional Officers)

verbal counseling: when an inmate is verbally notified that they have committed a rule violation and that their behavior must be corrected, or further action will be taken (Supervision in a Correctional Facility)

vertical communication: when information is shared from leadership or command staff and flows down through the supervision levels to the lowest levels of an organization (Introduction to Corrections)

voyeurism: when a correctional staff member invades an inmate's privacy for reasons unrelated to official duties (Legal for Correctional Officers)

Y

youthful offender: any person under 25 that the court sentences as an adult and classifies as a youthful offender or who the Department of Corrections assigns youthful offender status (Supervising Correctional Populations)

Z

zone/quadrant search pattern: used for searching large areas by dividing it into four sections and searching using a spiral, strip/line, or grid search pattern (Shift Management and Safety)

Endnotes

Chapter 1 Introduction to Corrections

1. Administrative Office of the U.S. Courts. (2024). *Supreme Court Procedures*. <https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/supreme-1>
2. Iao, S. I., Jansen, E., Shedden, K., O'Brien, L. M., Chervin, R. D., Knutson, K. L., & Dunietz, G. L. (2021, September 13). Associations Between Bedtime Eating or Drinking, Sleep Duration and Wake After Sleep Onset: Findings From the American Time Use Survey. *The British Journal of Nutrition*, 127(12), 1888–1897. <https://doi.org/10.1017/S0007114521003597>
3. Kinsey, A. W., & Ormsbee, M. J. (2015, April 9). The Health Impact of Nighttime Eating: Old and New Perspectives. *Nutrients*, 7(4), 2648–2662. <https://doi.org/10.3390/nu7042648>

Chapter 2 Legal for Correctional Officers

1. Garner, Bryan A. (Ed.). (2004). Due Process. In *Black's Law Dictionary* (8th ed., p. 538). Thomson West.
2. The Moss Group. (2014, August). *Key Terms and Definitions* [Handout]. National PREA Resource Center. <https://www.prearesourcecenter.org/resource/prea-employee-training>
3. Cornell Legal Information Institute, Justia, & Chicago-Kent College of Law. (2015). *Kingsley v. Hendrickson*. Oyez. <https://www.oyez.org/cases/2014/14-6368>

Chapter 3 Communication for Correctional Officers

1. Merriam-Webster. (n.d.). Sympathy. In *Merriam-Webster.com Dictionary*. Retrieved March 27, 2024, from <https://www.merriam-webster.com/dictionary/sympathy>
2. Adams, S., Houston-Kolnik, J., & Reichert, J. (2017, July 25). *Trauma-Informed and Evidence-Based Practices and Programs to Address Trauma in Correctional Settings*. Illinois Criminal Justice Information Authority. <https://icjia.illinois.gov/researchhub/articles/trauma-informed-and-evidence-based-practices-and-programs-to-address-trauma-in-correctional-settings>
3. Benedict, A. (2016, January 5). *Jail Tip Sheet #2: Take Steps to Be More Trauma Informed*. National Resource Center on Justice-Involved Women. <https://cjininvolvedwomen.org/resources/jail-tip-sheet-2-take-steps-to-be-more-trauma-informed/>
4. ATA Compass. (2023, March 15). Breaking Intercultural Communication Barriers in Business. *American Translators Association*. <https://www.atanet.org/public-outreach/blog-intercultural-communication-barriers/>

Chapter 4 Interviewing and Report Writing in Corrections

1. Zaied, Z. (2021, April 21). *Why the Truth May Not Be What You Think*. Corrections1. <https://www.corrections1.com/corrections-training/articles/why-the-truth-may-not-be-what-you-think-l1TG17WtHc63u8Qh/>
2. Hougland, S. M., & Allen, J. M. (2020). *The SAGE Guide to Writing in Corrections* (1st ed.). SAGE Publications.

Chapter 6 Intake and Release

1. Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards* (Standard No. 6.5). Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
2. Carson, E. (2021, December). *Mortality in Local Jails, 2000–2019—Statistical Tables*. U.S. Department of Justice, Bureau of Justice Statistics. <https://bjs.ojp.gov/content/pub/pdf/mlj0019st.pdf>

Chapter 7 Supervision in a Correctional Facility

1. Graham, G. (2024, January 30). Complacency in Corrections. *Lexipol*. <https://www.lexipol.com/resources/todays-tips/complacency-in-corrections/>
2. Florida Department of Corrections. (2018, November 9). *Inmate Orientation Handbook: Reception Center Processing*. <https://fdc-media.ccplatform.net/content/download/1913/file/InmateOrientationHandbook.pdf>
3. Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards* (Standard No. 8.6[f]). Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
4. Titus, T., & Alvarez, J. (2019). Spotlight on Standards: Infirmary-Level Care. *CorrectCare*, 33(1), 4. <https://www.ncchc.org/wp-content/uploads/33-1.pdf>

Chapter 8 Supervising Correctional Populations

1. Rubin, P. N., & McCampbell, S. W. (1995, July). *The Americans With Disabilities Act and Criminal Justice: Mental Disabilities and Corrections*. U.S. Department of Justice, National Institute of Justice. <https://www.ojp.gov/pdffiles/amdisact.pdf>
2. MedlinePlus. (n.d.). *Mental Disorders*. U.S. Department of Health and Human Services, National Library of Medicine. <https://medlineplus.gov/mentaldisorders.html>
3. Tartaro, C. (2019). *Suicide and Self-Harm in Prisons and Jails* (2nd ed). Lexington Books.
4. Bureau of Justice Assistance, & National Institute of Corrections. (2023, June). *Guidelines for Managing Substance Withdrawal in Jails*. U.S. Department of Justice. <https://bja.ojp.gov/doc/guidelines-managing-substance-withdrawal-jails.pdf>

5. Centers for Disease Control and Prevention. (2025, June 2). *Developmental Disability Basics*. <https://www.cdc.gov/child-development/about/developmental-disability-basics.html>
6. Florida Senate Committee on Criminal Justice. (2010, October). *Youthful Offender Designation in the Department of Corrections* (Interim Report 2011-114). <https://www.flsenate.gov/UserContent/Session/2011/Publications/InterimReports/pdf/2011-114cj.pdf>
7. Hardyman, P. L., & Van Voorhis, P. (2004, February). *Developing Gender-Specific Classification Systems for Women Offenders*. U.S. Department of Justice, National Institute of Corrections. <https://s3.amazonaws.com/static.nicic.gov/Library/018931.pdf>
8. National Resource Center on Justice Involved Women. (2016, January 14). *Fact Sheet on Justice Involved Women in 2016*. Center for Effective Public Policy. <https://cjinvolvedwomen.org/resources/fact-sheet-on-justice-involved-women/>
9. Wright, E. M., & Cain, C. M. (2016). Women in Prison. In J. Wooldredge, & P. Smith (Eds.), *The Oxford Handbook of Prisons and Imprisonment*, (pp. 163–188). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199948154.013.9>
10. National Resource Center on Justice Involved Women. (2016, January 5). *Jail Tip Sheet #2: Take Steps to Be More Trauma Informed*. Center for Effective Public Policy. <https://cjinvolvedwomen.org/resources/jail-tip-sheet-2-take-steps-to-be-more-trauma-informed/>
11. Division of Victim Services and Criminal Justice Programs. (2015, April). *Adult and Child Sexual Assault Protocols: Initial Forensic Physical Examination*. Florida Office of the Attorney General. <https://www.myfloridalegal.com/sites/default/files/ACSP%5B1%5D.pdf>

Chapter 9 Incidents and Emergencies in Correctional Facilities

1. National Institute of Mental Health. (2024, May). *Post-Traumatic Stress Disorder*. U.S. Department of Health and Human Services. <https://web.archive.org/web/20240528132218/https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd>
2. Pipeline and Hazardous Materials Safety Administration. (2024). *Emergency Response Guidebook (ERG)*. U.S. Department of Transportation. <https://www.phmsa.dot.gov/training/hazmat/erg/erg2024-pdf-accessible-english>
3. MedlinePlus. (2025, January 8). Nitric Acid Poisoning. In *A.D.A.M. Medical Encyclopedia*. National Institute of Health, National Library of Medicine. <https://medlineplus.gov/ency/article/002478.htm>
4. Federal Aviation Administration. (2025, June 18). *What are Dangerous Goods?* U.S. Department of Transportation. https://www.faa.gov/hazmat/what_is_hazmat
5. Federal Emergency Management Agency. (2019, August). *Hazardous Materials Incidents: Guidance for State, Local, Tribal, Territorial, and Private Sector Partners*. U.S. Department of Homeland Security. <https://www.fema.gov/sites/default/files/2020-07/hazardous-materials-incidents.pdf>
6. U.S. Fire Administration. (2023, April 1). *Choosing and Using Fire Extinguishers*. U.S. Department of Homeland Security, Federal Emergency Management Agency. <https://www.usfa.fema.gov/prevention/home-fires/prepare-for-fire/fire-extinguishers/>

Bibliography

Chapter 1 Introduction to Corrections

- Administrative Office of the U.S. Courts. (2024). *Supreme Court Procedures*. <https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/supreme-1>
- Centers for Disease Control and Prevention. (2023, May 26). *Conversations Matter*. U.S. Department of Health and Human Services. <https://www.cdc.gov/howrightnow/talk/>
- Centers for Disease Control and Prevention. (2024, April 17). *Steps for Getting Started With Physical Activity*. U.S. Department of Human Services. <https://www.cdc.gov/healthy-weight-growth/physical-activity/getting-started.html>
- Edge Staff, & Pittaro, M. (2017, February 3). How Emotional Intelligence Benefits Correctional Officers. *American Military University*. <https://amuedge.com/how-emotional-intelligence-benefits-correctional-officers/>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Harvard Professional Development. (2019, August 26). How to Improve Your Emotional Intelligence. *Harvard Division of Continuing Education*. <https://professional.dce.harvard.edu/blog/how-to-improve-your-emotional-intelligence/>
- lao, S. I., Jansen, E., Shedden, K., O'Brien, L. M., Chervin, R. D., Knutson, K. L., & Dunietz, G. L. (2021, September 13). Associations Between Bedtime Eating or Drinking, Sleep Duration and Wake After Sleep Onset: Findings From the American Time Use Survey. *British Journal of Nutrition*, 127(12), 1888–1897. <https://doi.org/10.1017/S0007114521003597>
- Kinsey, A. W., & Ormsbee, M. J. (2015, April 9). The Health Impact of Nighttime Eating: Old and New Perspectives. *Nutrients*, 7(4), 2648–2662. <https://doi.org/10.3390/nu7042648>
- Lammers-van der Holst, H. M., Murphy, A., Wise, J., & Duffy, J. (2020, April). Sleep Tips for Shift Workers in the Time of Pandemic. *Southwest Journal of Pulmonary, Critical Care, & Sleep*, 20(4), 128–130. <https://doi.org/10.13175/swjpc024-20>
- McMillen, M. (2024, February 28). What's the Best Temperature for Sleep? *WebMD*. <https://www.webmd.com/sleep-disorders/features/cant-sleep-adjust-the-temperature>
- The Moss Group. (2014, August). *Unit 4 Professional Boundaries* [PDF]. National PREA Resource Center. <https://www.prearesourcecenter.org/resource/prea-employee-training>
- Schane, R. E., Ling, P. M., & Glantz, S. A. (2010, April 6). Health Effects of Light and Intermittent Smoking: A Review. *Circulation*, 121(13), 1518–1522. <https://doi.org/10.1161/CIRCULATIONAHA.109.904235>
- Spinaris, C. (2020, January 17). *Breaking the "I'm Good" Code of Silence*. Corrections1. <https://www.corrections1.com/mental-health-1/articles/breaking-the-im-good-code-of-silence-eRx2f5JD6JN62Xgf/> (Reprinted from "Breaking the 'I'm Good' Code of Silence," 2020, *The Correctional Oasis*, 17[1], 1–5, <https://desertwaters.com/breaking-the-im-good-code-of-silence/>)

- Tavoian D., & Craighead D.H. (2023, January 12). Deep Breathing Exercise at Work: Potential Applications and Impact. *Frontiers in Physiology*, 14. <https://doi.org/10.3389/fphys.2023.1040091>
- Thompson, J. (2019, March 22). Law Enforcement Suicide: How Police and First-Responders Can Support One Another's Mental Health. *American Foundation for Suicide Prevention*. <https://afsp.org/story/law-enforcement-suicide-how-police-and-first-responders-can-support-one-another-s>
- University of California Health. (2024). *Sleep Disorders: Coping With Shift Work*. <https://www.uclahealth.org/medical-services/sleep-disorders/patient-resources/patient-education/coping-with-shift-work>
- Usher, L., Friedhoff, S., Cochran, S., & Pandya, A. (2016). *Preparing for the Unimaginable: How Chiefs Can Safeguard Officer Mental Health Before and After Mass Casualty Events*. Office of Community Oriented Policing Services. <https://www.theiacp.org/sites/default/files/2018-09/Preparing-For-The-Unimaginable.pdf>
- Varvogli, L., Darviri, C. (2011). Stress Management Techniques: Evidence-Based Procedures That Reduce Stress and Promote Health. *Health Science Journal*, 5(2), 74–89. <https://www.itmedicalteam.pl/articles/stress-management-techniques-evidencebased-procedures-that-reduce-stress-and-promote-health.pdf>

Chapter 2 Legal for Correctional Officers

- Centers for Disease Control and Prevention. (2024, September 10). *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*. U.S. Department of Health and Human Services. https://www.cdc.gov/phlp/php/resources/health-insurance-portability-and-accountability-act-of-1996-hipaa.html?CDC_AAref_Val=https://www.cdc.gov/phlp/publications/topic/hipaa.html
- Cornell Legal Information Institute, Justia, & Chicago-Kent College of Law. (2015). *Kingsley v. Hendrickson*. Oyez. <https://www.oyez.org/cases/2014/14-6368>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Garner, Bryan A. (Ed.). (1999). *Black's Law Dictionary* (7th ed.). West Group.
- Garner, Bryan A. (Ed.). (2004). Due Process. In *Black's Law Dictionary* (8th ed., p. 538). Thomson West.
- Just Detention International. (2016, March 24). *Learn the Basics: The Prison Rape Elimination Act for Victim Services Providers* [Webinar]. <https://justdetention.org/webinar/learn-the-basics-the-prison-rape-elimination-act-for-victim-service-providers/>
- The Moss Group. (2014, August). *Key Terms and Definitions* [Handout]. National PREA Resource Center. <https://www.prearesourcecenter.org/resource/prea-employee-training>
- National Commission on Correctional Healthcare. (2013, June 21). *PREA Specialty Training: Module 1, Detecting and Assessing Signs of Sexual Abuse and Harassment* [Video]. YouTube. https://youtu.be/a0enVeOjikQ?si=FgYMg_pso9_APdq0
- National Institute of Corrections. *PREA/Sexual Safety for the Incarcerated*. Federal Bureau of Prisons. <https://nicic.gov/projects/prea-offender-sexual-abuse>

Chapter 3 Communication for Correctional Officers

- Adams, S., Houston-Kolnik, J., & Reichert, J. (2017, July 25). *Trauma-Informed and Evidence-Based Practices and Programs to Address Trauma in Correctional Settings*. Illinois Criminal Justice Information Authority. <https://icjia.illinois.gov/researchhub/articles/trauma-informed-and-evidence-based-practices-and-programs-to-address-trauma-in-correctional-settings>
- ATA Compass. (2023, March 15). Breaking Intercultural Communication Barriers in Business. *American Translators Association*. <https://www.atanet.org/public-outreach/blog-intercultural-communication-barriers/>
- Benedict, A. (2016, January 5). *Jail Tip Sheet #2: Take Steps to Be More Trauma Informed*. National Resource Center on Justice-Involved Women. <https://cjinvolvedwomen.org/resources/jail-tip-sheet-2-take-steps-to-be-more-trauma-informed/>
- Hunter, R. D., & Barker, T. (2011, March 12). *Police-Community Relations and the Administration of Justice*. (8th ed.). Pearson.
- Merriam-Webster. (n.d.). Sympathy. In *Merriam-Webster.com Dictionary*. Retrieved March 27, 2024, from <https://www.merriam-webster.com/dictionary/sympathy>

Chapter 4 Interviewing and Report Writing in Corrections

- Hougland, S. M., & Allen, J. M. (2020). *The SAGE Guide to Writing in Corrections* (1st ed.). SAGE Publications.
- Zaied, Z. (2021, April 21). *Why the Truth May Not Be What You Think*. Corrections1. <https://www.corrections1.com/corrections-training/articles/why-the-truth-may-not-be-what-you-think-l1TGl7WtHc63u8Qh/>

Chapter 5 Shift Management and Safety

- 2pass. (n.d.). *Situation Awareness*. <https://www.2pass.co.uk/awareness.htm>
- Aten, J. (2020, October 10). Situational Awareness and Survival. *Psychology Today*. <https://www.psychologytoday.com/us/blog/hope-resilience/202010/situational-awareness-and-survival>
- Atherton, G. (2010, July 15). *Situational Awareness in the Correctional Environment*. Corrections1. <https://www.corrections1.com/cert/articles/situational-awareness-in-the-correctional-environment-pUgECJHeCThr6HG6/#:~:text=In%20corrections%2C%20situational%20awareness%20is,and%20organize-d%20groups%20of%20offenders.>
- CernerEng. (2018, August 3). *Situation Awareness, Mica Endsley* [Video]. YouTube. <https://www.youtube.com/watch?v=0WaGOLF2V2c>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Harvard T.H. Chan School of Public Health. (2016). Curbing Distracted Driving with "Situational Awareness." *Harvard Chan School News*. <https://www.hsph.harvard.edu/news/hsph-in-the-news/curbing-distracted-driving-with-situational-awareness/#:~:text=Situational%20awareness%E2%80%9494a%20factor%20in,every%205%20to%208%20seconds.>

Chapter 6 Intake and Release

- Carson, E. (2021, December). *Mortality in Local Jails, 2000–2019 – Statistical Tables*. U.S. Department of Justice, Bureau of Justice Statistics. <https://bjs.ojp.gov/content/pub/pdf/mlj0019st.pdf>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Garner, Bryan A. (Ed.). (2004). *Black's Law Dictionary* (8th ed.). Thomson West.

Chapter 7 Supervision in a Correctional Facility

- Florida Department of Corrections. (2018, November 9). *Inmate Orientation Handbook: Reception Center Processing*. <https://fdc-media.ccplatform.net/content/download/1913/file/InmateOrientationHandbook.pdf>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Graham, G. (2024, January 30). Complacency in Corrections. *Lexipol*. <https://www.lexipol.com/resources/todays-tips/complacency-in-corrections/>
- Miller, R. (n.d.). *Effective Inmate Supervision: The Foundation for Jail Safety and Security*. National Institute for Jail Operations. <https://jailtraining.org/effective-inmate-supervision-the-foundation-for-jail-safety-and-security/>
- Titus, T., & Alvarez, J. (2019). Spotlight on Standards: Infirmary-Level Care. *CorrectCare*, 33(1), 4. <https://www.ncchc.org/wp-content/uploads/33-1.pdf>
- York, G. (2016, June 27). *Why Inmate Hospital Watch Is a Dangerous Shift*. Corrections1. <https://www.corrections1.com/products/duty-gear/restraints/articles/why-inmate-hospital-watch-is-a-dangerous-shift-lLeCm3aUPIMXF5YK/>
- York, G. (2020, November 6). *Signs Inmates Are About to Fight*. Corrections1. https://www.corrections1.com/corrections-training/articles/signs-inmates-are-about-to-fight-2lIC2ubSKj5bElAT/?utm_source=delivra&utm_medium=email&utm_campaign=C1-Member-2-21-24&utm_id=6583926

Chapter 8 Supervising Correctional Populations

- Alzheimer's Society. (2021, December 20). *How to Communicate With a Person With Dementia*. <https://www.alzheimers.org.uk/about-dementia/symptoms-and-diagnosis/symptoms/how-to-communicate-dementia>
- American Civil Liberties Union. (2014). *Prison Rape Elimination Act (PREA) Toolkit: End the Abuse - Protecting LGBTI Prisoners From Sexual Assault*. <https://wp.api.aclu.org/documents/prison-rape-elimination-act-prea-toolkit-end-abuse-protecting-lgbti-prisoners-sexual-assault>
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

- Benedict, A. (2016, January 16). *Jail Tip #3: Review Discipline Policies and Practices*. National Resource Center on Justice Involved Women. <https://cjinvolvedwomen.org/resources/jail-tip-sheet-3-review-discipline-policies-and-practices/>
- Bloom, B., Owen, B., Covington, S., Raeder, M., & National Institute of Corrections. (2003, June). *Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders*. U.S. Department of Justice. <https://s3.amazonaws.com/static.nicic.gov/Library/018017.pdf>
- BJC Healthcare. (2014a, May 22). *Do This, Not That! Providing Care for Medical Patients With Psychiatric Issues: Delusions* [Video]. YouTube. <https://www.youtube.com/watch?v=k2hqDyKqEfU>
- BJC HealthCare. (2014b, May 22). *Do This, Not That! Providing Care for Medical Patients With Psychiatric Issues: Hallucinations* [Video]. YouTube. <https://www.youtube.com/watch?v=mHhJQqbaKYA>
- Bowman, M. (2018, August 13). *Understanding Lesbian, Gay, Bisexual, Transgender and Intersex Inmates, Residents, and Detainees* [Webinar]. National PREA Resource Center. <https://www.prearesourcecenter.org/resource/understanding-lesbian-gay-bisexual-transgender-and-intersex-inmates-residents-and-intersex>
- Bureau of Justice Assistance, & National Institute of Corrections. (2023, June). *Guidelines for Managing Substance Withdrawal in Jails*. U.S. Department of Justice. <https://bja.ojp.gov/doc/guidelines-managing-substance-withdrawal-jails.pdf>
- Cain, C. M., & Ellison, J. M. (2022, January 22). Identifying Individuals at Risk of Suicide and Self-Harm in Jail. *Corrections*, 9(2), 151–166. <https://doi.org/10.1080/23774657.2022.2031350>
- Cain, C. M., & Ellison, J. M. (2023, March 24). The Pains of Imprisonment Through a Rainbow Lens. In E. M. Ahlin, O. Mitchell, & C. A. Atkin-Plunk (Eds.), *Handbook on Inequalities in Sentencing and Corrections Among Marginalized Populations* (pp. 206–222). Routledge. <https://doi.org/10.4324/9781003245032-11>
- Centers for Disease Control and Prevention. (2024a, May 15). *About Chronic Diseases*. U.S. Department of Health and Human Services. <https://www.cdc.gov/chronic-disease/about/index.html>
- Centers for Disease Control and Prevention. (2025, June 2). *Developmental Disability Basics*. U.S. Department of Health and Human Services. <https://www.cdc.gov/child-development/about/developmental-disability-basics.html>
- Civil Rights Division. (n.d.-a). *Criminal Justice*. U.S. Department of Justice. <https://www.ada.gov/topics/criminal-justice/>
- Civil Rights Division. (n.d.-b). *Introduction to the Americans With Disabilities Act*. U.S. Department of Justice. <https://www.ada.gov/topics/intro-to-ada/>
- Civil Rights Division. (2020, February 28). *ADA Requirements: Effective Communication*. U.S. Department of Justice. <https://www.ada.gov/resources/effective-communication/>
- The Columbia Lighthouse Project. (2016). *The Columbia Protocol for Healthcare and Other Community Settings*. Columbia University. <https://cssrs.columbia.edu/the-columbia-scale-c-srs/cssrs-for-communities-and-healthcare/#filter=.general-use.english>
- Division of Victim Services and Criminal Justice Programs. (2015, April). *Adult and Child Sexual Assault Protocols: Initial Forensic Physical Examination*. Florida Office of the Attorney General. <https://www.myfloridalegal.com/sites/default/files/ACSP%5B1%5D.pdf>
- Duke University. (2021, April 5). *What is Autism? | Quick Learner* [Video]. YouTube. <https://www.youtube.com/watch?v=TJuwHClQQTs>

- Florida Department of Children and Families. (n.d.). *Baker Act Frequently Asked Questions*.
<https://www.myflfamilies.com/crisis-services/baker-act/baker-act-frequently-asked-questions>
- Florida Department of Corrections. (2023). *Florida Department of Corrections Annual Report 2022–2023*.
https://fdc.myflorida.com/pub/annual/2223/Annual_Report_22-23_V10.pdf
- Florida Department of Juvenile Justice. (2021). *Juvenile Justice Process*. <https://www.djj.state.fl.us/youth-families/juvenile-justice-process>
- Florida Model Jail Standards Working Group. (2026, January). *Florida Model Jail Standards Manual*. Florida Sheriffs Association. <https://flsheriffs.org/how-we-serve/jail-services/florida-model-jail-standards/>
- Florida Senate Committee on Criminal Justice. (2010, October). *Youthful Offender Designation in the Department of Corrections* (Interim Report 2011-114). <https://www.flsenate.gov/UserContent/Session/2011/Publications/InterimReports/pdf/2011-114cj.pdf>
- Singer, J. B. (Host). (2018, April 16). Helping the Suicidal Person: Interview With Stacey Freedenthal, Ph.D., LCSW (No. 119) [Audio podcast episode]. In *The Social Work Podcast*. <https://www.socialworkpodcast.com/2018/04/freedenthal.html>
- Hardyman, P. L., & Van Voorhis, P. (2004, February). *Developing Gender-Specific Classification Systems for Women Offenders*. U.S. Department of Justice, National Institute of Corrections. <https://s3.amazonaws.com/static.nicic.gov/Library/018931.pdf>
- Hess, P. (2020, November 11). Autism Behind Bars. *The Transmitter: Neuroscience News and Perspectives*. <https://www.thetransmitter.org/spectrum/autism-behind-bars/>
- Jack, C. (2021, April 29). 10 Signs of Autism in Women. *Psychology Today*. <https://www.psychologytoday.com/us/blog/women-autism-spectrum-disorder/202104/10-key-signs-autism-in-women>
- Marion, M. (2022, July 1). *Dynamics of Sexual Abuse in Confinement Training* [Webinar]. National PREA Resource Center: <https://www.prearesourcecenter.org/resource/dynamics-sexual-abuse-confinement-training>
- MedlinePlus. (n.d.). *Mental Disorders*. U.S. Department of Health and Human Services, National Library of Medicine. <https://medlineplus.gov/mentaldisorders.html>
- Michna, I., & Trestman, R. (2016, June 1). Correctional Management and Treatment of Autism Spectrum Disorder. *Journal of the American Academy of Psychiatry and the Law*, 44(2), 253–258. <https://jaapl.org/content/44/2/253>
- The Moss Group. (2015, June 9). *Guidance in Cross-Gender and Transgender Pat Searches*. National PREA Resource Center. <https://www.prearesourcecenter.org/resource/guidance-cross-gender-and-transgender-pat-searches>
- National Center for Juvenile Justice. (2014). *Juvenile Offenders and Victims: 2014 National Report (Report Summary)*. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/ojstatbb/nr2014/>
- National Health Service. (2022, November 11). *Signs of Autism in Adults*. <https://www.nhs.uk/conditions/autism/signs/adults/>
- National Institute on Aging. (2017, May 17). *Coping With Agitation, Aggression, and Sundowning in Alzheimer's Disease*. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nia.nih.gov/health/alzheimers-changes-behavior-and-communication/tips-coping-sundowning>
- National Resource Center on Justice Involved Women. (2016a, January 5). *Jail Tip Sheet #2: Take Steps to Be More Trauma Informed*. Center for Effective Public Policy. <https://cjinvolvedwomen.org/resources/jail-tip-sheet-2-take-steps-to-be-more-trauma-informed/>

- National Resource Center on Justice Involved Women. (2016b, January 14). *Fact Sheet on Justice Involved Women in 2016*. Center for Effective Public Policy. <https://cjinvolvedwomen.org/resources/fact-sheet-on-justice-involved-women/>
- Office of the Inspector General. (2018, September). *Review of the Federal Bureau of Prisons' Management of Its Female Inmate Population*. U.S. Department of Justice. <https://www.oversight.gov/sites/default/files/oig-reports/e1805.pdf>
- Rubin, P. N., & McCampbell, S. W. (1995, July). *The Americans With Disabilities Act and Criminal Justice: Mental Disabilities and Corrections*. U.S. Department of Justice, National Institute of Justice. <https://www.ojp.gov/pdffiles/amdisact.pdf>
- Substance Abuse and Mental Health Program. (2003). *Marchman Act User Reference Guide 2003*. Florida Department of Children and Families. <https://www.myflfamilies.com/sites/default/files/2022-11/marchmanacthand03p.pdf>
- Tartaro, C. (2019). *Suicide and Self-Harm in Prisons and Jails* (2nd ed). Lexington Books.
- Wright, E. M., & Cain, C. M. (2016). Women in Prison. In J. Wooldredge, & P. Smith (Eds.), *The Oxford Handbook of Prisons and Imprisonment*, (pp. 163–188). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199948154.013.9>
- Yearwood, E. L., Pearson, G. S., & Newland, J. A. (Eds.). (2012). *Child and Adolescent Behavioral Health: A Resource for Advanced Practice Psychiatric and Primary Care Practitioners in Nursing*. Wiley-Blackwell.

Chapter 9 Incidents and Emergencies in Correctional Facilities

- Federal Aviation Administration. (2025, June 18). *What are Dangerous Goods?* U.S. Department of Transportation. https://www.faa.gov/hazmat/what_is_hazmat
- Federal Emergency Management Agency. (2019, August). *Hazardous Materials Incidents: Guidance for State, Local, Tribal, Territorial, and Private Sector Partners*. U.S. Department of Homeland Security. <https://www.fema.gov/sites/default/files/2020-07/hazardous-materials-incidents.pdf>
- MedlinePlus. (2025, January 8). Nitric Acid Poisoning. In *A.D.A.M. Medical Encyclopedia*. National Institute of Health, National Library of Medicine. <https://medlineplus.gov/ency/article/002478.htm>
- National Institute of Mental Health. (2024, May). *Post-Traumatic Stress Disorder (PTSD)*. U.S. Department of Health and Human Services. <https://web.archive.org/web/20240528132218/https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd>
- Pipeline and Hazardous Materials Safety Administration. (2024, April 4). *Emergency Response Guidebook (ERG)*. U.S. Department of Transportation. <https://www.phmsa.dot.gov/training/hazmat/erg/erg2024-pdf-accessible-english>
- Schwartz, J. A., & Barry, C. (2009, October). *A Guide to Preparing for and Responding to Jail Emergencies*. U.S. Department of Justice, National Institute of Corrections. <https://s3.amazonaws.com/static.nicic.gov/Library/023494.pdf>
- U.S. Fire Administration. (2023, April 1). *Choosing and Using Fire Extinguishers*. U.S. Department of Homeland Security, Federal Emergency Management Agency. <https://www.usfa.fema.gov/prevention/home-fires/prepare-for-fire/fire-extinguishers/>

Statute and F.A.C. Index

This index is provided as a convenient reference for students who wish for more complete information. Students are not expected to memorize specific statutes or Florida Administrative Code numbers or names.

Chapter 1 Introduction to Corrections

- Ch. 112, pt. VI, F.S., Law Enforcement and Correctional officers
- Ch. 943, F.S., Department of Law Enforcement
- Ch. 951, F.S., County and Municipal Prisoners
- s. 112.313, F.S., Standards of conduct for public officers, employees of agencies, and local government attorneys
- s. 112.532, F.S., Law enforcement officers' and correctional officers' rights
- s. 943.09, F.S., Criminal Justice Professionalism Program
- s. 943.10, F.S., Definitions; ss. 943.085–943.255
- s. 943.12, F.S., Powers, duties, and functions of the commission
- s. 943.13, F.S., Officers' minimum qualifications for employment or appointment
- s. 943.131, F.S., Temporary employment or appointment; minimum basic recruit training exemptions
- s. 943.1395, F.S., Certification for employment or appointment; concurrent certification; reemployment or reappointment; inactive status; revocation; suspension; investigation
- s. 943.1397, F.S., Officer certification examinations; fee
- s. 951.23, F.S., County and municipal detention facilities; definitions; administration; standards and requirements
- 11B-27.0011, F.A.C., Moral character
- 11B-27.005, F.A.C., Revocation or disciplinary actions; disciplinary guidelines; range of penalties; aggravating and mitigating circumstances
- 11B-30.009, F.A.C., Applicant conduct at test site and notice of protection of program privileges
- 33-208.002, F.A.C., Rules of conduct
- Pub. L. No. 88-352, 78 Stat. 241 (codified as amended in scattered sections of 5 U.S.C., 28 U.S.C., and 42 U.S.C.), Civil Rights Act of 1964
- Pub. L. No. 108-79, 117 Stat. 974 (codified as amended at 34 U.S.C. §§ 30301–30309), Prison Rape Elimination Act

Chapter 2 Legal for Correctional Officers

- Ch. 111, F.S., Public officers: general provisions
- Ch. 776, F.S., Justifiable use of force
- Ch. 870, F.S., Affrays; riots; routs; unlawful assemblies
- Ch. 944, F.S., State correctional system
- s. 456.057, F.S., Ownership and control of patient records; report or copies of records to be furnished; disclosure of information

s. 768.28, F.S., Waiver of sovereign immunity in tort actions; recovery limits; civil liability for damages caused during a riot; limitation on attorney fees; statute of limitations; exclusions; indemnification; risk management programs

s. 775.08, F.S., Classes and definitions of offenses

s. 776.06, F.S., Deadly force by a law enforcement or correctional officer

s. 776.07, F.S., Use of force to prevent escape

s. 932.704, F.S., Forfeiture proceedings

s. 932.7055, F.S., Disposition of liens and forfeited property

s. 943.1395, F.S., Certification for employment or appointment; concurrent certification; reemployment or reappointment; inactive status; revocation; suspension; investigation

s. 944.105, F.S., Contractual arrangements with contractor-operated entities for operation and maintenance of correctional facilities and supervision of inmates

s. 944.35, F.S., Authorized use of force; malicious battery and sexual misconduct prohibited; reporting required; penalties

s. 944.47, F.S., Introduction, removal, or possession of contraband; penalty

s. 951.22, F.S., County detention facilities; contraband articles

11B, F.A.C., Criminal Justice Standards and Training Commission

33-103.017, F.A.C., Inmate grievances

U.S. Const. amend XIV, § 1

Pub. L. No. 104-191, 110 Stat. 1936, Health Insurance Portability and Accountability Act of 1996

18 U.S.C. § 242, Deprivation of rights under color of law

34 U.S.C. §§ 30301–30309, Prison Rape Elimination Act

42 U.S.C. § 1983, Civil action for deprivation of rights

28 C.F.R. § 115.6, Definitions related to sexual abuse

28 C.F.R. § 115.61, Staff and agency reporting duties

45 C.F.R. pt. 164, Security and Privacy

Chapter 4 Interviewing and Report Writing in Corrections

s. 943.1718, F.S., Body cameras; policies and procedures

Chapter 5 Shift Management and Safety

Ch. 944, F.S., State correctional system

s. 944.31, F.S., Inspector general; inspectors; power and duties

s. 944.47, F.S., Introduction, removal, or possession of contraband; penalty

s. 951.22, F.S., County detention facilities; contraband articles

33-210.101, F.A.C., Routine mail

Chapter 6 Intake and Release

- s. 815.04, F.S., Offenses against intellectual property
- s. 815.06, F.S., Offenses against users of computers, computer systems, computer networks, and electronic devices
- s. 839.26, F.S., Misuse of confidential information
- s. 901.211, F.S., Strip searches of persons arrested; body cavity search
- s. 925.11, F.S., Postsentencing DNA testing
- s. 943.052, F.S., Disposition reporting
- s. 943.325, F.S., DNA database
- s. 944.033, F.S., Community correctional centers; existence; location; purpose; restriction
- s. 944.275, F.S., Gain-time
- s. 944.47, F.S., Introduction, removal, or possession of contraband; penalty
- s. 951.21, F.S., Gain-time for good conduct for county prisoners
- s. 960.001, F.S., Guidelines for fair treatment of victims and witnesses in the criminal justice and juvenile justice systems
- 33-601.210, F.A.C., Custody classification
- 33-601.502, F.A.C., Discharge gratuity
- 28 C.F.R. § 20.33, Dissemination of criminal history record information

Chapter 7 Supervision in a Correctional Facility

- s. 322.212, F.S., Unauthorized possession of, and other unlawful acts in relation to, driver license or identification card
- s. 944.09, F.S., Rules of the department; offenders, probationers, and parolees
- s. 944.14, F.S., Supervision of correctional institutions; enforcement of orders and regulations
- s. 944.241, F.S., Incarcerated pregnant women
- s. 944.39, F.S., Interference with prisoners; penalty
- 33-601.314, F.A.C., Rules of prohibited conduct and penalties for infractions
- 33-601.714, F.A.C., Inmate visiting—general
- 33-602.204, F.A.C., Searches of inmates
- 33-602.211, F.A.C., Restraint of pregnant inmates

Chapter 8 Supervising Correctional Populations

- Ch. 893, F.S., Drug abuse prevention and control
- s. 393.063, F.S., Definitions
- s. 394.459, F.S., Rights of patients
- s. 394.463, F.S., Involuntary examination

- s. 397.675, F.S., Criteria for involuntary admissions, including protective custody, emergency admission, and other involuntary assessment, involuntary treatment, and alternative involuntary assessment for minors, for purposes of assessment and stabilization, and for involuntary treatment
- s. 397.6772, F.S., Protective custody without consent
- s. 874.03, F.S., Definitions
- s. 943.0439, F.S., Interviews of victims, suspects, or defendants with autism or an autism spectrum disorder
- s. 944.02, F.S., Definitions
- s. 944.24, F.S., Administration of correctional institutions for women
- s. 944.241, F.S., Incarcerated pregnant women
- s. 944.242, F.S., Dignity for women in correctional facilities
- s. 944.35, F.S., Authorized use of force; malicious battery and sexual misconduct prohibited; reporting required; penalties
- s. 944.473, F.S., Inmate substance abuse testing program
- s. 958.03, F.S., Definitions
- s. 958.04, F.S., Judicial disposition of youthful offenders
- s. 958.045, F.S., Youthful offender basic training program
- s. 958.11, F.S., Designation of institutions and programs for youthful offenders; assignment from youthful offender institutions and programs
- s. 985.03, F.S., Definitions
- s. 985.265, F.S., Detention transfer and release; education; adult jails
- 33-210.201, F.A.C., ADA provisions for inmates
- 33-601.221, F.A.C., Youthful offender classification categories in institutions
- 33-601.226, F.A.C., Youthful offender program participation
- 33-601.800, F.A.C., Close management
- 33-601.830, F.A.C., Death row
- 33-602.211, F.A.C., Restraint of pregnant inmates
- Pub. L. No. 93-415, 88 Stat. 1109 (codified as amended in scattered sections of 5, 18, and 42 U.S.C.), Juvenile Justice and Delinquency Prevention Act of 1974
- Pub. L. No. 101-336, 104 Stat. 327 (codified as amended at 42 U.S.C. §§ 12101–12213 and 47 U.S.C. § 225), Americans With Disabilities Act of 1990
- Pub. L. No. 115-385, 132 Stat. 5123 (codified as amended at 34 U.S.C. §§ 11101–11322), Juvenile Justice Reform Act of 2018
- 28 C.F.R. § 35.152, Jails, detention and correctional facilities, and community correctional facilities
- 28 C.F.R. § 115.5, General definitions
- 28 C.F.R. § 115.11, Zero tolerance of sexual abuse and sexual harassment; PREA coordinator
- 28 C.F.R. § 115.14, Youthful inmates
- 28 C.F.R. § 115.22, Policies to ensure referrals of allegations for investigations
- 28 C.F.R. § 115.41, Screening for risk of victimization and abusiveness

28 C.F.R. § 115.43, Protective custody
28 C.F.R. § 115.51, Inmate reporting
28 C.F.R. § 115.61, Staff and agency reporting duties
28 C.F.R. § 115.76, Disciplinary sanctions for staff
28 C.F.R. § 115.78, Disciplinary sanctions for inmates

Chapter 9 Incidents and Emergencies in Correctional Facilities

s. 944.151, F.S., Safe operation and security of correctional institutions and facilities
s. 944.36, F.S., Permitting inmates to escape
s. 944.44, F.S., Holding persons as hostages; penalty
s. 944.45, F.S., Mutiny, riot, strike; penalty
s. 951.23, F.S., County and municipal detention facilities; definitions; administration; standards and requirements
33-602.206, F.A.C., Emergency management
33-602.210, F.A.C., Use of force
29 C.F.R. § 1910.1201, Retention of DOT markings, placards and labels
49 C.F.R. §§ 173.50, 173.115–173.140, Class 1–9 definitions

Court Case Index

This index is provided as a convenient reference for students who wish for more complete information. Students are not expected to memorize specific case names unless they appear in the textbook chapters.

Berkovitz v. United States, 486 U.S. 531 (1988)

Farmer v. Brennan, 511 U.S. 825 (1994)

Graham v. Connor, 490 U.S. 386, 397 (1989)

Harlow v. Fitzgerald, 457 U.S. 800, 818 (1982)

Hudson v. McMillian, 503 U.S. 1 (1992)

Hudson v. Palmer, 468 U.S. 517 (1984)

Kingsley v. Hendrickson, 576 U.S. 389 (2015)

Whitley v. Albers, 475 U.S. 312 (1986)

Index

A

acting within the scope of employment, 69–70
active listening, 76–77, 93
active voice, 119
acts done in a reasonable manner, 70–71
acts done in good faith, 70–71
acts justified under the law, 70–71
administrative confinement, 229, 272–273
AFIS/ABIS. *See* Biometric Identification Solution (BIS)
Alzheimer's disease, 260–261
amendments, constitutional, 43–45
American Correctional Association, 159
Americans With Disabilities Act (ADA), 235–236
anxiety, 240–241
arrest papers, 168–170
assumption, 23
authority, delegation of, 16
autism spectrum disorder (ASD), 246–248
automated external defibrillator (AED), 130, 160, 302
auxiliary aids, 250

B

Baker Act, 242
ballooning, 209
base station, radio, 135–136
bias
 cultural, 22
 explicit, 22
 implicit, 22, 93
Bill of Rights, 43–45
Biometric Identification Solution (BIS), 176
bomb threat, 290–291
bribery, 18

C

case law, 40–41, 60–61
chain of command, 14–16
chase vehicle, 220. *See also* trailing vehicle
chemical agents
 de-escalation, 241
 equipment, 130, 133

 less lethal force, 59
 prohibited mail, 147
 use of force and medical conditions, 255
chronic disease, 253
civil liability, 65–67
civil rights. *See* rights, civil
civil rights violation, 66–67
classes of fire, 304
classes of hazardous materials, 295–297
classification, 179–180, 260
clinical restraints, 215
clinical seclusion, 215
close custody grade, 180
color of law, 66
command presence, 82
command, verbal, 59, 82
commitment papers, 168–169
communication
 non-verbal, 80–82, 93
 verbal, 80
communication, privileged, 52
community control, 13, 181
community custody grade, 180
confinement
 administrative, 229, 272–273
 disciplinary, 274
 protective management, 273
conflict resolution, 84–86
consent, 53–54, 266
constitutional law, 39, 43–45
contact visit, 206, 210
content, of report, 106–108, 110
contraband
 as evidence, 50, 58, 144, 149
 collecting, 144
 disposition of, 145
 documenting, 144
 escort, 217
 facility-issued items, 57–58, 142
 hazardous, 142–143
 hospital assignments and, 214

contraband (*continued*)

- intake, 172
 - mail, 146–149
 - medication, 142, 145, 172
 - nuisance, 142
 - officer safety, 57, 142, 144
 - photographing, 144
 - physical disability, 217, 250
 - searches, 50–51, 143, 171–172, 201, 205, 208–210, 212–213, 217, 220
 - STGs, 269–271
 - transport, 220
 - visitors, 58, 143, 208–209
 - work squads, 212
- correctional officer, definition of, 3
- corrective action, 228–229
- counseling, 228
- counts, inmate
- roster, 190, 287
 - types of, 190–191
 - work squads, 212
- county jail, 13
- courtesy, 76
- court system, 11–12, 40
- crimes
- elements of, 47
 - fruits of, 48
 - instrumentalities of, 47
 - investigations and reporting, 98
 - victims, witnesses, and suspects, 312
- crime scene control, 310
- criminal act, 47
- criminal justice, 11–13
- Criminal Justice Standards and Training Commission (CJSTC)
- officer discipline, 8–10, 64
 - scope, 7
- criminal justice system, 11–13
- criminal law, 39–40
- criminal liability, 65
- critical incidents
- bomb threats, 290–291
 - disasters, 307–308
 - fires, 304–306
 - hazardous materials, 294–301

- hostage incidents, 288–289
 - inmate escapes, 286–287
 - medical emergencies, 302–303
 - outside facility assaults, 292–293
 - riots, 284–285
- cues, non-verbal, 80–82
- custody, chain of, 48–49
- custody grades and levels, 179–180

D

- damages, 65–67
- deadly force, 59, 61–63, 70
- death row, 274–275
- deception
- methods of, 88
 - officer safety and, 87
- de-escalation, 59, 85, 94, 241–242, 247–248
- defensive tactics, 139, 143, 172, 218, 255
- delegation of authority, 16
- dementia, 260–261
- disability, 235–236, 246–251
- disciplinary action
- interviews, 227
 - officer, 8–10
 - report, 105, 229
- disciplinary confinement, 274
- disciplinary report, 105, 229
- discipline, inmate, 226–229
- discretion, officer, 69, 226
- discrimination, 20, 23, 235
- disturbances
- during meals, 203
 - riots and, 284–285
 - signs of, 195, 284
- diversity
- in the correctional setting, 233–234
 - of population, 78
- due process, 44–45, 66, 226, 272
- duty of care, 61, 65

E

- elderly, 234, 259–261, 267
- electronic control device (ECD), 255
- emergencies, medical, 302–303
- emergency doctrine, 71

emergency, identification of, 280
 emergency medical services (EMS), 302
Emergency Response Guidebook (ERG), 295–298
 emotional intelligence, 5–6, 85–86
 empathy, 77
 environmental health program, 162
 equipment

- bomb threats, 290
- facility assault, 292
- fires, 305
- hazardous materials incident, 298
- hostage incident, 288
- inspecting, 130–131
- inventorying, 131–132
- issuing, 131
- management, 132
- medical, 205, 214, 217, 302
- riots, 284–285
- searches, 137
- security, 150–152
- storing, 132
- surveillance, 189

 escape. *See* under critical incidents
 escort, 217–218, 225
 ethical behavior, 17–18
 ethics, 17–21
 evacuation, 281–282
 evidence

- chain of custody, 48–49, 144, 208, 311
- contraband as, 58, 144–145, 208
- crime scene, 48, 268, 309–311
- gathering, 310–311

 extended day program, 258

F

F.A.C.. *See* Florida Administrative Code
 face sheet, 221
 facility assault. *See* equipment
 fact-checking, 111
 facts, organizing, 109–110
 FCIC/NCIC, 174–175
 Federal Bureau of Investigation (FBI), 174
 Federal Communications Commission (FCC), 134
 felony, 46, 177, 179, 275
 fight-flight-freeze response, 27

finger and palm printing, 175–176
 fire. *See* critical incidents
 firearms, 133, 142
 first aid, 64, 66, 302–303, 310
 Florida Administrative Code, 7, 57, 147, 167, 202
 Florida Corrections Accreditation Commission (FCAC), 159
 Florida Department of Corrections (FDC), 13
 Florida Department of Juvenile Justice (DJJ), 257
 Florida Department of Law Enforcement (FDLE)

- CJSTC and, 7
- fingerprinting and, 175

 Florida Model Jail Standards (FMJS), 7, 57, 159, 167, 203
 Florida Safety Belt Law, 221
 force

- deadly, 59, 62–63, 70
- excessive use of, 63
- failure to report, 63–64
- inmates with medical needs, 255–256
- reasonable, 59–60
- reports, 63–64
- to prevent escape, 62–63

 friction ridge, 175
 fruits of a crime, 48

G

gangs. *See* security threat groups
 gestures, 20, 79
 grammar, 115–120
 grid search pattern. *See also* search

H

hard/hazardous contraband, 142. *See also* contraband
 hazardous materials, 142, 294–301
 health-care appliances, 250
 health, environmental, 161–163
 health hazards, 163, 295
 Health Insurance Portability and Accountability Act (HIPAA), 51–52
 hospital assignments, 214–215
 hostage. *See* critical incidents
 human immunodeficiency virus (HIV), 163
 human-instigated disaster, 307
 hypervigilance, 28, 127–128

I

identification
 inmate, 168, 178, 221
 visitor, 207
incident command system (ICS), 282
incident reports, 105
infectious disease, 52, 253–254
infirmity care, 204–205
inmate manipulation, 87–89
inmate referral, 223–225
inmates
 discipline, 226–229
 elderly, 234, 259–261, 267
 female, 171, 173, 219, 262–263
 in distress, 223–225
 intellectual disabilities, 248
 juvenile, 257–258
 medical emergencies, 216, 302–303
 medical needs, 252–256
 notification of visit, 208
 physical disabilities, 249–251
 sexual abuse of, 266–268
 sexuality, 264–265
 transgender, 264–265, 267
inspections, 153–155, 157, 161–163
instrumentalities of a crime, 47
insubordination, 15
intake, 13, 167–180, 197, 237, 244, 267. *See also* reception
intellectual disability, 248
interpersonal communication. *See* communication, interpersonal
interview, 97–100, 312–313
introduction of contraband, 58, 138, 140, 143, 147, 171
inventory, inmate property and, 172–173

J

juvenile assessment/detention centers, 13
juvenile inmate, 257–258
juveniles, 198, 219, 257–258, 267

K

kickback, 149

L

lateral communication, 15
law enforcement, 11–12, 44, 51, 62, 98–99, 242, 245, 312
legal defenses, 70–71
legal mail, 146, 148, 226
LGBTQ+, 264–265
liability, 63, 65–71, 85, 144. *See also* civil liability; criminal liability
listening, 76–77, 93, 188
LiveScan, 175–177

M

mail, inmate, 146–149
mania, 240
manipulation, inmate, 87–90
Marchman Act, 245
maximum custody grade, 180
maximum security level, 179
medical assessments, 167
medical emergency, 216, 244, 254, 302–303.
 See also critical incidents
medium custody grade, 180
medium security level, 179
mental health conditions, 81, 237–242
mental illness, 237–242, 248
minimum custody grade, 180
minimum security level, 179
Miranda warnings, 51, 99, 226
misconduct, sexual, 20–21, 268
misdemeanor, 46
MRSA, 163, 253

N

narrative, 109–110, 123
National Detention Standards (NDS), 159
natural disaster, 307
negligence, 65–66, 69
nolo contendere, 9–10
non-contact visit, 206
note-taking, 101–103
nuisance contraband, 142. *See also* contraband

O

observing, 128, 187–189, 194
 Occupational Safety and Health Administration (OSHA), 159, 295
 offenses, classes of, 46
 officer, correctional
 certification, 7–10
 definition of, 3
 revocation, 10
 well-being, 25–35, 283
 oleoresin capsicum (OC) spray, 59, 133
 ordinances, 40
 organization, 109–110

P

palm printing, 175–177
 panic attacks, 240–241
 parole, 13, 181
 parts of speech, 115–117
 pat down, 51, 138–139, 171–172, 199
 pat search. *See* pat down
 perimeter
 crime scenes, 310
 custody grade, 180
 emergencies, 281
 escort, 217
 outside threats, 292–293
 security, 157–158
 security procedures, 292–293
 personal protective equipment (PPE), 138, 188, 254, 298
 photographing, 177–178
 physical disability, 249–251
 positioning, 128, 203
 post-traumatic stress disorder (PTSD), 28, 283
 posture, 80–81
 precautions, universal. *See* standard precautions
 prejudice. *See* bias or stereotyping
 Prison Rape Elimination Act (PREA), 21, 53–56, 265–268, 309
 privileged communication, 52
 privileged mail, 146, 148
 probable cause, 50
 probation, 13, 181
 procedural due process, 44

procedural justice, 23–24, 94
 professional boundaries, 90
 professionalism
 communication and, 76
 courtesy, 76
 definition of, 76
 report writing, 104, 109, 115
 property, inmate, 172–173, 182
 protective management, 273
 psychosis, 238–240
 punctuation, 115, 118–120, 123

Q

qualified immunity, 69–70
 quid pro quo, 20

R

radio, 134–136
 rape. *See* Prison Rape Elimination Act (PREA)
 reasonable accommodation, 235–236
 reasonable force, 59. *See also* force
 reception, 167–180, 197, 244, 267. *See also* intake
 referral, 223–225
 release, 181–183, 255
 report
 crime, acts involving a, 309
 editing, 122
 evaluating, 122–123
 failure of in use of force, 63–64
 finalizing, 123–124
 format, 110
 information in, 106–108
 jargon in, 113
 mechanics of, 120–121
 professional language, 113
 punctuation, 115, 118–120, 123
 slang in, 113–114
 spelling, 120–121
 steps to prepare, 109–114
 types of, 105
 resilience, 31, 35
 response assistance, 281
 retaliation, 56, 268
 rights, civil
 ethical behavior, 23
 violations, 66–67

riots, 284–285
routine mail, 146
rule violations, 226–229

S

safety and security
 deficiencies, 160
 identification, 178
 in emergencies, 281
 manipulation and deception and, 87
 medical staff and, 205
 perimeter, 157–158
 situational awareness and, 127–129
 standards, 153–156
safety data sheet (SDS), 295
sally port, 151, 220
sanitation standards, 161–162
scope of employment, 69–70
search
 dining, 202–203
 equipment for, 137
 escort and, 217
 pat down, 51, 138–139, 171–172
 patterns, 141
 strip, 143, 171, 217
 transport vehicle, 220
 types of, 138–145
 visitors, 208
 work squads and, 212
search and seizure. *See* amendments, constitutional
security. *See* safety and security
security check, 154–156, 202
security equipment. *See* equipment, security
security threat groups (STGs)
 activity, 270–271
 contraband and, 270–271
seizure, 44–45, 50–51
self-awareness, 91–93
self-contained breathing apparatus (SCBA), 298
self-de-escalation, 91–92, 94
self-talk, 91
sensitive supplies, 300–301

sexual abuse, 21, 53–56, 224, 247, 262, 266–268.
 See also Prison Rape Elimination Act (PREA)
sexual harassment, 20–21, 54–56, 266, 268. *See also* Prison
 Rape Elimination Act (PREA)
shank. *See* weapons, inmate
shift equipment, 130–133
shiftwork, 25–26
situational awareness, 127–129. *See also* safety
 and security
sorting information categorically, 110
sovereign immunity, 68–70
special populations, 233–234
spiral search pattern. *See also* search
standard precautions
 contraband, collection of, 138
 hazmat, 298
statement, 99–100
State Officer Certification Examination (SOCE), 8
statutory law, 40
stereotyping, 23
stigma, 35
stress, 27–29
substance abuse, 243–245
substance misuse, 243
substantive due process, 44
suicidal ideation, 33–34, 237–238
suicide
 screening, 237–238
supplies, sensitive. *See* sensitive supplies
suspect, 51, 98–99, 312–313

T

tagging, 270
three-way mail, 149. *See also* kickback
tort, 65–67
trailing vehicle, 220. *See also* chase vehicle
transfer, 222
transgender, 264–265, 267
transport, inmate, 219–222
trauma, 29, 34–35, 77–78, 262–263, 283
tuberculosis (TB), 163

U

unbiased behavior, 22
universal precautions. *See* standard precautions
unprofessional writing, 113–114
unusual occurrence, 194. *See also* disturbances
use of force. *See* force

V

verbal command, 59, 82
verbal warning, 227–228
vertical communication, 15
victim, 21, 53–54, 98, 267–268, 309, 312
visitation, 206–210
voyeurism, 54. *See also* Prison Rape Elimination Act (PREA)
vulnerable populations, 267

W

weapons
 in a correctional facility, 133
 inmate, 143
withdrawal, symptoms of, 244
witness, 20, 98, 312–313
work squads, 211–213
written warning, 228–229

Y

youthful inmates, 267
youthful offender, 257–258

Z

zone/quadrant search pattern, 141. *See also* search